

Transformation Summit Report: Sex and Gender

Drafted by L. Kelland

Introduction

Volunteers for the Sex and Gender Working Group (SGWG)—with the exception of one new staff member—are all the usual suspects. In terms of staff, we are made up by people who (1) are working members of the Gender Action Forum (GENACT, a university committee reporting to Equity and Institutional Culture), (2) served on the Sexual Violence Task Team last year, (3) were intimately involved in the Gender Imbizo which took place in 2013, and (4) have been responsible for the organization of the Silent Protest and the My Body My Choice campaign (MBMC) for the last 3 or 4 years. In terms of students, our volunteers come, again, from the usual suspect pool—the Gender Action Project (GAP) and Nkoli-Fassie (previously known as OutRhodes)—both student societies on campus that are actively involved in ongoing awareness raising around sex, gender, and sexualities and providing support for students in marginalized groups.

The constitution of our group had a direct impact on how we came to put together our report and recommendation for the summit. First, and most significantly for our purposes here, all members of the SGWG have spent considerable time working on these concerns—in their research, teaching, community engagement and activism—as well as engaging with them with the various constituencies that make up our university community. This work is done in both our professional and personal capacities. Focusing purely on this year, and using myself and Ms. Donaldson as examples, we have both (i) taught about sex, gender and sexualities (in credit-bearing courses), (ii) hosted workshops with student societies (at their request) on sex, gender, sexualities, and intersectionality, (iii) facilitated residence discussions on rape culture (again at the request of individual house committees), (iv) served as experts for innumerable Journalism assignments on the subject (print, radio, and television), and (v) are facilitating the organization of the Silent Protest and the MBMC campaign for this year. In all of this work we are engaging in dialogue with different university constituencies on concerns related to sex, gender, and sexualities; and so are always receiving the kind of feedback and suggestions required for this kind of work. Moreover, the events we were asked to organize as a part of the process leading up to the transformation summit were already taking place so no extra organization in this regard was required. While I have only mentioned here the work of Ms. Donaldson and myself, as an example of the ongoing nature of this work, the other staff members who form a part of the SGWG are also constantly engaging in work in this area.

Second, and no less significant in terms of its impact on our work as a group, all members of the SGWG felt significantly jaded going into this process as a direct result of the enormous amount of work that has already been dedicated over the years to this work, with little visible impact. The feeling shared amongst members of the SGWG was a sort of pre-empted defeat; a sense of hopelessness, that we had to struggle with and through in order to compile this report and put forward these recommendations.¹

¹ Further support for this can be seen by the number of volunteers who continued to work on this process leading up to the summit (5 named above) out of the number of volunteers the SGWG started out with (14). Of course, some of this drop-out could be attributed to other factors.

For both of these reasons, we decided to go about our work preparing for the transformation summit in a slightly different way from other working groups. We decided that we would draw on the work that we have already been doing over the past decade—most notably the 2013 Gender Imbizo report and the 2016 Sexual Violence Task Team report, along with the knowledge gained from this work and the information received from various university constituencies along the way—and would supplement it with further work focusing on a concern that has long been raised by the students of this university and which was again emphasized by the student volunteers of the SGWG in our initial brainstorming meetings—namely, the lack of safe residential spaces and bathrooms for gender non-conforming and queer students. The report that we present to you today, then, is in fact the result of years of work that has been brought together in one document.

The remainder of this document is structured as follows: first we will describe the work that we have done since this process began to supplement previous years' work; and second will provide a table that outlines how work done in previous years relates to the 9 topics around which the working groups are structuring their recommendations (noting where the recommendations of the Gender Imbizo and SVTT intersect).

Gender non-binary / Queer residential spaces and bathrooms

As we have been aware for a significant period of time now, life in residence is not accommodating (nor safe) for members of the LGBTQIAP++ community, and particularly for those members of this community who do not experience what is known as 'passing privilege' when it comes to either their gender performance or sexuality. Over the years we have heard both (1) numerous reports of victimization of, for example, transgender and queer individuals within our residence system and (2) numerous appeals from various constituencies for our residence system to respond to this concern.

There are currently two new residences being built on campus. A concrete proposal that we as the SGWG are exploring is that these residences (1) be named after queer activists or persons and/or (2) be queer or gender non-binary residences. As the SGWG we realise that various concerns could arise when making such a proposal. Even within our own brainstorming meeting, we realized that a possible concern could be that a residence that is reserved for queer people could become a target for heteronormative individuals and groups, which would mean that the space might not be as 'safe' as hoped for. However, the students in our group emphasized that this concern must be weighed up against the very real acts of violence experienced by members of this community at present—the potential for violence in the future is arguably outweighed, that is, by the actual violence experienced by these students in the present.

After much discussion, then, the working group decided to create a basic, anonymous, online poll to distribute as widely as possible, upon which a risk analysis could be based and a decision on this proposal be reached. We collectively put this poll together so as to get as much input as possible on non-violent wording and have distributed it widely on Facebook—where current students and staff, as well as alumni and old members of staff engage with each other—and held consultations with NEHAWU in order to consult staff in Grades 1-5.

Also emphasized by the student volunteers was the ongoing question of gender-neutral bathrooms on campus (and particularly in areas like the labs and library where students spend long periods of time). Again, in relation to questions surrounding gender and sexualities this can no longer be seen as anything but violent, particularly when we take into consideration the absence of sanitary bins in 'male' bathrooms—a transgender man if using the bathroom of the gender he identifies with is unable to, in this case, manage menstruation discreetly. The university has for a long time now talked about installing gender-neutral bathrooms, but popular opinion seems to be that these bathrooms in fact only exist in small departments with one toilet in them, and again, are not available in large communal working spaces. To this end, and in order to pick up other concerns not yet raised or identified by the working group, we invited members of our community to submit narratives of their lived experiences at the university. (Please see the Appendix for a copy of the poll, and the results gathered from this poll).

Collated recommendations

As mentioned above, below we have created a table that collates recommendations from the Gender Imbizo and SVTT reports and structures them according to the 9 topics that we were mandated to explore leading up to the transformation summit. While we will not rehearse all of the recommendations made in the SVTT (as this would make our report too lengthy), we have indicated where there is significant overlap.²

² By itself the SVTT report is 174 pages long and contains 91 recommendations for how the university should go about responding to rape culture, rape and sexual violence.

Area	Outcome	Recommendation	To Act
Institutional Identity and Culture	Increasing awareness, individual responsibility and contesting privilege	Discussions around sex, gender, sexualities and intersectional privilege, rape culture and strategies to encourage more awareness, sensitivity and self-reflexivity on the part of all staff and students to their own prejudice and how best to deal with prejudice (racism, sexism, homophobia etc.) when they encounter it (throughout the year). Perhaps linked to awareness weeks or events on campus to encourage debate and interaction on important issues in South African society. These are happening in an ad hoc manner at present, but need to be developed into an annual program and institutionally supported. Organisation of these discussions should draw on experts among staff and student bodies and possible external resources where necessary. A program could be decided at the beginning of the year and made known to the residences and experts so that they can plan appropriately.	EIC, DSA, Silent Protest planning committee (SPCC)
	Social Media Policy	Social media needs to be moderated by those with the requisite knowledge / at the very least workshops should be held with the administrators of these pages.	GAP, Nkoli-Fassie, SPCC
Facilities and Services	Campus Culture surveys	Surveys on residence life, oppidan life, and staff job satisfaction. This was implemented but needs to be done annually so that we can see whether we are making progress; reports need to be probably archived; need to use these surveys to evaluate transformation strategies.	EIC
	Residences and Bathrooms	We urgently need to address non-binary / queer residences and non-binary bathrooms. This would hugely benefit trans and gender non-conforming students who are currently forced to pigeon-hole themselves.	DSA, ResOps, GENACT
	Psychological Support and other forms of support	More resources are needed in the Counselling Centre which is under-resourced and over-extended. Reporting officers needs to be implemented again, and the Harassment office needs to be better equipped. In addition, it may be useful to have a list of staff members and students who students (or staff) can contact for guidance or advice on various issues faced on campus. For example, a list of openly queer staff or students who are willing to provide guidance or support to students 'coming out', etc.	HR, GENACT, Nkoli-Fassie, GAP
	Day care	This is currently subsidised but staff do pay and it is still limited to working hours, so no after-hours care. What do we do about staff who cannot afford this? Is it available to students with children? Can the DCC be made bigger to accommodate more children?	HR, EIC
	Better use of Protea & VIP/ESS Databases	If you have student or staff number, then don't need to identify particular race and gender over and over on forms. Make better use of data base. Dead-names need to be removed from class lists!	DMU, Registrar and HR

Visual Culture and Rituals	Silent Protest	Systemic problems such as Gender Based Violence need ongoing systemic interventions. The Silent Protest needs to continue, but must be, to a degree, independent of the university (although still supported by it in terms of staffing resources). External funding has been secured for this year's protest, and the hope is that this funding relationship with AHF (the Aids Health Foundation) will continue, ensuring the solidarity of Grahamstown's Silent Protest with the global movement. A staff coordinator (potentially within the EIC) is needed who will maintain this relationship and organise the protest on an annual basis (GAP and Nkoli-Fassie can provide support). The Silent Protest at Rhodes should not stand alone or be seen as a once-off event on one day of the year. It needs to be linked to a wider programme of both awareness and support (see recommendation in the Sexual Violence Task Team report).	EIC; SPPC, GAP, Nkoli-Fassie
	Participant Prep	A briefing session should be implemented at the beginning of the Silent Protest - to prepare participants for others' reactions.	SPPC
Staff	Training	All staff require training of people e.g. Wardens who deal with students who have gone through traumatising or harrowing experiences relating to sexual and gender-based violence. Reporting Officers should be brought back and trained (see further recommendations in the SVTT report). Staff also need to be trained in relation to issues around racism, sexism, heteronormativity, rape culture, and privilege. This includes ALL staff at the university.	DSA, Staff Coordinator, SPPC
	Remission of fees policy	Have quota for each person e.g. each person can have one person do a degree, does not necessarily have to be immediate family, then how one defines dependant is up to that person; sliding scale of remission of fees: e.g. earn more get less off remission; also if one wants to send dependent to another University - put RU "credit" that their dependant was eligible for into pool and then make the funding for that credit available to a disadvantaged student in the GHT community, possibly someone nominated by the staff member who's dependent isn't using it. (A lot of work was done on this by Natalie Donaldson and Sarah Fisher; it has monetary implications, but should be part of the current policy review process).	HR
	Parental leave policy	The language of this policy needs changing urgently; issues also need to be reframed so that we are not supporting a heteronormative position; amount of leave allocated to both parents at RU and how you want to divide that up can be determined; how will we deal with situations of one partner at RU, one not at Rhodes; need to find a balance between legal requirements, thinking about employer issues as well as staff issues; the issue of at least one year employment clause: is this needed, are there ways to work around this; bleeding body - biological issues of giving birth need to be taken into consideration; exceptions - if the policy does not apply to you - what are your options, create awareness (move away from the informality to more formal "rules"). (A lot of work was done on this by Natalie Donaldson and Sarah Fisher; it has NO monetary implications, and should be part of the current policy review process).	HR

	Medical aid	Only biological or legally adopted or partner on medical aid and dependents - have a look at this.	HR
	Creative solutions	i.e. Creating and circulating a checklist of "have you done this this year?" which could include various culture-shifting activities ranging from "co-hosted a lecture/event with a colleague from a different department/division" to "invited a new staff member for coffee". Possibly bi-annual reports like the ones submitted to the Community Engagement committees, to asking for updates from various depts/institutions on their contribution to making Rhodes more inclusive?	EIC
	Recognition of transformation work	Transformation activities to be considered as part of personal promotion criteria; staff to be accountable for transformation failures; teaching portfolios - transformation section (beyond current diversity section); requires recognition from HoDs and Deans. Perhaps this work should cause us to broaden our understanding of who the community is in Community Engagement.	Council, Senate, HR, Promotions committee
	Contract staff benefits	Maternity benefits and academic leave access for staff on contract must be reviewed. Particular attention to paid to transformation potential i.e. is the young black lecturer on contract likely to become a full-time senior lecturer within 5 years and if not, why not?	HR and GENACT
	Classroom being a safe space for staff	Attention is paid to providing instruments and policies to protect students from staff harassment. Staff are encouraged to use inclusive examples etc. More attention to be given to ensuring that students are counselled that their actions are also to comply with transformation parameters i.e. students should be held liable for hate speech such "you were an affirmative action appointment" and "we can't understand your accent." The way in which class representative meetings are conducted and evaluations of teaching are done also needs to be reviewed in order to work in a way that also protects the staff member or allows the staff member to give "their side of the story."	HR, EIC
Governance	Legitimising dissent and silence in meetings	Suggestion: end of every meeting, inviting of those who are not in agreement to formally note their concerns or objections in order to legitimise both discussion and dissent. This is critical to what is to be recorded; reminder to be included on agendas at the beginning of meetings reminding people of the rules of conduct and the senate rules of order (which people often are not aware of), specifically, that they can object and have that objection recorded. This would be helpful especially for new staff and new members of committees. These objections should be noted in minutes, and an appendix that includes the discussion, debates, and dissension would also increase transparency; tutor training on the issue of silence - how to read, register and legitimise; broader campus culture - contesting	Secretariat to record dissent

	Office of Equity and Institutional Culture	This office needs to be properly resourced and supported, and to get the respect that it deserves. We should not have ad hoc committees dealing with topics and issues that are the mandate of this office as this serves to undermine their position.	VC
	Understanding Policy development	Get experts (e.g. academic staff) involved in policy development. We need to involve people from specific disciplines in order to draft forward-looking policies. When policy changes are made, the reasons why these changes are made need to be articulated. The process should be made more transparent and inclusive by circulating drafts more widely for input. Government Green paper/white paper public comment model could be adopted. Info grams could be made of certain student related policies that could be uploaded onto Studentzone / RUConnected.	Registrar's Division, HR
	Communication of policies	Bringing institutional policies to the attention of new staff and students as part of induction. Once review process is complete, new policies should be widely distributed via mailing lists and internal mail.	HR, CHERTL
	Bureaucracy	Excessively bureaucratic processes are exclusionary. Forms make transformation difficult - reactionary categories are reinforced when required on multiple forms i.e. race, gender, sexuality. They are particularly alienating to transgender people because there is no bureaucratic 'space' for them to exist. We recommend that all forms for this information have an open space next to these identity-related questions.	HR, EIC
	Lack of 'people with power' on GENACT	There is a lack of senior management on GENACT. Brings commitment to transformation around this issue into question.	EIC, VC
	Titles	We recommend scrapping all titles except for Mx, Dr and Prof in order to challenge heteronormativity.	DMU, Registrar and HR
Students	Staff mentors for students (societies, residences, general)	Connections between staff and students are critical to continuity; we must develop a list of support and teaching staff who can be available to assist students and societies, as well as act as mentors – a list of 'Go To' people (to circulate an email via toplist to ask all staff who are already approached by students for support to come forward for this role). (This is also linked to the need for reporting officers, and the support structures recommended in the SVTT report).	EIC, GENACT, DSA, SPCC
	Students with family dependants	Often don't think about students having family: how do they fit into policies? Residences for students with families.	DSA, EIC, Operations and Infrastructure
	Students needing work	Trying to provide work to those students who need it financially. This would eliminate some financial burden on their families and provide them with working experience. (HoDs could request lists of students who are on 'missing middle' and NSFAS funding, which would serve as a guide when looking to hire student assistants).	DSA, Student Bureau, Student Fees

Curriculum	Curriculum infusion	Critical to involve academics in speaking to issues and raising awareness of sex/gender/sexuality-related issues; raising of RU profile in media and pedagogical benefits. Targeted discussions should be held with departments who are identified through the curriculum review process as failing to transform in this area.	DSA, Staff Coordinator, SPPC
	Course Outlines	Staff need a wider education on a number of things (e.g. twitter, gender concepts and debates, classrooms safe spaces, sensitisation workshops, line under every course outline (feeling harassed, belittled etc., feel free to contact x); more forums like GENACT where students and staff interact so that staff hear student issues; student and staff issues are related to each other and to IC and to social justice; alternative methods of teaching (see the SVTT report for more).	Faculty Deans, HR, Transformation Directorate
	Awareness Weeks	Some effort should be made to dove-tail curricula with awareness events when possible to maximise learning opportunities i.e. Silent Protest as intro to discussing gender in sociology, post exposure prophylaxis in Pharmacy, how crime stats are calculated in Statistics, texts on rape including in English department, language usage in victim vs survivor terminology in Linguistics, violence and harassment in the workplace in Org Psych and management etc.	CHERTL, Transformation Directorate, Faculty

Appendix 1(a): Opinion Poll on Gender Neutral Residences

Below is a copy of the question and layout of the poll circulated on Facebook. You will see that where current gender expression and sexual orientation are asked for we have included a blank space (as opposed to a drop down list of options)—this allows individuals to self-identify as opposed to being forced into (often) heteronormative binaries / categories.

This short opinion poll is to gather information to inform discussions regarding residence spaces for the Transformation Summit. These discussions will be hosted by the Gender and Sexualities Working Group.

What is your current gender expression?

What sexual orientation do you identify with?

What is your current relationship to the University?

Current student

Parent / legal guardian of a current student

Alumnus

Academic staff member

Administrative / support staff member

Other:

Do you think that the university should consider providing gender-neutral residences?

Yes

No

I am not sure

Please provide a short explanation for your answer to the question above

Do you think that preference for places in gender-neutral residences should be given to LGBTQIA++ students? Please explain your answer briefly.

Is there anything further that you wish to add concerning this issue?

Appendix 1(b): Results of opinion poll on gender neutral residences

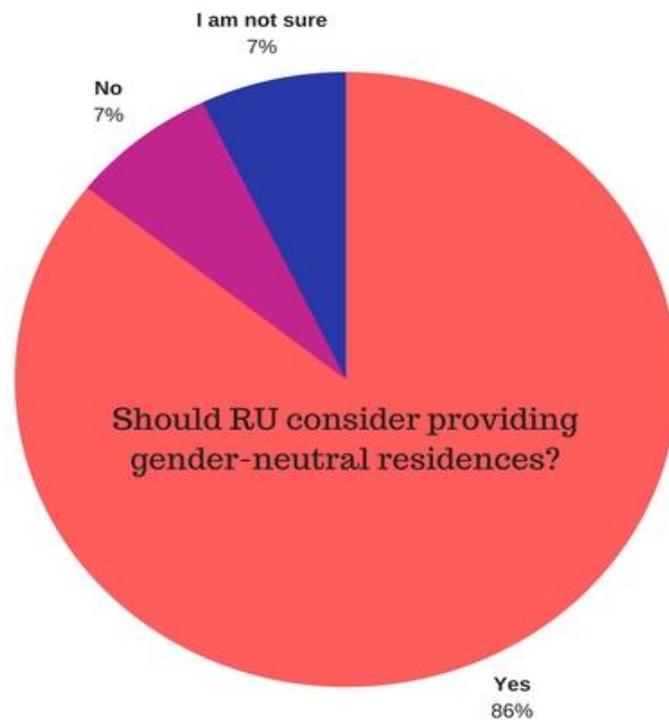
Below are the results of the online poll

In terms of current gender expression our participants include:

- Male
- Female
- Cisgender woman
- Cisgender man
- Non-binary/graygender/gender-fluid
- Genderqueer
- Agender
- Trans-masculine
- Demi-female

In terms of sexual orientation, our participants identify themselves as:

- Heterosexual (also called 'straight')
- Homosexual
- Asexual
- Androsexual
- Queer
- Bisexual
- Gay
- Pansexual



Those who indicated that the university should consider providing gender neutral residences provided the following reasons:³

- “Residences are the spaces in which students are supposed to live their personal lives, as well as the places from which they negotiate their academics. Living in a residence dominated by a gender/gendered culture/idea of gender incompatible with one's own identity or beliefs fundamentally limits the ability of students to be themselves and to feel safe. Without a place of their own in which they feel in control of themselves and their world, students are likely to face issues in their private lives, which then exacerbates the struggle to do well in university. Gender neutral residences not only solve these problems for many students, they also begin to challenge and break down pervasive notions of gender that limit students outside of residence life.”
- “Individuals should be able to find a safe space within the university space, especially in the residential areas.”
- “Gender neutral residences provide a safe space for gender non-conforming people. It also teaches cisgender men and women to live together.”
- “Gender neutral residence could provide a more comfortable space for people who are non-binary. It's a step towards transforming the way our society is set up and doing away with the dichotomies.”
- “Firstly, I disagree with the notion that there are even two primary genders. Secondly, I simply find the notion of separating people by gender to be juvenile in a space that in theory, is supposed to promote diversity, interaction and personal growth. Additionally, I'm of the opinion that arguments against gender-neutral residences like the threat of sexual assault or possibly increased sexual activity are rooted in harmful ideas about gender and sexuality.”
- “The current residences are very heteronormative and tend to not take issues that queer people face within the residences seriously.”
- “This'll be mostly beneficial to trans and non-binary folks on campus. Also a lot of residences across universities in SA are unisex/ gender-neutral.”
- “Everyone should feel comfortable in a home away from home. Gendered spaces take this away from a lot of people.”
- “Binary residences are often uncomfortable and violent spaces for queer bodies, whom, by definition, do not conform.”
- “I think gender neutral residences are more reflective of living situations such as apartments, etc. They also then provide a safe space for transgender and non-binary individuals to live without having to live off-campus. Further, not every residence *will have to be* gender neutral, Students should simply have the option of choosing whether they want to be in a gender neutral, a single sex or no preference residence. Therefore, even students who only wish to be in a same-sex residence can be accommodated.”
- “The current system is outdated.”

Those who indicated they were unsure, said the following:

- “It is a good idea, but it could also be dangerous.”
- “In the cases of placing a trans woman into a female residence would make it uncomfortable for other female learners, and vice versa for male residence.”

³ Note that in the results that follow, for the sake of brevity, we have excluded responses that repeat previous points.

- “Gender neutral residences would represent a positive step toward acknowledging a gender spectrum on campus (and potentially offer a safer space for transgender, gender neutral or other students who are otherwise not well represented or served by a bi-gendered residence system). On the other hand, I worry about the potential psychological threat represented by cis-men in the home-space of women: gendered spaces can be sanctuaries for victims of domestic and sexual violence. (The question of how important the latter consideration is, is well out of my area of knowledge.)”
- “The idea is amazing. Especially for people who don't identify with universities categories of girl res and male res. My only worry is the consequence that come with this. Residences are such vulnerable places. I'm just scared of incidences of sexual violence occurring.”

Those who said no, said the following:

- “Female residences provide a safe space for female students.”
- “Not a large enough demographic to justify one yet.”
- “Practicalities of institutional living”
- “Men will rape more women. Easier access.”

When asked whether preference for places in these residences should be given to LGBTQIAP++ students, participants indicated the following:

- “Yes. Gender neutrality is most advocated for by the LGBTQIAP++ community because gender binaries affect this community most harshly.”
- “Yes, these students are often marginalized and deserve the same privileges that other students have, and should be able to both express their gender and do so comfortably, in a safe space.”
- “Preference should definitely be given to gender non-conforming students, to provide them with a safe space. But otherwise sexuality should not be considered, as this could turn these residences into 'gay reses' and promote discrimination. Students should also not be allowed to opt out of being allocated to these reses - in other words they may request another res, but if they are allocated a room in a gender-neutral residence, then that is their room. This is to prevent discrimination from people not in the LGBTQIAP++ community.”
- “Yes. But I do think it shouldn't be JUST queer students who reside there. This'll I fear further make them marginalised in the university space as everyone will know - that's the Queer residence. Also if it's mixed with other bodies we can avoid accidentally "outing" someone. Also queer people living in a residence with exclusively queer bodies doesn't automatically create a safe space as there are several queer bodies who themselves are toxic. Secondly, many queer people have non-Queer friends and rely on their support at least if they're able to live together then they can have that support throughout.”
- “Yes, especially students who identify differently from their assigned gender (for example transgender or transitioning students, agender, genderqueer students, etc). All male or all female spaces can be uncomfortable or even sometimes dangerous for those individuals and the way our reses are gendered without the option of neutrality or self identification erases people who are not cisgender.”
- “Yes. The university already isn't a safe space for LGBTQIAP++ students, the least they could do is have a safe space in terms of residence. For heterosexual, cisgender individuals it doesn't really matter where they live because they identify with the 'system', so do not need to be in a residence that specifically caters for them.”
- “No. Gender Neutral residences should be the default, and that a small number of male / female only residences should be left for those who wish to opt out (one or two at most).”

- “The queer-phobia we deal with in res is unacceptable. It isn't always physical but it is always tangible. We aren't welcome. Let us be amongst people who welcome and accept us unconditionally.”
- “Preference, yes. I don't think it should be exclusively LGBTQIA++ for the reason that not all folk are "out", especially to their families, but still need a space to live comfortably, and also because of the stigma that would then surround the house by cis-heteronormative and closed minded people. Confidentiality would be key. “
- “No. Giving preference to LGBTQIA++ students may result in the residences having them only which may be viewed as segregation. Also because some people are not comfortable with people knowing their preferred identity, so it could cause problems along the way.”

Where people indicated that they had something else to add, they included the following:

- “This feels like a subject better answered by experts than the public. Opinions on gender and sexuality issues should be of far less concern to the university than the actual well-being of its students.”
- “Yes, there are also no safe bathroom spaces for queer students in large working venues like labs and the library.”
- “Maybe some single gender reses for anyone who doesn't feel comfortable in some mixed res for religious or personal reasons such as PTSD. Also, when you move into a block of flats, no one worries about the gender of their neighbour's so why does everyone stress with reses? It's the same thing. Just have locks on doors and showers and all bedrooms for safety of all residents.”
- “MAKE ALL RESES GENDER NEUTRAL. Most people live with men and women in the same house when they are growing up, so why should this be a problem (I'm talking about some cis-het's that might have an issue with the proposal). UCKAR needs to become an open and free space where people are treated fairly. It would also go a long way in teaching people to respect one another as human beings and as equals, which will help dismantle rape culture.”
- “Gender neutral reses make the excuse of boys reses having less strict implementation of rules a thing of the past. All reses implement rules the same, whether girls, boys or non-binary people.”

Of course, we had two individuals who used the platform for the purpose of spreading hate speech. Interestingly these two individuals are both recorded as academic staff. We include their responses below as they are in themselves fascinating because of how they are indicative of some of the huge problems we are facing in this area.

Individual 1

Current gender expression: Normal

Current sexual orientation: Normal

Should the university consider offering gender-neutral residences? No

Explanation: Practicalities of Institutional Living

Do you think that preference for places in gender-neutral residences should be given to LGBTQIA++ students? No

Explanation: Creating gender neutral residences for a few strange people accomplishes nothing. Since the dawn of time there has been a distinction between men & women with a few queer (LGBTQIAA++.....) sods thrown into the mix. And they expect special treatment?

Anything further to add: Get over yourselves.

Individual 2

Current gender expression: Attack Helicopter

Current sexual orientation: AGM 114 Hellfire

Should the university consider offering gender-neutral residences? No

Explanation: Men will rape more women. Easier access.

Do you think that preference for places in gender-neutral residences should be given to LGBTQIA++ students? No

Explanation: No because LGBTQIA++ in itself is a toxic community who need to resolve their own internal conflict before relegating their overbearing demands on others.

Anything further to add: There are only 2 genders. Take the B from LGBTQIA++. It stands for bisexual. BI-sexual. As in 2 (Bill). So 2 genders.

Sex and Gender Working Group (contributing members)

Staff: Ms. Natalie Donaldson, Mr. Werner Bohmke, Dr. Lindsay Kelland

Students: Mx. Carla Botha, Mx. Phumelele Nkomozake
