

# Report: Recommendations on addressing EndRapeCulture at SU

2016/2017 EndRapeCulture Task Team at SU

Stellenbosch University

1 June 2017



This report outlines the deliberations of the EndRapeCulture Task Team 2016/2017 and discusses the recommendations emanating from these. The EndRapeCulture Task Team is deeply grateful to all the students, staff and community members who contributed to our understanding of RapeCulture as reflected in this report.

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## Task Team Report: EndRapeCulture at Stellenbosch University – Recommendations for culture change

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### 1. Executive summary

This report outlines the deliberations of the Stellenbosch University EndRapeCulture Task Team 2016/2017 and discusses the recommendations emanating from these. This report aims to reflect our current understanding of RapeCulture and generates a set of recommendations which aim to be realistic, actionable and effective. The focus of the recommendations is to change RapeCulture in sustainable ways via mechanisms that are embedded and integrated, and to establish a monitoring committee as an accountability mechanism. This report is tabled at the Stellenbosch University Rector's Management Team for deliberation and acceptance of the recommendations.

RapeCulture<sup>1</sup> is everyone's problem and everyone is part of the solution in changing the implicit and explicit culture that underpins gender violence in South Africa. We need men and women who have courage to expose RapeCulture and change it by not only speaking against sexist slurs, derogatory images, cruel jokes and explicit gender violence in our society, but also by taking effective action to change the very culture that makes this seem normal.

"South Africa has a rape crisis – we are the rape capital of the world," says Faith Pienaar, Transformation Facilitator at Stellenbosch University, in a video interview, highlighting the widespread and embedded challenges that not only SU<sup>2</sup> but all of South Africa have to face. "RapeCulture is everyone's problem" says Farai Mubaiwa, member of the Womxn Empowerment Group of the 2016 SRC, and "you can't extract yourself from it" contributes Bandile Mndebele, SRC member of 2016. To these influential voices, the Rector and Vice Chancellor Prof Wim de Villiers adds that "culture is a deep-seated set of beliefs, attitudes and actions and these are difficult to change – but we are not flinching from that" and then set up the Task Team on RapeCulture to generate recommendations aimed at changing the culture underpinning gender violence and RapeCulture at Stellenbosch University.

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<sup>1</sup> The spelling of the term RapeCulture varies and we will use a variety of versions throughout this report in order to be inclusive of all expressions of rape culture.

<sup>2</sup> SU: Stellenbosch University

A Task Team was set up in March 2016 to generate recommendations on how to understand and address 'alleged sexual offences' (Addendum 1). The Task Team's role was to generate discussions and based on the outcomes of these discussions, formulate recommendations to the Rector's Management Team on how to impact and change RapeCulture at SU. After deliberation within the task team, the scope was redefined and the name of the task team was changed to the EndRapeCulture Task Team in order to reflect our understanding of our work.

The Task Team met regularly but was interrupted during the *#FeesMustFall* movement during the second semester 2016, when most task team members were engaged in facilitating student and institutional activism. The Task Team reconvened at the end of 2016 and with this report concludes its work.

The Task Team facilitated events, conversations, training programmes and initiated projects and programmes which not only facilitated our understanding, but also enabled the wider SU community to join the discussions about RapeCulture. The project and events, initiatives and programmes included student and staff conversations, establishing an email address receiving comments and suggestions, media releases and newspaper articles, student leader training, a video about RapeCulture, student support and development programmes, and a dedicated website which publicises issues, events and talks about RapeCulture.

In exploring the status quo of RapeCulture, related indicators and gender violence on campus, it emerged that this is a pervasive problem that not only violates the victims/survivors but fractures every one of us: staff, students, friends and family of the victim/survivor and perpetrators. The explicit violence perpetrated by some of our students and staff and the implicitly held beliefs and attitudes that perpetuate this violent culture, are reaching crisis proportions. We live in an extremely violent society and gender violence is one of the manifestations of the brutalisation of the South African society.

The task team deliberated on the most suitable strategies for institutional culture change and identified a few key principles (Bailey, 2010), which informed our recommendations:

### **1. Monitor**

RapeCulture 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. It should be recognised that universities are microcosm of society. The monitoring of RapeCulture and gender violence on the SU campus is relevant and important beyond the SU environment. The request to establish a monitoring committee is thus an essential requirement to monitor change in this regard.

⇒ The key recommendation is to establish a monitoring committee that is responsible for 1) the monitoring of the implementations of the recommendations in this report, and 2) the monitoring of RapeCulture on SU campus.

## 2. Leadership

SU Leadership<sup>3</sup> commitment to culture change is required and SU leadership is requested to model EndRapeCulture 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.

⇒ The key recommendation is to request SU leadership to take part in EndRapeCulture training.

## 3. Grassroots: 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 RapeCulture 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 decolonialise SU practices.

⇒ The key recommendation is to ensure all students and staff take part in EndRapeCulture training.

## 4. Advocacy coalitions

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

⇒ The key recommendation is to support student and staff coalitions, groups, initiatives and projects.

## 5. Recommendations

Direct and specific recommendations are made about key areas that have high impact on culture.

⇒ The recommendations are specific, actionable and realistic and have measurable impact on RapeCulture and facilitate change of culture.

These form the core of our recommendations. We decided to avoid prescriptive lists of recommendations but instead aimed for a system-change approach. This is reflected in the recommendation to monitor change over time for which resources (physical, human and

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<sup>3</sup> SU leadership includes all executive members, the Rector's Management Team, Senior and Executive Directors, Deans of Faculties and other senior and leading posts in the university.

financial) will need to be made available<sup>4</sup>. Embedding the change within line management as a strategic leadership project (top-down) and focussing on the immediate context that has direct impact on students and staff (bottom-up) ensures that everyone within every department, course, programme and environment takes personal responsibility for his or her role within the institutional movement to shift and change culture that underpins rape and gender violence.

The notion of strengthening ‘advocacy coalition’ as our fourth recommendation is already finding expression within, for instance, the SRC Womxn Empowerment portfolio, the Primaria and House Committee subcommittees who focus on gender issues within our communities, The Women’s Forum, Unashamed, Kwanele, other Student Societies, and various other interest and activist groups. Here we want to also recognise any projects, initiatives and intentions that any group or individual facilitates to address EndRapeCulture. All of these need strengthening and support.

Some direct and specific recommendations are included, which focus on high impact practices. We have limited the list of direct recommendations as this is a process that notoriously fails to generate change. Change is best driven by leadership and on grassroots level and thus, we focused on these two areas in our recommendations.

Universities’ role in addressing RapeCulture is not only about engaging students in the here and now at SU – but also about equipping our graduates as *agents of change* to change the wider South African society and culture. We seek to develop graduates who can recognise injustices and power asymmetries and can act powerfully on these, in acceptable ways, leading to sustainable transformation in South Africa. Our commitments to EndRapeCulture is about realising our responsibility in developing graduates that contribute towards a better South Africa for all that live here and who hold themselves and those around them accountable.

The EndRapeCulture Task Team is grateful for the changes we were already able to effect during 2016 and 2017, with the enthusiastic commitment of the Task Team members and the engaged wider student and staff community at SU.

## 2. Acknowledgement

The Task Team is grateful to all the students, staff and community members who contributed to our understanding of the RapeCulture and assisted in shaping

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<sup>4</sup> Rhodes University has appointed staff to address RapeCulture as a specific focus area over the next 5 years.

recommendations<sup>5</sup>. We thank students and staff who took risks to raise awareness and assisted in shaping consciousness around this issue. We also want to thank each Task Team member and students and staff who participated in discussion groups held during June 2016.

We want to thank the *#EndRapeCulture* campaign across the country and the women and men who have alerted the country to this urgent and pervasive problem that is devastating our country.

We specifically thank the many victims/survivors who shared their stories, and also those who have not yet and maybe never will. Speaking about rape is courageous and we are deeply appreciative of these women and men among us who lead this culture change from the front. In this we also acknowledge that rape victims represent the most severely affected. It also affects women in many other ways where they are subject to behavioural norms that flow from a patriarchal culture that normalise gender-based violence.

We thank the Rector and Vice-Chancellor, Prof Wim de Villiers, the Rector's Management Team (RMT) and Prof Arnold Schoonwinkel who initiated this Task Team.

We also want to recognise those members of the SU community who view this work with ambivalence, with fear and with detachment. We want to encourage each one to review his or her contributions to this widespread issue, which implicates all of us, each one in a different way.

We also want to recognise the perpetrators, the rapists and violators who live and work among us. We recognise that violators are psychologically impoverished and require help in dealing with their pitiable lives, with their violent impulses and rage. But it is not only these violators that require re-education but also the passive bystanders who collude with the culture that ultimately makes rape possible.

### 3. Terms of Reference

In March 2016 the Rector's Management Team (RMT) convened and decided as a matter of urgency to initiate a task team, which was to examine issues of RapeCulture at SU, review reporting procedures and support protocols as well as make recommendations to address

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<sup>5</sup> Special thanks goes to contributors, including Sanja Bornman from LfHR, Ombud Zetu Makamandela-Mguqulwa from UCT, Jo and Sarah from GoTrolley and Esme Trutter from Saldanah for the discussion on her 1982 PhD on gender violence.

issues to reduce and prevent incidences related to RapeCulture (See copy of memorandum by DVC Prof Schoonwinkel in Addendum 1).

The Task Team was convened by Dr Birgit Schreiber, Senior Director Student Affairs, and included a range of colleagues, students, student leaders, SRC members and academics who each contributed actively to this report, making it a shared product. The full list of task team members is available in Addendum 6.

## 4. Process of the Task Team

The Task Team began meeting in April 2016 and continued to meet throughout 2016 and into 2017. Most members of the Task Team were also active and engaged in student activism and institutional unrest. Our attention was diverted to support and facilitate activism and unrest during this time and Task Team meetings started again at the beginning of 2017.

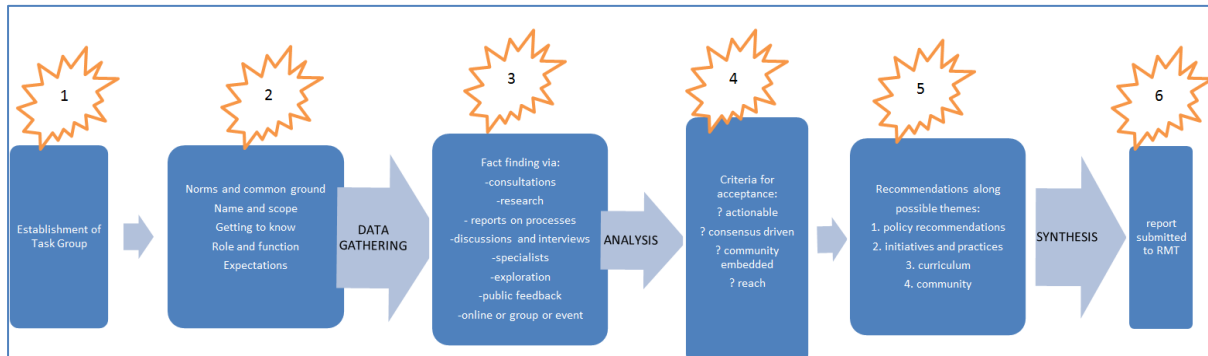
One of our guidelines was to engage stakeholders. To this end our Task Team members were requested to take the discussions and deliberations of the Task Team back to their stakeholders, committees, groups, departments, divisions and environments, etc., in order to provide and get feedback, to invite others to join the debate and promote further conversation. We have thus had ongoing meetings and consultations not only among and with students and staff, but also via each Task Team member who took the conversation back into her and his environment.

The Task Team began with considering the scope, terms and reach and embarked on a process which included mapping the various stages of deliberations (Lyon & Sepulveda, 2009). The first few meetings were occupied with unpacking the Terms of References and defining the brief and purpose of the Task Team as the members understood it. We considered areas of impact, confidentiality and purpose. The Task Team worked well together and produced recommendations that are relevant, actionable, realistic and articulated to our Stellenbosch University reality, focussed on our local challenges and our local context. This report is not a research report, but a textured reflection of our perceptions and our understanding of RapeCulture within the SU context. The Task Team worked for more than a year on this report and the included recommendations were generated and offered to the RMT for consideration. The work of the Task Team ends with the submission of the report to the RMT. The RMT deliberates on the recommendations and, if accepted, the work continues via the Monitoring Committee.



The following map outlines the stages of maturation of the deliberations which underpin the report.

Diagram of process for Task Team deliberations (June 2016):



## 5. Terminology

The wide debate on terms and definitions of RapeCulture is acknowledged here. In general, any term fails to reflect the complex meanings and experiences that are ascribed to key concepts, be these from a personal experience and sense-making perspective, or from a legal, criminal, educational, sociological, psychological, political or medical framework.

This report employs the terms from a common use perspective and focuses on the generally held understanding of sexual violations and offences, including the spectrum from direct violent sexual offence to the indirect harassment and implicit violations embedded into power relations.

## 6. Contextualisation

RapeCulture manifests in society and institutional cultures on the more extreme side of the gender violence spectrum, and points to the aspects of norms, behaviours, attitudes and beliefs that perpetuate patriarchal culture in other forms. RapeCulture refers to attitudes, beliefs, behaviour and practices that normalise gender discrimination and sexual violence, including rape. Behaviour commonly associated with RapeCulture include gender discrimination, sexism, victim blaming, sexual objectification, 'slut shaming', trivialising rape, denial of widespread rape, refusal to acknowledge the harm caused by sexual violence be that implicit or explicit, or some combination of these that lead to sexual violence becoming

so normalised that rape and gender violence is not viewed as a serious problem. Rape Culture also includes the subtle behaviours and subconsciously held attitudes and beliefs which underpin our patriarchal culture in South Africa into which RapeCulture is embedded.

RapeCulture includes all forms of discursive, visual and audio expressions of gender violence, including sexist jokes, media messages via for instance television, music, advertising, social discourse and imagery that normalise violence against women and sexual coercion.

The concept of RapeCulture was first used as part of second wave feminism of the 1970s in the USA. It was popularised through a 1975 documentary, called *Rape Culture*. This notion of RapeCulture referred to behaviour in society in general. More recently it has been used by students to indicate pervasive sexual violence on university campuses in the USA, Europe and in South Africa. The issue of gender-based violence on campuses in South Africa was acutely raised in 2015 with the *#RhodesMustFall* movement at Rhodes University, which spread to many campuses, including UCT and SU.

During 2015 Stellenbosch students who were aligned with the *#OpenStellenbosch* movement, held a march to indicate their displeasure with the way sexual harassment and rape was dealt with on campus. It was clear that they were referring to more than the handling of individual incidents of sexual harassment, but rather the pervasive climate of a culture that trivialises sexual violence and stigmatises women students in particular.

In South Africa the concept of RapeCulture became widely known when students at Rhodes University in Grahamstown released a list of 11 names of alleged rapists on social media on 17 April 2016. Students were angry because these men were well known for perpetrating sexual violence but no apparent action was taken against them. The protests included marches to raise consciousness about rape culture, and aimed to indicate students' anger about the way in which sexual violence at universities was dealt with. These protest marches then spread to different campuses, such as Wits, UCT and Stellenbosch where students also participated in different forms of protest including *topless marches*, which aimed to disrupt social practices. A DHET task team, *Sexual and Gender-Based Violence*, led by the Deputy Minister of Mduzuzi Manana, was launched at the University of Zululand in February 2017, in a response to the pervasive concerns that are shared across the Higher Education sector in South Africa (for more information see: <http://www.gov.za/speeches/sexual-and-gender-based-violence-dialogues-21-feb-2017-0000>).

At Stellenbosch, the anger and dissatisfaction about RapeCulture escalated and came to a head during the 2016 *Woordfees*, when a group of women students held a march to the *De*

*Vette Mossel* (one of the venues) and interrupted an event, where an altercation ensued. Students argue that universities put the responsibility to do something about RapeCulture on the shoulders of women. The newly established *Women's Empowerment* portfolio of the SRC contributed to raise consciousness about RapeCulture and to demand action, including the establishment of this RapeCulture Task Team.

RapeCulture is widely understood to reach beyond a narrow conceptualisations of rape and a focus on women only, and concerns a wider spectrum of violence, including LGBTI groups. The focus of this report, while acknowledging the wider understanding, is on gender violence and rape. We also note that trans and LGBTI students and staff played an important role in the protests about RapeCulture to raise awareness about sexual violence against trans and LGBTI students. It is argued that activism and identities beyond the binary male–female classification are neglected and possibly erased within debates and discourse on sexual violence and RapeCulture.

The RapeCulture Task Team acknowledges that a lot of conceptual and activist guidance is accepted in South Africa from the global north and that this is, in itself, problematic. The local South African and continental African voice on ending RapeCulture appears to be emergent and while the support from the global north is appreciated, it should form part of the many resources underpinning the work around RapeCulture. South Africa needs to find its own voice within the African sociocultural context in terms of combatting RapeCulture.

## 7. Activities of Task Team

Our understanding of our role included initiating activities to gather details and to generate conversations about Rape Culture. To this end, a number of events, programmes and activities were initiated and facilitated. Based on these activities and our understanding of RapeCulture we then generated the recommendations.

These included:

### 7.1 Creating a video on RapeCulture:

This Stellenbosch University video by *GoTrolley* highlights that RapeCulture is everyone's problem; everyone is implicated in a number of ways in deepening practices, beliefs and attitudes about gender and in perpetuating a culture that condones violence. We are



grateful for the generous support from Prof Arnold Schoonwinkel for funding the production of the video by *GoTrolley*. This video has been shared on social media sites, with interest groups, students and staff, the SRC, and various societies. (Please see: <https://www.youtube.com/watch?v=e0C-6lnCY1c>)

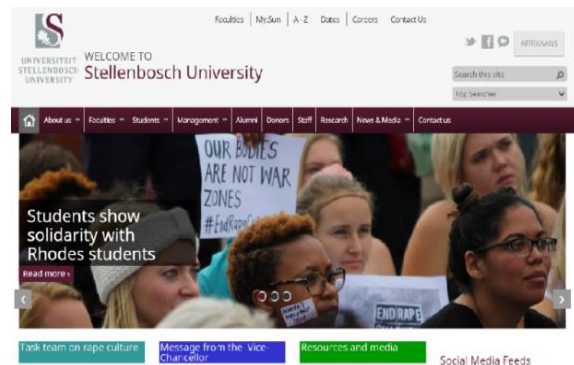
### 7.2 Facilitating student and staff conversations:

The Ombudsperson, Ms Zetu Makamandela-Mguqulwa from the University of Cape Town, was invited to support and facilitate our conversations with students and staff. The conversations revealed that there is much interest in understanding our role in perpetuating RapeCulture. These discussions focussed on sharing stories and sharing student and staff experiences. Important suggestions were made that highlighted where we can impact culture, especially regarding the curriculum and living and learning spaces. The specific focus needs to be on notions of masculinity, male dominated space and male residences.



### 7.3 Creating an SU RapeCulture website:

A website was developed (<http://www.sun.ac.za/english/endrapeculture> thanks to Rene van der Berg and Martin Viljoen of SU Corporate Communications), which focussed on sharing EndRapeCulture information and raising awareness. It shares information on the work of the Task Team, lists resources and links, and shares



information on various activities and events at SU that focuses on this theme. The website offers links to videos, the rector’s message of “Maties to stand together and End Rape Culture” (see <https://www.youtube.com/watch?v=-dcc5ayOdl>), emergency responses, safety and security plans and procedures.

#### 7.4 Ensuring safety and security

Safety and security deal with one of the most violent parts of

**Safety and Security: WhatsApp 082 808 2333**

RapeCulture and include a focus on the safe movement of students without the fear that they will become the victim of acts of violence. This includes violent crime against all and violence against women that emanate from a RapeCulture.

Safety and security have dramatically increased in various areas in and around Stellenbosch University. The mobile units changed routes to focus on high-risk areas such as pubs in residences, male and female residences, the library, and parking areas; the shuttle route and shuttle times were expanded; secure zones were established; and a number of interventions were initiated that increase response rates dramatically. The increased visibility of safety measures, security staff and mobile units increased a sense of safety in some of our students and staff and prevented crime in some instances. This is an ongoing challenge and is always embedded into the wider South African reality and SU is not immune to the brutal realities of crime and gender violence in South Africa.

Whereas the issue of privacy and victims' wishes dominated decisions about communication before, communication decisions are now informed by a heightened understanding of the positive effects of making incidents public. Staff and students feel that it increases their decisions around safety if they have more detailed information about incidents. However, this needs to be balanced with the victim/survivor's experience that public communication might be a further violation. A range of balanced responses is essential.

The Task Team recognises that the increased security activities do not always necessarily translate into students' and staff's increased perceptions of and sense of safety. Neither does the increase in security reduce RapeCulture and change attitudes and behaviours associated with patriarchy and gender violence. Rapists' predatory behaviours often manipulate security processes and elude restraint.

Security promotes responsible behaviour regarding safety within the campus community but is limited in the spaces beyond SU. By communicating incidences to the campus community, students and staff increase their deliberations and decisions around safety because they know more about these incidents. Balancing this need for open communication with the issue of privacy and the victim's wishes in this regard remains an ongoing challenge, as mentioned above.

### 7.5 Enabling email access:

A dedicated email address (RCTT@sun.ac.za) was opened to enable students, staff and the community to send messages, questions, suggestions and thoughts to the Task Team. This was promoted throughout 2016 and a number of students and staff preferred this way of communicating. Twenty-two conversations were held via this email account. The email conversations that were directly sent to individual Task Team members are not recorded here.

### 7.6 Involving SRC:

Student involvement in raising awareness and making a difference in SU RapeCulture has been driven by the SRC and various student activist groups, as well as individual students in SRC portfolios. This started with the SRC of 2014/2015 who decided on a campaign to highlight the

**#SUsafety**  
**#MatiesMatters**  
**#SUsafety**  
**#MatieMatters**

issue of sexual violence against women on campus early in 2015. The SRC of 2015/2016 took that further with a workshop series for student leaders that aimed to raise the consciousness of the topic in 2015 and early in 2016. These workshops have now morphed into the *ResEd* workshops presented by the Equality Unit in the first quarter of the year to all students in university residences and PSO<sup>6</sup> students who stay in private accommodation. This extensive undertaking in terms of training and raising awareness comprises small group training, challenging conversations, and engagements with all men and women residences, residence leadership structures, and PSO groups. The Equality Unit of the Centre for Student Counselling and Development (CSCD) of Student Affairs facilitated these and the workshop evaluations revealed a significant impact.

### 7.7 Implementing Project Callisto:

The student group **UNASHAMED** and the Equality



Unit of Student Affairs' CSCD initiated the development and implementation of the **Callisto** project on our campus. Given that up to 90% of sexual violations are perpetrated by repeat offenders, this online reporting system enables the tracking of

<sup>6</sup> PSO: Private Student Organisation. PSO students are students who live in non-university and private residences, but who are engaged in SU community activities and programmes as much as residence students. PSO students form a key part of our student community and via the PSO system, SU has managed to incorporate non-residence students into the SU community in ways that was not possible before.

repeat offenders. This online tool is an online sexual assault reporting system designed to create a more empowering reporting experience for survivors, provide authorities with better evidence and data on sexual assault, and facilitate the identification of repeat perpetrators. **Callisto** provides survivors with a confidential and secure way to create a time-stamped record of an assault, learn about reporting options and support resources, or report electronically to campus authorities. It gives survivors the option to report their assault only if someone else names the same assailant. This matching system is the first of its kind, and it means that survivors who won't come forward alone can come forward together. **Callisto** redesigns the reporting process from a position of compassion, empathy, and support for survivors, ultimately empowering them to have greater control over their experience.

### 7.8 KWANELE ENUF campaign

*Kwanele Enuf* is a nationwide campaign lead by Andy Kawa. The campaign is focused on breaking silence around gender-based violence, starting conversations about the effects of gender-based violence on society and finding organization-specific responses and solutions to the challenge. The mission of the campaign is to develop a safer and more secure South Africa with zero tolerance for gender-based violence.



Andy Kawa has been invited to address a variety of role players at Stellenbosch University by the Centre for Student Counselling and Development and she visited the campus on 16 February 2017. These role players include colleagues from the Transformation Unit, Residences, Equality Unit, and various others. The first discussion focused on exploring the possibility of launching the campaign at Stellenbosch University and repeating the campaign annually with public involvement.

## 8. Incidents and number

The terms of reference requests that this Task Team review and reflect on the incidences reported within the SU system. This section responds to this issue.

It is asserted that any digit or number, which records incidences, does not truly reflect the extent of gender violence and RapeCulture and is only *one* reflection of gender violence at SU and in South Africa.

Reasons why victims/survivors chose not to report an incident include a biased legal system, brutalising medical procedures, notions that a rape victim/survivor is 'spoiled goods', and the fear of re-traumatisation and not being believed.

Other reasons include shame around date-rape and the complexities of making sense of the many layers that underpin date-rape. For many victims/survivors, rape occurs within the boundaries of a trusted and intimate relationship. Particularly rape within the context of socialising, within acquaintance relationships and within peer groups is especially worrying and highlights the complexities that underpin gender violence and creates immense challenges for the victim/survivor to deal with. These acts of violence, embedded into relationships go largely unrecorded and remain within the silenced and brutalised fabric of our society.

Another reason why any number on the occurrence of incidences is only a narrow slice of the gender violence reality, is that many of the incidences do not generate hard evidence, but remain fleeting, virtual or momentary. These include harassment, coercion, intimidation, groping, name calling, objectification and psychological violence.

The Task Team thus discussed and decided not to list events and incidences in general, but just to discuss a few of the incidences that became public knowledge and gained media attention. These are briefly described below.

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

During 2016 four (4) incidents of sexual assault and/or rape were reported to Stellenbosch Campus Security. Two incidents mentioned below attracted widespread media attention. We decided not to discuss these cases here in detail, as we don't see our role as reporting on incidents, but we want to refer to these incidents in honour of the women who endured.

The incidents were reported during the following months: February, April and October. Incidents occurred at the following locations: In front of Harmonie residence; the parking area next to Heemstede residence; the SU Geology building; and Goldfields residence.

All of the victims who reported the incidents were females. In three of the four cases the assailant was known to the victim. Three incidents occurred on a Saturday and one on a Tuesday. All of the incidents occurred during the early hours of the morning. Arrests were affected in three of the four cases. In two of the four cases a male student was arrested and disciplinary steps were also taken against them. All four cases are still under police investigation.

### **Sexual harassment**



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

### **Summary**

Every incident consisted of its own circumstances as to who, when, why, where, what and how the incident occurred. It is likely that these reports are not the true reflection of sexual offences committed on campus and that many victim/survivors fail to report incidents such as sexual assault and/or harassment to Campus Security. This highlights that RapeCulture is not about individual incidents, but how a culture contributes to individual incidents.

## **9. Processes and procedures**

The procedures and protocols that enable an institution to respond to violence and gender violence play a vital part in effectively identifying perpetrators and responding to victims/survivors. Stellenbosch University has a detailed and extensive set of policies and procedures that guide institutional responses. These responses are spread across a number of Responsibility Centres.

### **1. EMERGENCY REPORTING PROTOCOL**

The standard procedures of how an emergency or crisis is dealt with by the different role players at Stellenbosch University can be viewed in Addendum 7. Depending on the type of incident several role players are activated. Responses to sexual violence and rape are located within a variety of entities – with first responders being either Campus Security or the Centre for Student Counselling and Development's 24-hour Crisis Line after the report has been made. During the day, the Centre for Student Counselling and Development is responsible for the management of all crises. ER24, as an external service provider, has been contracted for 2017 in a pilot project and they are managing all crises – whether it be medical, trauma or psychological – from 16:00 to 08:00 the next morning. This is an attempt to establish an integrated crisis service in collaboration with the Centre for Student Counselling and Development as well as Campus Health Services. Depending on the nature of the crisis, the relevant emergency medical services will be dispatched to the scene.

The Safety and Security Department is responsible for reporting and responding in terms of apprehension and investigation. The current process at Campus Security when receiving a report of sexual assault is indicated as follows: Trauma-counsellors, or psychologists, are

contacted immediately, thereafter the victim is advised to lay a charge with the local police. The victim receives support throughout the whole procedure of reporting to the Police, either by ER24 trauma counsellors, SU psychologists and/or Campus Security. In cases where a criminal charge is laid, Campus Security further supports the police in their investigation. The victim will receive emotional and psychological support from the CSCD after the procedure of reporting as well as any other support needed.

## **2. SERIOUS INCIDENT FORM**

One of the challenges with incidence reporting is that statistics are not captured at one central point. This makes it quite challenging to pick up trends, to act pro-actively and to manage the process. The SU Serious Incident Form (Addendum 8) enables the primary responder to capture data in one format. Operationally all procedures will be conducted as usual, but this form will enable the primary role players involved with serious incidents to communicate better, coordinate responses, intervene in incidents, and be able to report more accurately on incidents on campus. This is a monthly reporting system – firstly to Dr Birgit Schreiber (Senior Director Student Affairs) and then to Professor Arnold Schoonwinkel (DVC L & T). All data is collated by Dr Munita Dunn-Coetzee (Director CSCD). This is a practical manner in which the RapeCulture Task Team supports the consolidation of data to assist role players to work closer together, as well as detect possible trends on campus.

## **3. CURRENT REPORTING STRUCTURES AT THE EQUALITY UNIT**

The *Policy on Unfair Discrimination and Harassment* has been approved by SU Council in September 2016 (Addendum 9). One of the practical manifestations of this policy was the establishment of the Equality Unit at the Centre for Student Counselling and Development, Division of Student Affairs. The purpose of this policy is to state the principles and provisions for addressing unfair discrimination against staff and students at SU, to ensure that appropriate mechanisms are in place to support those subjected to unfair discrimination, to ensure that positive steps are taken to prevent instances of unfair discrimination, and to protect staff and students against such discrimination. This policy aims to promote equal opportunities for success through appropriate structures and practices. This policy offers an overarching framework for promoting equality and for preventing and addressing unfair discrimination. The Equality Unit promotes collective action towards social justice and discourse regarding social asymmetries at SU, grounded in the understanding that in order to achieve greater societal equality we should use a process of equity. The Equality Unit coordinates, educates and raises awareness around sexualities, gender, HIV/Aids and anti-discrimination in partnership with relevant campus structures. See Addendum 10 for the process to report a complaint at the Equality Unit.

Addendum 11 illustrates the different roles of the Equality Unit, as well as how to address matters of victimisation, harassment, sexual harassment and discrimination. The Unit has a

supportive and restorative function to address social justice matters. One of the most important focus areas of the Equality Unit is the establishment of a restorative justice culture on campus. Mediation is seen as one of the preferred ways of dealing with matters, in cases where it can be applicable and appropriate. Mediation is a voluntary, confidential once-off facilitation of communication between two parties (directly or indirectly) by a trained mediator, the aim being an amicable resolution to any conflict or dispute, based on the principle of shared humanity. The Equality Unit reported recently that mediation as alternative dispute resolution mechanism has had a 100% success rate in reaching amicable agreements between parties in conflict. It does, however, need to be emphasised that mediation is only one intervention for sexual and gender violence. Rape is a criminal offence and incidences of rape are, therefore, part of the criminal prosecution and justice system.

## 10. RapeCulture and employment equity

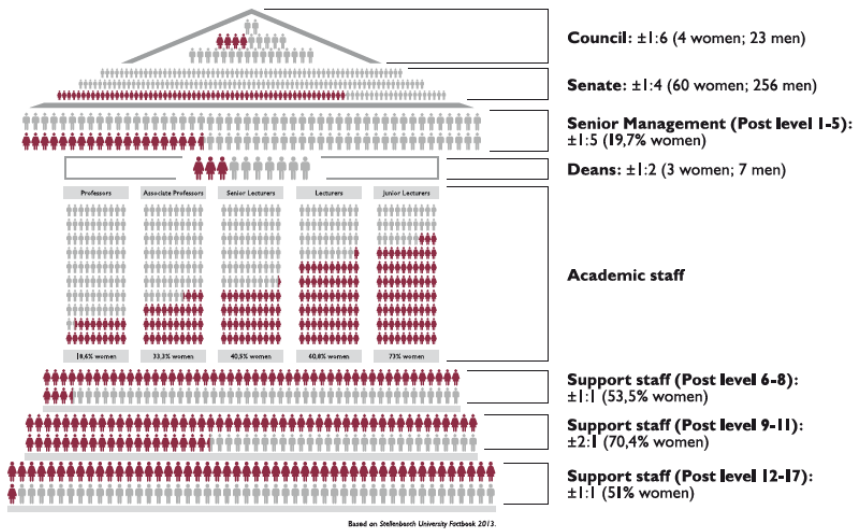
On a symbolic level institutional cultures reflect their commitment to gender equality. While gender equality can never only be about numbers, the employment of women in top management shows a commitment to eradicate the under-representation of women on that level and also complies with requirements in the Equity Act that designate women as a group for affirmative action.

Where there are more women in positions of authority they can act as role models for female staff and students and once a critical mass is reached (around 33%) institutional cultures start to change to accommodate the needs of specific groups – as in the case of women. The visibility of women and the treatment of women as equals will have an impact to lessen RapeCulture, sexual harassment and sexual violence because there will be voices speaking out against it.

Unfortunately, executive management at Stellenbosch has only one woman, a recent appointment. This compares badly with other universities. Other aspects of diversity such as race are also under-represented and the intersection of race and gender remain a challenge. SU should, therefore, strive to change the demographic composition of executive management and appoint more women, and specifically black women.

Below is a 2014 demographic of where the women are in terms of ranks at Stellenbosch University. Since then there have been few changes to the graphic. There are now five women on Council with minor other improvements in numbers.

Much more needs to be done to reach equity and change a male dominated institutional culture.



## 11. Residences and Listen, Live and Learn spaces

When any aspect of a culture is put under the spotlight at the University, many thoughts will turn to residences. In no particular order the reasons are that Stellenbosch University developed as a residential university and it is still “written in its DNA” and therefore, the residences have a substantial influence on campus culture. Secondly, it is clearly understood in political economy that a small, well-organised group will have a bigger influence on culture than a large unorganised group. The structure of residences on campus thus heightens in influence. Thirdly, it is quite logical that prevailing culture norms of the wider society will be reflected in residences. If the issue at hand is a patriarchal culture it is also reflected in the way the residences are structured in single gender residences and one will find a concentration of that culture in the residences. In the male only residences one will find a concentration of the attitudes that puts males in a privileged position in society and in female residences one will find a concentration of the attitude of an acceptance of the position of women in a patriarchal society. Thus, residences reflect this concentration of attitudes. *This concentration of attitudes is often misread as the cause of the culture instead of a reflection of the culture.* The divides in single gender structures are not only a feature of residence life, it is also a feature of most of the PSO structures.

A change in the culture in residences will have a significant impact on the culture of the campus. In that sense the residences (and PSO structures) are a good place to focus the education and training efforts to change culture, but the structural issues that are a product of a patriarchal society also need to be changed.

With regard to the structural issues, a change was made by the formation of the cluster initiative that places men and women on an equal footing in leadership and decision making. The cluster initiative also showed its value in the many RapeCulture conversations that took place in clusters.

The task group took note of the huge effort that was already made in changing the practices of campus culture, most notably the practices and attitudes around “skakels” and other events among students where RapeCulture finds expression and manifests. It is important to remember that changing the practices around “skakels” is an effort to fix a situational problem (the structure of single gender residences) through an educational effort. This will have limited success. The focus needs to be how skakels are used for education and training vehicles for change RapeCulture work.

To get an accurate picture of the campus RapeCulture climate, a campus climate survey instrument was developed by the task team. This instrument will be used in the future by the Equality Unit to measure the campus climate with special focus on how it manifests in the residences and PSO environments. This will guide a more targeted response. It should be kept in mind that Stellenbosch University cannot solve the campus RapeCulture “once and for all”. This applies to all SU campuses including Bellville, Saldanah, Tygerberg, and other satellite spaces. As students move through the campus and they internalise a new culture, they move on and are replaced by a new cohort of students from a cross-section of society that brings an ethos steeped in a patriarchal culture from their schools and families.

In residences the education of students regarding RapeCulture now also finds itself entrenched in the workshops that are part of the *ResEd* workshops, as mentioned earlier in the report.

The heightened attention to RapeCulture awareness (including the work of the task team) sparked a range of workshops and critical engagement discussions on the definition of rape culture, hyper-masculinity and the bystander effect. Various workshops on rape culture, alcohol use and the bystander effect were also developed as part of the residential education programme in 2017 and screenings of the documentary “The Hunting Ground” were used as a discussion tool for critical engagement. There is a need for dedicated capacity and resources to support training and experiential learning interventions that are designed for men, can reach large numbers of men, and can sustain work beyond welcoming and critical engagement discussions. This should include translating current good practices and research findings into male-specific strategies especially for hard to reach males. The unintended consequence of the current female-focussed approach is that we miss key opportunities to nurture a next generation of male leaders to become allies in transforming RapeCulture. Training interventions targeting students and staff should be

sustained beyond crisis periods to build key leadership competencies in women and men so that we can shift institutional culture and sustain those changes within SU and beyond.

## 12. Lessons

This section lists some of the lessons and comments that informed the recommendations:

1. Universities are microcosms of society and staff and students bring attitudes and behaviours that they have learnt in their homes, schools and other environments prior to being at SU. This understanding needs to be included in our work to develop graduates which can change the wider South African culture;
2. Curriculum, academics and faculties can work more explicitly and effectively on their role and responsibility around EndRapeCulture;
3. Impacting change in social spaces is as important as influencing change in academic and administrative spaces;
4. Campus cultures cannot be dealt with through only dealing with individual complaints and incidences;
5. Practices in residences, faculties and staff and student communities that maintain and promote RapeCulture, gender violence and patriarchal attitudes need to be addressed;
6. Universities need to act pro-actively not retroactively and focus on continuous self-reflection to change culture;
7. On a daily basis each person carries personal responsibility for changing culture;
8. Ongoing training with students and with staff is necessary to raise awareness of RapeCulture;
9. There needs to be communication to university communities about the outcome of cases of sexual harassment dealt with, otherwise it fuels perceptions that little is being done; this discourages victim/survivors who might possibly report more readily if they have a sense that it makes a difference;
10. Building strategic partnership across campus is important;
11. Big events that state SU position on RapeCulture are important;
12. Partnerships with stakeholders in town (such as the clubs and restaurants, medical district surgeons, investigating and prosecuting staff and offices of relevant authorities, etc.) need to be pursued; this includes partnerships with stakeholders like academics employed by the province (for instance at Health Science Faculty campus) or service providers across SU.

## 13. Recommendations

RapeCulture is the set of beliefs, attitudes and behaviours that are implicated in pervasive gender violence and rape. The aim of the recommendations is to change behaviours, beliefs and attitudes of students and staff, as well as the institution on the whole, in such a way that it contributes towards a sustained efforts to achieve the EndRapeCulture goals.

We realise that our students and staff bring problematic cultures from their families, schools, personal histories, experiences, and society when entering the SU community. South African culture and societal norms play out in the microcosm at SU.

The aim of any university and SU in particular is thus twofold. Firstly, to create awareness of the prevailing culture and to change culture in the here and now at SU; and secondly, to develop our graduates into change agents who recognise gender injustices and asymmetries, gender violence and RapeCulture when they leave SU and join the wider South African society. We aim to develop graduates that effectively engage in acceptable ways to sustainably change society for the betterment of everyone and thus contribute towards EndRapeCulture.

The aims of the recommendations are:

1. Re-shaping the SU environment, culture and climate;
2. Re-educating SU leadership, students and staff;
3. Equipping students to be agents of change in society beyond SU.

To this end, our recommendations are divided into three key areas: Monitoring, SU leadership, and SU students and staff:

### 1. Monitoring:

- 1.1. RapeCulture and relevant indicators need to be explicitly defined, and monitored over time;
- 1.2. We propose to locate this monitoring function within the Equality Unit in the Centre for Student Counselling and Support in Student Affairs;
- 1.3. All campuses need to be monitored for culture and climate, with the aim of affirming what works and close the gaps in areas that do not contribute to EndRapeCulture and/or create barriers;
- 1.4. This function comprises the monitoring of climate on campus, among students and staff, using an annual climate survey that monitors gender violence and RapeCulture;
- 1.5. A climate survey has already been developed at SU and should be employed for this purpose across all student spaces, all campuses and among staff;

- 1.6. Resources (physical, human and financial) will need to be made available to activate this function, the Equality Unit (CSCD) will propose a budget and request funding to fulfil this function;
- 1.7. The generated RapeCulture Climate Report will be tabled at the RMT annually and implications may have further consequences for SU;
- 1.8. Such a RapeCulture and Gender Violence Monitoring Committee, should be chaired by the Rector or delegate; this committee should monitor the implementation of the recommendations of this report and should report to the RMT bi-annually and be a public reporting mechanism;
- 1.9. This RapeCulture and Gender Violence Monitoring Committee should work with other monitoring committees and functions on campus.

## **2. Leadership commitment for culture change:**

- 2.1. According to Bailey (2010), leadership commitment, also called ‘top-down’, together with grassroots approaches (also called ‘bottom-up’) are powerful interventions for culture and climate change;
- 2.2. Top-down commitment refers to the role of SU leadership addressing issues of gender violence and RapeCulture in terms of modelling, culture setting and leading by example;
- 2.3. SU leadership should include EndRapeCulture as explicit theme in the strategic plans for the various Responsibility Centres across SU;
- 2.4. SU leadership should attend training workshops on transforming RapeCulture to effectively lead this change; these training programmes should be compulsory for all SU leadership, management, staff and academics and be sustained over time;
- 2.5. SU leadership should
  - 2.5.1. monitor effective implementation of protocols associated with RapeCulture;
  - 2.5.2. address gender bias and gender asymmetries within her/his responsibility centre and within human resource capacity;
  - 2.5.3. address gender imbalances in senior positions;
  - 2.5.4. commit that the SU conduct one significant and public event or activity per year that contributes towards challenging RapeCulture;
  - 2.5.5. commit to monitor RapeCulture in all the responsibility centres via ensuring that all staff attend annual transformation and RapeCulture workshops;
  - 2.5.6. commit to designing and implementing a reward and recognition mechanism for student and staff communities that implement innovative strategies to address RapeCulture or show commitment in engaging students and staff in effective ways to change RapeCulture;



### 3. Grassroots commitment for culture change:

- 3.1. According to Bailey (2010), this approach to change culture requires that all staff, management, academics and students commit to reviewing beliefs, attitudes and behaviours to examine these for issues around gender violence and RapeCulture;
- 3.2. Opportunity should be created for every staff member (academic lecturer and researcher, security-, safety-, disciplinary- and investigation staff, administration and support staff, etc.) to attend training workshops on transforming RapeCulture and to effectively lead this change;
- 3.3. Opportunity should be created for every student to attend training workshops on transforming RapeCulture and to effectively lead this change;
- 3.4. Opportunity should be created within institutionalised programmes such as the SU Welcoming Programme and the HR On-boarding Programme so that the change-culture intended by this recommendation is part of welcoming new students and staff;
- 3.5. Opportunity should be created for all residences, PSOs, student leadership, and training facilitators to receive training on EndRapeCulture;
- 3.6. RapeCulture issues should be part of the Academic Citizenship in Africa course that students should be required to complete before graduation;
- 3.7. The Equality Unit and the Transformation Office will propose a budget and request funding to fulfil this function;
- 3.8. RapeCulture education, sensitisation material and programmes should be developed and should include focus on:
  - 3.8.1. men and issues around masculinity and patriarchy;
  - 3.8.2. bystander role and behaviours;
  - 3.8.3. social media, online communication and e-media;
  - 3.8.4. promoting knowledge and application of policy and procedures;
  - 3.8.5. incoming first-year students so as to re-educate students into the desired climate at SU;
  - 3.8.6. newly appointed staff so as to re-educate staff into the desired climate at SU;
- 3.9. Via the inclusion of EndRapeCulture strategies into each strategic plan of each Responsibility Centre at SU, each faculty and service environment should have specific mechanism which address EndRapeCulture;
- 3.10. Residences, communities and PSOs should develop programmes, interventions and activities on combatting RapeCulture with specific reference to fashion shows and beauty contest and other related social events that objectify women; in addition, special focus should be on the welcoming practices that might objectify women and normalise RapeCulture;

- 3.11. Sports environments should develop programmes, interventions and activities combatting RapeCulture with specific reference to the practices of sports culture, cheer leaders and other practices that objectify women;
- 3.12. Student leadership and SRC should develop programmes, interventions and activities combatting RapeCulture with specific reference to student leadership training and engaging the entire student population;
- 3.13. SU should strengthen advocacy groups, including The Women’s Forum, Unashamed, Kwanele, student societies, interest and activist groups, including individuals, projects, initiatives, interventions and intentions via funding, training support, online exposure and various other mechanisms;
- 3.14. The Rector-Mayor Forum should include RapeCulture as a standing item, including related issues of transformation on alcohol safety and issues with regards to clubs and bars in the broader Stellenbosch Community;
- 3.15. The Equity Unit and Transformation Unit should host regular RapeCulture university symposiums to engage with the latest research, campus campaigns and learn from other institutions to support the goals of EndRapeCulture;
- 3.16. SU Discipline Department should revise the disciplinary code to make provision for explicit sanctions for sexual harassment; in addition special sensitivity training should be obligatory for staff working with reports on gender violence.

## 14. Conclusion

To change RapeCulture is a collective effort that combats the attitudes, beliefs and behaviours entrenched in our society and culture. It is a huge task that requires explicit commitment and an intentional stance by our SU leadership and by each and every person, student and staff, within our SU environment.

Through this understanding and the shared responsibility for EndRapeCulture we can hope to develop students and graduates that become change agents in the wider South African society and actively contribute towards South Africa’s EndRapeCulture.

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## ADDENDUM 1: Memorandum to Task Team

 UNIVERSITEIT•STELLENBOSCH•UNIVERSITY jou kennisvennoot•your knowledge partner	<b>MEMORANDUM</b> Kantoor van die Viserektor (Leer & Onderrig) Tel: (021)808-1609 Faks: (021)808-3714 e-PCS: schooni@sun.ac.za
<b>Aan:</b> Genomineerdes Universiteit Stellenbosch <b>Van:</b> Prof Arnold Schoonwinkel Viserektor (Leer & Onderrig) <b>Insake:</b> Taakspan: Beweerde seksuele oortredings / Task Team on Alleged Sexual Offences <b>Datum:</b> 9 Maart 2016	

Beste kollegas

Die RBS het besluit om, as 'n saak van dringendheid, 'n taakgroep [Task Team on Alleged Sexual Offences] in die lewe te roep om die beweerde verkragtingskultuur by die US te ondersoek. Daar is voorgestel dat Birgit Schreiber die sameroeper sal wees, met ander lede Pieter Kloppers, Munita Dunn Cootzoo, Kara Meiring (SR), Amanda Gouws, Nicolette van den Eijkel, Viljoen van der Walt, Pierre Viviers, Gerhard Lipp of Danie Roux.

Die werkopdrag is dat die taakgroep ondersoek instel na o.a. insidente wat gerapporteer is, aantygings wat gemaak word en werkswyses om insidente van seksuele geweld te voorkom.

Ek vertrou dat dit vir julle moontlik sal wees om op die taakgroep te dien. RSVP asseblief so spoedig moontlik na Maretha Joyce, mjoyce@sun.ac.za.

Met dank en vriendelike groete

Prof Arnold Schoonwinkel  
Viserektor (Leer en Onderrig)

## ADDENDUM 2: Rector's Letter to SU Community

4 April 2016

### Dear Colleagues and Students

On Saturday morning our University community woke up yet again to the sad news of the reported rape of one of our female students. As a community we are appalled and shocked by the gender violence perpetrated within our society. Such events leave deep scars and words cannot express the outrage at perpetrators who continue to terrorise our communities. As a campus, town and even a national community we need to work together, even harder and more coordinated to create communities where women can feel safe and are not exposed to disrespect and violent crimes. Our thoughts are with the student, her family and friends, as well as her fellow residents, and we appeal to our campus community to respect their privacy. **CAMPUS SAFETY** The safety of our students and staff is a primary concern and many millions of rand have been spent on safety and security measures over the past few years, especially after the sharp increase in street robberies in 2014. As an institution we want to offer our students a safe and crime-free university town to roam about unrestricted, but with rising crime statistics in our country, this is just not possible. Despite the various initiatives listed below, the open campus and constantly changing security situation in the country, pose a specific challenge. Over the last few years SU has:

- discontinued exams and tests at night;
- instituted a shuttle service on campus and surrounds, as well as a pedestrian escort service that is available at night;
- doubled the number of guards patrolling the primary routes on campus;
- upgraded pedestrian routes;
- rolled out a vast street camera network;
- established safety kiosks on campus;
- increased the visibility of security officers, patrol vehicles and motorcycles;
- started creating security zones such as the one on the Rooiplein, where a mast with cameras and lights has been erected;
- increased the use of technology, reaction capacity and awareness campaigns focusing on staff and students; and
- forged active partnerships with the SAPS, Stellenbosch Municipality and the broader security community in the town.

After the incident in February the University has again reviewed its safety and security arrangements and will continue to do so. When we appeal to staff and students to be vigilant and to avoid actions that put you at risk, the intention is not to shift the blame for incidents to our campus community. With 25 000+ individuals on our Stellenbosch campus most days of the week, it is just not possible to eliminate all criminal activity. In Stellenbosch

the same safety precautions should be taken as elsewhere in the country. RAPECULTURE Stellenbosch University has one of the most extensive security and transport systems to enable safe mobility for students. There seems to be a misunderstanding that security prevents gender violence and rape. As with disciplinary structures, it presents some deterrents, but will not fundamentally shift gender violence. What has been labelled as a 'rape culture' on our campuses goes beyond criminal acts, or legal and disciplinary aspects. These are complaints of a general culture of disrespect and harassment of women, which are accepted as the norm. RapeCulture— first named and described internationally in the 1970s – is defined as various acts in which sexual aggression or sexual victimisation is normalised due to societal attitudes on gender and sexuality. Behaviours commonly associated with RapeCulture include sexual objectification, victim blaming, refusing to acknowledge the harm caused by forms of sexual violence, or some combination of these. This should also be seen in the context of challenges in this regard in society as a whole, in South Africa, but also internationally. At the beginning of March, the Rector's Management Team (RMT) appointed a task team to urgently look into RapeCulture at the institution and make the necessary recommendations. Existing counter-measures at SU include on-going activities on our various campuses to create awareness about gender issues and sexual harassment. Consciousness-raising sessions and sensitivity training for staff members and students take place both in and outside of residences. But more systemic interventions might be required to challenge entrenched practices. Coming up with recommendations in this regard will fall within the ambit of the task team's scope of work. However, the task team cannot change the psyche of society. All Matie men have the responsibility to assist with the development of an understanding that respect for women excludes verbal abuse, sexual harassment, inappropriate jokes, catcalling and wolf-whistling. Let's all treat each other with respect.

- Women and men who are sexually harassed, abused or raped should not hesitate to report incidents to either the University's Crisis Service (tel: 082 557 0880) or Campus Security (tel: 021 808 2333; and 021 938 9507 for the Tygerberg Campus).

Rape is a criminal offense and should also be reported to the nearest police station.

Staff and students who do not want to make use of the above reporting lines should at least report incidents to the University's independent Ethics Hotline – anonymously should they so prefer: 0800 204 549 (tel). The email address is [sun@ethics-line.com](mailto:sun@ethics-line.com). Complaints can also be laid at the University's Equality Unit: [unfair@sun.ac.za](mailto:unfair@sun.ac.za)

Kind regards

Prof Wim de Villiers

Rector and Vice-Chancellor

## ADDENDUM 3: Letter to Campus Community

Dear students and colleagues

16/5/2016

Earlier this year the Rector's Management Team (RMT) initiated a Task Team on Rape Culture. A diverse group of staff and students are members of the Task Team setting out to examine attitudes, behaviours and beliefs about gender, violence, power and patriarchy which in some way or another contribute to the deepening of gender violence within our campus community.

Over the last two months, the Task Team has made much progress in examining aspects of climate and culture and will make a full set of recommendations to the RMT about how to address some of these deep-seated attitudes and practices. A website with information and resources is also being developed.

A great deal of work has been done behind the scenes with regard to, among others, to explore gender balances in Human Resources, reviewing equity among staff, improving procedures and protocols to address crises, sexual harassment and sexual assault and to streamline reporting. Key conversations with students groups, residences and PSO's, Human Resources and others are also taking place to examine current practices on campus.

I am also happy to report that we have Management's full backing – see this [video message](#) of our Rector and Vice-Chancellor, Prof Wim de Villiers.

### Your feedback is needed

Although a wide variety of students and staff are represented on the Task Team – who provide invaluable feedback from their particular constituencies, we would like to get feedback from as many staff and students as possible. *We are interested to hear about your experiences in this regard, your perspective on Rape Culture, suggestions on how to effect change to climate and culture, and any other ideas you may have.*

For this purpose, we have set up a dedicated email address, [ttrc@sun.ac.za](mailto:ttrc@sun.ac.za). Please use this to comment, to make recommendations, to provide information in general and to engage with the Task Team.

Soon the Task Team will also put out a climate survey, do interviews and hold feedback sessions to gather more information.

In the meanwhile, we want to congratulate those student leaders and staff members who have already initiated numerous conversations, debates and other ways of creating awareness on campus. Please continue these in residences, in houses, on campus and even during the recess after the exams.

We are grateful for the many contributions thus far and continue to assert our resolve in eradicating gender violence and rape culture. We will only be successful if we can tackle it together as a campus community.

Sincerely,

**Birgit Schreiber (PhD)**

**Senior Director: Student Affairs and Chair: Task Team on Rape Culture**



## ADDENDUM 4: Research done at SU

### Research at SU (Amanda Gouws, 2017)

Students' experience of sexual harassment in the tertiary sector has shown that it is an intractable problem. Stellenbosch University was one of the first universities in South Africa to develop a sexual harassment policy and grievance procedure after 1994 to give students some recourse to deal with sexual harassment.

In 1992 a study done by Proffs Amanda Gouws (Political Science) and Andrietta Kritzinger (Sociology) was an attempt to deal with numerous complaints about sexual harassment from women students. Gouws and Kritzinger decided to do a study with a sample of 2000 students to determine their perceptions and experience of sexual harassment. (For an academic article based on this research see Gouws and Kritzinger in *SA Sociological Review*, 7(2), 1995).

What the results showed is that students had a limited understanding of what sexual harassment is – only the most extreme forms of harassment with a specific sexual content such as unwanted fondling, rape and assault were deemed sexual harassment. There was no statistically significant difference between the findings for women and men students on “grading according to appearance, raiding of residences (panty raids), wolf whistling, and repeated unwelcome invitations for a date”. Many of these practices were thought of as “student fun”.

With regards to experience of sexual harassment far higher percentages of women than men students experienced “sexist comments and jokes, grading for appearance, repeated unwelcome invitations for dates, and unwanted touching”. The location where these experiences most commonly occurred were in residences or in the vicinity of residences.

The results of this research contributed to an understanding that a lot of consciousness raising need to be done around what constitutes sexual harassment (which is a spectrum of behaviour that includes verbal, non-verbal, visual and physical forms of harassment (now also digital forms of harassment), as well as quid pro quo forms (sexual favours in exchange for some other benefit). It was also clear to Gouws and Kritzinger that an official policy and grievance procedure needed to be implemented.

They developed a policy and grievance procedure, but it took nearly a decade to get it completely institutionalized with the necessary line functions in place. This policy and grievance procedure was in place until 2015 when it was revised and brought into line with other policies of SU.

SU was not the only university that struggled with these types of behaviours on its campus. Sexual harassment is very contextual to each campus and historically Afrikaans campuses have different students' practices than, for example, historically English universities. Yet, over the past twenty years consciousness among women students has grown about what constitutes sexual harassment and when it occurs. There is also a legal framework in place to deal with sexual harassment that was not there prior to 1994. Labour legislation, as well as the Employment Equity Act regulate sexual harassment. While Gouws and Kritzinger did not name these practices “rape culture” women students now label them “rape culture”.

There is a misconception that “rape culture” suggests that all men (male students/staff) want to rape women. This is not the case. “Rape culture” refers to perceptions, beliefs, behaviours and practices that are embedded in institutional cultures, also in the cultures of universities. What Gouws and Kritizinger found with their research in 1994, are in actual fact manifestations of rape culture, even though they did not call it that at the time.

While the sexual harassment policy worked well to deal with reported cases, it did not deal with issues of institutional rape culture. One of the reasons for this was limited institutional support for the massive task of consciousness raising among students and staff. Those involved in the sexual harassment procedure did it on a voluntary basis with no budget. A small budget was later allocated (since 2003) for the printing of brochures and posters that were displayed on the campus.

In 1997 the Network of Southern African Higher Education Institutions Challenging Sexual Harassment/Sexual Violence (NETSH) was founded to serve as a support structure for tertiary institutions in Southern Africa on issues of sexual harassment. Prof Amanda Gouws represented SU on this network. See their resource handbook: “Southern African Higher Educational Institutions Challenging Sexual Violence/Sexual Harassment – A Handbook of Resources” edited by Jane Bennett. African Gender Institute (2002).

#### **“Killing a Virus with Stones”**

In 2005 a regional research project on sexual harassment at tertiary institution in the Western Cape was conducted by researchers from SU, UWC and the University of Botswana under the auspices of Prof Jane Bennett of the African Gender Institute at UCT. The results of these studies were published in a monograph titled “Killing a virus with Stones?”. As Jane Bennett states in the Introduction: [this project] emerged [from] the need to challenge the politics of sexual harassment and sexual violence within our higher education institutions of the Southern African region”. She cites Ansu Datta of the National Institute of Development Research and Documentation at the University of Botswana saying:

...sexual harassment on university campus (sic) is only the tip of the iceberg...yet, the battle on campus is notable for several reasons. Sexism here can be most subtle – a kind of hidden agenda; the ideology of sustained sexism is likely to be garbed in its most sophisticated form...sexism, the bedrock of sexual harassment, is a complex phenomenon and that unless we are careful we stand the risk of indulging in what may be called quick-fix remedies, simplistic solutions to involved syndromes (p5).

This monograph appeared in 2005 and yet 11 years later the problems with sexual harassment and sexual violence have spiralled out of control on most campuses in South Africa – to such an extent that women deem it fit to have #EndRapeCulture campaigns. This study engages inter alia issues of sexual harassment and sexual violence as embedded in the power of discourses of culture and tradition (that also frames heterosexual masculinities). It also engages the difficulty for survivors to name experiences of sexual harassment and sexual violence. Fear seemed to be prevalent about complaining publicly about subjection to sexual violence. #EndRapeCulture changes that self imposed silence of women. But what the 2005 study showed is that research can contribute to

advocacy, solidarity- building and communication between key members of the university community (P16).

In the context of the SU campus the report written by Amanda Gouws, Andrietta Kritizenger and Marece Wenhold (that is Section 3 in the monograph) there is reference to the Van Zyl Slabbert Commission Inquiry of 2003 that looked in the cultures of residences. Many of the practices in male residences that the Slabbert Commission singled out as problematic were not named as forms of sexual harassment but clearly met the requirements of the definition of heterosexual sexual harassment. These practices were institutionalized and carried over from generation to generation. The report also argues that sexual harassment at the SU was never considered as an issue that forms part of institutional transformation (p62) and that the silence around sexual harassment is a dynamic within the institutional culture of SU, being viewed as separate and invisible. It also points out that sexual harassment causes a hostile environment for women in the institution. It also refers to the lack of resources and staff, as well as minimum institutional support to do proper consciousness raising and training on issues of sexual harassment with staff and students.

#### **Findings of the 2005 study**

The findings of the 2005 inquiry into sexual harassment involved numerous stakeholders that showed that there were widely differential levels of comfort with the sexual harassment policy and procedure. Interviews emphasised the lack of knowledge of sexual harassment of line managers, as well as the absence of a holistic picture regarding sexual harassment as a phenomenon on the campus. There was also a “kaleidoscope of readings” about the broad impact of the policy (p79).

The responses of focus groups with students revealed that the campus culture was highly (hetero)sexualized and creates a context in which sexual harassment thrives. Some women students indicated that they experience sexual harassment on a daily basis. Gay students also complained of sexual harassment – but by heterosexual male students who were abusive towards their sexual orientation. Clubs and bars were also implicated as places of serious sexual harassment. Women indicate that they fear speaking out because they fear of being victimized. One student indicated that she thinks date rape was an “epidemic”. Many participants did not feel safe on the campus. Women students also indicated that they felt that they were not taken seriously about issues of sexual harassment. There was a perception that not all men engage in sexual harassment but that those who don’t do not stand up to the ones who do.

One of the conclusions of the study was that the university management does not have a clear understanding or knowledge of the sub-cultures on campus such as those of gay students, the types of harassment of colored women students and that a cookie cutter approach to dealing with sexual harassment was counter- productive. Another conclusion was that there was very little or no coordination among stakeholders in centralising evidence on the occurrence of sexual harassment on campus and the effectiveness of the existing policy of sexual harassment.

The report clearly points out the shortcoming of not including sexual harassment as an issue in the transformation documents.

The following recommendations were made:

- That a campus climate survey be done around sexual harassment.

- That a marketing campaign of the sexual harassment policy and grievance procedure be done.
- That a regular forum with stakeholders and management takes place at least once a semester.
- That the department of Human Resources takes responsibility for training on the sexual harassment policy and procedure.
- That the RBS makes a clear statement to indicate its seriousness of purpose in dealing with sexual harassment.
- That regular communication about completed investigations of sexual harassment takes place through campus media.
- That the disciplinary code be revised to include a definition of sexual harassment as well as suitable sanctions.
- That a sustainable evaluation of the sexual harassment policy and procedure be developed.
- That the functioning of the Sexual Harassment Advisory Committees be reassessed in relation to its workload.

The report makes clear that sexual harassment and sexual violence have been normalised on university campuses. Yet, none of the above mentioned recommendations were ever implemented.<sup>7</sup>

### **Sexual Harassment Procedure**

When the sexual harassment procedure was first institutionalized it consisted of a committee of 21 members – with representatives in most faculties. The first Chair was Dr Lou-Marie Kruger (Psychology) and she was later replaced by Prof Amanda Gouws (for staff cases) and Mr Louis Vlok (for student cases). Where students and staff are involved in the same case Gouws and Vlok work together.

Up to the institutionalization of the new policy that was formulated in 2015- 2106 the procedure worked as follows:

- A complaint is lodged at a dedicated site (eg HOD, Dean, Student Dean, or the Chairs of the two Committees).
- The designated chair talks to the complainant to decide whether it is a bona fide complaint.
- If so, the panel is activated. The panel always consists of a Chair, a member of the law faculty and someone with knowledge of psychology (in this case Mr Vlok is the designated person as well as the Chair for student cases). In some cases the representative of the Committee in a faculty also participates. (Over years there have been an attrition of these representatives and they have not been replaced – the reason for this was a problem with confidentiality. We found that with so many people involved there were leaks of confidential information about complainants or alleged perpetrators). Few people have the expertise to deal with these types of investigations.

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<sup>7</sup> See Report – Section 3 of J Bennett (ed) “Killing a Virus with Stones?” Research on the Implementation of Policies Against Sexual Harassment in Southern African Higher Education. UCT: African Gender Institute. 2005.

- A preliminary investigation then takes place during which the victim, alleged perpetrator and witnesses (if any) appear in front of the committee.
- The procedure makes provision for an “informal stage” and a “formal stage”. If mediation can be done and the problem resolved the mechanisms in the informal stage are used.
- If the case is of such a nature that it considered not suitable for mediation or if the victim requests it the case is referred to a disciplinary committee.
- All these steps had to be taken in a certain number of working days so as not to delay justice (see graphic).

These two committees have dealt with more than 40 cases over the years. In all cases there have been outcomes (mediation or expulsion of students or retrenchment of staff).

### **Challenges**

There are specific challenges that have been part of the procedure of a long time:

- There was no line function to the RBS that kept them informed about cases and outcomes. Even though a line was requested it never really worked in practice.
- Very often repeat offenders were not reported because of their ability to victimize potential complainants.
- The problem of jurisdiction remains – how do we deal with perpetrators that are not students at SU. The committees have no jurisdiction over them. (Even though the Chairs in their personal capacities had conversations with club owners in the past).
- The problem of the responsibility for both dealing with cases and marketing the policy/procedure. Staff members involved in the grievance procedure hear cases on top of their regular work load. In the case of 2015 when 13 cases were heard it took a lot of time out of busy schedules.
- It does not deal with rape culture as such.
- Rape is a criminal offence and has to be reported at the police station in order to be taken up in the criminal justice system. Very often victims do not want to report. The committees, however, still investigates the complaint.
- The involvement of alcohol – there is a culture of alcohol use and abuse on all campuses and SU is no exception. The use of alcohol can, however, not be viewed as mitigating circumstances for perpetrators or for blaming victims.

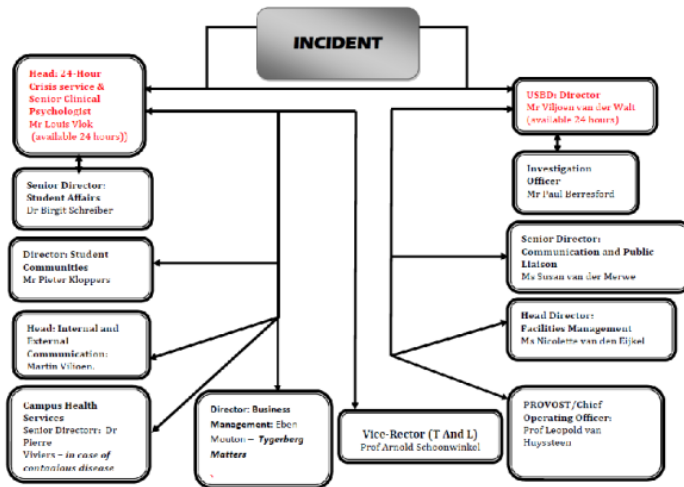
## ADDENDUM 5: List of Task Team Members

The EndRapeCulture Task Team members are listed below. Some of the students and colleagues below attended some of the time, some only once, some left and some new ones joined. All have contributed to the report and the recommendations.

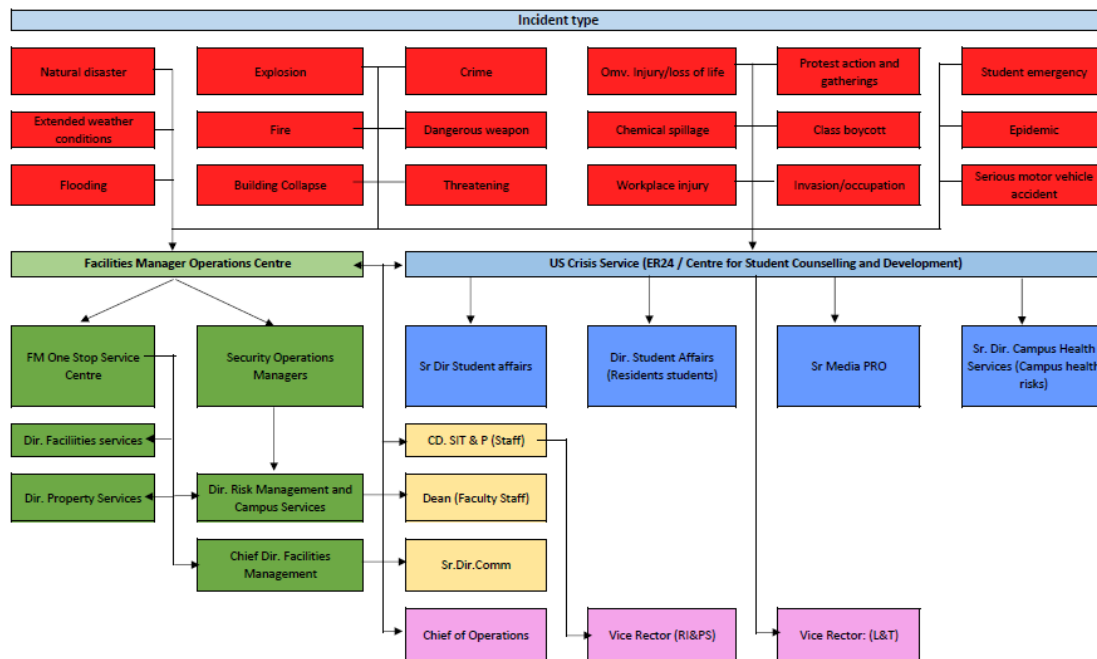
Ms Monica du Toit	<a href="mailto:mdt2@sun.ac.za">mdt2@sun.ac.za</a>	Manager, Transformation Office
Dr Munita Dunn-Coetzee	<a href="mailto:mdunn@sun.ac.za">mdunn@sun.ac.za</a>	Director, Centre for Student Counselling and Development
Prof Amanda Gouws	<a href="mailto:ag1@sun.ac.za">ag1@sun.ac.za</a>	Distinguished Professor, Political Science
Mr Pieter Kloppers	<a href="mailto:pwk@sun.ac.za">pwk@sun.ac.za</a>	Director, Centre for Student Communities
Prof Mariana Kruger	<a href="mailto:marianakruger@sun.ac.za">marianakruger@sun.ac.za</a>	Professor, Paediatrics And Child Health
Ms Melany le Roux	<a href="mailto:melany@sun.ac.za">melany@sun.ac.za</a>	Investigation Officer, Risk Management And Campus Security (Stb)
Mr Gerhard Lipp	<a href="mailto:glipp@sun.ac.za">glipp@sun.ac.za</a>	Director, Legal Services
Ms Kara Meiring	<a href="mailto:kara@sun.ac.za">kara@sun.ac.za</a>	SRC representative
Ms Mumtaz Parker	<a href="mailto:mparker@sun.ac.za">mparker@sun.ac.za</a>	Deputy Director, Centre for Student Counselling and Development
Mr Danie Roux	<a href="mailto:dfr@sun.ac.za">dfr@sun.ac.za</a>	Manager: Student Discipline
Dr Birgit Schreiber	<a href="mailto:birgitschreiber@sun.ac.za">birgitschreiber@sun.ac.za</a>	Senior Director, Student Affairs and convenor
Ms Nicolette van den Eijkel	<a href="mailto:vdeijkel@sun.ac.za">vdeijkel@sun.ac.za</a>	Chief Director, Facility Management
Ms Rene van der Berg	<a href="mailto:rjvdb@sun.ac.za">rjvdb@sun.ac.za</a>	Corporate Communication
Dr Leslie van Rooi	<a href="mailto:lbvr@sun.ac.za">lbvr@sun.ac.za</a>	Deputy Director, Centre for Student Leadership and Structures
Mr Martin Viljoen	<a href="mailto:viljoenm@sun.ac.za">viljoenm@sun.ac.za</a>	Corporate Communication
Dr Pierre Viviers	<a href="mailto:plviviers@sun.ac.za">plviviers@sun.ac.za</a>	Senior Director, Campus Health Service
Ms Ilhaam Groenewald	<a href="mailto:igroenewald@sun.ac.za">igroenewald@sun.ac.za</a>	Chief Director, Sport
Ms Farai Mubaiwa		SRC Women's Empowerment
Ms Faith Pienaar		Transformation Office
Ms Kara Meiring		SRC Women's Empowerment
Ms Lauren Hess		Student
Mr Fanele Ndebele	<a href="mailto:18367593@sun.ac.za">18367593@sun.ac.za</a>	Cluster Convenor
Ms Delecia Davids	<a href="mailto:16962036@sun.ac.za">16962036@sun.ac.za</a>	Head Cluster Convenor
Ms Sindi Mathebula	<a href="mailto:wil@sun.ac.za">wil@sun.ac.za</a>	Women in Leadership
Mr Pierre Lombard	<a href="mailto:pierrelombard@sun.ac.za">pierrelombard@sun.ac.za</a>	Chair, Prim Committee
Ms Maretha Joyce	<a href="mailto:mjoyce@sun.ac.za">mjoyce@sun.ac.za</a>	Student Affairs

# ADDENDUM 6: Emergency Reporting Protocol

## FLOW DIAGRAM FOR CRISIS- / EMERGENCY REPORTING



Flow Diagram for reporting incidents



# ADDENDUM 7: Serious Incident Form

## SU Serious Incident Form

**Serious incidents are unusually challenging events that have potential to create significant human distress and can overwhelm one's usual coping mechanisms.**



As a reminder, all responsible university employees including staff members, faculty members, and administrators with the exception of those working in a confidential capacity, who learn of suspected serious incidents/crises, sexual harassment, or sexual assault directly or indirectly are seriously requested to report the information immediately to [survey link to be inserted](#) through this reporting form.

**EMERGENCY NUMBERS**

General contact: WhatsApp - 082 808 2333  
Stellenbosch Campus 021 808 2333  
Tygerberg Campus 021 938 9507  
24-Hour Crisis Service (strictly confidential) - 082 557 0880

[Emergency Numbers link](#)

### Contact details of the person involved in the incident (respondent)

Age of person: \_\_\_\_

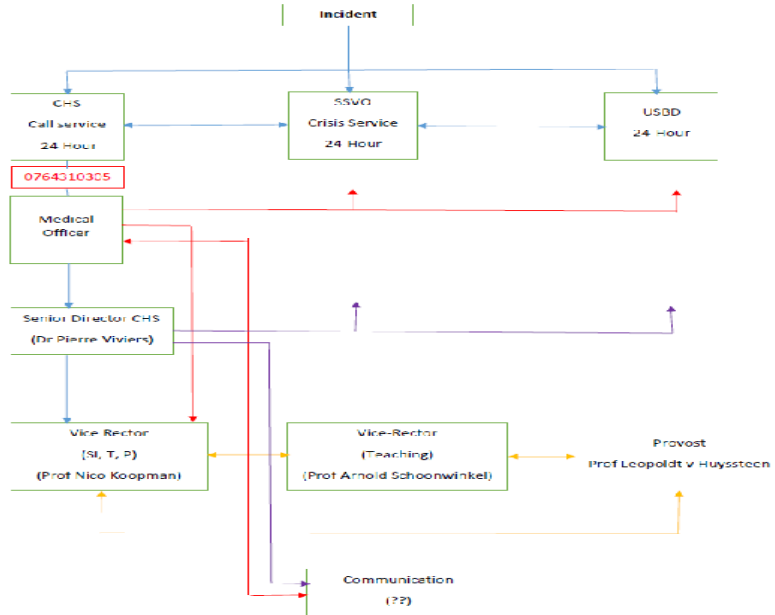
Year of study? \_\_\_\_

Gender identification: Man \_\_ Women \_\_ Transgender \_\_ Other \_\_

**SU Affiliation:**

- Staff
- Student
- Visitor
- Contract worker
- Vender

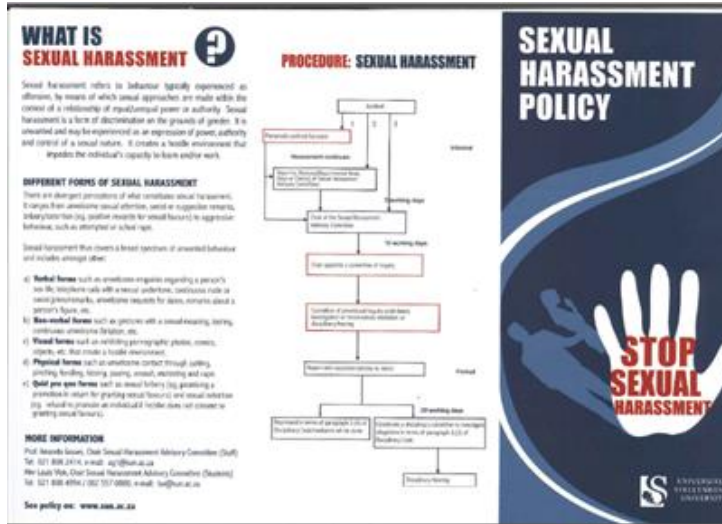
**SUGGESTED FLOW DIAGRAM – SERIOUS INCIDENTS ON CAMPUS**





# ADDENDUM 8: Policy on Unfair Discrimination and Harassment

[http://www.sun.ac.za/afrikaans/policy/Policy%20Documents/Unfair%20Discrimination%20and%20Harassment\\_ENG\\_2016.pdf](http://www.sun.ac.za/afrikaans/policy/Policy%20Documents/Unfair%20Discrimination%20and%20Harassment_ENG_2016.pdf)



**WHAT IS SEXUAL HARASSMENT**

Sexual harassment refers to behaviour typically expressed as offences, by means of which sexual approaches are made with the consent of a relationship of unequal power or authority. Sexual harassment is a form of discrimination on the grounds of gender. It is unwanted and may be experienced as an expression of power, authority and control of a sexual nature. It creates a hostile environment that impedes the individual's capacity to learn and/or work.

**DIFFERENT FORMS OF SEXUAL HARASSMENT**

There are divergent perceptions of what constitutes sexual harassment. It ranges from unwanted sexual advances, sexual or suggestive remarks, inappropriate touching, positive remarks for sexual favour to aggression, behaviour, such as stalking or actual rape.

Sexual harassment may consist of unwanted behaviour and includes amongst other:

- a) **Verbal Harassment** such as unwelcome remarks regarding a person's sex life, suggestive remarks with a sexual undertone, excessive use of sexual gestures, suggestive remarks for dates, comments about a person's figure, etc.
- b) **Non-verbal Harassment** such as gestures with a sexual meaning, leering, continuous unwanted glances, etc.
- c) **Visual Harassment** such as exhibiting pornography, photos, comics, posters, etc. that create a hostile environment.
- d) **Physical Harassment** such as unwelcome contact through touching, pinching, fondling, hugging, kissing, sexual, unwanted and rape.
- e) **Quid pro quo Harassment** such as sexual favouritism (by granting a favourable opinion for granting sexual favouritism) and sexual retaliation (by refusal to provide an individual's services due to non-compliance with sexual favouritism).

**MORE INFORMATION**

Prof. Annette Louw, Chair Sexual Harassment Advisory Committee (Staff)  
 Tel: 021 808 2014; e-mail: agl@sun.ac.za  
 Mr. Leif Van der Merwe, Chair Sexual Harassment Advisory Committee (Students)  
 Tel: 021 808 4004 / 021 757 0885; e-mail: lvd@sun.ac.za

See policy on: [www.sun.ac.za](http://www.sun.ac.za)

**PROCEDURE: SEXUAL HARASSMENT**

The procedure flowchart starts with 'Suspect' and 'Victim'. It branches into 'Sexual Harassment Allegation' and 'Sexual Harassment Complaint'. The 'Sexual Harassment Allegation' path leads to 'Investigation' and 'Resolution'. The 'Sexual Harassment Complaint' path leads to 'Investigation' and 'Resolution'. The 'Investigation' step involves 'Establishing the facts of the case' and 'Determining the appropriate disciplinary action'. The 'Resolution' step involves 'Disciplinary Hearing'.


**SEXUAL HARASSMENT POLICY**

**STOP SEXUAL HARASSMENT**

UNIVERSITEIT • STELLENBOSCH • UNIVERSITY

## ADDENDUM 9: Complaint Procedure

**COMPLAINT PROCEDURES AND PROMOTIONAL MEASURES AGAINST UNFAIR DISCRIMINATION AND HARASSMENT**

**A** STAFF OR STUDENT EXPERIENCED **Discrimination, Harassment, Sexual Harassment or Victimisation** as defined by SU Policy, or incident is reported from any SU environment to the Equality Unit (EU). 

**B** LODGE OFFICIAL COMPLAINT IN PERSON with an Anti-Discrimination and Harassment Officer (ADHO) at the EU (39 Victoria Street). 

- Preliminary case assessment and standardised intake form
- Provide ongoing process updates to complainant and respondent
- Referral to support services where appropriate
- Monitoring and reporting of complaints
- Complaints to unfair@sun.ac.za are logged as unofficial reports

**C** CASE REFERRED TO TEAM OF ADVISORS. Advisors make recommendations to the Head of EU. Recommendations could include: 

- Mediation or alternative dispute resolution (preferred, where appropriate)
- Referral to Human Resources, Legal Services, Student Discipline for formal investigation
- Activation of Staff or Student Advisory Panel
- Referral to appropriate line-function

**EQUALITY UNIT**  
E-mail: unfair@sun.ac.za | Tel: +27 21 808 3136 | Social media: @MeteSUpost  
Centre for Student Counselling and Development, 39 Victoria Street | www.sun.ac.za/cscd 



# ADDENDUM 10: Equality Unit Roles and Responsibilities

## About us

The Equality Unit (EU) promotes collective action towards social justice and discourse regarding social asymmetries at SU, and implements a comprehensive HIV response. The Unit coordinates, educates and raises awareness around sexualities, gender, HIV/AIDS and anti-discrimination. The Unit also formulates and oversees the implementation of SU's policies on Unfair Discrimination and Harassment, and HIV/AIDS.

We offer a variety of services such as unfair discrimination case coordination, mediation as alternative dispute resolution mechanism, training, short courses, work sessions, HIV testing, LGBTIQ sensitisation, discussion groups and peer education.

We serve as a centralised service for students and staff managing accounts of unfair discrimination and various forms of harassment. We can be contacted via email: [unfair@sun.ac.za](mailto:unfair@sun.ac.za) for reporting cases of unfair discrimination, harassment, sexual harassment and victimisation, or [hu@sun.ac.za](mailto:hu@sun.ac.za) for information or support regarding HIV/AIDS, sexuality and gender as well as for training/awareness requests.

Follow us on Facebook and Twitter for updates @MokheSiyona.

## EU shared vision

By 2030, Stellenbosch University (SU) is a responsive just institution grounded in shared humanity. SU enables student and staff success and wellbeing by advancing human rights, active citizenship and sustainable equity.

### Equality Unit

39 Victoria Street  
Stellenbosch University

Phone: +27 (0)21 808 3136  
Social media: @MokheSiyona  
E-mail: [unfair@sun.ac.za](mailto:unfair@sun.ac.za)  
Web: [www.sun.ac.za/cead](http://www.sun.ac.za/cead)

## Complaints of Unfair Discrimination, Harassment, Sexual Harassment & Victimisation at Stellenbosch University

Equality Unit  
Centre for Student Caretaking and Development  
Division for Student Affairs



## COMPLAINT PROCEDURES AND PROMOTIONAL MEASURES AGAINST UNFAIR DISCRIMINATION AND HARASSMENT

- A STAFF OR STUDENT EXPERIENCED Discrimination, Harassment, Sexual Harassment or Victimisation** as defined by SU Policy or wishes a request from any SU member to the Equality Unit (EU).
- B LODGE OFFICIAL COMPLAINT IN PERSON** with an Anti-Discrimination and Harassment Officer (ADHO) at the EU (9th Floor Level).
  - Preferential case assessment and prioritised intake form
  - Provides ongoing progress updates to complainant and respondent
  - Refers to support services where appropriate
  - Mediating and reporting of complaints
  - Completes an intake form to ensure an accurate and useful report
- C CASE REFERRED TO TEAM OF ADVISORS**
  - Advise main recommendations to the Head of EU
  - Recommendations could include:
    - Prohibit or otherwise dispute resolution (quarantine where appropriate)
    - Refer to Human Resources, Legal Services, Student Discipline for formal investigation
    - Assistance of Staff or Student Advocacy Panel
    - Referral to appropriate law faculty

EQUALITY UNIT  
Head office: 39 Victoria Street, PO 111, 7602 Stellenbosch  
Central office: 1000 University Road, 7602 Stellenbosch

## Complaint procedures

We encourage individual staff and students who may have experienced discrimination, harassment, sexual harassment or victimisation from fellow university staff or students to directly provide an official complaint report of the experience to our unit through the web-in-service or to find out more via [unfair@sun.ac.za](mailto:unfair@sun.ac.za).

Our role is to facilitate the administrative and mediating processes when an official complaint is lodged with us. We have no input in the outcome of issues and recommend that interventions (where indicated) be done within the environment in which the complaint is located. An advisory panel or mediators will try to reach the best possible outcomes for each complaint. We will keep the person who lodged the official complaint as well as the respondent informed as to any developments in the process from start to finish and make appropriate referrals depending on the needs of the clients.

## Important definitions

**Unfair discrimination** Any conduct or omission, including a policy, rule, practice that undermines a person's human dignity or has the effect of preventing him or her from participating as an equal in any aspect of university life on one or more grounds of race, gender, sex, pregnancy, marital status, HIV/AIDS status, socio-economic status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth or any other legally recognised prohibited ground of discrimination. It is not unfair discrimination to take measures designed to protect or advance persons or groups disadvantaged by unfair discrimination.

**Harassment** Unwanted conduct that is persistent or serious and degrades, humiliates or creates a hostile or intimidating environment or is calculated to induce submission to actual or threatened adverse consequences and that is related to (a) sex, gender or sexual orientation, or (b) a person's membership or presumed membership of a group identified by one or more of the prohibited grounds or a characteristic associated with such a group.

**Sexual harassment** Sexual harassment refers to behaviour typically experienced as offensive, by means of which sexual approaches are made in the context of a relationship of equal or unequal power or authority. Sexual harassment is a form of discrimination on the grounds of gender. It is unwanted and may be experienced as an expression of power, authority and control of a sexual nature. It creates a hostile environment that impedes the individual's capacity to learn and/or work.

**Victimisation** Any detrimental consequences visited on a person because he or she has filed, intends to file, or has helped someone else to file, a complaint of unfair discrimination, or because she or he has provided information about a complaint or acted as a witness in a complaint of unfair discrimination.

## Key principles

At SU, we believe in a set of institutional responses to unfair discrimination. These principles are:

- Confidentiality
- Procedural fairness
- Fair opportunity to know the case against her or him and to be heard
- Prompt resolution involving as few people as possible
- Preferred method of resolution is mediation, discussion, a process of conciliation or education
- Refer to support services during and after the procedure
- A process for formal investigation of grievances that be available for cases where conciliation is inappropriate or has proved unsatisfactory
- Individuals have the right to seek appropriate redress outside the University
- Frivolous or vexatious complaints will not be tolerated and may result in disciplinary action

