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# ACRONYMS AND ABBREVIATIONS

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<thead>
<tr>
<th>Acronym</th>
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<tr>
<td>B-BBEE</td>
<td>Broad-Based Black Economic Empowerment</td>
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<tr>
<td>CEE</td>
<td>Commission for Employment Equity</td>
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<tr>
<td>CGE</td>
<td>Commission for Gender Equality</td>
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<td>CGE Act</td>
<td>Commission for Gender Equality Act</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination Against Women</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>DoL</td>
<td>Department of Labour</td>
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<td>EE</td>
<td>Employment Equity</td>
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<tr>
<td>EEA</td>
<td>Employment Equity Act 55 of 1996</td>
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<tr>
<td>E&amp;IC</td>
<td>Equity and Institutional Culture Office</td>
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<tr>
<td>FET</td>
<td>Further Education and Training</td>
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<td>FY</td>
<td>Financial year</td>
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<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
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<tr>
<td>GEO</td>
<td>Gender Equity Office</td>
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<tr>
<td>HoD</td>
<td>Head of Department</td>
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<tr>
<td>HAICU</td>
<td>HIV/AIDS Inclusivity and Change Unit</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
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<tr>
<td>LGBTI</td>
<td>Lesbian, gay, bisexual, transgender and intersex</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>KPA</td>
<td>Key Performance Area</td>
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<td>KPI</td>
<td>Key Performance Indicator</td>
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<td>PEPUDA</td>
<td>Promotion of Equality and Prevention of Unfair Discrimination Act</td>
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<tr>
<td>PhD</td>
<td>Philosophiæ Doctor</td>
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<td>PMDS</td>
<td>Performance management and development system</td>
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<td>PWD</td>
<td>People with disabilities</td>
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<td>NGAP</td>
<td>New Generation of Academics Programme</td>
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<td>NGP</td>
<td>Next Generation Professoriate</td>
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<td>RSA</td>
<td>Republic of South Africa</td>
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<td>RU</td>
<td>Rhodes University</td>
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<td>SART</td>
<td>Sexual Assault Response Team</td>
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<td>SETA</td>
<td>Sector Education and Training Authority</td>
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<td>SHAC</td>
<td>Sexual Harassment Advisory Committee</td>
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<td>SLG</td>
<td>Senior Leadership Group</td>
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<tr>
<td>DISCHO</td>
<td>Transformation Services Office, and the Discrimination and Harassment Office</td>
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<td>WITS</td>
<td>University of Witwatersrand</td>
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<td>UCT</td>
<td>University of Cape Town</td>
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<tr>
<td>UKZN</td>
<td>University of KwaZulu Natal</td>
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<tr>
<td>UTAC</td>
<td>University Transformation Advisory Committee</td>
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<td>VC</td>
<td>Vice Chancellor</td>
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INTRODUCTION

The purpose of this report is to present and analyse the findings of the Public Investigative Hearings on Gender Transformation at Institutions of Higher Learning. The Hearings were hosted by the Commission for Gender Equality (the CGE) from 30 November to 01 December 2016, at the Parktonian Hotel in Braamfontein, Johannesburg. Four Universities were subpoenaed to respond to a set of questions relating to gender transformation, furnish the CGE with copies of related policies that they have adopted, and appear at the Public Hearings for further scrutiny by a panel of CGE Commissioners.

A supplementary Hearing was further hosted by the CGE at their offices on 19 January 2017 to accommodate the indulgence provided to the defaulting University of KwaZulu-Natal who delegated an official to attend the initial sitting.

This report is based on the information and policy documents submitted by the institutions, preliminary findings made by the CGE legal department, and the question and answer sessions with the panel of Commissioners at the Hearings.

Legislation regulating employment equity in South Africa, the Employment Equity Act 55 of 1996, (the EEA) inter alia, was used as a guiding yardstick in the analysis of policies and practices adopted by the tertiary institutions.

The following are the institutions which appeared before the CGE in 2016/2017 financial year.

1. Rhodes University (RU)
2. University of Cape Town (UCT)
3. University of the Witwatersrand (WITS)
4. University of KwaZulu-Natal (UKZN)

BACKGROUND TO THE HEARINGS

The CGE, as a Chapter 9 institution, has a Constitutional mandate to promote the protection, development, and attainment of gender equality. This constitutional
obligation mandates the CGE to monitor and hold any entity within a public or private sector accountable to their Constitutional obligations. In this regard the CGE has undertaken to monitor the impact of affirmative action on employment levels concerning historically disadvantaged groups such as women and disabled people and, to some extent, designated racial categories.

In addition to the Bill of Rights in the Constitution, which seeks to promote equity across all levels of society, South Africa is also signatory to numerous international conventions such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the SADC Declaration on Women, the African Union Protocol on the Rights of Women in Africa and International Labour Organisation (ILO) conventions. These initiatives demonstrate a commitment by the government to respond to a reality of gender inequality in society at large and to address socially constructed gender disparities in the workplace through the creation and support of national gender machinery\(^1\). As part of the national gender machinery, the CGE is expected to fulfill its Constitutional mandate of promoting gender discourses to the center of discussions on state action by conducting an evaluation of gender policies and practices in the world of work and to act as an advisory body to government and all employers. These responsibilities of the CGE are carried out without fear, favour or prejudice as promised in Section 181(2) of the Constitution of South Africa but it has been observed that enforcing horizontal accountability from government has remained a major obstacle to the work of gendered development even though the state, as a provider or resources and arbiter of social relations, is a natural ally in advancing the plight of women.\(^2\)

The status of women, particularly black women, is that of economic marginalisation and lack of adequate access to education, which is attributable to social causes. Much of these social barriers have been the subject of prior work undertaken by the CGE.

Violence against women, patriarchal and customary practices, high rates of violence and rape directed towards women and girls, and imposed and unshared care-giving roles conspire to narrow the range of opportunities available to women who experience

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\(^2\) Ibid
these inhibitions. All these factors combined tend to diminish women’s opportunities for education, employment and social mobility, particularly women in rural areas.\textsuperscript{3} At the gender level, black women are disproportionately employed in low-paying and unskilled jobs and are significantly underrepresented in senior management and decision-making roles in both the public and private sector.

As previously documented, the CGE has conducted public investigative Hearings on employment equity and gender transformation, both at national and provincial level, since 2011. Previously the following institutions centring on Higher Education have appeared before the CGE:

- University of South Africa
- Department of Higher Education and Training
- University of Venda
- University of Pretoria
- North West University
- Tshwane University of Technology.

Information provided at these Hearings affirms that women in the workplace continue to be marginalised, despite South Africa having one of the most progressive legal frameworks for gender equity in the world. The CGE is concerned with the lack of proper understanding of gender dynamics in the workplace, accompanied by the slow pace of transformation.

The CGE’s decision to focus on institutions of higher learning was further precipitated by disturbing media reports, as well as complaints made by both employees and students in the sector. These complaints included allegations of sex for marks, sexual harassment and slow transformation around lesbian, gay, bisexual, transgender and intersex (LGBTI) issues.

OBJECTIVES OF THE HEARINGS

The primary objectives of the Hearings were to assess the impact of the employment equity legislation and to hold Institutions of Higher Learning accountable for non-compliance. The Hearings also intended to raise awareness of national legislation and relevant international commitments that need to be adhered to.

Furthermore, the Hearings are used as a platform to bring to light the vulnerabilities and risks experienced by women and people with disabilities across various sectors and levels in the workplace.

The impact hoped for is that common challenges encountered will be identified, strategies employed to overcome such will be shared, and successes celebrated. Findings by the CGE will be shared with the Department of Higher Education and Training, the Ministerial Task Team\(^4\), Employment Equity Commission, Department of Labour, and Parliament.

The following diagram provides a visual illustration of the CGE’s investigative, monitoring and reporting processes regarding the Hearings.

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\(^4\) Appointed by Higher Education and Training Minister Blade Nzimande to develop a support and funding model for poor and “missing middle” students. (accessed on the 10 March 2017)
Overall, the Hearings are intended to give protection to the vulnerable and voiceless and transform society to what is intended in the preamble of the Constitution.

**LEGISLATION INFORMING THE HEARINGS**

The heralded South African Constitution Act 108 of 1996, (the Constitution), promotes equality in the workplace and has propelled the country to strive for compliance with international treaties aimed at eliminating discrimination based on race, gender, sex, sexual orientation, age, and disability. South Africa has also ratified many international treaties including the following:

- **The International Labour Organisation (ILO) Convention 111**, concerning equal remuneration for men and women workers for work of equal value (ratified by South Africa in 2000). Article 2 of the Convention requires member states to promote and apply to all workers the principle of equal remuneration to men and women for work of equal value, by means of national laws, recognised machinery for wage determination, and collective agreements.

- **ILO Convention 100** (ratified by South Africa in 1997), which requires member states to pursue policies that promote equal opportunity, treatment in employment and access to opportunities including vocational training (with a view to eliminating discrimination in employment).

Equality in the workplace is further embedded in South Africa’s national legislative framework by the following Acts:

- EEA.
Employers are bound by these statutes to create equal employment opportunities for women and those with disabilities and to remove the barriers to their entry, advancement, development, remuneration and retention. The EEA is the foundation for a range of policies, commissions and activities to achieve equitable representation in the workplace as it:

- Promotes skills development for the disadvantaged.
- Establishes the Commission for Employment Equity (or CEE) to ensure employers promote equal opportunity and eliminate discriminatory hiring practices.
- Makes employers responsible for training and developing women in the workplace.
- Removes obstacles to promoting women.
- Obliges employers to narrow wage gaps between employees of different sexes who perform similar work.
- Promotes flexible working hours, time off during pregnancy, and the improvement of maternity and childcare facilities.

**ENABLING LEGISLATION AND THE LEGAL PROCESS**

The Public Hearings are held in terms of section 12 (4) of the Commission on Gender Equality Act 39 of 1996, as amended, (the CGE Act).

Section 12 (4) of the CGE Act stipulates that for the purposes of conducting an investigation, the CGE may call any person, by notice in writing served by a sheriff, to appear before it, and to produce articles or documents. Any person appearing before the CGE does so under oath or affirmation, and must be competent to answer all questions put to him or her connected with the investigation. Such persons may be assisted by an advocate or attorney or both.
The Hearings are structured as follows:-

- The CGE comprises of a panel of Commissioners, supported by the legal team.

- Preliminary findings are presented by the CGE’s legal team; these are based on the entities’ response to the questionnaire.

- Entities are then called to account and are represented by the accounting heads, in this case the Vice Chancellors (VC’s).

- After presentations, Commissioners interrogate the information provided, and the attendee has the right to reply.

- The information submitted through the completed questionnaires, the information presented at the Hearings and any other further information that might be requested are analysed to compile a report that will form part of the CGE’s report to the National Assembly.

1. Presentation by Rhodes University (RU) VC, Dr Sizwe Mabizela

RU is situated in Grahamstown, Eastern Cape. It was established in 1904, making it the oldest of the four Universities located in the Eastern Cape.

The widely publicised allegations of “rape culture” at the institution at the beginning of 2016, prompted the CGE to include RU in its sample of Higher Education institutions to appear before it. The issue of sexual violence at RU is not a recent one. In an academic study published in 2007, titled The Habitus of the Dominant: Addressing Rape and Sexual Assault at Rhodes University, it was noted that sexual violence is a distinct and recurring problem. The study refers to an SRC report from as far back as 1991 which claimed students felt unsafe on campus and that there were no proper measures to deal with allegations of rape.

With regard to their staff component, white male academic staff dominate overall. The professoriate is predominantly white males. There are 2 African female; 3 coloured
female; 1 Indian female and 33 white females in the professoriate, totalling 39 women. Only 27% of academic staff is black, and 45% are female. Notably the large majority of the 45% female academic staff are in the categories of lecturer and senior lecturer.

The total number of staff with disabilities in 2016 was 14 African males; 4 white males; 3 African females, 4 white females, 1 male foreign national, amounting to 26 in total. The total number of students with disabilities in 2016 was 2 Indian males, 20 African males, 21 African females; 5 coloured males; 7 coloured females; 43 white males and 37 white females.

The total budget of the Equity and Institutional Culture Office (E&IC) is R400 000. This amount is used not only for the promotion of gender equity, but for the promotion of overall equity. In 2015, the E&IC office was allocated an additional R80 000 for the Silent Protest, an event through which awareness of sexual violence and rape is raised.

The University is currently in the fourth iteration of programmes that offer a rigorous academic advancement path, predominantly for top young black women academics whose research and teaching development is accelerated over a period of three years. The aim of the Programme is to provide black and women academics with the opportunity to acquire, within a carefully structured and developmental mentoring system of the three-year (or six-year) duration, the teaching experience, research skills and further disciplinary and/or teaching qualifications that are essential to function as scholars, researchers and intellectuals. This Mellon Foundation-funded initiative ran from 2001-2008, and was further funded, from 2009-2014, by the Kresge Foundation. For a year, the University received approval from Council to support this programme, until the Department of Higher Education and Training introduced, in 2016, a national initiative called the New Generation of Academics Programme (NGAP). The various fundings over the years has allowed Rhodes University to offer this Programme successfully to 36 women.

Dr Mabizela began his address by noting that it was taking place during the 16 Days of Activism for No Violence Against Women and Children international awareness-raising campaign. He noted that institutions of higher learning have a critical role to play in

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5 It takes place every year from 25 November (,) to 10 December (,). The period includes Universal Children’s Day and . (accessed on the 10th of March 2017).
advancing gender equality in society. Yet this would not be possible if gender-based violence in general, and sexual violence, in particular, were not addressed. Dr Mabizela shared tales of sexual violence which had been told to him by students. These usually involved implicating a family member, and expressed the fear that bringing these stories into the open would negatively affect themselves or their family. The VC raised two important points; that young people in society carry a lot of pain, inflicted upon them by those who should have protected them in the first place. And second, that families and communities need to create time and space for children to share these painful experiences, and reclaim their dignity and humanity.

For more than a decade RU has organised an annual ‘silent protest’ march which is the biggest initiative of any South African University, to raise awareness of sexual and gender-based violence, in society in general, and institutions of higher learning, in particular. This project is located in the Office of the VC, the objective being to underline Dr Mabizela’s personal commitment to leading efforts to rid society and University of the shameful scourge of violence.

Following the rape protests in April 2016, a Task Team was constituted to help address the scourge of sexual violence at RU.

The University has a standing commitment to provide, expand and further strengthen educational and awareness-raising initiatives to ensure that its students and staff have a heightened awareness of gender-based and sexual violence in society, and work towards its eradication. It also routinely reviews and enhances its campus security measures to ensure that students and staff feel safe on campus. It encourages survivors of sexual violence to report alleged perpetrators to SAPS so that the law may take its course. It cooperates with the law enforcement agencies in ensuring that due process takes its course. It provides caring and empathetic support, including counselling, and all such assistance as a survivor of gender-based and sexual violence might need to secure a successful conviction of an alleged perpetrator. It excludes any student found guilty of a crime of rape.
The University faces several challenges, including:

- **Uncompetitive remuneration:** it is unable to keep pace with the better paying institutions; as a result some academics are poached by other institutions.

- **Geographic location:** makes it difficult to attract and retain staff as the employment opportunities for their partners are very limited. The University has a policy to assist spouses to find employment within the University or in town. Even with the best intentions, it struggles to achieve this, and the family generally leaves Grahamstown for bigger cities.

- **Unaffordable property:** finding affordable property in Grahamstown for a person who is at the entry level of their career is a nightmare. This is also linked to the fact that remuneration is uncompetitive.

- **Institutional culture is experienced as alienating:** some black and women staff experience the RU culture as alienating. The Equity and Institutional Culture Directorate is working on this matter using external and internal facilitators to facilitate engagement at various levels. The Institutional Transformation Plan has clear strategies for advancing this objective.

**Discussion and analysis of Rhodes University Presentation**

The CGE raised the issue of providing and opening spaces for men to dialogue over gender-based violence. They suggested that the narrative must change to focus on men in the dialogue over gender-based violence.

The CGE also noted that the Silent Protest has been going on for over a decade, and that men have also now joined this process. They asked whether the impact can be assessed.

The CGE also raised the issue of whether learning materials and other documents were provided in Braille for blind students, and what other arrangements were made to accommodate them.
The CGE commended the VC for articulating well the background of students who are survivors of gender-based violence, and who bring this baggage with them.

The CGE questioned why, with all the array of policies the University has in place, things seem not to have changed; for example, concerning issues of safety on campus, the University’s response is that hostels are safe, and there are cameras in public places. The female students displayed anger and frustration at the round table which was held with the CGE. The question posed was whether the wide availability of alcohol is correlated to the high incidents of sexual violence on campus.

The VC responded that he agreed that the focus of the narrative must change. He said there are programmes for young men. Male students organised a discussion for men to talk about issues of gender-based violence, when protests began. It is also discussed in residences, facilitated by wardens and speakers from outside the University. More men are participating in the Silent Protest, and share their own pain of having been sexually harassed.

The VC said it is also important to embed gender issues in the formal and informal curricula of the University.

The only evaluation of the Silent Protest is a Philosophiae Doctor (PhD) which was completed in 2015. Recommendations will follow from this thesis.

A violated person has many options; they may report the event and ask for disciplinary action to be taken against the perpetrator; a person violated may not want to press charges, but may want people to know what happened and how they felt. The University does not make the decision to mediate in the case of an allegation of rape. Also, as a small University, with limited resources, the University cannot investigate and prosecute rape. If anyone reports a rape, the VC must report to SAPS, and SAPS must deal with it. The University must provide support, e.g. Counselling. The problem is that levels of successful prosecution are low. The survivor is not always willing to report, as they have lost confidence in the state. If a person decides not to report a rape, they cannot be compelled to do so.
Disabled students are helped on a case-by-case basis. In the case of people who are visually impaired, another student is employed to help them.

On the issues of security: the University is continually reviewing security measures. It recently installed Closed Circuit Televisions. The problem is that gender-based violence happens in intimate spaces. The survivor and perpetrator usually know each other. Enhanced security doesn’t change behaviour. Education and prevention are important in this regard. A multi-pronged approach must be adopted to address gender-based violence. It must start in the home; outreach must be done in schools, and it must continue in Universities.

It was strongly emphasised alcohol and drugs definitely are a factor in the high number of incidents of sexual violence.

The CGE said that it appreciated the presentation of the VC. His stories must be used to spark discussion and transformation. Society may think that girls are disposable, and this needs to change.

It is also commendable that gender issues are being built into the curriculum.

The CGE enquired what percentage of the R400 000 set aside for broader transformation, was dedicated to gender transformation.

The CGE also wanted to know whether there is a debriefing programme for counsellors.

The CGE also suggested that gender transformation be built into the KPAs for HoDs and Deans.

The CGE said that statistics on PWDs were very important.

The CGE pointed out that women have the same working experiences and knowledge as men. So why would it take another three years for women to take up decision-making positions, as was suggested.
The CGE also suggested that for gender to become institutionally internalised, it should be on the agenda of Senate and Council.

To overcome the alienating institutional culture, support could be sought from the Department of Higher Education.

The VC said that there is a lot of competition for black and women professionals. All Universities are fishing in the same small pond. Universities must grow their own timber. Many of those who have come through accelerated staff development have become professors, and one is a research chair.

There are no performance management reviews. Recruitment is done centrally, and gender and race are addressed centrally.

RU is not well endowed. Therefore, funding of gender transformation is limited.

The VC said that there is debriefing for counselling staff.

Gender transformation policies are reviewed if and when there is a need.

Institutional culture is being addressed. The Department of Education is assisting immensely in this regard. A new programme has been started to encourage women to pursue careers in academia.

The CGE asked whether more foreign African professors are appointed, as opposed to women and male professors from South Africa. The CGE asked whether, in terms of the EEA, employment barriers had been identified, and under-represented groups had been determined. It noted that the pace of gender transformation at RU was slow.

The CGE asked how much money RU has as an institution, and how it benefits males and females. The CGE also asked whether RU does business with organisations who promote gender transformation? It also enquired whether there is an academic unit that teaches gender equality.
The CGE asked whether the Fees Must Fall movement discriminated against women.

The VC said the RU is not where it wants to be in terms of gender transformation. He said there is no short cut to investing in people so that they rise through the ranks.

He reiterated that Universities are poaching staff from one another. He said it doesn’t always help to develop people, as some then leave for greener pastures. He would like Universities to enter into an agreement that they develop women who are then not poached.

He said that in terms of the employment of foreign nationals, the University must subscribe to universality. It cannot exclude top academics from the African continent. They serve as role models. Yet, the recruitment of professionals from other parts of the world should not disadvantage South Africans. But students must be exposed to different world views. The VC emphasised that no staff member was recruited at the expense of a South African.

Regarding the fiscus of the entity, it was noted that the University ’s budget is just below R1 billion, with no endowments to draw on. It was further stated that departments are responsible for mainstreaming gender, however the drawback of such a stance was acknowledged, it being difficult to measure the impact on gender transformation.

The VC noted that he was not aware of any violence against women during the Fees Must Fall protests.

In summation, the CGE required a power-point presentation and further information to be furnished within ten working days.

2. Presentation by the University of Cape Town VC, Dr Max Price

At the outset, it is important to note that the University of Cape Town (UCT) embraces a non-binary gender identity in the collation of data for both staff and students. This means that one can elect not to ascribe male or female. Information is collated as ‘unspecified' in the gender field.
Staff is divided into the following categories: top management; professoriate; lecturers; professional and technical staff; semi-skilled and unskilled staff.

White males and females dominate the first three categories, with coloured males and females being in the majority in the last two categories.

There are more males than females in the first two categories. Females dominate in the bottom three.

In the first three categories, the number of foreign nationals surpasses that of Africans, Indians and coloureds.

Members of total staff with disabilities amount to 0.53%. Of these, 33% are female and 67% are male.

In top management, there are 4 males only. In senior management, there are 6 males. In middle management, there are 10 females and 49 males. In junior management, there are 89 females and 225 males. In the semi-skilled level, there are 262 females and 580 males. At the unskilled level, there are 81 females and 555 males.

From 2014 to date, female students amount to 52% of all undergraduate, postgraduate and occasional students.

Graduation has more or less followed the same trend: the years 2014 and 2015 combined saw 56% female graduates in all undergraduate programmes and 54% in postgraduate ones.

The composition of the SRC from 2014 to date, is as follows:

2014 – 41% female
2015 – 53% female
2016 – 53% female
All UCT policies reflect employment equity where women are considered a target group during recruitment processes, if the specific department does not already have an over-representation of women.

In terms of gender transformation measures, the Employment Equity Plan includes the review and redesign of the New Academic Practitioner Programme and the Emerging Researcher Programme; a review of the ad hominem academic promotions policy to ensure that committees are demographically representative; and the creation of a positive environment that caters for designated groups and minorities.

In terms of the New Generation of Academics Programme (NGAP), UCT was awarded 5 posts for 2016. Three of these went to women.

The Next Generation Professoriate (NGP) currently has 36 members, 19 of which are female and 17 males.

The Emerging Researcher Programme (ERP) has 320 (55.7%) females enrolled in the programme.

Coaching and mentoring is provided to all senior management. This development process includes a 360-leadership assessment process that identifies development needs. Self-leadership workshops are provided for senior management. In addition, all leaders are trained to lead with a mentoring mind-set.

The Deputy VC for Transformation and Student Affairs is responsible for implementing and monitoring gender transformation policies. Monitoring and implementation of the University’s EE Plan is part of the performance review of this incumbent. Similar KPAs are rolled down to Deans, Executive Directors and Heads of Department.

Overseeing the implementation of Employment Equity is the responsibility of the University Transformation Advisory Committee (UTAC) and the Transformation Committee in each unit. The Transformation Committees review the annual reports and participate in setting targets for the department or faculty. They bring to the attention of UTAC all the challenges facing Employment Equity in their departments or faculties which contribute towards the institutional oversight of gender transformation.
The University has an HIV/AIDS Inclusivity and Change Unit (HAICU) in the Transformation Services Office, and the Discrimination and Harassment Office (DISCHO), responsible for implementing the Sexual Offences and the Sexual Harassment policies in support of gender transformation. It also has an awareness programme that runs continuously, per faculty, from induction. These institutions and processes are responsible for supporting gender transformation at UCT. HAICU has an internal budget of R3020.165 and external grants of R2,610,000. DISCHO has an internal budget of R3020.165. ERP for 2016-1027 has a budget from the Department of Higher Education and Training, of R4031.00. The DHET has also contributed a total of R2 174 879 per lecturer over six years to NGAP.

HAICU is responsible for curriculum review and sensitisation; peer education workshops; institutional workshops and awareness; campaigns, seminars and dialogues; and evidence based research and programming. DISCHO is responsible for sexual harassment and sexual offences case management; student support officers and advisors for survivors and complainants; and training of line managers about the sexual harassment and sexual offences policy. ERP is responsible for research and capacitation programme for emerging academics and a specific focus on gender and race. NGAP is responsible for building research and capacity for academics. The Sexual Assault Response Team (SART) is responsible for reporting and case management; running a 24-hour helpline; a multidisciplinary team to support students and staff. Survivors are part of the SART team to help inform the programmatic responses. Follow up occurs with the survivors by counsellors and this is reported to SART.

Awareness of gender equality and discrimination is the responsibility of DISCHO, which is the implementing body. Presentations with managers are held each year to inform them about the sexual harassment policy. Student information sessions are held annually.

Mechanisms are in place to track the movement of women to senior management or top management positions. In terms of employment equity goals, each faculty and department has a transformation committee and a five-year targeted plan emphasises the appointment of the designated group, i.e. women, PWD, race. A research project provides a dedicated analysis of 15 years of data to identify trends in academic promotions. Accountability is enforced through the University Transformation Advisory
Committee (UTAC), which received regular reports from Transformation Committees and their Employment Equity plans.

The University’s recruitment policies target employment equity in general, of which women are one of the designated groups. For example, each selection committee decides whether to use the targeted Employment Equity statement or not. The statement reads as follows: “UCT is committed to the pursuit of excellence, diversity and redress in achieving its equity targets. For this post, we seek particularly to attract… [target group]” Employment equity plans also emphasise the appointment of women into senior leadership positions. Currently, out of the 29 positions available in the Senior Leadership Group (SLG), 17 (59%) positions are held by women.

The University has an Educate Centre on site to cater for both staff and students that have young children. It provides pre-primary education. The Centre has a low capacity of 75 children per annum. Approximately R1.5 million of the Educate fees are subsidised by UCT.

The DISCHO review into how effectively the sexual harassment policy has been utilised, was initiated following criticisms received from rape survivors and complainants, about the institution’s response to sexual harassment and assault. The review established that 75% of survivors surveyed were satisfied with the assistance received, although the response rate was not high. The effectiveness of the sexual harassment policy is seen in the following: counselling and support is available 24 hours to students. Student accompaniment to hospital and policy stations following rape and sexual assault is provided for.

Current systems for separating perpetrators and survivors are debatable, noting that no contact orders; moving perpetrators to another residence and temporary suspensions are remedies that are currently being used.

The SART was formed to review case management and reporting systems.

There are several sexual harassment campaigns or dialogues within the University. DISCHO embarks on University-wide policy advocacy with all line managers to educate them on
the Sexual Harassment Policy. Nineteen presentations were given as a result of responses to these invitations during 2015. Posters containing key summaries of the sexual harassment and sexual offence policies were distributed to advisors in Human Resources to display in their various units and departments. DISCHO is also annually invited to exhibit at the Staff Wellness campaigns, organized by Human Resources and NEHAWU.

Over the period of 2006 to June 2016, 109 sexual harassment cases were reported and finalised by DISCHO. Over this same period, 25 sexual harassment cases were referred to the disciplinary tribunal. Three were acquitted, three were withdrawn, two are pending, 11 were sanctioned.

The challenges faced regarding gender transformation include: academic promotion can be significantly delayed for women as they are more likely to take time away from their careers to rear children, and the institutional culture remains patriarchal which does affect women. In terms of the institutional culture being male-dominated for students, there is a specific culture in male residences, such as songs, rituals, social media humiliation, pubs, etc. Male students also have a particular attitude towards girlfriends, for example that they should do boyfriends’ laundry or cook for them. There are also certain expectations and assumptions underlying date rape and consent.

Currently, the national database for Higher Education and Training as well as the Department of Labour statistics requires information from UCT that is based on the binary gender system. As the University’s institutional culture shifts towards more inclusive practice it is difficult for UCT to confine students to a masculine or feminine or third gender expression. Assistance from the CGE would be appreciated in working with the national departments to change their data categories to become more representative of gender.

It would also be appreciated if the CGE could share concrete best practices in South Africa.

The University is aware of the Ministerial Commission for Sexual violence and Gender Based Violence, where UCT is part of the Technical Task Team for Policy and Strategic Programmes. The University hopes to improve processes by working with partners across the sector.
UCT has several programmes and activities to attract female students to historically male-dominated facilities. For example, WomEng is an innovative organisation which aims to inspire and attract young female students into the Faculty of Engineering and the Built Environment. (The Dean of Engineering and the Built Environment is female). The University has an Employment Equity Policy, which acknowledges that there should be specific measures introduced to achieve equity. The University has committed to ensuring that existing policies will be continuously reviewed for the purpose of aligning them with the Employment Equity Policy. The Staff Learning and Development Funding Policy makes no provision for targeted development of the designated groups.

UCT has more than 100 buildings, most of which are accessible by wheelchair. The University has a strict policy that all new buildings comply with universal access, and work is ongoing to render older buildings more accessible.

So far, no hearing-impaired student has been excluded from any subject in which they have applied to study and have been accepted. Lecturers are sensitised to the needs of hearing-impaired and other disabled students. UCT has provided sign language interpreters to deaf students since 2012.

UCT’s female staff retention rate is 72% over the period 2014 – May 2016. UCT’s male staff retention rate is 73% over the period 2014 – May 2016.

Discussion and Analysis of University of Cape Town presentation.

The CGE asked whether the University had a flexitime policy.

They commended the amount of support given to survivors of sexual assault. The CGE wanted to know how the University is working to change the patriarchal culture. The CGE enquired further on what UCT perceived a psychological disability to be.

The CGE noted that the University’s staff profile does not reflect the demography of the province, in so far as coloureds are under-represented.
The CGE wanted to know how long it takes to finalise a sexual harassment case.

The CGE suggested that VC’s discuss best practices with each other. Other VC’s could learn a lot from UCT. They said that the non-binary approach to gender was highly recommended.

The CGE wanted to know what has happened to the shuttle service for students.

They suggested a need to improve child-care facilities.

They raised the question of whether too many foreign nationals are employed.

The CGE asked whether there is equal pay for equal work between races and genders.

The CGE asked how the University ensures that students are recruited in such a way as to close the gap of class and race inequality. Are students recruited from rural areas?

The CGE asked why there were still voices of complaint that UCT has not transformed.

The CGE asked whether the University worked with the police in cases of sexual assault.

The CGE asked what the budget of the University is.

The VC said that there was no formal flexitime policy, but that academics worked flexible hours. There was no flexitime for non-academic staff. There was also a flexible leave policy for research and leave for academics.

The VC said that he didn’t know how patriarchal culture is addressed, and it’s not done very well.

A psychological disability includes learning disabilities and psychiatric disabilities. For example, a student with an anxiety disorder may require more time to write an examination, or a special environment.

He said of disabled staff, 67% were male and 33% female.
The University had never been specific about the number of international staff. The University wanted the best staff in the world. It was comfortable with 20% of the staff complement being foreign.

He said the shuttle service still existed, and there was a special bus for disabled students with wheelchairs.

He said there was no pay gap between genders or races.

The VC said that more black and middle-class students were being admitted. He further noted that 20 years ago there was no real distinction between race and class, but today being black does not necessarily mean poor. UCT works on a points-system of admission. If parents of an applicant were not at University, they were given extra points. If grandparents were not at University, they were given extra points. If home language is not English, they are given extra points. Poor students are selectively recruited, and most of these are black. The University needs more resources for academic support of poor students.

The VC said there were several reasons for ongoing frustration with and within the University. He said certain issues had always been there, but students hadn’t found their voice before. Now there is a critical mass of students speaking out, especially around the issue of sexual harassment. He said the other issues were generational. This generation of students expects something different.

3. Presentation by University of KwaZulu-Natal

The Director of Human Resources was delegated by the VC to present. The CGE was of the view that some leaders were not taking transformation seriously, and disregarded legal documents served on them by the Sheriff of Court. They said the VC was subpoenaed in terms of the Act, and the CGE had legal powers. They said the CGE took an extremely dim view of the non-appearance of the VC of the University of KwaZulu-Natal, Dr Albert van Jaarsveld. The CGE resolved that he appear at the CGE headquarters in early 2017. The representative was excused.
4. Presentation by the University of the Witwatersrand, Professor Adam Habib.

Professor Habib began his presentation by strongly asserting that Universities are a microcosm of society. As much as they reflect the scourges of society, they also have the potential to address these challenges because they are meant to be a safe, inclusive space.

He identified two main challenges to the University 's commitment to advancing gender equality: ensuring gender parity in staffing, and comprehensively tackling gender-based harm on campus. He said the University ensures gender mainstreaming initiatives are undertaken during recruitment, training, development and promotion of all staff members.

In terms of the Accelerated Development Programme, which provides an enabling grant, African and coloured academics will be accelerated to the professoriate in the next two to three years. 49% of African and coloured female academics have been granted funding to support their academic progress. In terms of the New Generation Academic Programme (NGAP), a programme funded by the Department of Higher Education and Training to give Black South Africans an opportunity to be employed as academics at lecturer level, four of the six candidates are women. To date, 51 academics across all levels have been appointed under the VC’s Equity Fund, and 28 (55%) are women. This fund involves supporting the salaries of Black and coloured academics or a period of three years, thereafter, some are absorbed by faculties and paid for from faculty budgets.

The profile of the workforce is as follows:
Males dominate at all levels of employment. They constitute 75% of top and senior management. 29% of women are academics, and 43% of women are in the senior administrative staff. The number of persons with disabilities amounts to 0.25% of academia.

From 01 January - 31 October 2016, the University appointed 51 academic and professional and administrative staff at all levels and 36 are women. There were 175 staff members at all levels that were promoted during this period, and 101 are women. Wits also trained 640 staff members at all levels and 436 are women.
The VC presented statistics illustrating actual female demographics in the staff complement, as per 30 June 2016, against targets for 2020, as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual 2016</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Senior Management</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>Middle Management</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Junior Management</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Professor</td>
<td>22%</td>
<td>29%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>32%</td>
<td>39%</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>40%</td>
<td>46%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>49%</td>
<td>54%</td>
</tr>
<tr>
<td>Associate Lecturer</td>
<td>52%</td>
<td>57%</td>
</tr>
</tbody>
</table>

The Transformation Implementation Committee, chaired by the VC, is responsible for implementing gender transformation at Wits. The Committee consists of the Executive team and the Director of Transformation and Employment Equity.

Tracking the upward mobility of women and persons with disabilities to top and senior management is done with reference to the employment equity plan, adopted for five years, and on the basis of monthly and quarterly reports. The University’s Recruitment, Selection and Appointment Policy gives preference to “designated groups”. This does not necessarily mean that women and persons with disabilities are prioritised.

The Diversifying the Academy programme is aimed at accelerating women and persons with disabilities to academic, top and senior management.

In 2013, Wits experienced a public sexual harassment crisis which resulted in the establishment of an Independent Inquiry into allegations of sexual harassment.

The Inquiry recommended the establishment of a single office that would report directly to the VC; deal holistically with all matters pertaining to gender discrimination, sexual harassment and gender violence; undertake advocacy, counselling and complaint-driven interventions including disciplinary hearings. In line with these recommendations,
a Sexual Harassment Advisory Committee was constituted in October 2013. New Sexual Harassment, Sexual Assault and Rape Policy and Procedures were adopted; the Sexual Harassment Office was established, and later, in recognition that its role was much broader than reactively dealing only with sexual harassment, it was renamed the Gender Equity Office (GEO). GEO has 4 full-time staff members: a director, and administrative officer/receptionist, a clinical counsellor, and an investigation and advocacy officer. A new, separate procedure for dealing with gender-based misconduct for staff and students, was approved and adopted in April 2015, and the GEO began to manage its own disciplinary hearings.

The GEO has dealt with 216 complaints ranging from sexist remarks to rape. Complaint analysis has revealed a link between alcohol and drugs and GBH, as well as a culture of male entitlement that Wits needs to tackle on a long-term basis. There is concern about sexual relationships between some male lecturers and undergraduate students which prompted GEO to develop a new policy prohibiting staff from sexual/romantic relationships with undergraduate or honours students.

GEO has provided professional counselling and support to 265 complainants.

GEO has held six disciplinary hearings, relating to staff and students as both perpetrators and complainants, and is in the process of one further disciplinary process and one further formal investigation.

GEO has developed a course for people who have been found to have committed gender-based misconduct, which aims to help them to reflect on their actions and develop awareness about harm caused and alternative ways of resolving conflict and dealing with similar situations.

Policies on GBH include the Disciplinary Procedure for Gender-Related Misconduct, Staff and Students; Clause 5.2 in the Policy of the Declaration of Interests, which establishes that where staff members are involved with romantic/sexual relationships with students they are supervising, such relationships must be declared to the line manager, and referred to the new policy on romantic/sexual relationships between staff and undergraduate/honours students.
The VC provided an example of how Wits addresses GBH, with reference to the much publicised Junction rape case; in November 2016, a student laid a complaint of rape against a fellow student. Following accusations that Wits did not respond timeously and sensitively to the complainant’s concerns, the University asked Ms Nomboniso Gasa to investigate within 72 hours whether there had been any lapses by the University’s structures and officials.

The report commended several officials who had provided counselling and support to the complainant. However, it also found that there had been some serious failures and recommended that the University:

- Consider sanctioning any official who failed to abide by University processes, or did not engage appropriately with the individuals and activists involved
- Ensure that in future, complainants and alleged perpetrators do not share the same residential block
- Ensure greater stewarding of residence life by the Dean of Students so that its decisions and operations are student-centred and gender-sensitive
- Communicate more effectively on progress regarding complaints of rape and/or GBH
- Ensure that any activism respects the complainant and holds as central the complainant’s physical and emotional status
- Convene a series of deliberative conversations on issues associated with GBH.

Some individuals have been given the right of response to Ms Gasa’s report before appropriate sanctions and/or other measures are considered.

Regarding the other recommendations, the relevant offices are developing implementation plans with well-defined timelines.

Awareness of gender-based harm policies is achieved through the following: ‘ambush lectures’ where GEO is invited to talk to students without this being advertised, thus
providing a platform to talk about the GEO and gender issues to a captured audience, formal dialogues about key topics, and involvement in critical campaigns to raise awareness about GBH on campus. Wits is also a United Nations Women HeForShe University Impact Champion and has publicly committed to advancing gender equality, sensitising the community about gender equality, and ensuring greater gender parity at senior staff levels.

The University does not have child-care facilities. There is no formal flexitime policy.

The University has a Sexual Harassment policy and procedures to deal with gender-based harm.

Buildings are regularly revamped to accommodate PWDs. Deaf students are accommodated in terms of sign language, with the assistance of the Disability Rights Unit. Some lecturers can use sign language.

The University has made some progress in advancing its commitment to gender equality. However, it still needs to do much more. It must focus on meeting targets for gender parity in staffing, and on creating a culture of no tolerance for gender-based harm. In so doing, it must be willing to learn from mistakes and to draw from collective experiences and knowledge of global scholarly and activist communities. The VC expressed the University’s gratitude to the complainant in the Wits Junction case, for, as stated in Ms Gasa’s report, without her willingness to undergo the uncertain outcomes of laying a complaint of rape, the University would not have been able to identify a few areas in which it can and must improve.

**Discussion and analysis of presentation of University of the Witwatersrand**

The CGE asked whether there was a policy on flexitime. It suggested a needs survey for child-care facilities.

The CGE asked how the University respects the choices of survivors of gender violence in terms of reporting.

It asked how policies on sexual harassment are communicated.
It requested the submission of updated policies, as some policies are from 2005.

The CGE queried whether gender sensitisation processes only deal with the perpetrators, and asked what about a preventative approach.

It questioned whether there is a form that advises Council on gender transformation.

It asked what the period is to develop someone with a PhD to professor.

Dr Habib said that in general, flexitime is left to the discretion of the Department. He said there had been a child-care facility, but either no one used it, or it was not used by sufficient numbers. This was partly to do with cost.

The VC said that old policies are checked, and if a 2005 policy is still relevant, it stands. Where necessary, policies are updated.

The VC said that all executives have performance contracts. Executives are accountable for the collective vision of the institution. Transformation targets are tracked at individual level and at institutional level.

According to Dr Habib 30% of academic staff at Wits are foreign nationals. By nature, top research Universities have higher numbers of international staff. However, a balance must be struck between international appointments and transformation. Professors are on the top end of the profession. It takes a long time to train them. Training programmes are onerous.

The Gasa Report made several recommendations, which will be translated into action plans. These will be reviewed quarterly. Management of the recommendations is decentralised.

Today, the University has 77% black students. This is a fundamental transformation, and it has been achieved while retaining academic excellence.

GBH policies are survivor-focused. Empathy lies with the victim. However, alleged perpetrators are still innocent before being found guilty.
The legal system is adversarial, and puts survivors at a disadvantage. A panel is therefore appointed, who speak to the alleged victim and perpetrator. They also speak at the disciplinary hearing.

Orientation programmes have gender sensitisation.

The Gasa report said that one advocacy needs to be done. In this respect, all House Committees must be trained and sign a contract.

The annual turnover of the University is R5 billion. The University has 7000 staff and 37000 students. The entire institution is managed through a delegated set of institutions.

The VC said that alcohol and drugs are heavily tied to gender-based violence. Staff and students must be sensitised to risks in society.

In the GEO data base, 76 complaints out of 216 deal with incidents where the alleged perpetrator is from Wits.

One of the problems with gender-based violence is that people lack relationship skills.

The CGE asked what happened to the student in the rape case. It was reported that the student was not a national.

The CGE wanted to know how the University works with SAPS. The CGE suggested that there should be a module on social media ethics, at induction.

The CGE asked why there was so much anger from female students if things on the gender front were going well.

The CGE asked how much of the budget goes to women’s empowerment.

The CGE asked whether women have been abused during protests.

The CGE asked whether there was a women’s soccer team, and how it is resourced.

The CGE asked whether there are salary gaps between men and women.
The CGE asked if any gender sensitisation was being done with security companies, as these were male and patriarchal.

The VC said that in the case of violent crime, such as rape, victims are accompanied to the SAPS. Victims were often reluctant to lay formal charges. Wits policy is that it has the right to prosecute internally.

He agreed that a social media policy was long overdue.

He said that the anger still expressed by female students was a generational challenge. Fifty-five per cent of young people are unemployed. Young people have the right to be angry. The government subsidy is declining. In order to maintain the quality of services rendered by the institution, a fee increase is necessary. Universities cannot on their own effectively reduce the cost of higher education.

A good amount of resources is diverted into women’s sport. Wits are the reigning champions in women’s basketball. There are no salary gaps between male and female staff members.

**Supplementary Hearing: Presentation by the University of KwaZulu-Natal.**

**Presented by Dr Albert van Jaarsveld 19 January 2017.**

It must be noted that Dr Van Jaarsveld had an engagement with the Chair of the CGE and tendered an apology for not appearing before the CGE on the day of the Hearing. The CGE placed on record that the apology from the VC is accepted.

The University of KwaZulu-Natal (UKZN) is situated in the province of KwaZulu-Natal. It came into existence after the merger of the University of Durban-Westville and the University of Natal in 2004.

When Janine Hicks, a previous commissioner from the CGE for Gender Equality, ran a workshop on Gender Equality, Employment Equity and Disability for the Deaf Association of KwaZulu-Natal, she was overwhelmed by the allegations of a lack of accommodation for people with disabilities at the University. The CGE then decided to call the University to the gender transformation Hearings for the second time.
This decision was supported, when allegations emerged in the media that a young female student was raped by a SAPS member at the University in September 2016.

Female employees are poorly represented at Top Management level of the University, with only 3 females, compared to 8 males. At the Senior Management level, UKZN has made some progress with gender representation, with 15 female employees, of which the majority are African, compared to 24 male employees. At the Professor and Associate Professor level, UKZN has poor representation of females, with 60 female employees, compared to 164 male employees. On the lower levels of the workforce, 55% are females.

Of the entire workforce, there are 95 persons with disabilities. In 2016, there were 662 students with disabilities.

UKZN has a gender transformation strategy which was approved in 2016. It outlines the University’s targets for the following three years, and these are part of key performance indicators.

The VC has overall accountability for implementing gender transformation. Deputy Vice Chancellors and Executive Directors are responsible for driving gender transformation policies.

The University dedicates a considerable amount of funding to support gender transformation. The Strategic Fund earmarked for professoriate appointments allocated for the next four years is R5.5 million for 2016, R6 million for 2017, and R6.5 million for 2018 and 2019. The Lecturers Capacity Development Grant over four years is allocated as follows: R2.5 million for 2016, R3 million for 2017, and R3.5 million for 2018 and 2019.

An amount of R700 000 has been secured from SETA for Leadership Development amongst female leaders at UKZN. Training funds are allocated for development of senior leaders through the Leadership and Advanced Leadership Development Programmes annually.

There are annual career conversations, which involve career pathing and targeted development for all employees. Professoriate seminars have been implemented since 2015, with the aim of educating and encouraging women to apply for academic
promotions. There are also general workshops on academic promotions, which intend to ensure capacity development and encourage applications from all employees, but especially African and female employees. Promotions make a critical contribution towards achieving gender transformation. UKZN has the Accelerated Academic Development Program, which focuses on transforming academic ranks. One hundred and twelve developmental lecturers have been appointed; of these, 57 are female (50.89%) and one is a male with a disability.

All are encouraged to attend training in order to ensure their academic professional development. The Schools have further allocated mentors in order to guide their targeted career development based on their individual personal development plans. Colleges appoint fractional appointments, i.e. reduced teaching workload, to assist them with their research and progression in their careers as academics. A total of 10 persons on this programme have been promoted into full lecturer position and one to senior lecturer, in 2016. The Development Lecturers Capacity Development Grant strategically earmarked over four years as follows: R2.5 million for 2016, R3 million for 2017, and R3.5 million for 2017 and 2018 respectively. It also has a Transformation Charter. UKZN also participates in the Department of Higher Education and Training’s New Generation of Academics Programme (NGAP). Four African male academics and one African female academic have been appointed.

Female academics have higher promotion participation rates and are more successful than men at being promoted. More females have been promoted to the ranks of lecturer and professor than males. More females achieved excellence in both teaching and research. More males were promoted to associate professor, while more females were promoted to professor.

Through the Integrated Talent Management Process, whereby each leader must have a talent conversation with their subordinates to determine career aspirations and align those to institutional opportunities, tracking of the upward movement of women and persons with disabilities to top and senior management is achieved. Readiness to progress to the next level is determined at this stage and women deemed ready to advance are included in the succession plans for leadership or for specialist roles.
The Imbokodo programme is a Women in Leadership programme which aims to capacitate and empower women leaders from both academia and professional services. In terms of leadership development, there are several programmes which target women. The Managing for Impact programme has 46 women; the Leadership Development Programme has 11 women, and the Advanced Leadership Development Programme has 6 women. The total number of women on these programmes is 63.

Employment Equity Targets and progress are tracked by the Staffing Committee, the Transformation Committee and the University Talent Forum.

UKZN’s recruitment policy targets previously disadvantaged groups which include women.

The University has no programmes to create awareness of gender equality and discrimination.

The University has a sexual harassment policy. There is no evidence of sexual harassment campaigns.

The University has a Reproductive Health Education and Advocacy Programme. It is funded by the Ford Foundation and run through the UKZN AIDS Programme with the aim of empowering students and staff with knowledge and skills to raise awareness of sexual reproductive health rights. It includes information on sexual harassment.

The University observes the 16 Days of Activism for No Violence Against Women and Children which focuses on the importance of human rights and the protection of vulnerable populations.

Sensitisation training on sexual diversity is conducted through Student Services. LGBTI and sexual diversity dialogues are conducted on campus. They are intended to create a safe space for discussing issues regarding sexual orientation.

The Right to Respect Campaign targets students and staff and raises awareness around gender equality, disability and respecting the rights of vulnerable populations such as LGBTIs.
The gender-based violence policy has been approved and the gender-based violence policy and sexual assault working group has been established.

Two cases of sexual harassment have been reported since 2014, and one concluded with a dismissal.

The University has a high number of female students, compared to male students. It has more than 9000 graduates per year, with more female than male graduates.

The University has an attraction strategy from the previously disadvantaged schools. Talks and workshop are held in the various feeder schools. The University also hosts a Science Week/Open Days where students are encouraged to pursue careers in the sciences, engineering and mathematics. The University awards the Frene Ginwala Scholarships to top African female entrants into the University as new undergraduate students in all disciplines. Each year more than 20 students receive these scholarships which are renewed for subsequent years provided students maintain their top performance.

Since 2014, the University has enrolled more than 190 students with disabilities per annum.

Existing facilities have been remodelled to provide access to people with disabilities. All new facilities are universal access compatible. Basic sign language training has been provided for ten staff in the Humanities Access Programme. The University has appointed a qualified South African sign language interpreter to assist and equalise access for one deaf student currently enrolled. Employees with disabilities are accommodated on a continuous basis. The Annual Disability Support Research Indaba launched in 2015 aims to position disability support in higher education on the research agenda. Revision of disability policy is underway.

Although the University has a higher number of female as compared to male employees, the retention rate of males is higher. There is a higher number of female students in residences than males. The SRC has poor representation of female students.
Discussion and analysis of University of KwaZulu-Natal

The CGE requested the University to provide documentation which the University had not provided at the sitting of the supplementary Hearing which included the University’s Transformation Charter and the Employment Equity Plan. The response from the VC was that such documentation will be forwarded to the commission. The CGE received the above documents.

The CGE noted the high number of Indian professors as compared to the other racial groups in South Africa and enquired whether if UKZN is doing anything to change the status quo to reflect the demographics of the province of KwaZulu-Natal. In response, the VC acknowledged the fact that the University has more Indian professors than other races and further stipulated that the Science and Health Science faculties are the most affected than the humanities faculties. The University is prioritising the appointment of African people for available position at these positions. However, the VC pointed out that most of the other Universities offer their African professors enticing salary packages to leave UKZN and that might be a contributing factor to UZKN having a low number of African professors.

The CGE noted that much of the transformation budget comes from outside donors and wanted to know if the University is committing any of its money to drive transformation. The VC responded by acknowledging that UKZN does receive money from outside the University but the University does have money set aside from its budget to drive transformation at the University which is driven by the University colleges.

The CGE noted with concern the high number of foreign professors at UKZN and wanted to know why UKZN is not “growing its own timber”. This suggested to the CGE that UKZN is going for the short cut by employing foreign professors and not developing their own.

The VC responded as follows that the University is discussing the number of foreign professors that should be at the University but the number is currently 10% of the professors. He further stated that a research University needs a certain number of its professorship to be foreign for international recognition.
The University presented a sexual harassment policy which was adopted in 2016. The policy did not indicate the procedure to be followed once someone is harassed which the CGE felt that is should have been included in the policy. They indicated that prior to 2016 they did have a sexual harassment policy and that the University has a procedure to be followed once someone reports a matter of sexual harassment, which is an annexure to the University’s sexual harassment policy and stated that the case of sexual assault of a UKZN student by a member of the South African Police Service that was reported in the media was a case assault and the VC informed the CGE that this was confirmed by the student herself.

The CGE commended UKZN for having a separate policy on Gender Based Violence.

UKZN has about 68% of the student being Africans, which was not the case prior to democracy as advised by the VC. The CGE also wanted to know the number of PhD students that are African. The University has 60 African students that are registered for PhDs of which 37 are South African students of which the University was proud of and indicated that the students when they graduate they will contribute a lot in addressing the shortage of PhD graduates in the country.

UKZN cited that some of their programmes are not offered to people with disabilities. The CGE then requested the University to provide the programmes that are accessible to people with disabilities. The University stated most students with disabilities are in the Humanities and Law facilities. The VC went on to mention that most students with challenges with eye sight will have challenges studying chemistry because of the chemicals posing a danger to the students.

The CGE was extremely concerned with the low number of coloured employees and students at the University and wanted to know whether the University is addressing the matter. The VC pointed out that the coloured population in KwaZulu-Natal is a very low number, but the University has two coloured executive employees.

During a surprise inspection that the CGE conducted at UKZN most of the students did not know about the University ’s sexual harassment policy. The University indicated that
they have various ways of educating their students on the sexual harassment policy which includes, but is not limited to, the orientation week programme.

The CGE noted that the physical buildings at the University are not accommodative to people with disabilities. The VC acknowledged the fact that the University has a lot of old buildings and the University has developed a programme to address the situation but the University does not have sufficient funds to address the above all at once, and it will take some time to fully renovate all the University buildings.

The CGE noted with concern the high number of female staff that is not being retained by the University. The University could not give a detailed answer to this except that women could be leaving to explore better employment opportunities of even electing to start a family.

**CONCLUSION**

Praise must be extended to the sampled Universities’ for accounting before the CGE during the turbulent period saturated by the #Fees must fall protests and demonstrations. As delineated earlier, the following form key areas of concern from a gendered perspective:

The CGE has taken cognisance of the importance of tracking and monitoring the implementations of its recommendations and findings within the cited institutions. Accordingly, a consultative forum is scheduled in the 2017/2018 financial year to provide an apt platform to provide feedback and showcase good practice.