

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS  
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**Employment Equity Plan**  
**1 October 2013 – 30 September 2016**

**(Approved 27 January 2014)**

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## 1. SUMMARY AND FOCUS OF THE UFS EMPLOYMENT EQUITY (EE) PLAN

### Introduction

Employment equity was instituted at the UFS in 1999, and all statutory obligations related to EE have been fulfilled since the inception of the Employment Equity Act, No. 55 of 1998.

The UFS has made significant progress in respect of all components of employment equity. However, progress regarding the black staff profile of the UFS is very slow. It has thus become necessary to set more specific and realistic numerical targets for the UFS, and to formulate additional strategies to achieve these targets.

### Purpose of the EE Plan

The Employment Equity Plan constitutes compliance by the UFS with its statutory obligation in terms of the Employment Equity Act, No. 55 of 1998, and is in line with the EE Policy of the UFS.

However, the University strives to go beyond compliance and sees the following as the main reasons for implementing equity and diversity:

- It is a matter of social justice
- It enriches intellectual life
- It breaks the stranglehold of ethnocentrism
- It increases the possibility of social cohesion
- It adds to the talent pool of the University.

The Plan represents a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable steps through which the UFS can achieve substantial progress by implementing and creating a consolidated understanding of and roadmap for employment equity at the UFS.

### Consultation

The following stakeholders' groups were identified and involved in the development and approval of the Plan:

- The UFS Central EE Committee (including trade union representatives)
- Faculty and support services equity committees
- UFS Institutional Forum
- University Management
- Human Resources Department

The UFS employed an alternating top-down and bottom-up approach to the development of the Plan, ensuring that Top Management guidance was provided whilst department, faculty and support services level input was obtained with regard to the identification of barriers, the development of employment equity measures and the setting of numerical targets.

### Situational Analysis

The Employment Equity Act requires that an *employment systems review* be conducted to determine the existence/prevalence of employment barriers as well as the levels of *underrepresentation* of employees from the designated groups in the different occupational categories and levels of the UFS workforce (through the comparison of internal and external survey data - statistical analysis).

The UFS conducted a review of its employment policies, practices, procedures and working environment to identify employment barriers that adversely affect people from designated groups. Acknowledging that barriers still exist, the UFS has progressively taken steps to eliminate barriers and implement policies to address identified barriers. These measures

include the regular policy audits conducted by the EE Committee and HRD. The UFS has additionally undertaken a comprehensive employment systems review, conducted at faculty and support services level, to ensure that clearly identified situational barriers existing within each of these units are identified and addressed through remedial measures.

The UFS also performed an **internal statistical analysis** of its workforce by analysing the UFS employment equity categories (three years' data). The analysis shows that no significant changes have taken place in any categories (excluding Top Management) over the past three years. Black male and female staff members are still underrepresented in general while white female staff members are underrepresented in senior academic and senior managerial positions (black includes Africans, Indians and Coloureds).

An external **comparison** using Higher Education data of similar universities was also conducted using Department of Labour Employment Equity Reports (form EEA2). This comparison shows that the Higher Education Sector is battling with the same equity problems. Regarding the equity profile of staff members, the performance of the UFS is average in comparison to other institutions.

### **Operational Plan**

In order to address employment equity, the UFS has embarked on a process of reviewing and revising its employment policies, practices and procedures to ensure the removal of discriminatory content and to eliminate employment barriers. The employment policies will be reviewed annually.

In the process of developing the Operational Plan, faculty and support services equity committees used structured questionnaires, interviews and/or discussions with staff members to identify employment barriers. Then, they identified/developed measures to remove barriers and establish equity. These measures were categorised and translated into positive goals and measurable steps. Responsibilities for the measures were assigned and timeframes for the desired outcomes set.

Measures to advance equitable representation of designated groups in all occupational categories and levels focus on:

- Access
- Appointment and promotion of designated persons
- Training, mentoring and development of persons from the designated groups
- Retention of persons from designated groups
- Disciplinary and lay-off criteria
- Accountability of line managers

Measures to advance diversity, sensitivity and understanding include:

- Equity training
- Changing the institutional culture
- Awareness and understanding
- No sidelining

Measures to provide for reasonable accommodation of persons from designated groups:

- Disability accommodation
- Terms and conditions of service

### **Numerical goals**

The Employment Equity Act requires that a designated employer must determine, as part of its employment equity plan, numerical goals to achieve equitable representation of suitably

qualified people from all designated groups (including persons with disabilities) within each occupational category of the workforce.

Numerical targets are set at two levels at the UFS – at university management level, and at faculty and support services unit level. In the previous EE plan, Management set the numerical targets at a minimum level of 40% representation for the designated groups as a whole in each UFS staff category, and these targets had to be attained within three years (by 30 September 2013).

For the above-mentioned purpose, the following criteria were used to define the groups forming the focal point of diversity planning at the UFS. Firstly, membership of the following groups: black males, black females, white males and white females (black was used as a generic term and included Coloureds and Indians). Secondly, twenty percent (20%) representation per group was viewed as the five-year target. Thus, a group was seen as being sufficiently represented when it had a twenty percent (20%) or higher representation within a UFS staff category. This implied that the appointment of persons from groups that exceeded 20% representation did not qualify for employment equity target setting.

By 30 September 2013, the University was unable to attain the above-mentioned numerical targets. It was thus proposed that more realistic numerical targets be set for each UFS staff category.

Annual expected retirement statistics for the following three years will now be used for target setting. The UFS realises that these targets are too small to change the profile of the University, even if all the retirement vacancies are filled by persons from the designated black groups. Thus, further input will be required from subcommittees. Furthermore, attention will be given to underrepresented categories and the following suggestions are put forward:

- Increase black representation at senior management level and at specialist or middle manager level
- Increase African female representation at all levels in the institution
- Increase representation of people with disabilities at all levels in the institution

The UFS would like to bring about diversity in each staff category. Therefore, white men and women should also be recruited for the “General Worker” category, where they are currently underrepresented. At this stage, however, targets will not be set for this category.

Faculty and support services units were requested to set numerical goals annually to achieve the UFS’s numerical targets. The following are some of the factors that must be taken into account in order to attain the UFS’s numerical goals: the degree of underrepresentation of designated group members in each occupational category; present and planned vacancies in the UFS workforce; external availability of suitably qualified persons to fill vacancies; and the expected turnover of staff.

The numerical goals set by faculties and support services units must then form part of the annual EE reports.

The UFS realises that it might be difficult to attain these targets, and therefore management is also looking at different ways to achieve the numerical goals.

Much more focus must be placed on headhunting, “growing our own timber”, and mentoring. In addition to the University’s programme aimed at developing its own scholars as future professors, the institution has (under the leadership of the Rector, Prof Jonathan Jansen) embarked on a programme of recruiting top senior academics to help with this process.

Furthermore, the following is proposed:

- The University intends to include information about the progress being made with employment equity and the way it is managed in the performance appraisal of all line

managers, since the implementation of the Employment Equity Act and Employment Equity Policy of the UFS is one of their primary responsibilities.

- Employment equity subcommittee members should become involved in the recruitment process in departments or faculties where subcommittees are not yet functioning properly.
- Promising students should be identified for “grow our own timber” purposes.
- Monitoring of employment equity by the University Management, the Central Employment Equity Committee, and employment equity subcommittees and line managers should be more stringent.

### **Monitoring and Evaluation of the Plan**

The monitoring and evaluation of the Plan as well as the progress being made in achieving the numerical goals have become even more important and is an ongoing process that should continue to include consultation, awareness, communication and training.

#### *Responsibility:*

The University Management is primarily responsible for implementing the Plan, with the Employment Equity Officer and HR Director being responsible for facilitating and monitoring the implementation of the Plan. In addition, the following persons/entities are responsible for providing assistance and ensuring the effective implementation and monitoring of the requirements of the plan: the UFS Rector, the UFS Top Management, the Employment Equity Manager, the Central Employment Equity Committee, and faculty and support services subcommittees.

#### *Reporting on progress:*

Faculty and support services equity committees must report on a quarterly basis about the progress made with or obstacles encountered in realising the objectives and measures of the Plan.

Faculty deans and support services heads must provide regular feedback to the Central Employment Equity Committee, the Human Resources Department and the Employment Equity Officer.

The Central Employment Equity Committee is responsible for monitoring and evaluating the implementation of employment equity and the provisions of the Plan throughout the UFS.

The Employment Equity Officer must annually collate a consolidated report on employment equity that must be submitted to the Rector for approval and made available to all stakeholders. The report will subsequently be submitted to the Department of Labour.

### **Resources and Budget**

The UFS will continue to allocate appropriate resources for the effective implementation of the Plan, as allowed by the financial position of the UFS (including annual budgets).

### **Commencement and Duration of the Plan**

The Plan is effective from the date of approval by the University Management.

The Plan will be tabled for discussion by the Council.

The UFS has taken a strategic decision to implement its Employment Equity Plan as a three-year plan.

## 2. STATEMENT OF COMMITMENT BY UNIVERSITY MANAGEMENT

This Statement of Commitment, endorsed by the Management of the University of the Free State (UFS), reflects the earnest intention of the UFS to achieve and maintain substantive and sufficient staff diversity, in line with the Employment Equity Policy.

This Statement of Commitment is founded on the belief that the ongoing pursuit of excellence and quality at the UFS as a centre for scientific inquiry and scholarship should include the quest to be a university of diversity and equity, in terms of its staff, its students, its disciplines, its approaches and its methods.

The primary reasons for pursuing employment equity (EE) at the University of the Free State go beyond merely meeting bureaucratic requirements. Our main reasons for doing EE are as follows:

- It is a matter of social justice
- It enriches intellectual life
- It breaks the stranglehold of ethnocentrism
- It increases the possibility of social cohesion
- It adds to the talent pool

This Statement of Commitment is informed by our understanding that the ultimate goal of employment equity, as it is being implemented at the UFS, is to conclude a process and phase of redress to establish a normalised university community that will have transcended the divisions, discrimination and obstacles to equal access of the past, and contribute to equity and social justice in our society. Furthermore, the University Management endorses the values and constitutive principles relating to employment equity and staff diversity, and therefore strives to:

- a. create a sense of belonging for all members of the University – for black and white, for male and female, for people with disabilities, of whatever language, cultural, religious or economic background;
- b. promote justice and equity in all aspects and activities of our institution;
- c. respect and manage diversity in an equitable manner;
- d. oppose and eliminate any discriminatory practices based on racism, sexism and xenophobia as well as other forms of discrimination and unfair exclusion;
- e. create equitable workplace access for staff members who have been disadvantaged by race, class, gender, language, disability etc., and to do likewise for a new generation of young people from the post-apartheid era;
- f. promote non-marginalisation, respect for minorities and appreciation of human diversity with regard to personalities, individual preferences, human skills and workplace skills;
- g. promote substantive and sufficient multilingualism (in terms of the main language and other languages) in academic and support services activities;
- h. promote substantive multiculturalism and full acceptance of the diversity of cultures within the context of an open university community;
- i. promote sufficient diversity in the composition of academic and support staff to create the necessary institutional space for nurturing non-racism, non-sexism, multiculturalism, multilingualism and non-dominance;
- j. ensure sufficient diversity of staff with regard to professional language skills in order to meet the operational needs of multilingual teaching in the main languages;
- k. create a rewarding work environment and promising career opportunities in order to be an employer of preference for the best staff: black and white, female and male, of whatever working age;
- l. recruit, appoint and develop staff members with the best skills and talents as well as staff members with the potential to develop, within the context of seeking to overcome the historical limitations on available skills, talents and people with potential, and with due consideration of operational requirements and the pursuit of quality and equity;
- m. create meaningful employment and development opportunities within the prescripts of the law whilst avoiding unfair discrimination and/or employment practices, within the context of the Bill of Rights and the relevant legislation;
- n. empower all staff members to function (albeit perhaps at different levels) in both the main languages of the University, and to empower all staff to be at least functionally skilled in Sesotho or a third language;

- o. ensure the substantive presence of different population groups and genders in governing, management and decision-making bodies;
- p. establish an inclusive and participatory university life; and
- q. ensure that rights and concomitant responsibilities are exercised in an equitable and responsible manner within the university context

Consequently, the University Management commits itself to the implementation of this Employment Equity Plan as an essential part of the redress phase, and to meeting the numerical goals outlined in it within the timeframes stipulated in the Plan.

The implementation of this EE Plan will take place in accordance with the best practices currently guiding employment equity planning in the higher education sector in South Africa, to ensure that the UFS can successfully balance the twin imperatives of excellence and equity.



### 3. EMPLOYMENT EQUITY DEFINITIONS AND ACRONYMS

Adverse impact	The effect of an employment policy or practice that disproportionately excludes any identifiable group from employment opportunities or creates inequality in conditions of work. For example, an adverse impact may occur when a selection process for a particular job or group of jobs results in the selection of members of any racial, ethnic, or sex group at a lower rate than members of other groups.
Applicant pool	All people who have applied for a particular job or group of jobs before the closing date stated in the advertisement. The collection of candidates from whose ranks the selection or selections for available positions may be made.
Black people	A generic term that includes Africans, Coloureds and Indians.
Business necessity	A business practice that is an essential prerequisite for the safe and efficient operation of the organisation. A legitimate business purpose that justifies an employment practice or procedure as valid and necessary for the effective achievement of the organisation's objectives and the safe and efficient operation of the business.
Designated groups	Black people (i.e. Africans, Coloureds and Indians), women and people with disabilities who are natural persons and: <ul style="list-style-type: none"><li>▪ are citizens of the Republic of South Africa by birth or descent; or</li><li>▪ became citizens of the Republic of South Africa through naturalisation before the commencement date of the Constitution of the Republic of South Africa, Act 200 of 1993; or</li><li>▪ became citizens of the Republic of South Africa after the commencement date of the Constitution of the Republic of South Africa, Act 200 of 1993, but who, had the apartheid policy not been in place prior to that date, would have been entitled to citizenship through naturalisation prior to that date.</li></ul>
Discrimination	An intentional or unintentional act that adversely affects employment opportunities because of race, gender, religion, sex, sexual orientation, disability, marital status, national origin, age or other recognised grounds.
EEA	Employment Equity Act, 55 of 1998
Employment Equity Committee	The consultative forum that must be established in terms of the EEA, consisting of employees representing designated and non-designated groups, trade unions and other identified stakeholders.
Employment Equity measures	Specific actions related to recruitment, hiring, promotion and other areas, designed and implemented for the purpose of remedying the effects of past discrimination and establishing equitable representation within the workforce.
Employment barriers	Employment practices, policies or systems that have an adverse impact on designated groups and are not tied to inherent job requirements or business necessity. Employment barriers may consist of: <ul style="list-style-type: none"><li>▪ prejudice or ill will, reflected in deliberate discriminatory actions against individuals who are members of designated groups;</li><li>▪ unequal treatment, such as posing different questions to women and men, who are applying for the same job;</li><li>▪ systemic barriers, which have the effect of discouraging or blocking members of designated groups from pursuing employment opportunities;</li><li>▪ a working environment that is hostile, abusive or unwelcoming towards members of designated groups; or</li></ul>

- inadequate facilities that present physical barriers to persons with disabilities.

Employment systems	The procedures used to recruit, hire, pay, manage and develop human resources in an organisation. These may be formal or informal, and may or may not be consistently applied. The key elements of employment systems consist of policies and practices related to job recruitment, selection, training and development as well as promotion, remuneration and benefits, working conditions, disciplinary and grievance procedures, and termination of service.
Employment Systems Review (ESR)	A comprehensive examination of an organisation's employment systems to identify actual or perceived systemic and attitudinal barriers to employment equity and equal opportunities for persons from designated groups. A comprehensive ESR goes beyond a desk audit of existing employment systems, and requires a detailed understanding of systemic barriers and subjective perceptions in the organisation's workforce.
Inherent job requirement	An employment requirement that is necessary for performing the essential duties of a job in a safe, efficient and reliable manner.
Institutional culture	The "institutional culture" of an organisation refers to its members' collectively shared patterns of meaning, values, assumptions and expectations that guide and shape their understanding and perceptions of and predictions on matters of mutual interest or common experience. It can include rites, roles, rules and other traditions that reflect the shared culture, including the approach taken to identify and choose new members and instil the culture's values and expectations in them. A culture may be deep-rooted and long-lasting or it may be superficial and short-lived. It can be relatively static and unchanging, or it can be vibrant and changeable. An individual's attitude and behaviour may be shaped by many institutional cultural factors and influences.
Male-dominated culture	The male cultural patterns and attitudes associated with an era when men had greater power (in a legal, social and economic sense) than women. Some practices still reflect the values inherent in the male-dominated culture and attitudes of workplaces of the past. They remain traditional, male-dominated, autocratic or, at best, paternalistic and hierarchical, and undervalue the contribution of women. Often their effective functioning depends on informal networks of insiders, popularly known as "old-boys' networks". Such organisations and practices are characterised as "traditional (male-dominated) cultures." These cultures tend to resist change unless the transformation is actively led by top levels, or is otherwise perceived by its members as essential for survival.
Non-designated group	White males and foreigners.
Numerical goals	Numerical goals refer to the number or percentage of suitably qualified individuals in a designated group who are to be recruited, trained, and promoted in a given period. Numerical goals are not quotas, but represent the expectations of the organisation given its best effort.
Occupational segregation	The tendency to stereotype jobs according to gender or race, so that some occupations become known, for instance, as "women's jobs." Occupational segregation is reflected in the fact that women are concentrated within a narrow range of occupations, primarily in clerical and administrative fields. In contrast, male workers are more evenly distributed throughout the occupational structure.
Person with disabilities	A person who has a long-term or recurring physical or mental impairment that substantially limits his/her prospects of entry into employment or advancement therein. Physical disabilities can be visible or non-visible, and can include any degree of paralysis, amputation, lack of physical coordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment, or physical reliance on a guide dog, wheelchair or other appliances or devices. Learning, mental or psychiatric disabilities can include learning or comprehension problems that are significant and persistent, but still permit the

individual to perform tasks in a reliable manner under a reasonable amount of supervision.

Reasonable accommodation	Any modification of or adjustment to a job or the working environment that will enable a person from a designated group to have access to, or participate or advance in employment.
Sidelining	Appointing designated persons into positions in an attempt to window-dress the organisation's profile. These persons are stripped of all responsibility naturally associated with the position, or they are without guidance or induction as to responsibility or requirements, resulting in disillusionment, estrangement and eventual departure.
Suitably qualified	<p>A person may be suitably qualified for a job as a result of any one (or combination) of the following factors, namely that person's:</p> <ul style="list-style-type: none"><li>▪ formal qualifications;</li><li>▪ prior learning;</li><li>▪ relevant experience; or</li><li>▪ capacity to acquire, within a reasonable time, the ability to do the job.</li></ul> <p>In determining whether a person is suitably qualified for a job, the employer must review all the above factors and determine whether the person has the ability to do the job in terms of any one, or any combination, of those factors.</p> <p>An employer, however, may not discriminate against any person solely on the grounds of that person's lack of relevant experience.</p>
Systemic discrimination	The exclusion of members of certain groups by applying employment systems based on criteria that are not job-related or required for the safe and efficient operation of the business. Examples include: artificially high screening criteria to reduce the number of applications to be considered; job requirements, such as educational standards, training or work experience based on traditional or historical preferences rather than actual job requirements; and ignoring physical barriers limiting access to or mobility within an organisation's premises.
Targeted measures	Measures such as targeted recruitment or special training initiatives, aimed primarily at correcting employment imbalances stemming from past discrimination over a specified period of time. They are intended to expedite the attainment of fair representation of designated groups.
Underrepresentation	Disproportionately low ratio of designated group members to other employees in an occupational group, in contrast to their presence in the work force or availability in the external, suitably qualified economically active population.

## 4. INSTITUTIONAL AND LEGAL FRAMEWORK

### 4.1. Vision

A university recognised across the world for excellence in academic achievement and in human reconciliation.

### 4.2. Mission

The University will pursue this vision through its mission:

- Setting the highest standards for undergraduate and postgraduate education.
- Recruiting the best and most diverse students and professors into the University.
- Advancing excellence in the scholarship of research, teaching and public service.
- Demonstrating in everyday practice the value of human togetherness and solidarity across social and historical divides.
- Advancing social justice by creating multiple opportunities for disadvantaged students to access the University.
- Promoting innovation, distinctiveness and leadership in both academic and human pursuits.
- Establishing transparent opportunities for lifelong learning for academic and support staff.

### 4.3. Values

The following five core values represent deeply-held commitments that inform every policy and steer every action. These values underpin both the Academic Project and the Human Project of this university.

- Superior Scholarship
- Human Embrace
- Institutional Distinctiveness
- Emergent Leadership
- Public Service

### 4.4. Background and context

The University of the Free State is a multicultural and parallel-medium institution, serving the central region of South Africa. It is the first historically white Afrikaans South African University to have transformed itself to a level where black students' numbers comprise nearly 60% of the total student body. This is largely due to the introduction of a parallel-medium language policy, in terms of which a student can choose to complete his or her studies fully in either Afrikaans or English.

In the past, the UFS had to face the urgent need to ensure the financial sustainability of the campus. Confronted with a huge and ever-growing budget deficit, a financial turnaround strategy was implemented from the year 2000 onwards. This strategy resulted in a turnaround of 30% in the budget in less than three years, allowing the UFS – for the first time in many years – to invest in strategic projects, including employment equity, academic clusters, information and communication technology (ICT), and other initiatives.

To achieve the financial turnaround, the UFS had to increase revenue whilst simultaneously reducing costs, particularly personnel costs. This required major organisational restructuring, accompanied by dramatic staff reductions. As a result, the UFS was unable to successfully

implement employment equity in a context where no new appointments could be made. From 2003, however, the UFS has been steadily appointing members of the designated groups, which include people appointed at Top Management levels.

In line with the requirements of the national tertiary education policy, the UFS incorporated the Qwaqwa Campus, a former campus of the University of the North in Polokwane, into the UFS on 1 January 2003, as part of the restructuring of higher education.

The UFS also incorporated the Bloemfontein campus of Vista University on 1 January 2004, as part of the restructuring of higher education.

Since the promulgation of the Employment Equity Act, 55 of 1998, the UFS has been engaged in the task of transformation. However, extensive restructuring and the incorporation of both the Qwaqwa and Vista campuses have limited the ability of the UFS to effectively and strategically coordinate its employment equity initiatives in a consolidated employment equity plan for the UFS.

In proceeding with employment equity, the continuing reduction in the subsidisation of universities by the National Department of Education will be a key challenge and factor affecting the financial ability of the UFS to provide for equity programmes and the realisation of numerical goals.

On 1 July 2009, the University appointed the first Rector and Vice-Chancellor from a black designated group and on 1 March 2012, the University appointed the first black female as Vice-Rector.

#### 4.5. **The legal framework**

The UFS has been identified as a “designated employer” in terms of the EEA, and must accordingly achieve employment equity in the UFS workplace by –

- (a) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- (b) implementing employment equity measures to redress the employment disadvantages experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

The twofold obligation of designated employers requires that the UFS must promote equal opportunity by eliminating unfair discrimination in its employment policies and practices, and by implementing employment equity measures to achieve employment equity. The latter obligation must be translated into an achievable employment equity plan for the UFS.

#### 4.6. **Consultation**

In line with its commitment to transparency, the University has ensured that all policies, programmes and procedures related to employment equity have been developed in consultation with all stakeholders, with interested parties being afforded a reasonable opportunity to participate in decision-making.

The following stakeholder groups were identified, and they became involved in the development and approval of the Plan:

- The UFS Central Employment Equity Committee

- Faculty and support services equity committees
- UFS Institutional Forum
- UFS University Management
- UFS Council
- UFS Human Resources Department (HRD)
- UFS Labour Relations

The stakeholders reached a high degree of consensus and made meaningful contributions to the consultation process, which were incorporated into the original Plan as well as the updated rolling plan for 2010 to 2013 and the plan for 2013 to 2016.

The UFS also conducted workshops and seminars as part of the consultation process. These were attended by UFS staff, management representatives, guests from other universities, and the Department of Labour, and were utilised as opportunities to consult, inform and educate all parties regarding the process to be followed and the roles to be played.

During October 2013, the Rector and Vice-Chancellor, Prof Jansen, also held a workshop for the senior management of the University to further promote employment equity and to formulate more EE strategies.

The UFS employed an alternating top-down and bottom-up approach to the development and updating of the Plan, ensuring that Top Management guidance was provided while department, faculty and support services level input were obtained through the identification of barriers and the development of employment equity measures and target setting.

## **5. THE UFS EMPLOYMENT EQUITY POLICY**

The UFS Employment Equity Policy (“the Policy”) is the guiding framework for the Employment Equity Plan of the UFS (“the Plan”), and provides an exposition of the vision and commitment of the UFS and its stakeholders regarding the guiding principles that will drive employment equity at the UFS. It also provides the authority for the establishment and powers of identified monitoring and management structures relating to employment equity at the UFS.

## **6. THE UFS EMPLOYMENT EQUITY PLAN**

### **6.1. Purpose of the Employment Equity Plan**

The Plan must, as always, be read and implemented against the background of the Policy and its principles.

The Plan constitutes compliance by the UFS with its statutory obligations in terms of the EEA.

The Plan represents the critical link between the Policy and Employment Equity Act and the situational analysis of the UFS, its financial and human resource position, and the achievement of equitable redress and representation throughout its workforce.

The Plan is a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable steps through which the UFS can achieve substantial progress in implementing and creating a consolidated understanding of and

roadmap for employment equity at the UFS. As such, the Plan must be aligned with and included in the broad business strategy of the UFS.

The Plan does not intend to propose quick-fix solutions or vague interventions, but rather wishes to be transparent, inclusive and directed at establishing sustainable employment equity supported by staff and stakeholders at the UFS.

#### 6.2. **Commencement of Plan**

The Plan is effective from the date of approval by the University Management Committee.

Any substantial variation or amendment of the Plan must be approved by the University Management before it will have force and effect.

The Plan will be tabled for discussion by the Council.

#### 6.3. **Duration of the Plan**

The Employment Equity Act allows a designated employer to adopt an employment equity plan not shorter than one year and not longer than five years.

The UFS has taken a strategic decision that its Plan will be a three-year plan.

## 7. SITUATIONAL ANALYSIS

The situational analysis of the UFS workforce is a two-pronged process in accordance with the Act, aimed at establishing the baseline position with regard to employment equity at the UFS for the purposes of determining the employment equity measures to be applied and the workforce areas to be remedied through target setting. Firstly, this requires conducting an employment systems review (ESR), or so-called discrimination audit, to determine the existence of employment barriers, and secondly, it requires the determination of the levels of underrepresentation of designated groups at the UFS through comparison of internal and external survey data.

### 7.1. Employment systems review

#### 7.1.1. The requirement

Section 19(1) of the Employment Equity Act, 55 of 1998, requires that a designated employer must collect information on and conduct an employment systems review (ESR) of its employment policies, practices and procedures and working environment to identify employment barriers or explicit or covert forms of discrimination that adversely affect people from designated groups.

Existing or perceived employment barriers still remain at the UFS and they must be identified and addressed as part of the overall strategy to remedy underrepresentation as indicated by the staff profile of the UFS.

#### 7.1.2. Conducting the Employment Systems Review

In order to comply with its statutory obligations and ensure the elimination of employment barriers, the UFS has progressively taken steps to implement policies that seek to eliminate identified barriers, which include regular policy audits by the Employment Equity Committee and HRD.

Acknowledging that barriers still exist, the UFS has undertaken an additional comprehensive employment systems review, conducted at faculty and support services level, to ensure that situational barriers within each of these units are identified and addressed through remedial measures.

#### 7.1.3. Perceived barriers to employment equity

All faculty and support services employment equity committees used structured questionnaires, interviews and/or discussions with staff members to identify employment barriers within their units. Common barriers were also discussed at the Central EE Committee Meetings and at the Rector's EE workshop.

- **Access to employment, promotion and remuneration**

Recruitment procedures, especially advertisements, are still perceived to be inadequate although far more headhunting currently takes place for higher-level positions. Most faculties and support services units experience a low rate of labour turnover in permanent positions as well as a very low growth rate, and these factors influence appointments and promotion opportunities.

The UFS also has trouble in recruiting and attracting suitably qualified candidates from the designated groups - in particular black groups. This can also be ascribed to the inability of the UFS to offer competitive salaries compared to the private and public sectors.



The scarcity of skills is still experienced as a serious barrier. There is a shortage of suitably qualified and experienced candidates for academic and senior positions in most of the designated groups. Some disciplines traditionally do not attract persons from the designated groups, and this exacerbates the scarcity of skills. The language requirement regarding bilingualism remains a very serious barrier especially when appointing academic staff from the designated groups. However, the language barrier has two aspects: (i) making appointments in the light of the dual medium policy of the University; and (ii) ensuring inclusion and effective participation during debates and meetings.

Internally, particularly at departmental level, a lack of promotion opportunities and career progression present barriers to the advancement of designated groups. However, career development can also have legal implications if barriers are in place to totally block the progress of certain groups.

- **Staff training and development**

Although the UFS implemented its Skills Workplan in accordance with the prescripts of the Skills Development Act, the lack of institutional support via mentoring and a nurturing environment remains a barrier to the advancement of staff. Junior and new staff members, in particular, perceive job descriptions, induction processes and performance appraisals as inconsistent.

- **Institutional culture**

Institutional culture affects, and is influenced by, all aspects of the working environment at the UFS. Although the UFS has made significant progress in taking progressive measures to eliminate racism, sexism and other forms of discrimination, the deeply rooted social culture of the institution is still a perceived and experienced reality for many staff members. The University needs to create a culture of inclusion.

- The inability to speak Afrikaans is experienced as a barrier by some staff members. Meetings are often conducted in Afrikaans, and interpreting is not always successful.

- **Staff retention**

The shortage of qualified staff from designated groups, low salary levels and strong competition from the corporate and public sector (headhunting of staff) have been identified as barriers to retaining qualified designated staff. It should also be borne in mind that all universities are competing for the same people, with the result that they often “poach” people from one another.

- **Management and institutional issues**

A lack of a sense of ownership of employment equity still exists in some departments, resulting in a fragmented approach to the implementation of the policy. Insufficient funds and low staff turnover also make it difficult for departments with a restricted budget to plan for transformation.

## 7.2. Statistical Workforce Profile

### 7.2.1. The requirement

Section 19(2) of the EEA requires that a designated employer conduct an analysis of the occupational categories and levels within its workforce to determine the degree of representation of people from the designated groups in each of the various occupational categories and levels of the employer’s workforce.

The compilation of the statistical workforce profile entails a two-phase process. Firstly, it requires a detailed analysis of the internal workforce profile of the UFS and the representation of designated and non-designated groups within the various categories and levels of the UFS workforce. Secondly, it requires a comparison of this internal workforce profile with external demographic data and benchmark comparators to determine the degree of over- or underrepresentation of designated groups within the UFS workforce compared to the externally available economically active population.

The UFS is required by the Employment Equity Act to achieve equitable representation in all occupational categories and levels at the UFS. Simplistically stated, the UFS must benchmark itself and strive towards achieving a degree of representation of designated groups in the various occupational categories of its workforce that reflects their representation in the external labour market and measures up to those organisations within the same sector or industry, organisations of a similar size and/or organisations that are structurally similar and whose activities are spread over a similar geographical area.

## 7.2.2. **Compiling the Statistical Workforce Profile**

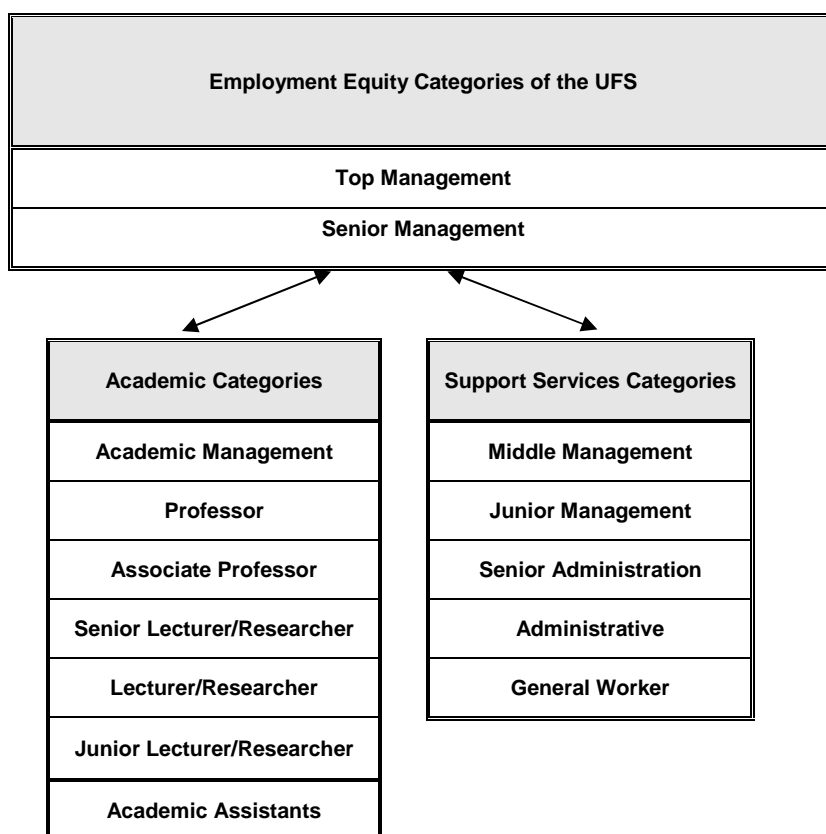
The UFS, through the Employment Equity Officer assisted by ICT Services, has compiled the statistical workforce profile for the institution. The profile was compiled at both faculty and support services level and for the UFS as a whole. This makes detailed statistical information available at both faculty and support services levels and provides the UFS management with a broad perspective on management information.

For the purposes of the Plan, however, the emphasis will be on the overall picture of the UFS workforce, with individual faculty and support services employment equity committees focusing on the detailed information that concerns their applicable units.

## 7.2.3. **Internal Workforce Profile**

### 7.2.3.1. **Different Definitions of Staff Categorising**

- The **Department of Labour (“DoL”)** has prescribed certain occupational categories and levels for the purposes of employment equity plans and reporting. These categories and levels have been modelled on the corporate sector and are relatively inapplicable to the tertiary education sector due to its failure to differentiate between various academic post groupings. All academic staff members have been clustered into a single category labelled “Professional” and into two occupational levels labelled “Skilled” and “Professional”, which make the tracking and monitoring of changes in the core function of the UFS workforce impossible.
- Accordingly, the UFS has internally **expanded the proposed DoL templates** in order to diversify the staff categorisations and provide a higher level of detail in respect of staff representation and movements, particularly in academia. The following occupational categories represent the expanded categorisation utilised by the UFS (refer to Annexure B for a description of the categories):



To date, however, external employment equity data and statistical information are only available in the form of the proposed Department of Labour (DoL) categorisations, making meaningful external comparisons difficult. This problem has been identified by Higher Education South Africa (HESA). In its Code of Good Practice for Employment Equity in Higher Education Institutions, HESA recommends that a format more suited to higher education institutions be identified, and that these institutions be encouraged to report in accordance with such a format. For the time being, however, the only alternative available to the UFS is to utilise the DoL categorisations until sufficient and reliable benchmarking information becomes available in accordance with the prescribed HESA format.

#### 7.2.3.2. **Collection of Employment Information**

The employment equity data used to compile the internal workforce profile was collated by the Employment Equity Officer, assisted by ICT Services. Information contained in the electronic human resources system of the UFS was utilised for this purpose.

The data used to populate the human resources system was obtained from a detailed staff analysis and categorisation conducted by the UFS for the purposes of employment equity and official reporting.

The data also contains clear information on all staff members with disabilities, and this information is regularly updated.

## 7.2.3.3.

**UFS profile in terms of the Employment Equity data****Current Profile:**

The following table represents the current employment equity staff profile according to gender and race, as on 31 July 2013. The term "Permanent Staff" is defined according to the Employment Equity Act. "Non-permanent" refers to persons appointed on a claims basis.

	Designated							Non-designated			Total
	African Male	Coloured Male	Indian Male	African Female	Coloured Female	Indian Female	White Female	White Male	Foreign Male	Foreign Female	
<b>Permanent</b>	415	65	4	407	118	11	1010	589	61	29	2709
<b>Percentage</b>	15.3	2.4	0.15	15	4.36	0.41	37.3	21.8	2.25	1.07	

The following tables provide an overall picture of the representation of the various designated and non-designated groups within the UFS permanent workforce per UFS employment equity category over the past three years (see Annexure A for a more detailed analysis – update Annexure A).

Note that "black people" is a generic term that refers to Africans, Coloureds and Indians.

UFS Category	Period					
	July 2011		July 2012		July 2013	
	No.	%	No.	%	No.	%
<b>Top Management</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Black Male	2	40%	2	33%	2	33%
Black Female	0	0%	1	17%	1	17%
White Male	2	40%	2	33%	1	17%
White Female	1	20%	1	17%	2	33%
Foreigners	0	0%	0	0%	0	0%
<b>Totals</b>	<b>5</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>
<b>Senior Management</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Black Male	6	27%	6	26%	7	26%
Black Female	1	5%	0	0%	0	0%
White Male	13	59%	13	57%	12	48%
White Female	2	9%	4	17%	3	26%
Foreigners	0	0%	0	0%	0	0%
<b>Totals</b>	<b>22</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
<b>Academic Management</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Black Male	2	5%	3	8%	3	9%
Black Female	0	0%	0	0%	0	0%
White Male	32	78%	29	74%	25	71%
White Female	7	17%	7	18%	7	20%
Foreigners	0	0%	0	0%	0	0%
<b>Totals</b>	<b>41</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>35</b>	<b>100%</b>

Academic Categories						Support Service Categories							
UFS Category	Period						UFS Category	Period					
	Jul-11		Jul-12		Jul-13			Jul-11		Jul-12		Jul-13	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
<b>Professor</b>							<b>Middle Management</b>						
Black Male	4	5%	4	5%	3	3%	Black Male	2	7%	2	6%	2	6%
Black Female	0	0%	0	0%	1	0%	Black Female	3	11%	3	10%	3	8%
White Male	62	73%	64	73%	66	72%	White Male	18	64%	21	68%	20	54%
White Female	14	16%	14	16%	17	18%	White Female	3	11%	3	10%	10	23%
Foreigners	5	6%	6	7%	5	5%	Foreigners	2	7%	2	6%	3	8%
<b>Totals</b>	<b>85</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>92</b>	<b>99%</b>	<b>Totals</b>	<b>28</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>38</b>	<b>99%</b>
<b>Associate Professor</b>							<b>Junior Management</b>						
Black Male	1	2%	0	0%	0	0%	Black Male	9	9%	13	10%	14	10%
Black Female	1	2%	1	2%	1	2%	Black Female	5	5%	20	16%	10	17%
White Male	32	54%	31	54%	30	52%	White Male	43	42%	41	33%	49	35%
White Female	21	35%	21	37%	21	37%	White Female	44	43%	49	39%	52	37%
Foreigners	4	7%	4	7%	5	9%	Foreigners	1	1%	2	2%	1	1%
<b>Totals</b>	<b>59</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>Totals</b>	<b>102</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>126</b>	<b>100%</b>
<b>Senior Lecturer</b>							<b>Senior Administrative</b>						
Black Male	10	7%	11	7%	12	8%	Black Male	30	10%	30	9%	35	11%
Black Female	1	1%	1	1%	2	1%	Black Female	36	12%	43	13%	45	14%
White Male	59	40%	59	40%	59	41%	White Male	66	22%	69	22%	69	21%
White Female	66	45%	66	45%	61	42%	White Female	170	56%	176	55%	176	53%
Foreigners	10	7%	10	7%	11	8%	Foreigners	1	0%	2	1%	3	1%
<b>Totals</b>	<b>146</b>	<b>100%</b>	<b>147</b>	<b>100%</b>	<b>145</b>	<b>100%</b>	<b>Totals</b>	<b>303</b>	<b>100%</b>	<b>320</b>	<b>100%</b>	<b>328</b>	<b>100%</b>
<b>Lecturer/Researcher</b>							<b>Administrative</b>						
Black Male	42	14%	45	14%	43	13%	Black Male	94	15%	103	15%	119	17%
Black Female	32	11%	36	11%	41	12%	Black Female	171	26%	189	27%	209	29%
White Male	79	26%	84	26%	81	25%	White Male	64	10%	75	11%	77	11%
White Female	135	45%	140	44%	147	45%	White Female	317	49%	322	46%	309	43%
Foreigners	13	4%	16	5%	18	5%	Foreigners	2	0%	4	0%	3	0%
<b>Totals</b>	<b>301</b>	<b>100%</b>	<b>321</b>	<b>100%</b>	<b>330</b>	<b>100%</b>	<b>Totals</b>	<b>648</b>	<b>100%</b>	<b>693</b>	<b>100%</b>	<b>717</b>	<b>100%</b>
<b>Junior Lecturer</b>							<b>General Workers</b>						
Black Male	18	17%	22	17%	19	14%	Black Male	176	50%	181	51%	165	50%
Black Female	19	18%	15	12%	17	13%	Black Female	166	47%	162	46%	155	47%
White Male	19	18%	23	18%	28	21%	White Male	7	2%	7	2%	6	2%
White Female	46	43%	61	48%	63	47%	White Female	1	0%	2	1%	2	1%
Foreigners	4	4%	6	5%	6	5%	Foreigners	0	0%	0	0%	0	0%
<b>Totals</b>	<b>106</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>Totals</b>	<b>350</b>	<b>100%</b>	<b>352</b>	<b>100%</b>	<b>328</b>	<b>99%</b>
<b>Academic Assistant</b>													
Black Male	68	17%	75	18%	60	17%							
Black Female	44	11%	57	14%	51	14%							
White Male	86	22%	79	19%	66	19%							
White Female	156	40%	166	40%	140	40%							
Foreigners	37	9%	38	9%	35	10%							
<b>Totals</b>	<b>391</b>	<b>100%</b>	<b>415</b>	<b>100%</b>	<b>352</b>	<b>100%</b>							

The following can be deduced from the data in the tables:

- In the category “Top Management”, the percentage of black staff members has increased from 40% to 50%, the percentage of white women has increased from 20% to 33%, and the percentage of white males has decreased from 40% to 17%. Thus, Top Management is 50% Black and 50% White, and 50% male and 50% female.
- The “Senior Management” category still has more white males, although they have dropped by more than 10% over the past three years. This category shows an increase in the percentage of white females from 9% to 26%. Black males have declined slightly and the only black female was promoted to Top Management; thus, there are no black females in Senior Management.
- The “Academic Management” category is still dominated by white males (71%). The number of black males and white females has increased slightly, but there are also no black females in Academic Management.
- White males also dominate the “Professor” and “Associate Professor” categories, and no significant change has taken place in this regard over the past three years. Regarding the “Senior Lecturer” and “Lecturer” positions, white females are still predominant and no movement has taken place. In the “Junior Lecturer” category, the number of foreigners, white males and white females has increased slightly and the

number of black males and black females has decreased slightly. The “Academic Assistant” category shows a slight increase in the number of black females and a slight decrease in the number of white males over the past three years.

- In “Middle Management”, the number of white males has decreased and the number of white women has increased significantly. In “Junior Management”, we see an increase in the number of black males and black females, and a decrease in the number of white males and white females.
- In the “Senior Administrative and “Administrative” categories, white females are still predominant and although they have decreased slightly in terms of numbers, change is too slow. In the “General worker” category, no real change has taken place.

### Persons with Disabilities

During 2010, the University requested staff members to update their personal information by completing the EEA1 Forms (Employment Equity Declaration by Employee) prescribed by the Department of Labour. From these completed forms, it emerged that staff members with disabilities were more willing to declare their disabilities. The number of people with disabilities increased from 0.5% of the total staff in 2007 to 1% of the total staff in 2010. However, over the past three years this profile has not really changed.

UFS staff category	July 2011		July 2013	
	Total staff	Persons with disabilities	Total staff	Persons with disabilities
Top Management	5	0	6	0
Senior Management	22	0	22	0
Middle Management	28	0	38	1
Junior Management	102	2	126	1
Senior Administrative	303	2	328	2
Academic Management	41	1	35	1
Professor	85	1	92	2
Associate Professor	59	3	57	2
Senior Lecturer/Researcher	146	1	145	1
Lecturer/Researcher	301	2	330	3
Junior Lecturer/Researcher	106	0	133	1
Academic Assistant	391	1	352	1
Administrative Staff	648	2	717	9
General Worker	350	3	328	4
Total	2587	26	2709	28
Percentage		1%		1%

## 7.2.4. External analysis and comparison

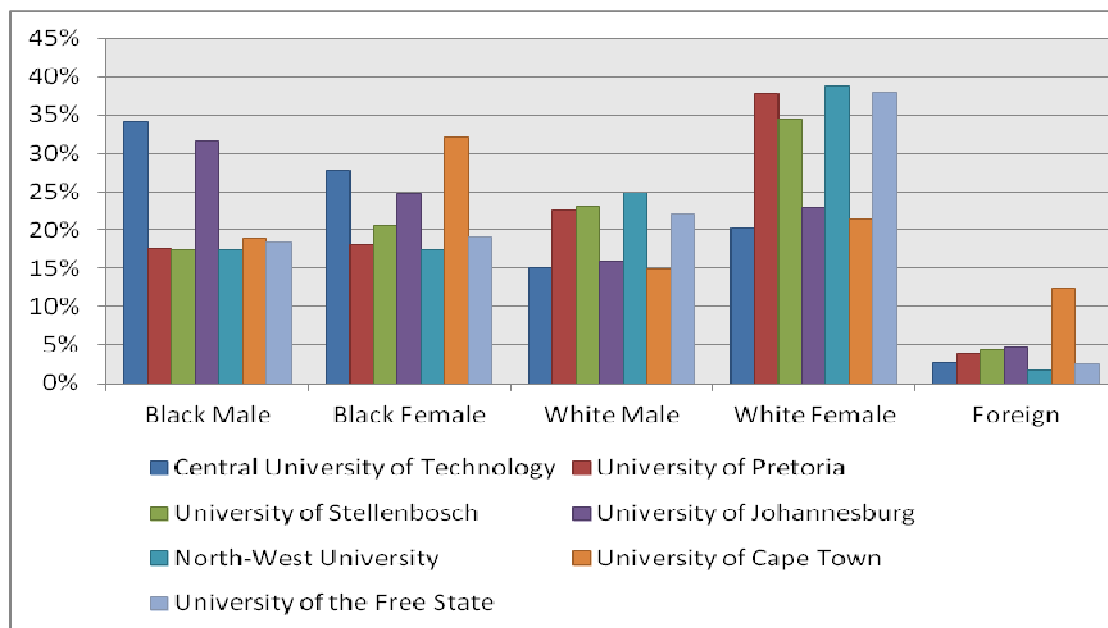
### Introduction

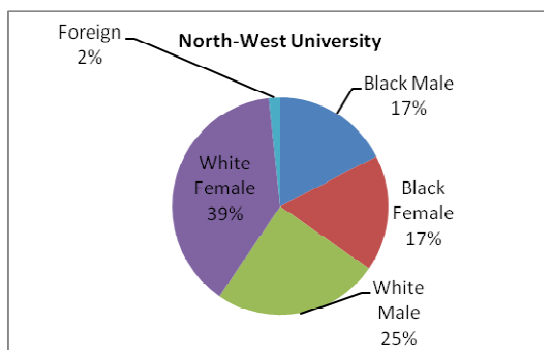
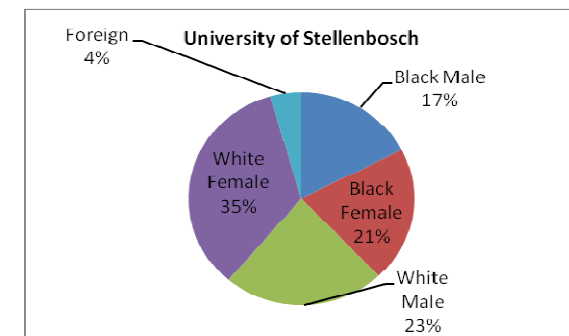
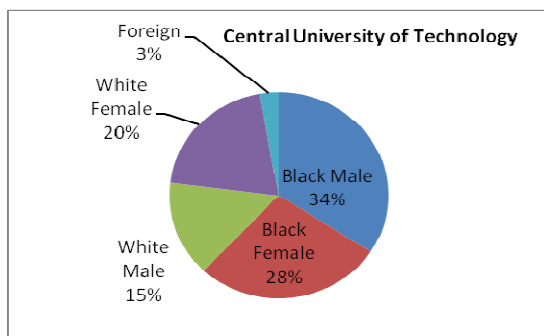
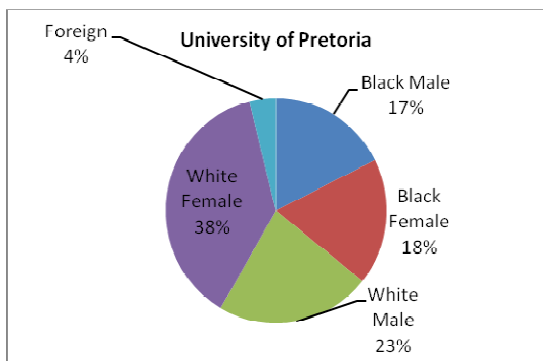
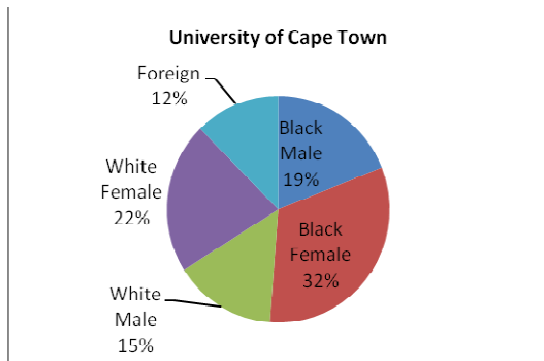
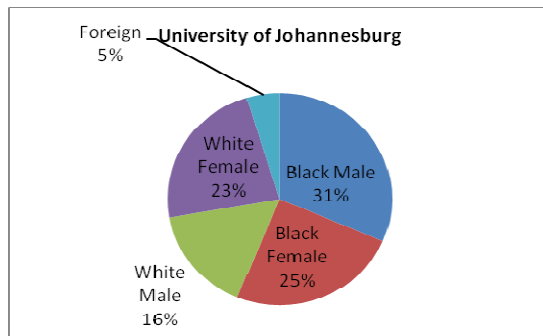
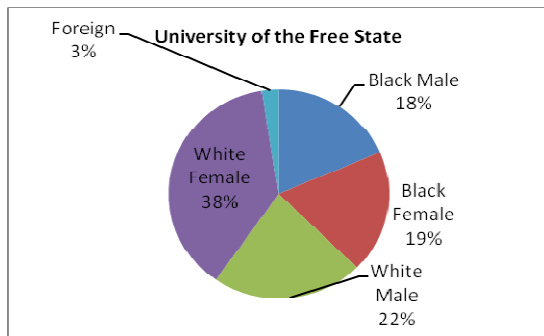
The Employment Equity reports (EEA2 reports) for 2012 of similar Higher Education Institutions were requested from the Department of Labour. The following reports were obtained and used for the external analysis and comparison:

- Central University of Technology
- University of Pretoria
- University of Stellenbosch
- University of Johannesburg
- University of Cape Town
- North-West University
- University of the Free State

### University Comparison using Employment Equity reports for December 2012

	Black Male	Black Female	White Male	White Female	Foreign	Disabilities	Total
Central University of Technology	675	549	295	398	55	6	1972
University of Pretoria	782	803	1009	1675	173	60	4442
University of Stellenbosch	725	859	960	1436	185	10	4165
University of Johannesburg	982	769	498	717	151	23	3117
North-West University	548	543	779	1219	52	19	3141
University of Cape Town	946	1600	738	1070	614	133	4968
University of the Free State	504	521	604	1034	69	30	2732







## Deductions from analyses and comparison

It should be noted that equity comparisons are made between black and white employees as well as between male and female employees. Based on the EEA2 reports of the seven institutions, the following deductions can be made concerning designated and non-designated groups:

### Designated groups

- The Central University of Technology (CUT) has the highest percentage of black males (34,2%), while the University of Stellenbosch (US) has the lowest percentage of black males (17,4%). In comparison, the University of the Free State (UFS) has 18,4% black males, which is lower than the unweighted mean (22,21%) of the seven institutions.
- Regarding black female employees, the University of Cape Town (UCT) has the highest percentage (32,2%) and the North-West University (NWU) has the lowest (17,3%). The UFS has 19,1% black females, and this is also lower than the mean of 22,83%.
- When comparing employees with disabilities, UCT has the highest percentage (2,7%), while the US has the lowest (0,2%). Here, the UFS equals the mean of 1%.
- As far as white females are concerned, the UFS has the highest percentage (37,9%), while CUT represents the lowest percentage with 20,2%. The unweighted mean for white females is 30,51%.

### Non-designated groups

- NWU has the highest percentage of white males (27,8%), while UCT has the lowest percentage with 14,9%. The UFS has 22,1% white males, which is higher than the mean of 20%.  
Regarding foreigners, the UCT has the highest percentage (12,4%), while NWU has the lowest percentage (1,7%). The UFS has 2,5%, which is lower than the mean of 4,64%.

Even when all the occupational levels of the EEA2 reports are compared, the same trend is visible at all universities. White males and white females still dominate the following occupational levels:

Senior management
Professionally qualified and experienced specialists, and mid-management
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents

A comparison between the UFS and the other historically white universities in terms of employment equity shows that the University is performing neither particularly well nor particularly badly. It is clear that all universities are grappling with the same issues, and that some are struggling more in some areas than in others. However, it should be borne in mind that all universities are competing for the same people, with the result that they often 'poach' staff from one another. Accordingly, it is necessary to broaden the recruitment pool.

## **8. OPERATIONAL PLAN: EMPLOYMENT EQUITY MEASURES**

### **8.1. Introduction**

The EEA requires that designated employers state the employment equity measures to be implemented. These measures are intended to ensure that suitably qualified people from the designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels.

The first step in this process is the remediation and removal of identified employment barriers affecting the designated groups. However, the removal of a barrier is not enough, as this is merely a neutralising action. To counteract the residual effects of the identified barrier, proactive or employment equity measures are also required.

Although the EEA specifically refers to employment equity measures that must be implemented, the EEA does not require an employer to take any action regarding any policy, practice or procedure that would constitute an absolute barrier to the prospective or continued employment or advancement of any group of persons, for example the non-designated groups.

As part of its commitment to employment equity, the UFS has already (as a first measure) embarked on a process of reviewing and revising its employment policies, practices and procedures to ensure the removal of discriminatory content and to eliminate employment barriers from the policies, practices and procedures of the UFS.

### **8.2. Measures to ensure equitable policies and practices**

Since 2002, all human resources policies and procedures have been reviewed by the Central Employment Equity Committee to ensure they are equitable. Furthermore, these policies and procedures are continually reviewed and amended, in line with changing legislation and the operational requirements of the Employee Relations Division, Human Resources Department and EE Office.

The Rector and Vice-Chancellor has also requested that all HR policies should again be reviewed during 2014 to determine whether the policies support the development of a more inclusive and transformative appointments process at all levels of the University.

### 8.3. Measures identified by the UFS for removing barriers and establishing equity

1. Measures to advance equitable representation of designated groups in all occupational categories and levels	Responsible person/s	Time frames
<p><b>A. Access</b></p> <ul style="list-style-type: none"> <li>➤ The process for all appointments (including part-time/contract appointments) should be open to everyone and should be advertised.</li> <li>➤ Existing policies and practices concerning advertising, outreach initiatives and membership of appointment committees need to be effectively monitored and re-examined, if necessary, in order to expand the pool of designated candidates (black candidates in particular) for recruitment to available positions.</li> <li>➤ The UFS must ensure that it follows an equity-sensitive approach to the recruitment process, which requires that – <ul style="list-style-type: none"> <li>▪ the screening be carried out by a representative selection committee, and not merely a line manager;</li> <li>▪ the inherent job requirements are the first screening criteria applied. However, the minimum inherent requirements of a post should be carefully considered to prevent the unnecessary exclusion of candidates; and</li> <li>▪ during the evaluation of candidates, consideration should also be given to those who have the potential or ability to perform the job’s duties, bearing in mind the need to maintain high employment standards.</li> </ul> </li> <li>➤ The chairperson of a selection committee must be fully briefed and trained, and he/she should be familiar with the requirements of employment equity and the required goals to be achieved. Selection committees should also be well informed about these equity goals.</li> <li>➤ Job requirements must be constantly re-evaluated, and discriminatory content must be removed. Only the inherent job requirements for the position may be stated, and these may not be formulated more stringently than justified by business necessity.</li> <li>➤ More targeted/focused forms of recruitment than the conventional approach must be</li> </ul>	<p>Line Managers and HRD</p> <p>Employment Equity Manager, Vice-Rector: Operations and HRD</p> <p>Human Resources Department (HRD)</p> <p>HRD and EE Officer</p> <p>HRD</p> <p>Line Managers and HRD</p>	<p>Rollout 2014</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<p>considered, e.g. search committees, and the use of established networks and trustworthy agencies for headhunting. Career pathing and mentorships should also be used to grow our own timber.</p> <ul style="list-style-type: none"> <li>➤ External advertisements should also be placed in publications most likely to be read by candidates from the designated groups.</li> </ul>	<p>HRD</p>	
<p><b>B. Appointment and promotion of designated persons</b></p> <ul style="list-style-type: none"> <li>➤ The appointment of designated persons (particularly black persons) at the UFS must be accelerated through proactive planning and targeting, allocation of resources, and an emphasis on achieving numerical goals. The UFS should increasingly use competency-based recruitment and selection methods, in which the potential of the candidate and the ability to perform the job's duties play a prominent role.</li> <li>➤ It is also necessary to identify students and staff with potential to build an applicant pool from the designated groups with a view to appointing candidates when vacancies become available.</li> <li>➤ Regular monitoring of the achievement of numerical goals.</li> <li>➤ Bilingualism as a prerequisite for appointment should not be unfairly implemented.</li> </ul>	<p>All Line Managers</p> <p>Line Managers</p> <p>Central EE Committee</p> <p>Line Managers</p>	<p>Ongoing Planned annually</p> <p>Quarterly</p> <p>Ongoing</p>
<p><b>C. The training, mentoring and development of persons from designated groups</b></p> <ul style="list-style-type: none"> <li>➤ The UFS understands the necessity of staff training and development as a key element in the advancement and promotion of designated staff members within the UFS workforce.</li> <li>➤ The necessity of skills development for lower-level workers must also be taken seriously by the UFS.</li> </ul>	<p>Line Managers</p> <p>Line Managers</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b>D. Retention of persons from designated groups</b></p>		

<ul style="list-style-type: none"> <li>➤ The development of staff decreases the possibility that staff would be poached or headhunted. The creation of strategies that allow staff to achieve their goals is a viable method for retaining staff and scarce talent.</li> <li>➤ The University should try to attract more of its PhD students back into the academic system.</li> <li>➤ Exit interviews must be conducted with all employees who plan to retire or resign and the results should be used to improve our work environment.</li> </ul>	<p>Line Managers</p> <p>Deans and Heads of Departments</p> <p>HRD</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b>E. Disciplinary and lay-off criteria</b></p> <ul style="list-style-type: none"> <li>➤ The UFS will also ensure that not only the various categories of disciplinary action taken are recorded, but also the various types of offences leading to disciplinary action. This will assist in identifying trends and possible adverse effects.</li> </ul>	<p>HRD and Employee Relations</p>	<p>Ongoing</p>
<p><b>F. Accountability</b></p> <ul style="list-style-type: none"> <li>➤ To ensure the achievement of the Plan's objectives and goals, the UFS will hold managers and line managers directly accountable for employment equity.</li> <li>➤ To reward success, the UFS will ensure that performance management criteria include progress with regard to transformation and diversity.</li> </ul>	<p>All Line Managers</p>	<p>Ongoing</p>
<p><b>2. Measures to advance diversity, sensitivity and understanding</b></p>	<p><b>Responsible person/s</b></p>	<p><b>Time frames</b></p>
<p><b>A. Equity training</b></p> <ul style="list-style-type: none"> <li>➤ Equity training programmes/workshops will be implemented for all persons/entities at the UFS responsible for implementing employment equity. This will be done in order to establish a standardised view and understanding of the requirements of employment equity and to contextualise the obligations imposed by the Plan.</li> </ul>	<p>HRD</p>	<p>Annually</p>

<p><b>B. Changing the institutional culture</b></p> <ul style="list-style-type: none"> <li>➤ A change strategy to establish the UFS as a truly transformed and inclusive university must be implemented. This initiative should include the reassessment of the institutional culture, induction and development programmes, diversity training, targeted measures, and support services for designated groups.</li> <li>➤ Creating a culture of inclusion is a very important challenge, as once this culture is in place diversity will bloom. No single measure can be identified that will contribute to the establishment of an inclusive institutional culture at the UFS. Rather, the institutional culture is dependent on the elimination of barriers, improved understanding of equity, progress with regard to employment equity measures, tolerance, and accommodation of diversity.</li> <li>➤ The UFS has undertaken to implement and enforce a zero-tolerance approach to harassment, victimisation, racism and gender discrimination at the UFS.</li> <li>➤ Regular climate surveys need to be conducted to determine the institutional culture/climate within departments and faculties.</li> <li>➤ Remedying the perception of the UFS as a traditionally Afrikaans university is also a critical prerequisite for changing the institutional culture of the UFS. The UFS has accordingly adopted a language policy that embraces language diversity and multiculturalism. However, although language should be a tool to support inclusivity, it has become a barrier in many instances. Thus, it is most feasible that English be used in such cases.</li> </ul>	<p>UFS Management and HRD</p> <p>Management and HRD and Labour Relations</p> <p>Management</p> <p>Management</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>C. Awareness and understanding</b></p> <ul style="list-style-type: none"> <li>➤ To ensure that stereotypes, concepts and understandings of employment equity are changed to embrace diversity, the UFS must proactively standardise employment equity and the understanding and implementation thereof at the UFS. A commonly shared concept of equity is a prerequisite for awareness of the various facets of equity.</li> <li>➤ Excellence should be pursued with diversity; excellence is often achieved through diversity. It is thus important to be intentional about creating a culture of excellence by talking about the cultures, values and things that create excellence. Diversity does not</li> </ul>	<p>EE Manager and HRD</p> <p>Top Management and Line Managers</p>	<p>Ongoing</p> <p>Ongoing</p>

lower standards.		
<p><b>D. No sidelining</b></p> <ul style="list-style-type: none"> <li>➤ A trap many employers fall into is the sidelining of designated staff members, particularly with regard to senior and managerial positions.</li> <li>➤ The UFS views sidelining as a waste of valuable potential, and will develop induction and mentorship programmes for members of the designated groups to facilitate entrance and participation.</li> </ul>	All Line Managers	Ongoing
<b>3. Measures to provide for reasonable accommodation of persons from designated groups</b>	<b>Responsible person/s</b>	<b>Time frames</b>
<p><b>A. Disability accommodation</b></p> <ul style="list-style-type: none"> <li>➤ The UFS must implement its policy on the accommodation of people with disabilities at the institution.</li> <li>➤ The UFS must develop a policy on reasonable accommodation.</li> <li>➤ The UFS will continue the extensive process of adapting the UFS campus and facilities to accommodate the physically disabled.</li> </ul>	Management, HRD and Disability Unit	2014 to develop policy, and ongoing for new facilities
<p><b>B. Terms and conditions of service</b></p> <ul style="list-style-type: none"> <li>➤ The UFS will ensure that its terms and conditions of service at all times comply with labour and equality legislation, and, where financially and operationally possible, provide improved conditions of service for its staff.</li> </ul>	Vice-Rector: Operations and HRD	Ongoing

## 9. NUMERICAL GOALS

### 9.1. The requirement

The EEA requires that a designated employer must determine, as part of its employment equity plan, numerical goals to achieve equitable representation of suitably qualified people from all designated groups within each occupational category of the workforce.

The purpose of setting numerical goals is to increase the representation of designated people through preferential measures, while not absolutely restricting the access of the non-designated group to employment opportunities.

### 9.2. Developing the numerical goals

In developing the UFS's numerical goals, the following factors were taken into account:

- the degree of underrepresentation of designated group members in each occupational category;
- present and planned vacancies in the UFS workforce;
- the external availability of suitably qualified persons to fill vacancies, and factors that may hinder their availability or shrink the applicant pool;
- Current and anticipated future economic, financial and/or human resources circumstances or conditions in the higher education sector and at the UFS that may influence the ability of the UFS to achieve numerical goals;
- the anticipated growth/reduction of the UFS workforce over the next three years;
- the expected turnover of UFS staff over the next three years due to retirement, resignation or termination of employment; and
- the numerical targets set at faculty and support services level.

In an attempt to benchmark the UFS, a comparison between the UFS's equity profile and the profiles of other comparable historically white universities was done. However, Table 1 shows that the University is performing neither particularly well nor particularly badly. It is clear that all universities are grappling with the same issues, and that some are struggling more in some areas than in others. However, it should be borne in mind that all universities are competing for the same people, with the result that they often 'poach' people from one another.

Even when all the occupational levels of the EEA2 reports of the universities are compared, the same trend is visible at all seven universities. White males and white females still dominate the following occupational levels:

Senior management
Professionally qualified and experienced specialists, and mid-management
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents



**Table 1: Employment Equity Comparison between the University of the Free State and similar universities**

	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Sixth</b>	<b>Seventh</b>
<b>Black Male</b>	CUT (34.205)	UJ (31.50%)	UCT (19%)	<b>UFS (18.40%)</b>	UP (17.60%)	NWU (17.40%)	US (17.40%)
<b>Black Female</b>	UCT (32.20%)	CUT (27.80%)	UJ (24.70%)	US (20.60%)	<b>UFS (19.10%)</b>	UP (18.10%)	NWU (17.30%)
<b>Disabilities</b>	UCT (2.70%)	UP (1.40%)	<b>UFS (1.10%)</b>	UJ (0.70%)	NWU (0.60%)	CUT (0.30%)	US (0.20%)
	<b>Seventh</b>	<b>Sixth</b>	<b>Fifth</b>	<b>Fourth</b>	<b>Third</b>	<b>Second</b>	<b>First</b>
<b>White Male</b>	NWU (27.80%)	US (23.10)	UP (22.70%)	<b>UFS (22.10%)</b>	UJ (16%)	CUT (15%)	UCT (14.90%)
<b>White Female</b>	<b>UFS (37.90%)</b>	UP (37.70%)	US (34.50%)	UJ (23%)	NWU (23%)	UCT (21.50%)	CUT (20.20%)

An analysis of the UFS's staff profile also shows that representation of designated staff varies considerably between the different UFS job categories, e.g. "Top Management" has 50% Black Staff, "Junior Management" has 14%, and in the "General Worker" category, black staff members represent 97% of the total.

Table 2 shows the UFS staff categories included in each occupational level of the EEA2 reports of the Department of Labour

**Table 2**

<b>Occupational level (DoL)</b>	<b>UFS staff categories included in the level</b>
Top Management	Top Management
Senior Management	Senior Management
Prof and Mid-Management	Middle Management
	Academic Management
	Professors and Senior Professors
	Associate Professors
	Senior Lecturers and Adjunct Professors
Skilled and Junior Management	Lecturers
	Junior Lecturers
	Junior Management
	Senior Administrative
Semiskilled	Academic Assistants
	Administrative Staff
Unskilled	General workers

Thus, a comparison of the EEA2 reports of similar universities does not provide a meaningful benchmark for determining numerical targets.

### 9.3. UFS numerical goals

In the previous rolling plan of the UFS (October 2010 to September 2013), numerical targets were set at a minimum of 40% representation for the designated groups as a whole in each UFS staff category in order to achieve sufficient diversity in the staff complement. These targets of 40% were to be attained within the next three years (October 2010 to September 2013).

For the above-mentioned purpose, the following criteria were used to define the groups that formed the focal point of the diversity initiative at the UFS. Firstly, membership of the following groups: black males, black females, white males and white females ("black" was used as a generic term, and include Coloureds and Indians; every available opportunity was to be utilised to appoint people with disabilities). Secondly, a twenty percent (20%) representation per group was viewed as the three-year target. Thus, a group was seen as being sufficiently represented when it had a twenty percent (20%) or higher representation within a UFS staff category. This implied that the appointment of persons from groups that exceeded 20% representation did not qualify for employment equity target setting.

Table 3 indicates the total EE profile of the UFS (July 2013.)

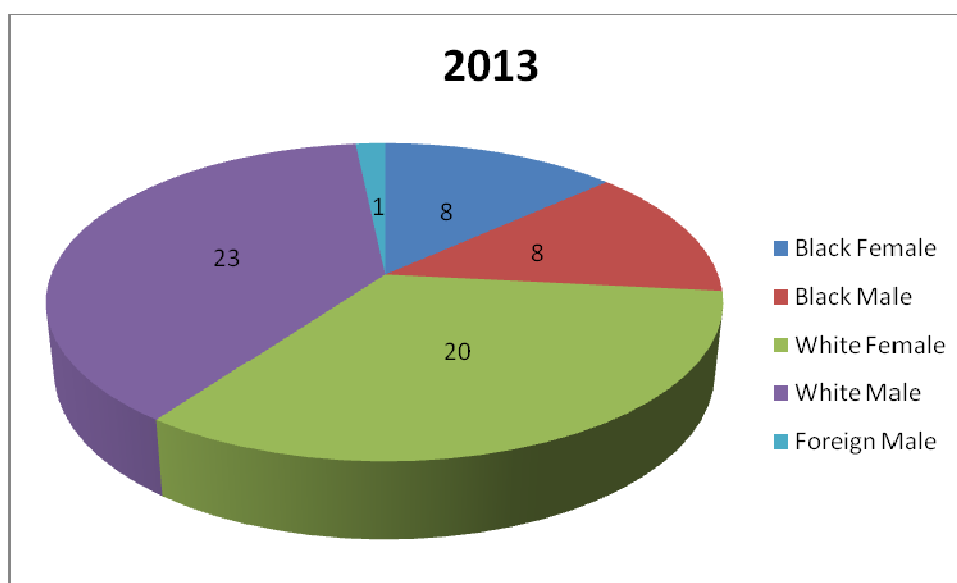
Table 3: Total UFS employment equity profile for permanent staff as defined by the EEA (July 2013)

UFS	Black Female		Black Male		White Female		White Male		Foreign Female		Foreign Male		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Top Management	1	16.7%	2	33.3%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	6
Senior Management	0	0.0%	7	31.8%	3	13.6%	12	54.5%	0	0.0%	0	0.0%	22
Middle Management	3	7.9%	2	5.3%	10	26.3%	20	52.6%	2	5.3%	1	2.6%	38
Junior Management	10	7.9%	14	11.1%	52	41.3%	49	38.9%	0	0.0%	1	0.8%	126
Senior Administrative	45	13.7%	35	10.7%	176	53.7%	69	21.0%	0	0.0%	3	0.9%	328
Academic Management	0	0.0%	3	8.6%	7	20.0%	25	71.4%	0	0.0%	0	0.0%	35
Professor	1	1.1%	3	3.3%	17	18.5%	66	71.7%	2	2.2%	3	3.3%	92
Associate Professor	1	1.8%	0	0.0%	21	36.8%	30	52.6%	1	1.8%	4	7.0%	57
Senior Lecturer/Researcher	2	1.4%	12	8.3%	61	42.1%	59	40.7%	1	0.7%	10	6.9%	145
Lecturer/Researcher	41	12.4%	43	13.0%	147	44.5%	81	24.5%	7	2.1%	11	3.3%	330
Junior Lecturer/Researcher	17	12.8%	19	14.3%	63	47.4%	28	21.1%	2	1.5%	4	3.0%	133
Assistant	51	14.5%	60	17.0%	140	39.8%	66	18.8%	13	3.7%	22	6.3%	352
Administratives Staff	209	29.1%	119	16.6%	309	43.1%	77	10.7%	1	0.1%	2	0.3%	717
General Worker	155	47.3%	165	50.3%	2	0.6%	6	1.8%	0	0.0%	0	0.0%	328
<b>Total</b>	<b>536</b>		<b>484</b>		<b>1010</b>		<b>589</b>		<b>29</b>		<b>61</b>		<b>2709</b>

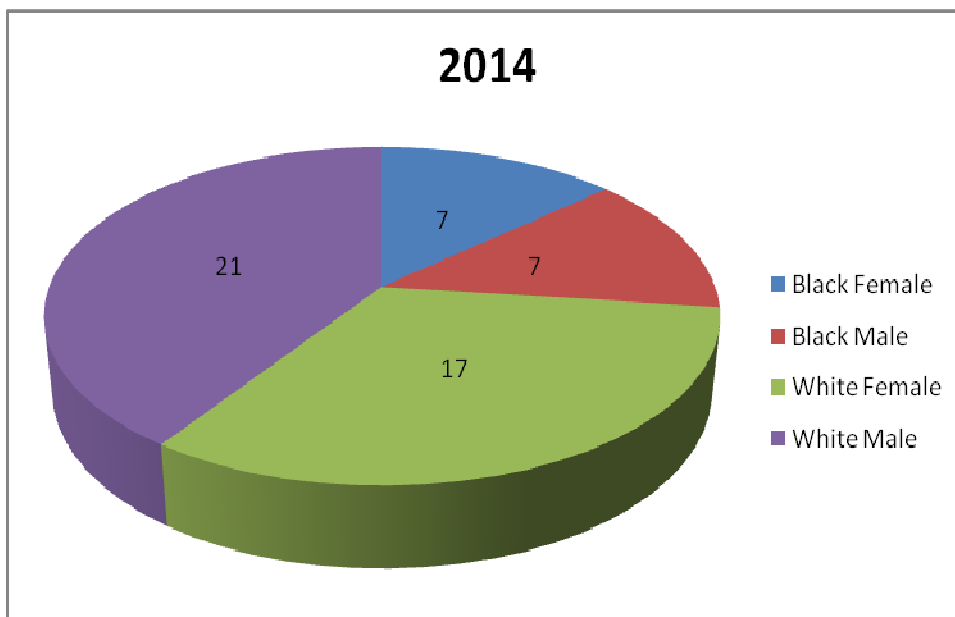
The University did not attain the targets set for the previous two plans (October 2007 to September 2010, and October 2010 to September 2013). It was thus proposed that the expected vacancies due to retirement be used as a basis for target setting. In other words, the attrition due to retirement should be used as a minimum for target setting.

The following tables and graphs show the expected annual retirements for the duration of this EE Plan (October 2013 to September 2016).

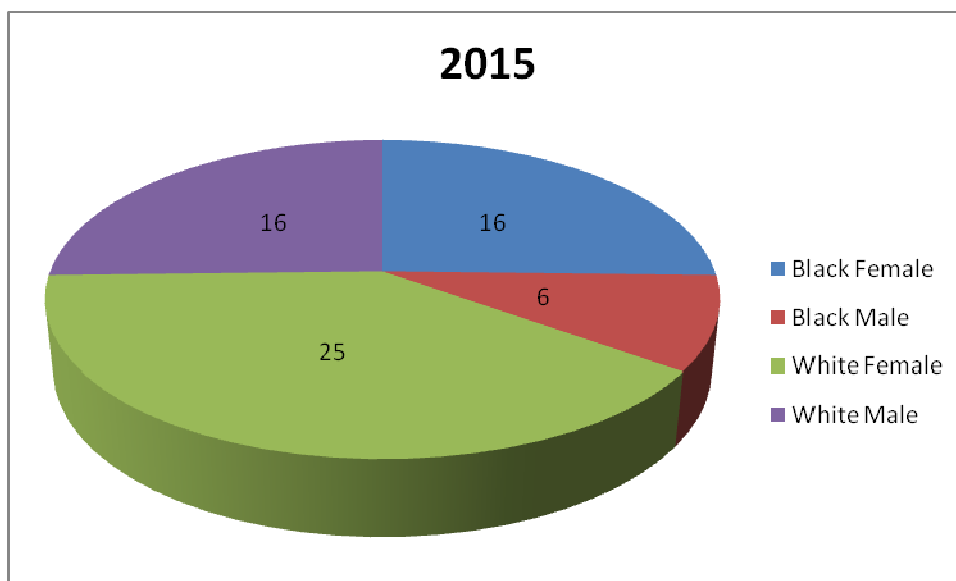
December 2013	Black Female	Black Male	White Female	White Male	Foreign Female	Foreign Male
Top Management						
Senior Management				1		
Middle Management				1		
Junior Management			2	4		
Senior Administrative		1	7			
Academic Management						
Professor				8		
Associate Professor		1		2		
Senior Lecturer/Researcher		1	2	1		1
Lecturer/Researcher		2		2		
Junior Lecturer/Researcher		1	1			
Assistant			2	1		
Administrative Staff	1		6	3		
General Worker	7	2				
<b>Total</b>	<b>8</b>	<b>8</b>	<b>20</b>	<b>23</b>	<b>0</b>	<b>1</b>



December 2014	Black Female	Black Male	White Female	White Male	Foreign Female	Foreign Male
Top Management		1				
Senior Management			1			
Middle Management	1			1		
Junior Management			1	3		
Senior Administrative			5			
Academic Management						
Professor				7		
Associate Professor	1		1	2		
Senior Lecturer/Researcher	1	1	1	2		
Lecturer/Researcher			1	4		
Junior Lecturer/Researcher						
Assistant			3			
Administrative Staff	1		4	2		
General Worker	3	5				
<b>Total</b>	<b>7</b>	<b>7</b>	<b>17</b>	<b>21</b>	<b>0</b>	<b>0</b>



December 2015	Black Female	Black Male	White Female	White Male	Foreign Female	Foreign Male
Top Management			1			
Senior Management				1		
Middle Management						
Junior Management		1		1		
Senior Administrative			8			
Academic Management						
Professor				6		
Associate Professor			1	3		
Senior Lecturer/Researcher		1		1		
Lecturer/Researcher		1	3	1		
Junior Lecturer/Researcher	1		2			
Assistant			5			
Administrative Staff	2		5	3		
General Worker	13	3				
<b>Total</b>	<b>16</b>	<b>6</b>	<b>25</b>	<b>16</b>	<b>0</b>	<b>0</b>



The UFS realises that these targets are too small to change the profile of the University, even if all the retirement vacancies were filled with persons from the black designated groups. Thus, additional targets will be set for vacancies due to resignations, etc.

These annual targets will be set by employment equity subcommittees and will serve as a guideline for setting specific annual targets for the Plan and employment equity reports. Furthermore, attention will be given to underrepresented categories and the following is also suggested:

- Increase black representation at senior management level and at specialist or middle manager level.
- Increase African female representation at all levels in the institution
- Increase representation of people with disabilities at all levels in the institution

#### 9.4. **Further strategies to accelerate diversity in the staff profile and help attain numerical targets**

During an Employment Equity Workshop held on 16 October 2013, the Rector and Vice-Chancellor added the following: **Strategies to accelerate changes to the diversity profile of the academic and administrative staff.** These recommendations were discussed by senior management and the deans.

- We must spend much more time headhunting the scholars we want; you cannot do this by yourself unless you have established networks. Use those who know, as well as our firm, Academic Partners.
- The determination and persistence with which you pursue scholars will be the real indication of your commitment to diversity. It takes time. Use the “ask ten, find one” principle. The courtship metaphor works.
- Know when to transfer the task to a senior person, especially at the “close-in” stages of the process.
- There is room to negotiate within the levels set by HR. Do not let a brilliant candidate get away because of a narrow reading of HR requirements.
- Most academics (not all) are more interested in the conditions of work and promotion possibilities than in the salary per se. Make clear what this university can offer to support a candidate’s development and advancement in contrast to other institutions.
- Identify top talent in the honours class (or even earlier) and shepherd the candidate through to higher degrees, especially outside of the country; build loyalty, and contractual commitment through development investments.
- Do not fill senior positions, especially headships, unless we have exhausted ALL possibilities for diversity appointments. The rule must be to return selection committee decisions “upwards” until senior management signs off on the final candidate chosen.
- There is nothing like a day/night visit to campus with a carefully planned schedule to push a 50/50 candidate over the top. This works most of the time because of the attractiveness of the physical, cultural and intellectual spaces that constitute the UFS.
- For a top scholar, you must learn to adjust the work environment around that person’s talent and the season of his/her scholarly life. This also means you must protect that scholar against the bitterness of the sour natives.
- The most important thing that has to change in the way you do your job as an academic leader is to include this task of talent building: *my job is to steadily build a group of highly diverse, talented scholars who place the UFS at the top of the academic game.*

After the EE Workshop, the Rector, Prof Jansen, set the following Specific Actions on Employment Equity. These actions were accepted by the Rectorate on 27 November 2013 and will be submitted to the Executive Committee of Council for approval in January 2014.

**Specific Actions on Employment Equity  
Post-EE Workshop Agenda  
Draft for Rectorate discussion  
26 November 2013**

1. Insert into the performance agreements of the deans a specific performance indicator (measure) that indicates achievements in generating greater equity in academic and support staff appointments. The magnitude of this indicator should signal its importance. No dean should be considered for annual merit awards unless there is movement on this measure of performance. **Prof Morgan (Geyer)** to report at next meeting of the Rectorate with sample PA.
2. Require that every senior appointment recommended to the ECS (professors, senior lecturers) be accompanied by a one-page, single-spaced account by the dean to explain why a diversity appointment, in such a case, was not put forward. The ECS will have to be convinced that every effort was made to achieve the desired outcome. **Prof Hay** to draft the directive on this matter to all deans and HODs under their authority.
3. Arrange a special workshop (three hours) with all deans and at least two HODs from each Faculty EXCO that will be led by Academic Partners to discuss the major new initiative aimed at achieving equity appointments, using this external agency as our lead agency for all senior appointments. **Prof Morgan (Geyer)** to arrange.
4. Identify up to 30 top honours and master's students, under the age of 25, to participate in an annual "early academic careers" programme (we need an attractive title) in which the brightest stars among our postgraduates participate in a one-hour per week session (30 weeks over the year) on how to build a stellar academic career. This programme is obviously for those considering the academic career option, and comes with no guarantee of a job at the UFS. Nevertheless, it could provide the institution with ideal hiring options. Prof **Corli (Jansen)** to arrange.
5. Draft a detailed circular to all heads of academic and service departments to make clear the institutional recommitment to equity and diversity in staffing appointments and the requirement that staff will have to abide by this *instruction*. **Prof Jansen** to draft for HR and Rectorate review.
6. Require all senior appointments committees to reflect in its membership black and women staff, wherever possible. **Prof Choice** to arrange and to monitor.
7. Draft for Council an annual report on equity achievements in the categories *students, staff, Senate* and *Council* on a comparative or year-by-year basis, but use a more sensible set of definitions than the one given by officialdom. **Dr Lis** to arrange through DIRAP and this should form part of the biannual report on critical indicators to Council in March and September.
8. Review the HR policies to determine whether the policies support the development of a more inclusive and transformative appointments process at all levels of the University. **Prof Morgan (Lis)** to conduct the review and report back to the Rectorate.
9. Prepare for Senate a report on the equity index analysis for discussion about academic appointments and the equity agenda. **Prof Keet (Jansen)** to present.



## **MONITORING AND EVALUATION OF PLAN**

### **9.5. General**

The monitoring and evaluation of the Plan and the progress made in achieving the numerical goals is an ongoing process, and it should continue to include consultation, communication, awareness and training.

To ensure that stated employment equity measures are regarded as firm commitments, the UFS must see to it that responsibility and accountability for the implementation of employment equity measures are assigned and assessed.

### **9.6. Assigning of responsibility**

All staff at the UFS must ensure that no unfair discrimination occurs at the UFS, and that it is reported and eradicated in cases where it does occur.

The UFS has devolved the responsibility for employment equity to faculty and support services level in order to ensure a more bottom-up approach to the implementation of employment equity.

The University Management Committee will have primary responsibility for the implementation of the Plan, while the Employment Equity Officer and HR Director will be responsible for facilitating and monitoring the implementation of the Plan.

In addition, the following persons/entities are responsible for providing assistance and ensuring the effective implementation and monitoring of the Plan's requirements:

- The UFS Rector
- The UFS Top Management: Employment Equity Manager
- Central Employment Equity Committee
- Faculty and support services departments (EE subcommittees)

Any employee or representative trade union may bring an alleged contravention of or non-compliance with the stated commitments of the Plan to the attention of the UFS, or submit a grievance in accordance with paragraph 9 of the Plan.

### **9.7. Reporting on progress**

Faculty and support services equity committees are responsible for the monitoring and enforcement of employment equity and the provisions of the Plan at faculty and support services level.

Faculty and support services equity committees must report on a quarterly basis to the relevant faculty dean, or, in the case of support services, to the Chief Director: Operations about the progress made or hindrances encountered in realising the objectives and measures of the Plan.

Faculty deans and support services heads must provide regular feedback to the Employment Equity Committee, HRD and Employment Equity Officer.

The Employment Equity Committee is responsible for monitoring and evaluating the implementation of employment equity and the provisions of the Plan throughout the UFS, adopting appropriate initiatives, policies and procedures on a consultative basis and making

recommendations to the relevant UFS bodies regarding procedures for the effective implementation of the Policy and Plan.

The Employment Equity Officer must annually collate a consolidated report on employment equity that must be submitted to the Rector for approval and made available to all stakeholders and employees.

Employment equity must be a standing agenda item at all management meetings.

#### **9.8. Record-keeping**

The UFS must ensure effective record-keeping of all documentation related to employment equity.

Records must be kept for a period of five years.

### **10. RESOURCES AND BUDGET**

The UFS will continue to allocate appropriate resources (as allowed by the financial position of the UFS) to the effective implementation of the Plan.

### **11. DISPUTE RESOLUTION**

The existing dispute resolution procedures of the UFS must be followed to resolve any dispute that may arise with regard to the interpretation or implementation of the Plan.

### **12. COMMUNICATION**

#### **12.1. Internal**

The UFS must develop an internal communication strategy for communicating the Plan and the progress, obstacles and success stories related to employment equity. Communication methods should include utilisation of the UFS website, e-mail, bulletins, pamphlets, notice boards and official annual employment equity reporting.

The purpose of the communication programme must be to –

- keep staff informed, and to recognise and promote achievements;
- promote ownership of and participation in UFS employment equity initiatives;
- remind staff and line managers of employment equity requirements and their obligations in this regard;
- create better understanding of relevant concepts and the challenges facing the UFS; and
- emphasise the ongoing commitment of the UFS to employment equity.

In addition, the EEA requires the UFS to display a summary of the EEA in all the official languages spoken at the UFS. This summary must be put up in prominent places on the UFS campus where it can be read by all UFS staff. Copies of the Plan must be made available to all UFS staff members.

#### **12.2. External**

The UFS is required to annually submit an employment equity report, in the prescribed format, to the Department of Labour on or before 1 October. The Employment Equity Officer is responsible for the compilation and timely submission of the report.

The EEA requires the UFS to display, in prominent places on the UFS campus where it can be read by all UFS staff members, a copy of the most recent employment equity report submitted to the Department of Labour, as well as any other document or compliance order concerning the EEA.

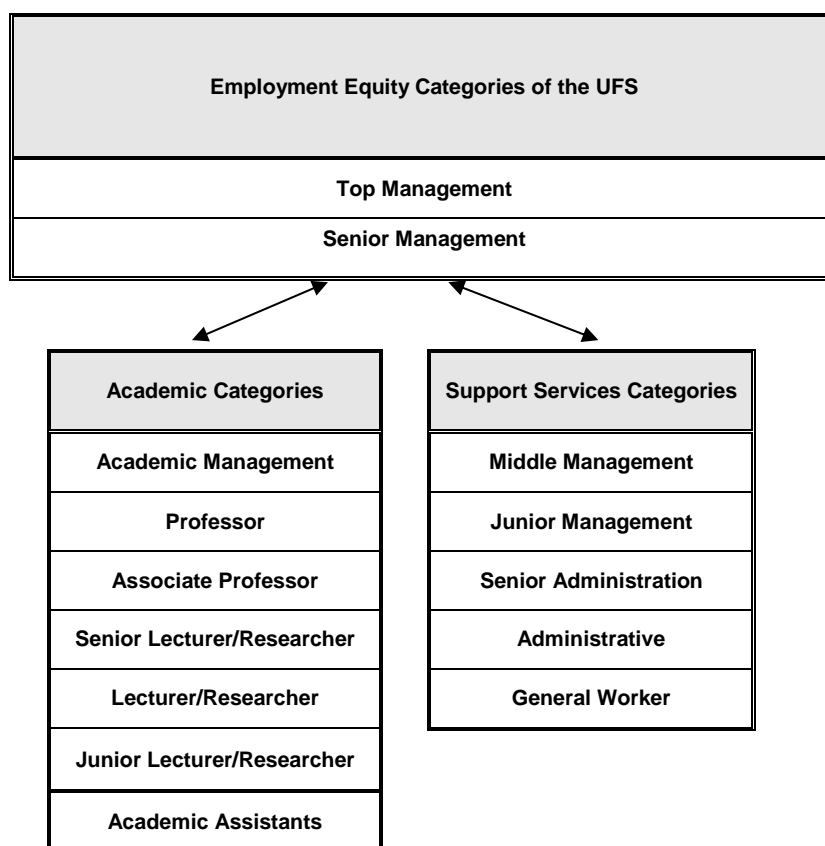
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**Professor JD Jansen**  
*Rector*  
*University of the Free State*

Date: ###

## 14 ANNEXURE A: Description of UFS staff categories

The following categories are used for employment equity purposes:



### **Top Management:**

Includes the Rectorate (Rector, Vice-Rectors and Registrar)

### **Senior Management:**

Includes deans and senior directors.

### **Academic Management:\***

Includes heads of academic departments, directors of academic institutes and centres.

### **Professor**

Includes all senior professors and full professors (academic managers\* are not included here, but can be added for other statistical analyses).

### **Associate Professor**

Refers to all associate professors (unless already included in the Academic Management category).

**Senior Lecturer/Researcher**

Includes all academic posts that are equivalent to a senior lecturer and senior lecturer-researcher (unless already included in the Academic Management category).

**Lecturer/Researcher**

Includes all academic posts equivalent to lecturer level.

**Junior Lecturer/Researcher**

Includes all academic posts equivalent to junior lecturer level.

**Academic Assistant**

Includes all academic posts lower than junior lecturer.

Note that support services positions in academic departments are not included in this category, but fall under the support services categories.

**Middle Management**

Includes managers and the directors not included in the Senior Management category.

**Junior Management**

Includes all support services posts equivalent to the levels of assistant director and deputy director.

**Senior Administrative**

Includes all support services posts equivalent to the levels of senior administrative officer and chief administrative officer.

**Administrative/Officer**

Includes all support services positions equal to or lower than that of administrative officer, except C3 posts.

**General workers**

Includes all general worker posts (C3 posts).