



#WEBELIEVEYOU

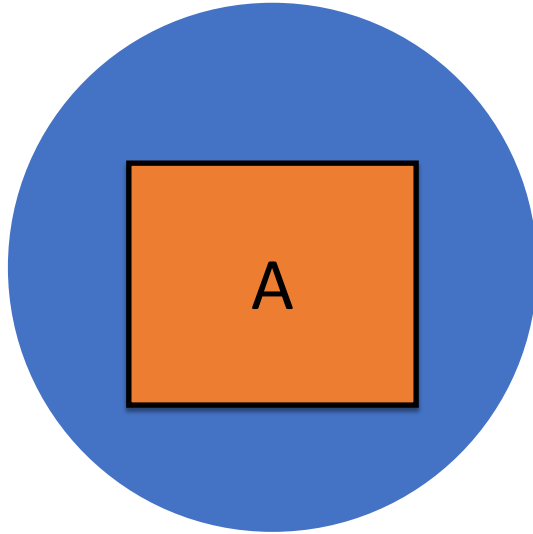


RHODES UNIVERSITY

# TRANSFORMATION SUMMIT

Directorate of Equity and Institutional Culture  
Prepared by Masimbulele Buso

# Aim



- Introduction to the E & IC office/Anti-Harassment and discrimination Office
- Overview of Harassment and Discrimination
- Introduction to consent
- Harassment and Discrimination in H.E
- Institutional response
- Reporting protocols and support
- Introduction to Sexual Offences policy
- The role of student leaders

# Equity and Institutional Culture Office

The Equity and Institutional Culture Office's main objective is to drive the transformation of the institution towards being an institution whose staff and students' practices are informed by a deep appreciation of equity, social justice and redress.





## #TRANSFORMING SPACES

---

Intersectionality can be defined as "interlocking systems of oppression" to describe the (macro-level) social structures that create social positions (at the micro-level). Patricia Hill Collins

---

Redress- Do those students who belong to groups who were dispossessed and marginalised feel that there are processes in the higher education/Rhodes system that address the impacts of dispossession and marginalization?

---

In terms of curriculum, culture and vision/outlook is the institution experienced as situated in Grahamstown in the Eastern Cape, in South Africa, in Africa and in the global South, in the world?



## #TRANSFORMING SPACES

---

Do all students, including non gender conforming students experience the institution as a safe, supportive, affirming and fair space?

Do they feel recognized in the formal and informal curriculum?

---

Is the institution experienced as decolonised by all staff and students as dominantly defined?

---

Does the institution ENABLE all students to access the formal and informal curriculum?



# #TRANSFORMING GSPACES

---

Are there increased rates of success of previously excluded students? How is success measured?

---

Is there increased access of previously excluded students and staff?

---

# #TRANSFORMINGSPACES

---

Are the levels of INNOVATION in new procedures, processes, ways of relating, ways of seeing, ways of knowing, ways of defining, ways of doing, ways of governing, sufficient to propel us into a transformed/transforming future? Do we have the imagination, the ethics, the will,, and the leadership to work towards a new future?

# The Anti-Harassment and Discrimination Office

The Harassment office is committed to ensuring that the human rights and fundamental dignity of all people is cherished. Behaviour stemming from racism, sexism, homophobia and harassment and vilification will be dealt with harshly to ensure that staff and students can work effectively and fully participate in University life.







# Introduction to Harassment and Discrimination

**Unfair discrimination:** means discrimination that impairs the fundamental dignity of the complainant.

**Harassment:** means unwanted conduct which is persistent or serious and demeans, humiliates or creates a hostile or intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and which 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 group;

# CONT...

**Hate speech:** means the publication, propagation, communication or advocating of words based on one or more of the prohibited grounds, against any person, that could reasonably be construed to demonstrate a clear intention to -

- (a) be hurtful;
- (b) be harmful or to incite harm;
- (c) promote or propagate hatred.



# Sexual violence

- **Sexual violence** is a form of gender-based violence and encompasses any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.
- **Types of sexual violence**
- Cat calling or other inappropriate noises
- Stalking and repeated unwanted requests for dates
- Use of work as an excuse for inappropriate private meetings
- Rape
- Sexual assault
- Demand for sex in exchange for favours
- Streaking and flashing
- Cyber sexual advances



# Sexual violence in Higher Education

Sexual violence is a well-documented issue within Higher Education and wider society. Students subjected to sexual violence suffer impacts to their physical, psychological, emotional, behavioural, and practical wellbeing, which have significant effects on their studies.

In 2016, numerous protests around the country, many of which concerned sexual violence on campus, once again brought the issue of gender-based violence (GBV) at Higher Education Institutions (HEIs), to the media's attention as well to the attention of the general South African public.



# RU'S response to the challenge

## Institutional response

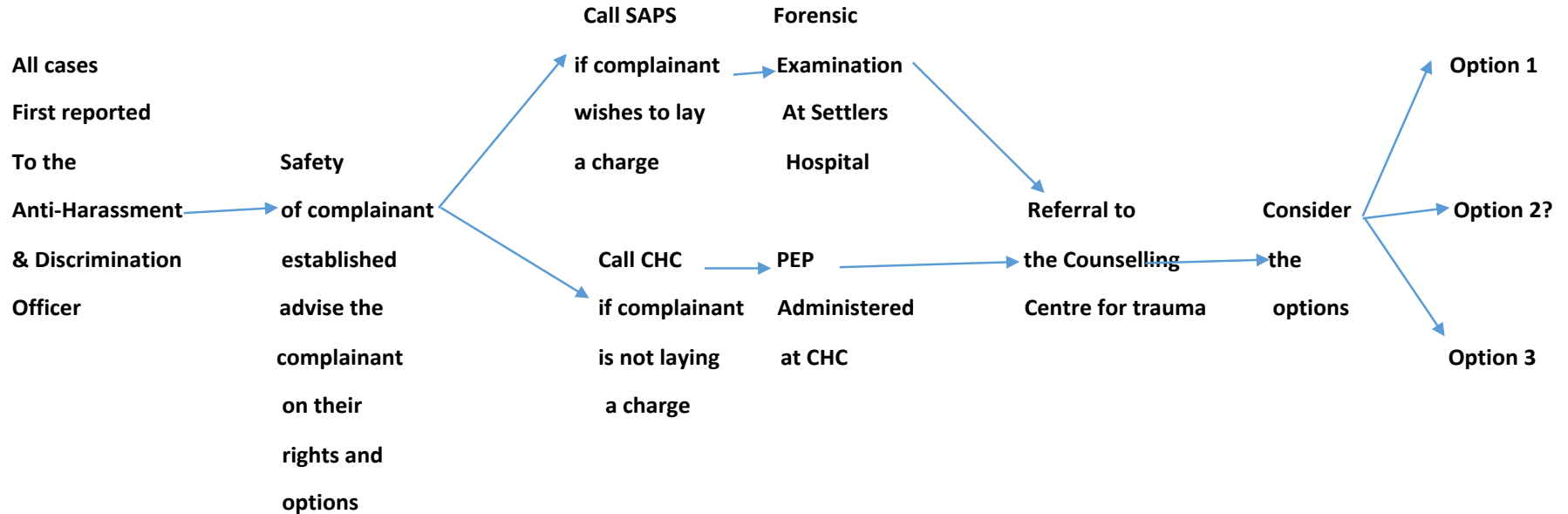
- Awareness
- Reporting
- Medical care
- Psychosocial support
- Safety and security
- Prosecution



**YOU ARE NOT ALONE**

# Reporting Procedures

## SEXUAL ASSAULT REPORTING PROCESS



# Management Procedures

Staff and student harassment, unfair discrimination or sexual assault complaints will be reported to the Manager: Harassment and Discrimination. Upon reporting, the complainant will be advised of the 3 options that can be considered. This would best enable the complainant to make an informed decision in relation to the matter.





# Reporting Options

1

## Option 1

Reporting for noting

2

## Option 2

Mediation .

3

## Option 3

Disciplinary action



# Policies and Protocols

Rhodes University
<a href="#">Policy on Eradicating Unfair Discrimination and Harassment, Other Than Sexual Offences</a>
<a href="#">Sexual Offences Policy for Students</a>
<a href="#">Sexual Assault Protocol</a>
<a href="#">Students Protocol on Sexual Assault</a>
<a href="#">Best Practice for dealing with sexual offences against students</a>
<a href="#">Staff disciplinary code and procedure</a>
<a href="#">Student disciplinary code</a>
<a href="#">Protocol on managing of close relationships between staff and students and between staff</a>
<a href="#">Ethical Standards Committee Handbook</a>
<a href="#">Gender considerations within the research environment</a>

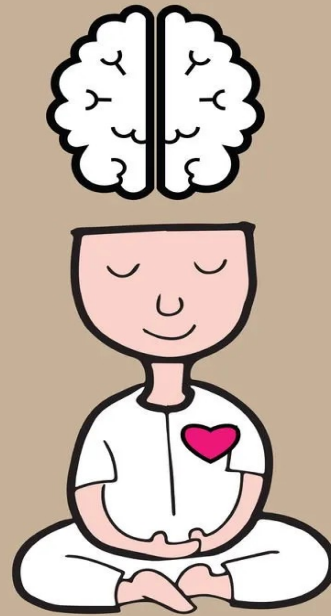
# Your role as student leaders

- Making safe spaces
- Instantiating conversations
- Correcting discourses
- Partaking in awareness campaigns
- Encouraging your res to partake
- Electing and supporting the transformation reps
- Research – information center
- Leading by example



# Reflection

m.buso@ru.ac.za





**#WEBELIEVEYOU**

Thank you