

CONFIDENTIAL

**REVIEW REPORT OF DISCHO
UNIVERSITY OF CAPE TOWN
11 DECEMBER 2015**

REVIEW PANEL COMPOSITION

Chair	A/Prof. Sally Swartz, Deputy Dean of Humanities
Internal Members	Dr. Barbara Boswell, Africa Gender Institute
	Mr. Dale Choudree, Research Office
	Dr. Alexandra Muller, Gender Health and Justice Research Unit
External Consultant	Ms. Nazeema Mohamed, Independent Consultant

1. PURPOSE AND SCOPE OF REVIEW

The purpose of the review is to determine whether the services provided by the Discrimination and Harassment Office (DISCHO) are in line with university approved policies, to obtain feedback from the users of DISCHO services and university stakeholders on the effectiveness of the services and to identify possible areas for improvement.

Briefed by IPD, and helped by them to identify lines of enquiry, the main functions of the review panel are to:

- Validate information provided by DISCHO in the Self-review Portfolio and through interviews with stakeholders (for a full list of interviews, refer to Appendix 1).
- Highlight areas of commendation, and
- Provide feedback to Council on its findings, together with recommendations for improvement.

DISCHO has had several aspects of its operations reviewed since its inception. These include a review undertaken with the development of the policies on sexual harassment, sexual assault and racial harassment and discrimination in 2006 and 2007. The task teams for developing these policies were chaired by A/Prof Jane Bennett (sexual harassment and sexual assault) and Prof Crain Soudien (racial harassment and discrimination). More recently a review of the Office's approach to managing harassment complaints was undertaken by Prof Halton Cheadle in 2011 and a review of the implementation of the ADAPT Program was carried out by Professor Joha Louw-Potgieter in 2012.

2. BACKGROUND AND CONTEXT

Democratizing South African Universities post 1994 has required a comprehensive review of discriminatory practices in the core functions of university education and in relation to institutional culture. Government legislation and activism on campuses have placed demands on universities to act more swiftly in reframing their values and ethics base and to put in place measures that would support the promotion of equality of opportunity, diversity, inclusion and the prevention of unfair discrimination. These objectives were seen as necessary for developing a human rights framework and producing graduates who were prepared for the development challenges of South Africa and the African continent, as well as for life and work in a globalized world economy.

The emergence of transformation offices, employment equity offices, sexual harassment offices, disability units and HIV/AIDS units in universities were in part attempts to meet the requirements of legislation and in part an organic development that was a response to the challenges presented in opening racially exclusive universities. The change in student and staff demographics and the shift from homogenous and monolithic cultures to more diverse cultures led to activism by groups who were affected by discrimination and who felt marginal in institutions. DISCHO at UCT owes its existence to both these factors, that is, to political activism in institutions and the imperative for transformation that emanated from a new democracy and Constitution.

The historical narrative on the gender and race activism that gave root to the establishment of two social justice entities in the university, DISCHO and the Equal Opportunities Research Project (EORP), provides insight into both the initial crafting of UCT's transformation strategy and the evolution and progress of its transformation process. These narratives also demonstrate the organic links between theory and practice in social justice endeavors. The relationship between development and implementation of social justice policies in units such as the EORP

and DISCHO and academic departments has been very important. The academic programme feeds into the more practical policy development that deals with lived experience. Recent student-led protests in universities have once again shown the links between a lively and critical environment of academic debate, and interrogation of policy and service provision. For social justice initiatives to succeed they require a theoretical foundation and a constant engagement with the measures that are put in place to ensure that our daily interactions do not violate human rights and dignity and impede the advancement of particular groups because of prejudice, discrimination and harassment.

This review does not have space or time for analyzing the foundations of the struggles related to race and gender at UCT. The provision of some historical detail in this review allows us to highlight a degree of progress in tackling race and gender inequality but also in measuring the lack of progress. Twenty five years after the formulation of policies on sexual harassment and racial harassment, and eighteen years after White Paper 3, universities in South Africa in general appear to have made little progress in advancing a social justice agenda. The student protests of 2015 indicate that we are in a human rights crisis - a crisis of ethics and values- and it is imperative for our future wellbeing and that of future students and employees that the university give focused attention to the lived experiences of inequality, discrimination and harassment that characterize the lives of students and staff. Essential to this is the need for the university to assess its values and ethics and ways in which it will benchmark these.

3. METHODOLOGY

The methodology utilized for the review included:

- I. A review of the relevant legislation and literature on equality, discrimination, harassment, social justice, diversity and inclusion.
- II. A review of compliance requirements in the legislation.
- III. An anonymous survey of users of DISCHO services.
- IV. A self-reflection conducted by the DISCHO staff (see below for details).
- V. Statistical data provided by DISCHO and the University Executive on reported incidences of racial and sexual harassment and discrimination and sexual violence (see below for details).
- VI. Discussions between the panel and a range of stakeholders within the university.
- VII. Perusal of relevant documentation and the DISCHO website and all policies related to the mandate of the office.

The panel was guided by the Terms of Reference produced in consultation with DISCHO.

4. TERMS OF REFERENCE ¹

The purpose of the review is to:

1. Determine whether the services provided by DISCHO are in line with university approved policies;
2. Obtain feedback from the users of DISCHO services and university stakeholders on the effectiveness of the services and,
3. Identify challenges and possible areas for improvement.

The review is located within the broader review of transformation services and the systemic relationships that impact on these services. The review thus forms part of the review of the Transformation Services Office.

Questions to be explored in the review include:

- i. What are DISCHO's successes, failures and shortcomings in the delivery of services?
- ii. Are there overlaps in terms of function and support with other entities?
- iii. Is DISCHO the appropriate vehicle for providing the services outlined in the relevant policies?
- iv. Is the physical location of the services appropriate?
- v. Is the reporting structure of the office appropriate or should a different structure be considered and why?
- vi. What changes are needed in the 1) structure of the office, 2) provision of services in order to improve the functioning of the office?
- vii. Are there gaps or concerns with regard to the current policies?

4. OVERVIEW OF DISCHO

The information in this section is based largely on information provided by DISCHO in the self-review portfolio.

DISCHO was established in 2001 to advise and support the university community on all matters related to discrimination, sexual harassment, harassment, gender-based

¹ See Appendix 1 for detailed terms of reference guiding the review.

violence, and rape. DISCHO emerged out of the SHARPSS Programme at the University and it along with the Africa Gender Institute, the Transformation Office and the Employment Equity Office were products of the EORP that was established by Dr Mamphela Ramphele when she joined the University as Deputy Vice Chancellor.

DISCHO's current mandate is to implement the Sexual Offences Policy, Sexual Harassment Policy, the Policy on Racism and Racial Harassment and the Mediation Policy. The Office also deals with domestic violence.

The implementation of the policies are guided by protocols which include:

- Protective measures
- Statement taking
- Reporting
- Health
- Investigation of a rape complaint
- Prosecution of sexual offences
- Assisting a respondent

Policies and protocols are all available for scrutiny on the DISCHO website.

The office has grown in scope over the years and its role has been expanded to incorporate policy development and mediation services as well as the training and deployment of Anti-Discrimination Advisors (ADAs), Sexual Harassment Advisors (SHAs) and mediators.

The website of the office notes the following services:

- Office of first report of harassment/discrimination
- Investigation procedures on alleged transgressions
- Awareness campaigns on issues of harassment and discrimination
- Assisting with UCT policy formulation
- Legal advice and court preparation for domestic violence victims (staff and students), with particular expertise in Protection Orders
- Trial assistance and disciplinary hearing preparation programmes
- Workshops and discussion on a variety of issues, including masculinity, race and gender

Also offered

- Investigations of complaints that include sexual harassment, racial discrimination and intimidation
- Networking with relevant stakeholders and role players
- Setting up electronic databases and communications systems
- Presentations around available services
- Advice and assistance to staff on a variety of legal issues
- Mediation

DISCHO is the first port of call for staff and students who experience any form of discrimination and harassment. Support from either a SHA or ADA is made available to complainants and respondents. Advisors are supposed to provide support by assisting the complainants and respondents with a range of activities, including the making of statements, accompaniment to disciplinary structures such as the Magistrate's Courts, and presenting reports on behalf of the complainant at an Advisory Panel whose role it is to advise on a course of action for an alleged transgression. Advisors also assist in the educational work of the office. In terms of its institutional mandate, DISCHO is not responsible for the implementation of the formal disciplinary procedures with regard to harassment and discrimination. According to the sexual harassment policy, where the formal procedure is to be followed in respect of students DISCHO will report the matter to the Vice-Chancellors nominee in terms of Rule DJP 1.1 and the matter will be dealt with in terms of the DJP rules. The Senior Proctor is charged with ensuring that proctors are trained to handle sexual harassment and racial discrimination and harassment matters and will not assign a case to a proctor who has not been trained. Where the formal procedure is to be followed in a matter concerning staff, the existing negotiated or approved disciplinary procedures for staff will be used. The choice of formal or informal route is negotiated with the complainant.

DISCHO utilizes a complaint-centered approach to cases, especially in relation to gender based violence and offers an after-hours support service for survivors of sexual assault, rape and harassment.

DISCHO has been instrumental in designing and implementing the ADAPT programme, offered by the Transformation Services Office. ADAPT focused on intercultural competencies as a key methodology to explore difference and otherness, along lines such as race, gender and culture. The programme aimed to explore and develop awareness around tolerance, intercultural and leadership

competencies, diversity and inclusion at UCT. The programme built on the previous diversity and inclusion initiative of the University, Khuluma and Mamelala.

DISCHO in collaboration with the Ombud's Office is responsible for the implementation of the University mediation policy. After initial uncertainty about the location of mediation services, the management, support, logistics and training aspects of the policy were given to DISCHO to implement. The way in which this decision was reached was not explored in this review, and we do not have sufficient information to comment on it.

The DISCHO office collaborates with the Human Resources Division of the university, in particular with Employee Relations and Human Resource Managers who use the service as part of the University's alternative dispute resolution route.

DISCHO has been requested to provide mediation training and support by community organisations and Rhodes University and the Nelson Mandela Metropolitan University. The office initiated the Inter-University Mediation Dialogue which included 50 delegates, including interested practitioners from various universities: Rhodes (the only other university with in-house staff mediators, trained by DISCHO), Wits University, the University of the Free State, Nelson Mandela Metropolitan University, Cape Peninsula University of Technology, Stellenbosch University and the University of the Western Cape. The office sees itself as a leader in Dispute Resolution in Higher Education. The Office was accepted as a resource for mediation training by Universities South Africa.

See Appendix 3 for DISCHO's case numbers.

5. LEGISLATIVE FRAMEWORK, COMPLIANCE RESPONSIBILITIES & RELEVANT DOCUMENTATION IMPACTING ON THE OPERATIONS OF DISCHO

The idea of promoting equality, preventing unfair discrimination and ensuring that institutional cultures and climates are inclusive and respectful of human rights and dignity and appreciative of our diversity are important building blocks for a new democracy that is transitioning from wide spread human rights abuse.

Equality is therefore an important thread that runs through the South African Constitution as a whole. Both equality and dignity are part of its founding values. Section 1 of the Constitution states South Africa is founded on values which include 'human dignity, the achievement of equality and the advancement of human rights and freedoms; non-racialism and non-sexism; supremacy of the constitution and the rule of law; and universal adult suffrage.'

The specific equality guarantee of the Constitution is found in Section 9. 'Everyone is equal before the law and has the right to equal protection and benefit of the law.' The Constitution also speaks to the notion of fair and unfair discrimination.

South Africa has two comprehensive anti-discrimination statutes, one for employment (the Employment Equity Act No. 55 of 1998) and one for non-employment issues (the Promotion of Equality and Prevention of Unfair Discrimination Act 2002 (Act 52 of 2002))

The Employment Equity Act has codes of good practice that are meant to guide employers on Disability Management, HIV/AIDS and employment and Sexual Harassment. These are meant to guide employers on the development of appropriate policies and procedures for dealing with discrimination and promoting diversity and inclusion in the work place

- Code of Good Practice – Disability
- Codes of Good Practice on key aspects of HIV/AIDS and employment
- Code of Good Practice on the handling of sexual harassment cases in the workplace

Other Acts that are relevant

- Higher Education Act (1997)
 - Sexual Offences Amendment Act, 2007 Act 32 of 2007)
 - Protection from Harassment Act, 2011 (Act 17 of 2011)
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- Domestic Violence Act, 1998 (Act 116 of 1998)
- Broad-Based Black Economic Empowerment Amendment Act, 2013 (Act No. 53 of 2003)
- South African Human Rights Commission Act, 2013 (Act 40 of 2013)
- Commission of Gender Equality Act, 1996 (No. 39 of 1996) –G 17341

6. FINDINGS OF THE REVIEW TEAM

6.1 DETERMINE WHETHER THE SERVICES PROVIDED BY DISCHO ARE IN LINE WITH UNIVERSITY APPROVED POLICIES

6.1.1 The work of the DISCHO office is underpinned by the following university approved policies:

- Sexual Offences Policy (approved by Council on 5 March 2008)
- Sexual Harassment Policy (approved by Council on 5 March 2008)
- Policy on Racism and Racial Harassment (No date of approval noted on the policy or on the website)
- Mediation Policy (No date of approval noted on the policy or on the website)

6.1.2. It is critical to note that the implementation of various aspects of the first three policies listed above is the responsibility of a number of stakeholders in the University. These stakeholders are: the Vice Chancellor, Deans, Executive Directors, Heads of Departments (PASS and Academic), the Registrar, the Human Resources Division; the Student Affairs Division, Campus Protection Services, Student Wellness and Communication and Marketing. The policy on racism and racial harassment assigns proactive responsibility to ‘employees with supervisory managerial responsibilities’. The policy on sexual harassment assigns very specific responsibilities to managers, beginning with the Vice Chancellor.

6.1.3. Our review has found that statutory governance structures, through the senior management offices to whom DISCHO is accountable, appear not to be adequately diligent in responding to reports submitted by DISCHO as is required by the policies. Further, the panel felt that there was a worrying lack of awareness by the majority of managers interviewed of their responsibilities in regard to the policies. This apparent unawareness constitutes a risk to the university. It is our view therefore that the policies that deal with sexual/racial discrimination, harassment, and assault have not been correctly adhered to; specifically: adherence requires training of line managers, appropriate referral, institutional support for complainants, and timely

intervention when complaints are made. In this context, the system of informal complaints over which DISCHO has jurisdiction has contributed to this failure (this is elaborated on below).

6.1.4. It appears as if there has been compliance with the mediation policy but that the use of mediation in the context of sexual harassment offences has raised questions and critique on the issue of whether such a choice or intervention is appropriate. This will be discussed in more detail when we address stakeholder opinions.

6.1.5. The panel was told by a number of stakeholders that there are several factors that have constrained DISCHO's capacity to play a major part in implementing the policies and these are out of its control. They include: the lack of appropriate resourcing for office administration, training, advocacy and communication; little leadership and support by senior managers; mission drift; unrealistic demands on the capacity of two people; and race and gender strategies that have failed to take intersectionality into account. All these factors in their view are linked to the lack of a coherent transformation strategy and a theory of change in the management of diversity and the development of a rights based culture and the failure to embed these issues beyond rhetoric in the core operations of the university.

6.1.6. The university does not have a gender equity policy and neither does it have a policy that deals with racial equity. Bullying, harassment and prejudice against non-conforming gender identities and sexual orientations are also problems that require attention and clarity. Policies in these areas are necessary as they will clarify how human rights violations in these areas will be managed.² It is also important to note that many cases will involve conflict, trauma, misunderstanding or prejudice in ways that demand implementation of several policies, not a single one.

6.1.8. While the University does have a disability policy, we have been told that it has not been adequately complied with. The Employment Equity Act's requirement that there be resources in place for reasonable accommodation of employees with

² Halton Cheadle's review of DISCHO's management of a complaint on harassment points to several problems that occurred with that particular case. His review notes that it fell out of DISCHO's jurisdiction. In his view, the office should not have been involved in managing harassment that was not concerned centrally with sexual harassment or racial harassment. Francois Botha's response to the Cheadle opinion points out the difficulty of classifying complaints, many of them very complex, as requiring intervention according to a single policy. Moreover, it is often only as cases evolve that the roots of conflicts and their connection to the policy environment becomes clear.

disabilities has not been met by the University and in spite of the relocation of the Disability Unit into the Office of the Vice Chancellor as part of Transformation Services, the Disability Unit's focus is predominantly on Student Affairs. This review has not focused on disability specifically, but in reviewing DISCHO an understanding of intersectionality is essential. The absence of proper accommodation measures for employees with disability is considered discriminatory behavior in terms of the Employment Equity Act.

(The Disability Unit felt that this was an unfair comment, as this Review was conducted only on DISCHO)

6.2 OBTAIN FEEDBACK FROM THE USERS OF DISCHO'S SERVICES AND UNIVERSITY STAKEHOLDERS ON THE EFFECTIVENESS OF THE SERVICES (2010-2015)

6.2.1 About the feed-back

The feedback that we have obtained comes from two sources. The first is a survey, constructed by Nazeema Mohamed with the assistance of Zethu Matebeni, that went out to staff and students who were on record at the DISCHO Office as users of their services. The second source of information is derived from three days of intensive interviews with key stakeholders in the university.

6.2.2 Responses to Survey Monkey

Responses Received	No.
Student Responses	30
Staff Responses	20
Total Responses Received	50

Of a total of 300 requests sent to DISCHO users, only 50 responses were received. With a response rate this low, the panel felt the results cannot be relied on as an

accurate assessment of the services rendered by DISCHO. The sections below report on the findings but caution that they cannot be used as indicating firm trends.

6.2.3 Staff Responses to the Survey

- i. Out of the total of twenty responses received, seventeen were South African and three were international members of staff.
- ii. Eight respondents identified themselves as being cis-women and five cis-men. Two chose a gender not listed and three preferred not to respond.
- iii. In relation to biological sex at birth, 12 were female and 8 male.
- iv. In terms of racial classification, one respondent preferred not to respond to the question, eight described themselves as white, one described themselves as black, one as African, four as Coloured and two as Indian.
- v. The table below provides a sense of the areas of support required from DISCHO. If the categories are grouped into areas of gender, race and general relationships and support, we would see seven respondents in the gender category, one respondent in the race category – here the complaint was about xenophobia, one in the labour advice category and six had other concerns.

Answer Choices	Responses	
Sexual harassment	31.25%	5
Sexism	0.00%	0
Rape	0.00%	0
Domestic violence	12.50%	2
Homophobia	0.00%	0
Transphobia	0.00%	0
Racism	0.00%	0
Racial Discrimination	0.00%	0
Racial Harassment	0.00%	0
Xenophobia	6.25%	1
Bullying	25.00%	4
Harassment	12.50%	2
Disability Discrimination	0.00%	0
HIV/AIDS Discrimination	0.00%	0
Information	0.00%	0
Advice	0.00%	0
Labour related issue	6.25%	1
Other concerns (Please specify)	37.50%	6
Total Respondents: 16		

- vi. When respondents were questioned about the usefulness of DISCHO in addressing their concerns, 71 % of respondents reported that DISCHO was useful and 7% indicated that DISCHO was not useful at all. 62% of respondents indicated that visiting DISCHO was a worthwhile experience.
- vii. When respondents were asked about their levels of confidence in DISCHO's distinctive services, the response overall was that they were very confident. Confidence in DISCHO's ability to respond to homophobia, transphobia and labour issues fell below 50%.

	Very confident	Somewhat confident	Not confident at all	Total	Weighted Average
Sexual harassment	64.29% 9	35.71% 5	0.00% 0	14	1.36
Sexism	64.29% 9	28.57% 4	7.14% 1	14	1.43
Rape	75.00% 9	25.00% 3	0.00% 0	12	1.25
Domestic violence	53.85% 7	38.46% 5	7.69% 1	13	1.54
Homophobia	45.45% 5	45.45% 5	9.09% 1	11	1.64
Transphobia	45.45% 5	45.45% 5	9.09% 1	11	1.64
Racial Discrimination	61.54% 8	30.77% 4	7.69% 1	13	1.46
Xenophobia	58.33% 7	33.33% 4	8.33% 1	12	1.50
Bullying	64.29% 9	14.29% 2	21.43% 3	14	1.57
Disability Discrimination	66.67% 8	25.00% 3	8.33% 1	12	1.42
HIV/AIDS Discrimination	66.67% 8	25.00% 3	8.33% 1	12	1.42
Labour related issues	46.15% 6	46.15% 6	7.69% 1	13	1.62

6.2.4 Student Responses to the survey

- i. Out of thirty respondents, twenty were South African and ten were international students.
- ii. Twenty-six students identified themselves as being cis-men and cis women.
- iii. In relation to biological sex at birth, 27 were women and three were men.
- iv. The proportion of cis-women was disproportionately larger than the proportion of cis-men. Cis-women made up twenty six (83%) of the respondents.
- v. In terms of racial classification, five respondents preferred not to respond to the question, five described themselves as white, five described themselves as black, two as African, one as Coloured and four as Indian. Six of the international students described themselves as black, three as white and two chose other as a category.
- vi. The table below provides a sense of the areas of support required from DISCHO.
- vii. With regard to complaints on sexual harassment, 7 respondents felt very confident or somewhat confident in the help they received; 6 were not

confident at all. 6 respondents were confident in terms of assistance received with respect to rape complaints; 5 were not confident at all. As the table below demonstrates, with respect to other categories of complaint, a majority of respondents reported not being confident about the support received.

Answer Choices	Responses	
Sexual harassment	10.53%	2
Sexism	5.26%	1
Rape	5.26%	1
Domestic violence	0.00%	0
Homophobia	0.00%	0
Transphobia	0.00%	0
Racism	10.53%	2
Racial Discrimination	15.79%	3
Racial Harassment	5.26%	1
Xenophobia	0.00%	0
Bullying	15.79%	3
Harassment	42.11%	8
Disability Discrimination	0.00%	0
HIV/AIDS Discrimination	0.00%	0
Information	15.79%	3
Advice	26.32%	5
Labour related issue	5.26%	1
Other concerns (Please specify)	15.79%	3
Total Respondents: 19		

	Very confident	Somewhat confident	Not confident at all	Total	Weighted Average
Sexual harassment	30.77% 4	23.08% 3	46.15% 6	13	2.15
Sexism	27.27% 3	9.09% 1	63.64% 7	11	2.36
Rape	36.36% 4	18.18% 2	45.45% 5	11	2.09
Domestic violence	41.67% 5	8.33% 1	50.00% 6	12	2.08
Homophobia	27.27% 3	18.18% 2	54.55% 6	11	2.27
Transphobia	27.27% 3	9.09% 1	63.64% 7	11	2.36
Racial Discrimination	33.33% 4	8.33% 1	58.33% 7	12	2.25
Xenophobia	27.27% 3	18.18% 2	54.55% 6	11	2.27
Bullying	25.00% 3	16.67% 2	58.33% 7	12	2.33
Disability Discrimination	30.00% 3	10.00% 1	60.00% 6	10	2.30
HIV/AIDS Discrimination	18.18% 2	18.18% 2	63.64% 7	11	2.45
Labour related issues	18.18% 2	18.18% 2	63.64% 7	11	2.45

6.3 Stakeholder Interviews

The list of stakeholders interviewed is contained in Appendix 2. Names of individuals have not been included to protect their identity; interviewees were told that their input would be presented in a review report, but that details would be kept confidential. However, some individual UCT staff stakeholders are clearly identifiable, as their position is noted.

The stakeholders were identified through IPD, in consultation with the panel and consultant, and IPD scaffolded three full days of interviews, and supplied all logistical support. The perspectives of stakeholders will be set out thematically below. The review team is grateful to all staff and students who participated in the interviews.

In terms of finding an understanding of the procedures for complaints management it was important that the panel interview the Prosecutor in the Registrar's Office and the Employee Relations Manager as these individual and their offices dealt with the formal procedures for student and staff grievances on sexual harassment, sexual assault and racism and racial harassment. Neither was available on the days of the review, but this report

draws on notes from subsequent meetings held with the Chair. It is important, however, that Council is made aware that the formal route for complaints on discrimination/harassment policies requires greater scrutiny, and the panel recommends that this be expedited.

The panel was unable to access data on the number of cases that have gone through the formal process and what the outcomes of these formal cases were. (This data had been requested at the beginning of the review process.)

Summary of Stakeholder views

- 6.3.1 The mediation function of DISCHO is visible to stakeholders, and is being accessed by HR practitioners and unions (amongst other UCT sectors). There is mixed feedback with respect to outcomes: stakeholders report some problems referred for mediation were successfully resolved, thereby avoiding bruising grievance or disciplinary procedures; other cases produced no resolution. Communication between DISCHO and referring parties (such as Deans, HRPs and Unions), within the limits of confidentiality, was reported to be problematic.
- 6.3.2 The trained mediators reported having benefitted themselves from the training. The ones interviewed reported different levels of activity with referrals (some used more often than others). Although there is a community of practice (CoP) that serves as ongoing training, mediators reported that these were difficult to attend regularly because of work commitments.
- 6.3.3 There was general feedback that the training of mediators and Sexual Harassment Officers (SHAs) is rigorous and useful. However some stakeholders expressed concern about reliance on essentially a volunteer community to do this critical work, and suggested that there is a need to insert a layer of professional oversight and lines of accountability to professional bodies beyond the university (such as registered psychologists, counsellors, or social workers) to consult with and supervise the work of trained volunteers.
- 6.3.4 There is widespread misunderstanding amongst many of the stakeholders about the circumstances under which formal disciplinary processes will be instituted in cases of sexual and racial harassment and assault. In every case this requires that the complainant lay an official complaint. (Note that this contradicts the following in the university's protocol dealing with alleged perpetrators, which states that 'that the

University may choose to follow formal proceedings against the alleged perpetrator even if the complainant does not wish to do so'.) Those that choose not to do so are dealt with through the informal route, and under DISCHO's aegis. DISCHO has only a support and advice function for cases that go the formal route, either through Employee Relations (staff matters) or the Registrar's Office (cases dealing with students). It has no jurisdiction to investigate or pursue formal disciplinary hearings. This misunderstanding came up in almost all interviews held by the panel, has contributed directly to student complaints about DISCHO, and has serious ramifications for the ways in which implementation of policies is perceived across the university.

- 6.3.5 It was clear to the panel that many students in particular are unaware that DISCHO is not responsible for the formal procedures but only for information on which route to follow.
- 6.3.6 Students indicated that in their view DISCHO does not properly investigate cases. The panel noted that there appears to be confusion about who investigates. Rashieda Kahn's written submission to the Committee and DISCHO's website indicates DISCHO investigates. According to the policy, DISCHO's investigation role in cases that take the formal route is limited to possible provision of statements, or of a safe space within which an interview might be conducted by those tasked with investigation. This suggests a need for more explicit clarification of DISCHO's role. .
- 6.3.7 There are complex reasons for the misunderstandings described above, and these have been perpetuated by apparently dysfunctional lines of communication between DISCHO, ER, the Registrar's Office, and the wider UCT community. DISCHO informed us that once they had referred cases to the formal route that they seldom received feedback on the outcome. HR practitioners and union representatives complained of lack of feedback from DISCHO. Lack of regular meetings between all appropriate parties to discuss cases, trouble-shoot referrals, decide on appropriate interventions, put in place adequate psychological and social support, expedite formal or informal processes, and consult expert advisors places the university at risk.³

³ Recent experience at WITS underscores the nature and seriousness of this risk.

- 6.3.8 We heard repeatedly that the need to protect confidentiality of complainants was a primary reason for DISCHO's minimal communication with various interested parties. While the need to protect confidentiality is an ethical obligation accepted by all, some stakeholders felt that reports on process (as opposed to personal detail), such as frequency of contact, nature of intervention, outcome, did not fall within the bounds of what must be kept confidential.
- 6.3.9 We were informed by the Investigations Unit that the investigator currently responsible for investigating complaints had not received training that would equip him to understand gender, sexuality, race and power issues that pertained to the policies. (Such training has been provided by DISCHO in the past.)
- 6.3.10 One common perception among students is that an alternative dispute resolution approach (ADR) to matters of sexual and racial harassment is preferred and actively pursued by DISCHO, and that this results in complainants being persuaded to enter a mediation process with an alleged perpetrator. It was further suggested that such mediation requires the complainant to accept an apology from the alleged perpetrator. (We note that both harassment policies explicitly mention apology from an alleged perpetrator as a route to possible resolution; this would certainly have reinforced students' perception that this is taken seriously as an option, both by DISCHO, and UCT as a whole.) The panel was informed by the student stakeholders that there is a great deal of anger with DISCHO about the advice given to students regarding whether or not a formal complaint should be laid. Many students interviewed felt that they were often left with little choice in the decision on which route to follow and that DISCHO leaned heavily on alternative dispute resolution processes even when it came to sexual assault. It is likely that DISCHO's wide association with mediation and the training of mediators, and the fact that the Director has been a champion of ADR, has reinforced this perception. The panel was however informed by the DISCHO staff that no complainant is asked to face a respondent in a case unless he/she wishes to do so as part of reaching resolution in an ongoing conflict, and also that no complainant would be expected to participate as a party to a mediation unless she/he clearly indicated that as a preference, and had signed an agreement form to this effect. The panel is of the view that the very different perspectives on this issue, which is of huge concern to the students, requires urgent attention.

- 6.3.11 There were complaints from staff and students that formal disciplinary procedures are not transparent enough. It appeared to staff that the criteria used for appointing presiding officers in discrimination and harassment cases did not include expertise on human rights and social justice.
- 6.3.12 In relation to no-contact orders and repeat offenders, students complained that no-contact orders were not working and that there were repeat offenders who walked around campus. The views of students were supported by staff stakeholders responsible for oversight of no-contact orders, who signalled lack of resources, and sometimes apparent reluctance by those directly responsible, to implement them. The panel believes that ineffective communication with interested parties who might assist in implementing no-contact orders has also hampered their effectiveness.
- 6.3.13 We were informed by DISCHO that funds for written communication material were not made available until last year. The policy on sexual harassment is very clear on communication and it is also clear that this communication is not the sole responsibility of DISCHO, but also of HR, and through HR to all line managers.
- 6.3.14 DISCHO complained of being under resourced, and reports receiving little focussed attention and support from leadership, university management and council, especially since its line of reporting was subsumed under the director of the TSO. Staff experience not being taken seriously, and through slim resourcing, being ineffective and powerless in the implementation of policies mandated to it. One respondent noted this sentiment by stating: 'figuratively and literally DISCHO is a ghetto for the oppressed.' The panel is of the view that the policies underpinning DISCHO's have substantial resource implications. This is discussed further in the recommendations.
- 6.3.15 The 'ghettoization' of DISCHO has been affected by its physical location, separate from 'core business' operations of Faculties and administrative offices. The panel heard also the argument that relative independence and a building that users might access without being seen has merit, and that this must be weighed against both visibility to the general community, and integration into other essential services.
- 6.3.16 Students and some staff interviewed as stakeholders expressed the view that DISCHO was not a trusted resource with respect to cases of sexual and racial harassment. Students referred to DISCHO as having a 'heteronormative narrative,' and expressed the view therefore that it

was unable to deal with discrimination and harassment complaints from the LGBTIQA students and staff. Students felt DISCHO was more concerned with protecting the reputation of the University than the safety and rights of students.

- 6.3.17 The meetings of panel members with stakeholders were dominated by issues of sexual (rather than racial) discrimination and harassment, except when the need for an intersectional approach was explicitly mentioned. It became clear that on issues of racial harassment and discrimination, the Ombud is frequently used and very highly regarded, and has become the first port of call. The Ombud however made clear that her office is not intended to be a first port of call; rather it is a resource to be used only when other resources have not enabled a satisfactory outcome.
- 6.3.18 Several stakeholders referred to the theoretical orientation of DISCHO and the University's model of change. The approach of DISCHO, it was noted, is embedded in an approach to discrimination that is focused on the individual and fails to take into account systemic behaviours and contexts related to institutional culture and the institutionalised and systemic patterns of discrimination and harassment. The absence of overarching policies on race and gender equity were noted as part of the problem.
- 6.3.19 Some stakeholders expressed concern about a reactive approach as opposed to a proactive approach. One interviewee noted 'if the proactive work is done, then the reactive work will be reduced.' Our interviews with DISCHO and the volunteers noted how limited resources for training, advocacy and outreach severely limited what DISCHO could achieve.
- 6.3.20 Both interviews and written submissions suggest that DISCHO and allied offices in the Transformation Services Office compete, rather than collaborate, and are in a sometimes acrimonious relationship. This has affected the ways in which the units operate and are perceived by the communities they serve. The panel felt that turbulence in the TSO system seemed to be the result of a structural problems and a need for strong leadership. This area needs further investigation. (HAICU disputed this finding and presented evidence that there were significant attempts to promote collaboration)
- 6.3.21 With respect to counselling, students indicated that DISCHO referred survivors to Campus Counselling and thought it would be appropriate for DISCHO to have a trained counsellor as part of its services. Survivors

often have to wait for counselling at University counselling services because of a waiting list. They indicated that DISCHO did not follow through with students after referrals. Students felt psychological and social support during and after an approach to DISCHO is essential, and in this respect, felt that UCT had let them down.

- 6.3.22 There are currently no service level agreements in place between DISCHO and its partners.
- 6.3.23 In terms of advocacy and education, DISCHO staff remarked repeatedly on lack of resources and buy-in from senior leadership, as well as lack of responsiveness, particularly from the academic sector, with respect to various initiatives, including the ADAPT programme, reviewed by Prof Louw-Potgieter. The Director expressed optimism about the recently-initiated Sustained Dialogue initiative. These broad transformation strategies should be seen as separate from the need for information specific to DISCHO services. While input is given briefly in O Week, this was regarded by both DISCHO staff and student stakeholders as insufficient. Students felt there was a need for follow-up as students had information overload in O Week. It was indicated that DISCHO's reach into residences was thin and in general its role was not visible enough to students and many students were not aware of the policies and procedures and the names and roles of the student advisors. Some students believed that more awareness-raising was done by student survivors of assault and harassment than by DISCHO. The Survivors' blog was mentioned.

7. COMMENDATIONS

- 7.1 Staff members, student and staff advisors and volunteers have shown great commitment to the work of the office and in serving the University.
- 7.2 The after-hour emergency service offered by DISCHO is greatly valued and in particular the services of the after-hour contact person DISCHO, Ms Rashieda Kahn, is appreciated. We were informed that she was prompt and caring in her responses to after hour emergencies.
- 7.3 All accounts of the training offered by DISCHO suggests that the Office has excellent expertise in this regard and students and staff who were trained as mediators, anti-discrimination advisors, sexual harassment advisors and student advisors commended the office on the training and

many indicated that the training had added value to their professional competencies.

- 7.4 The office's expertise on domestic violence was noted and it has played an important role in supporting staff and students in this regard. Here the expertise of Mr Francois Botha and his understanding of the court procedures in this regard is to be commended.
- 7.5 Although the response rate to the survey was low, the results suggest that DISCHO provides a valuable service,.
- 7.6 DISCHO has utilised its training expertise and expertise in mediation and conflict resolution to assist conflicted communities. It appears that this resource is regularly accessed, and is a significant contributor to an alternative dispute resolution approach to workplace conflict in the university.
- 7.7 DISCHO is recognised nationally for its expertise in mediation and has provided advice and training to the Nelson Mandela Metropolitan University and Rhodes University. DISCHO has also worked with Universities South Africa on delivering a national workshop for Inter-institutional training and support in the development of mediation capacity.

8. RECOMMENDATIONS

- 8.1 The services of DISCHO and allied offices in the Transformation Services Office should be clarified to mitigate against isolation of the office from the university's core Human Resources and Registrar's Office business. This implies a need for a reappraisal of its current structure and operations, and should include consideration of appropriate physical location. The recommendations below highlight both structural and operational issues. (It should be noted here that with the TSO review, the structure and function of units falling under it may be reconfigured. For ease of reference, the recommendations below refer to 'DISCHO' as a summary of DISCHO or its possibly-reconfigured structure, post reviews.)
- 8.2 Serious attention should be given to the relationships between HR, the Registrar's Office, the Ombud and DISCHO with respect to the implementation of discrimination policies. The current lack of clarity amongst those to whom services are delivered about implementation is a

substantial risk to the university, as recent social media exposure makes clear. In relation to this, two fundamental issues arise:

- a) should DISCHO operate independently from HR and the Registrar's Office, and have independent lines of accounting? The panel raises this as a question that should be thoroughly investigated as part of the broader examination of the TSO. If it is to operate independently, then attention needs to be given to formalising structured relationships with units responsible for the formal procedures.
- b) Regardless of the answer to a) where will the training of line managers reside? (The need for training is discussed below.)

8.3 The DVC responsible for transformation matters should review the current lines of accountability and communication with respect to the discrimination/harassment policies, and consider the creation of institutional structures that will best facilitate regular consultation and communication between all parties responsible for their implementation. This should include regular briefings with respect to cases, including frequent use of advisory panels of experts to discuss protocols for dealing with cases and to advise wherever necessary. The structure, once devised, should be responsible for ensuring that timely and appropriate communication between interested parties has taken place.

8.4 The DVC responsible for the transformation portfolio should work with interested parties, including DISCHO, on the development of a strategic plan, budget and project management plan based on the findings of the this and the TSO review. The current reporting lines of DISCHO's staff, through the Director of the TSO to a DVC, needs to be reviewed as part of the general TSO review, as the current arrangement is not working well. Regardless of the outcome of the general review, lines of accountability and reporting to HR/ER, the RO and DISCHO urgently need to be clarified and strengthened.

8.5 The structure of the TSO and of DISCHO is currently under review, and may change. The panel recommends that essential services identified through the policies, and which include administration, data management, training, access to counselling, communication, education and advocacy and mediation should be appropriately resourced by the University.

8.6 Service level agreements with all parties involved in the implementation of essential services required to support the implementation of the social justice policies should receive ongoing training.

- 8.7 Training for line managers, student councils, residence wardens, the SRC, UTAC, UHRC and Faculty Transformation Committees on social justice policies should be compulsory. This training will need to ensure that policies and procedures are understood, that the differences between formal and informal processes and where they might be accessed are clear, and that vicarious liability (and the risks of this to the institution) is foregrounded. An online training course on social justice policies might be developed to support HR, DISCHO and related structures in this training.
- 8.8 The university needs to consider which structures should be responsible for this training. Given its scale, the panel is of the view that currently only HR has sufficient staff numbers and connections with all university faculties and departments, to reach the whole community.
- 8.9 The panel is of the view that training on policies and procedures must not be conflated with more general transformation programmes (such as Sustained Dialogue). The training envisaged is for line managers, and clarity on their accountability to policy is the training's aim.
- 8.10 The university might consider systems such as Callisto, (<https://www.projectcallisto.org/>) an anonymous online reporting system on sexual assault designed specifically for large student communities as a tool with significant potential to monitor a problem known to be both widespread and under-reported. However, it should be noted that use of a system such as Callisto must be embedded in a system of service responsiveness to those who need and want follow up. A protocol should be developed on data management in the area of social justice.
- 8.11 A system for monitoring and evaluating delivery of services in relation to discrimination/harassment policies should be developed and implemented as a matter of urgency.
- 8.12 There is a need to clarify what kinds of information must be kept strictly confidential, and what must be reported. The panel recognises the ethical imperative to mark aspects of ongoing cases as confidential. However, there must be protocols in place to ensure that referring parties (such as HR practitioners, unions, wardens), as well as staff responsible for risk management (such as Employee Relations in HR) have sufficient information about cases to contain, advise, make informed judgements, and intervene when needed.
- 8.13 The Vice Chancellor, Senate, Institutional Forum and Council should reflect on the limited attention paid to DISCHO and put in place measures

to receive and advise on reports submitted by DISCHO on a bi-annual basis.

- 8.14 The professionalization of advisory services for those affected by harassment and discrimination should be considered with the appointment of professional advisors who are equipped to deal with racism and racial harassment and gender identity and sexuality complaints. All officials who are tasked with the formal and informal processes of complaints management on social justice issues should have experience in working with diversity issues and demonstrate that they are diversity literate.
- 8.15 It is the view of the panel that while ADR involving joint meetings between complainants and respondents is the preferred intervention in some carefully chosen cases of sexual, racial and disability discrimination, this is not so when the complaint is of sexual or racial assault. Harassment cases need careful thought; they often involve patterns of behaviour unfolding in complex contexts and so many such cases do not lend themselves to straightforward encounters between complainants and respondents. These and assault cases need to be approached from within a trauma model that offers appropriate support to complainants, that acknowledges complaints of this kind as widespread, and vigorously avoids the perception that the rights of alleged perpetrators in any way outweigh those of the complainant. To this end, the panel suggests that the informal route for complaints needs to be thoroughly rethought; in its current form, as it is leading to the perception amongst almost all stakeholders that complainants are being asked to shoulder the burden of accepting an ADR solution to their own detriment. The panel does however see a role for ADR in cases in which the appropriate intervention involves structured educational input and a clearing of misconceptions or misunderstandings.
- 8.16 The management of the formal complaints process for students and staff should be urgently reviewed and benchmarked with good practice nationally and globally. It is advised that the formal process is made more transparent.
- 8.17 The review date for the policies on sexual harassment and sexual assault and racial harassment and discrimination has passed. The University should review the policies as a matter of urgency. Policies on bullying and harassment in general are also needed to guide action in these areas. The Registrar's Office and HR should ensure that university policies are properly dated and comply with good practice in policy

development. The protocols related to the policies also need revision, to address contradictions between routine practice, and stipulated procedures.

- 8.18 Websites and communication strategies in relation to discrimination and harassment policies require support and the University should ensure that the Communications Office works closely with DISCHO and the Transformation Services Office on creating an identifiable brand and identity for social justice communication.

CONCLUSION

The work of DISCHO needs to be integrated into an overarching transformation plan that seeks to eliminate the structural inequalities that impact on the lives of students and staff because of their race, ethnicity, gender, class, disability, sexual identity, location, language, religion, culture and age. Here the issue of theories of change, thematic coherence, appropriate governance structures, trained leaders and managers, adequate resourcing, clear communication, benchmarking, monitoring and evaluation and research support are all critical components of an integrated plan. The panel is of the view that part of elevating the importance of the work of the TSO in the institution would require recognising that diversity success is 'fundamental to the strategic operational excellence of the institution, requiring an intentional approach to change management and strategy development to achieve its goals'.

Appendix 1

1. Information to be provided

1.1. Information to be provided by DISCHO

- How does DISCHO perceive its role in the university? What functions is it supposed to perform in relation to the university approved policies on Racism and Racial Harassment, Sexual Harassment and Sexual Offences?
- How does DISCHO operate on a daily basis? What services does it provide?
- Demarcations of roles and responsibilities and qualifications of the full time and other advisors involved in counselling or providing advice
- What is the nature of training that is made available to staff and students about UCT's policies
- How does DISCHO ensure that the councillors or advisors are adequately trained/qualified? How frequent/ongoing is such training to ensure that staff skills in DISCHO are current and adequate?
- How does DISCHO evaluate its services? (Evidence to be provided)
- What does DISCHO see as its strengths?
- What are the challenges/frustrations that DISCHO faces?
- Statistics on numbers of clients who have used DISCHO and the nature of the cases handled since its inception
- Analysis of outcomes of the cases handled.
- Samples of brochures, pamphlets, letters

1.2. Information to be provided by the University

- Number of incidents of reported sexual assaults of all forms
- Number of incidents of reported racial discrimination
- Frequency and nature of reporting to the University Community on these
- Annual Reports of the Ombud's Office
- Workplace relations data
- Any other data provided by DISCHO to the university community

1.3. Areas to be explored in the discussions with the panel

1.3.1. Outreach/ Communication (Role of DISCHO, policies on sexual offenses, sexual assault and racial

harassment and discrimination, procedures for lodging complaints and grievances)

- i. What types of programmes offered? How often? How evaluated? Which stakeholders? What educational materials are used? Follow up?

1.3.2 Education and Advocacy

i. Advocacy on sexual offences and rape

- What type of programmes have been offered? Are there electronic links? Are there power point presentations? Have academic staff been drawn on for assistance?
- Which audiences are targeted?
- How frequently do education programmes occur?
- What materials are handed out?

ii. Advocacy on racial harassment and discrimination

- What type of programmes have been offered? Are there electronic links? Are there power point presentations? Have academic staff been drawn on for assistance?
- Which audiences are targeted?
- How frequently do education programmes occur?
- What materials are handed out?

1.3.3 Leadership Training

i. What training is provided to leadership on the policies on sexual offences, sexual harassment and the management of special relationships between staff and students?

- Are leaders aware of the policies?
- Do leaders know how to respond to complaints by staff and students?
- What actions are taken by leaders to ensure an environment that supports gender equity?

ii. What training is provided to leadership on racial harassment and racial discrimination?

- Are leaders aware of the policies?
- Do leaders know how to respond to complaints by staff and students?
- What actions are taken by leaders to ensure an environment that is ant-racist?
- Is DISCHO able to provide advice on building a non-sexist and anti-racist environment

iii. What training is provided for the part-time advisors/counsellors

- What types of programmes are offered?
- What type of ongoing engagement occurs?

1.3.4. Management and Administration

- How does planning occur?
- How is the DISCHO budget negotiated and allocated?
- How are cases managed?
- What forms exist and are they pertinent to the policies and procedures outlined in the policies?
- Where are records kept?
- What is the archiving process?
- How is confidentiality maintained?
- What is the process of reporting and advising?
- Which stakeholders are critical for policy implementation and does DISCHO have any MOUs with these stakeholders?
- How are relationships with important stakeholders managed and maintained?
- How does DISCHO monitor and evaluate its effectiveness?
- What is the time-frame for reviewing the DISCHO policies?

1.3.5. Governance – Leadership and Accountability

- What are the reporting lines for DISCHO?
- How effective have these been?
- How does DISCHO interact with other social justice entities and position itself in the Transformation Services Office?

- What role has DISCHO played in UTAC?
- How has DISCHO supported the Institutional Forum in meeting its statutory objectives?
- Does DISCHO have a feed-back loop for its users?
- How does DISCHO and the leadership of DISCHO respond to user feed-back?
- How frequently does the University evaluate DISCHO? How has DISCHO fared in university evaluations?
- Has the office been adequately supported, advised and guided in providing services, campaigns?
- Has the office been given adequate Executive support and opportunities to assist or render the services as outlined in the policies?
- Have the structure and resources, including staffing, that were provided, made it possible for DISCHO to deliver the services anticipated in the policies?

1.3.6. Relationship to Academic Program in the University

- Is there a close working relationship between DISCHO staff and academics who teach and research on social justice?
- Are staff members at DISCHO drawn upon by academics working on social justice?

1.3.7. Relationships with Civil Society

- What is the relationship of DISCHO to services such as the police, medical services and courts?
- Has DISCHO worked closely with organisations who work on race and gender in civil society? Does DISCHO draw on their experience when conducting education programs?

1.3.8. Considerations for the future

- What are the reasons, if any, for failures and /or shortcomings in delivery of services, based on anecdotes, evidence and subsequent findings from the surveys?
- Are there overlaps with other entities?
- Is DISCHO the appropriate vehicle for providing the services, as outlined in the relevant policies?
- Is the physical location of the services appropriate?

- Should the reporting structure of the office remain unchanged, or should a different structure be considered and why
- What changes are needed in the 1) structure of the office, 2) provision of services in order to improve the functioning of the office?
- Identification of gaps or concerns in regard to the current policies.

APPENDIX 2

DISCHO REVIEW

MAIN VENUE: CHED BOARD ROOM 5.01, LEVEL 5, HOERIKWAGGO BUILDING

VENUE: DSA MEETING ROOM 2, NO. 6.23, LEVEL 6, STEVE BIKO STUDENTS' UNION (12H00 – 16H00)

DAY 1: MONDAY, 12TH OCTOBER, 2015

POSITION	NAME(S)	DURATION	APPOINTMENT	COMMENTS
Panelists	Dr Barbara Boswell Mr Dale Choudree Ms Nazeema Mohamed Dr Alexandra Muller A/Prof Sally Swartz (Chair)	120 min.	08h00 – 10h00	Welcome and Panel briefing by Ms Judy Favish (Director of IPD) Panel finalises focus areas

TEA BREAK FOR 15 MINUTES

10H00 – 10H15

Legal Counsellor,
DISCHO

60 min. 10H15 - 11H15

Staff Mediators

45 min. 11H30 - 12H15

LUNCH BREAK FOR 45 MIN.

12H15 – 13H00

Student Mediators	45 min.	13H00 – 13H45
ED: P&S	45 min.	14H00 – 14H45
Director: Risk Services		CHED Room
Student Societies:	60 min.	14H00 – 15H00
Rainbow		DSA Room 2
LGBTQI		
YWL		
Trans Collective		
RMF		
Queer Revolution		
BLS		
DVC: Institutional Innovation & member of IF	45 min.	15H00 – 15H45
		CHED Room

TEA BREAK FOR 15 MINUTES

15H45 – 16H00

Deputy Chair of Council	30 min.	16H00 – 16H30
Vice-Chancellor	30 min.	16H30 – 17H00

PANEL COMPILES DAY'S FINDINGS

16H30 - 17H00

DISCHO REVIEW

MAIN VENUE: CAS SEMINAR ROOM 3.01, OPPENHEIMER BUILDING

VENUE: EDUCATION DEPT. SEMINAR ROOM, NEVILLE ALEX BUILDING

DAY 2: TUESDAY, 13TH OCTOBER 2015

POSITION	NAME(S)	DURATION	APPOINTMENT	COMMENTS
Panelists	Dr Barbara Boswell Mr Dale Choudree Ms Nazeema Mohamed Dr Alexandra Muller A/Prof Sally Swartz (Chair)	30 min.	08H00 – 08H30 CAS Room	Panel finalises focus areas
Deans: Humanities EBE		45 min.	08H30 – 09H15 CAS Room	Confirmed
Senior Lecturer, Centre for Law & Society		45 min.	08H30 – 09H15 Education Dept Seminar Room, Neville	confirmed

			Alex Bldg	
Director of Student Wellness, with Psychologists & Counsellors	Faculty based Counsellors	45 min.	09H15 – 10H00	Confirmed
			CAS Room	
HR: Senior Manager for Client Services and ER		45 min.	09H15 – 10H00	
			Education Dept Seminar Room, Neville Alex Bldg	

TEA BREAK FOR 15 MINUTES

10H00 – 10H15

VCs Special Advisor on Transformation		45 min	10h15 – 11h00	
Executive Director of DSA		45 min.	10H15 – 11H00	
			Education Dept Seminar Room, Neville Alex Bldg	
Senior Research Officer: HUMA		45 min.	11H15 – 12H00	
			CAS Room	

LUNCH BREAK FOR 45 MIN.

12H00 – 12H45

Executive Director
of CMD 45 min. 12H45 –
13H30

UCT Ombud 45 min. 13H30 –
14H15

Manager:
Disability Services 45 min. 14h15 –
15h00

TEA BREAK FOR 15 MINUTES

15H00 – 15H15

PSP Icon 45 min. 15H15 –
16H00

PANEL DISCUSSION

16H00 – 17H00

DISCHO REVIEW

MAIN VENUE: CAS SEMINAR ROOM 3.01, OPPENHEIMER BUILDING

VENUE: EDUCATION DEPT. SEMINAR ROOM, NEVILLE ALEX BUILDING

DAY 3: WEDNESDAY, 14TH OCTOBER, 2015

POSITION	NAME(S)	DURATIO N	APPOINTME NT	COMMENTS
Panelists	Dr Barbara Boswell	30 min.	08H30 –	

Mr Dale Choudree	09H00	Panel finalises focus areas
Ms Nazeema Mohamed		
Dr Alexandra Muller		
A/Prof Sally Swartz (Chair)		

HR Client Services Executive Director HR	45 min.	09H00 – 09H45
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Union Reps: NEHAWU Employees Union AU BAC	45 min.	09H45 – 10H30
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TEA BREAK FOR 15 MINUTES

10H30 – 10H45

House Comms: Wardens and Head Student	45 min.	10H45 – 11H30
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HAICU	45 min.	10H45 – 11H30	To meet with Sally, Barbara, Nazeema
		Education Dept Seminar Room, Neville Alex Bldg	

Director: DISCHO	45 min.	11H30 –
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12H30

LUNCH BREAK FOR 30 MIN.

12H30 - 13H00

Student Support Officers	45 min.	13H00 - 13H45
Faculty Councils	45 min.	13H45 - 14H30
Student Parliament	45 min.	14h30 - 15h15
SRC		

CONFIDENTIAL

APPENDIX 3

Year	Sexual harassment	Harassment	Racial harassment	Discrimination, sexism & homophobia	Domestic violence	Assault	Advice	General disputes & workplace relations (including HR and mediation)	Rape and sexual assault	Total
2015	9	8	8	2	1	2	4	1 4	2	50*
2014	1 8	2 0	7	8	7	2	7	2 8	10	107
2013	2 7	1 1	5	14	9	1	1	3 5	12	115
2012	1 8	1 2	2	8	6	7	8	3 5	7	103
2011	1 7	1 0	4	5	4	0	7	2 6	8	8 1
2010	1 8	1 6	8	3	3	0	2	1 0	6	6 6
2009	1 2	7	6	2	6	3	2	7	7	5 2
2008	1 2	5	3	4	5	0	1 3	2	4	4 8
2007	7	8	6	8	4	0	7	4	6	50*
2006	8	8	1 0	3	5	0	6	3	6	4 9
2005	1 9	1 0	7	10	7	0	3 9	0	4	9 6
2004	1 9	5	7	9	12	0	2 0	0	12	8 4
2003	7	2	6	0	4	2	0	2	3	2 6
2002	1 0	5	1 6	0	4	0	4	1	1	4 1
2001	1 3	5	1 0	3	0	0	0	0	0	3 1
Total	214	132	105	79	77	17	120	167	88	999

*Note: Years 2007 and 2015 were calculated incorrectly in previous reporting documents.

Statistics on numbers of clients who have used DISCHO and the nature of the cases handled since its inception.