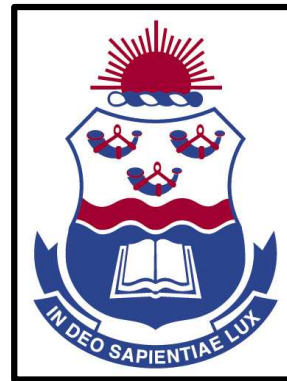


**DIE UNIVERSITEIT VAN DIE VRYSTAAT
THE UNIVERSITY OF THE FREE STATE
YUNIVESITHI YA FREISTATA**



**Employment Equity Three-year Rolling Plan
1 October 2010 – 30 September 2013**

(Approved by the University Management Committee on 29 October 2010)

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

Introduction

Employment equity has been implemented at the UFS since 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 essential to set more specific and realistic numerical targets for the UFS, and to formulate additional plans and projects 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.

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 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.

The Plan will also be tabled for discussion by the Council.

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 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** was also drawn up using a Department of Labour Employment Equity Report form (EEA2). The UFS wanted to repeat the comparison that was done in 2007, but unfortunately only the EEA2 report of the University of Pretoria could be obtained. This comparison shows that the University of Pretoria is battling with the same equity problems. The comparison using the EEA2 reports of other higher education institutions will be repeated when the reports become available.

Operational Plan

In order to address employment equity, the UFS 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 also be reviewed annually.

Faculty and support services equity committees used structured questionnaires, interviews and/or discussions with staff members to identify employment barriers. The next step was to identify/develop measures to remove barriers and establish equity. These measures have been categorised and translated into positive goals and measurable steps. Responsibilities for the measures have been 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, as part of its employment equity plan, determine 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 50% representation for the designated groups as a

whole in each UFS staff category, and these targets had to be attained within five years (by 30 September 2012).

For the above-mentioned purpose, the following criteria are 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 is used as a generic term and includes Coloureds and Indians). Secondly: twenty percent (20%) representation per group is viewed as the five-year target. Thus, a group is seen as being sufficiently represented when it has a twenty percent (20%) or higher representation within a UFS staff category. This implies that the appointment of persons from groups that exceed 20% representation does not qualify for employment equity target setting.

Three of the five years have elapsed and it has become apparent that the University will not be able to attain these numerical targets. It is thus proposed that, using the same criteria, more realistic numerical targets be set at a minimum of 40% representation for the designated groups as a whole in each UFS staff category. These targets of 40% must be attained within the next three (3) years.

Furthermore, every available opportunity should be utilised to appoint people with disabilities.

This does not mean that people may not be appointed in the categories where their representation exceeds 20%. It does mean, however, that their appointments do not count towards the attainment of the targets, and that the emphasis should be shifted to those categories that are still underrepresented. In other words, no total barriers are placed on the appointment of any group's members.

In some categories of junior staff, e.g. junior lecturer/researcher, white women or black men may be overrepresented. However, it must be kept in mind that this may provide a pool of qualifiers for more senior positions in the context of the "grow our own timber" project. Nevertheless, more emphasis should, for example, be placed on recruiting black women.

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 not sufficiently represented. At this stage, however, targets will not be set for this category.

Faculty and support services units are 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 of developing their 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 also 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 they have a primary responsibility for implementing the Employment Equity Act and Employment Equity Policy of the UFS.

- 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 will be 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, 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 annually for discussion by the Council.

The UFS has taken a strategic decision to implement its Employment Equity Plan as a three-year rolling plan to be monitored, evaluated and updated annually.

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.

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-racialism, 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, 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">▪ are citizens of the Republic of South Africa by birth or descent; or▪ 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▪ 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.
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">▪ prejudice or ill will, reflected in deliberately discriminatory actions against individuals who are members of designated groups;▪ unequal treatment, such as posing different questions to women and men, who are applying for the same job;▪ systemic barriers, which have the effect of discouraging or blocking members of designated groups from pursuing employment opportunities;▪ a working environment that is hostile, abusive or unwelcoming towards members of designated groups; or

- 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 safely, efficiently and reliably performing the essential duties of a job.
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 instill 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 usurped 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">▪ formal qualifications;▪ prior learning;▪ relevant experience; or▪ capacity to acquire, within a reasonable time, the ability to do the job. <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 may not, however, 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 may 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

To be an excellent, equitable and innovative university.

4.2. Mission

The pursuit of scholarship, as embodied in the creation, integration, application and transmission of knowledge, by promoting the following within the ambit of financial sustainability:

- An academic culture
- Critical scientific reflection
- Relevant scientific education
- Pure and applied research
- Community service
- Development of the total student as part of the University's academic culture

4.3. 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 more than 50% of the total student body. This has largely been 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.

The UFS has also been confronted over the past few years with the urgent need to ensure the financial sustainability of the campus. Faced 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 others.

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 has, until about 2003, been unable to successfully implement employment equity in a context where no new appointments could be made. From 2003, however, the UFS has steadily been appointing members of the designated groups, which include people appointed at top management levels.

With the success of the turnaround strategy, the UFS has now started an irreversible process to implement employment equity at the UFS. The current financial sustainability of the UFS can be seen as a prerequisite for investments in the strategic area of employment equity.

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.

The UFS has, since the promulgation of the Employment Equity Act, 55 of 1998, undertaken 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 impacting on 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.

4.4. **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.

4.5. **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 then 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.

The UFS also conducted workshops and seminars to assist in 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.

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 in 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 considered vision and commitment of the UFS and its stakeholders regarding the guiding principles that shall 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, at all times, 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.

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 that is 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 rolling plan to be monitored, evaluated and updated annually.

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 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.

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

Recruitment procedures are still perceived to be inadequate although far more headhunting currently takes place for higher-level positions.

The University's vision to be an excellent, equitable and innovative university may be perceived as a barrier when requirements for positions are formulated in terms of minimum qualifications and minimum experience. 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 this influences appointments and promotion opportunities.

The UFS also experiences difficulties 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 in comparison with 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. It is difficult, for instance, to find tradesmen who are members of the black designated groups.

The language requirement regarding bilingualism remains a very serious barrier, especially when appointing academic staff from the designated groups.

Internally, particularly at departmental level, a lack of promotion opportunities and career-pathing present barriers to the advancement of designated groups. However, career-pathing 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 remain a barrier to the advancement of staff. Junior and new staff, 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 as a historically white, Afrikaans university is still a strongly perceived and experienced reality for many staff members.

- 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.

- **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**

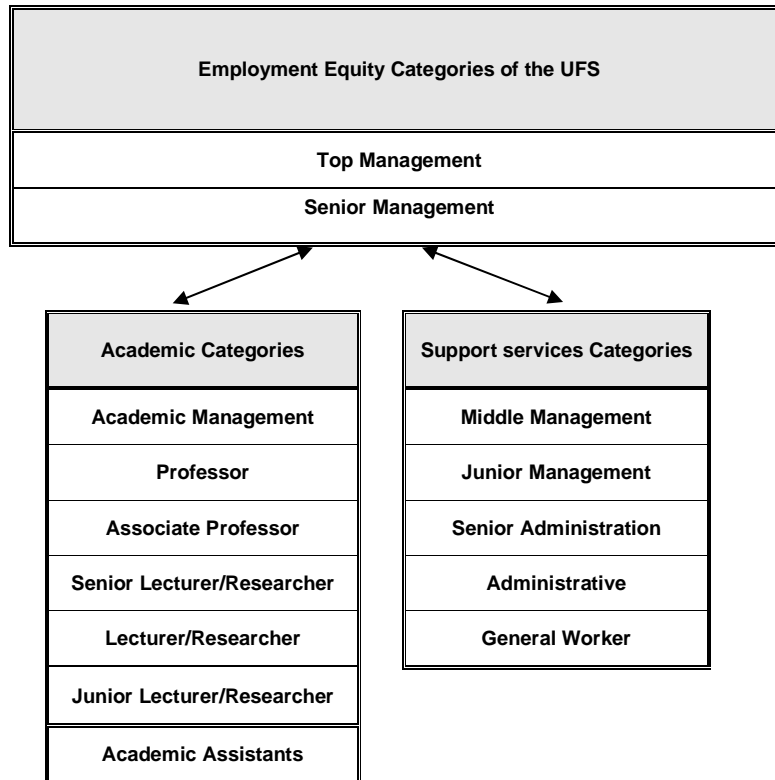
The UFS has, through the Employment Equity Officer assisted by ICT Services, undertaken the task of compiling the Statistical Workforce Profile for the UFS. The profile was compiled at both faculty and support services level and for the UFS in total. This makes detailed statistical information available 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 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 such time as 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 the Computer Services Department. 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 2010. 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	
Permanent	425	56	7	382	91	7	971	588	36	23	2586
Percentage	16.4	2.17	0.27	14.8	3.52	0.27	37.5	22.7	1.39	0.89	

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 2008		July 2009		July 2010	
	No.	%	No.	%	No.	%
Top Management						
Black	2	33%	3	50%	2	40%
White Female	1	17%	1	17%	1	20%
White Male	3	50%	2	33%	2	40%
Foreigners	0	0%	0	0%	0	0%
Totals	6	100%	6	100%	5	100%
Senior Management						
Black	6	24%	7	32%	8	36%
White Female	3	12%	0	0%	1	4%
White Male	16	64%	15	68%	13	60%
Foreigners	0	0%	0	0%	0	0%
Totals	25	100%	22	100%	22	100%
Academic Management						
Black	2	4%	2	4%	3	7%
White Female	9	18%	8	17%	8	19%
White Male	39	78%	38	79%	32	74%
Foreigners	0	0%	0	0%	0	0%
Totals	50	100%	48	100%	43	100%

ACADEMIC CATEGORIES							SUPPORT SERVICE CATEGORIES						
UFS Category	Period						UFS Category	Period					
	2008		2009		2010			2008		2009		2010	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
Professor							Middle Management						
Black	2	2%	2	2%	3	3%	Black	3	14%	4	17%	2	10%
White Female	14	17%	13	16%	14	16%	White Female	2	10%	3	13%	2	10%
White Male	65	77%	63	77%	66	75%	White Male	16	76%	16	70%	16	80%
Foreigners	3	4%	4	5%	5	6%	Foreigners	0	0%	0	0%	0	0%
Totals	84	100%	82	100%	88	100%	Totals	21	100%	23	100%	20	100%
Associate Professor							Junior Management						
Black	2	3%	3	4%	3	5%	Black	15	14%	14	14%	15	16%
White Female	21	33%	23	33%	23	35%	White Female	43	40%	43	44%	40	42%
White Male	39	62%	41	60%	38	58%	White Male	49	46%	42	42%	41	42%
Foreigners	1	2%	2	3%	1	2%	Foreigners	0	0%	0	0%	0	0%
Totals	63	100%	69	100%	65	100%	Totals	107	100%	99	100%	96	100%
Senior Lecturer							Senior Administrative						
Black	14	10%	13	9%	15	10%	Black	52	20%	57	20%	57	19%
White Female	62	45%	63	43%	68	44%	White Female	157	61%	166	59%	175	60%
White Male	57	42%	65	45%	67	44%	White Male	47	19%	60	21%	62	21%
Foreigners	4	3%	4	3%	4	2%	Foreigners	1	0%	1	0%	0	0%
Totals	137	100%	145	100%	154	100%	Totals	257	100%	284	100%	294	100%
Lecturer/Researcher							Administrative Staff						
Black	71	25%	70	25%	75	27%	Black	221	38%	253	40%	282	42%
White Female	134	47%	129	46%	124	44%	White Female	304	52%	324	50%	325	49%
White Male	77	27%	73	27%	75	27%	White Male	60	10%	62	10%	58	9%
Foreigners	6	2%	6	2%	8	2%	Foreigners	0	0%	1	0%	4	0%
Totals	288	100%	278	100%	282	100%	Totals	585	100%	640	100%	669	100%
Junior Lecturer							General Worker						
Black	32	38%	37	34%	40	36%	Black	385	97%	376	97%	366	97%
White Female	37	44%	50	47%	49	44%	White Female	0	0%	0	0%	1	0%
White Male	12	14%	16	15%	17	15%	White Male	12	3%	10	3%	11	3%
Foreigners	4	5%	4	4%	6	5%	Foreigners	0	0%	0	0%	0	0%
Totals	85	100%	107	100%	112	100%	Totals	386	100%	402	100%	378	100%
Academic Assistant													
Black	64	21%	66	23%	97	27%							
White Female	128	43%	115	40%	140	39%							
White Male	74	25%	77	27%	90	25%							
Foreigners	32	11%	30	10%	31	9%							
Totals	298	100%	288	100%	358	100%							

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

- In the category “Top Management”, black staff members have increased from 33% to 40%, white women have remained more or less constant and white males have decreased from 50% to 40%.
- The “Senior Management” and “Middle Management” categories are still dominated by white males. However, blacks have increased from 24% to 36% in the “Senior Management” category while white women have decreased. In the “Middle Management” category, white men have shown a slight increase, while blacks have decreased and white women have remained constant. In the “Junior Management” category, white males have decreased and white women now equal white men while blacks also show a slight increase. White females still constitute the majority in the “Senior Administrative” category.
- In the academic categories, white males still occupy more than 70% of the “Academic Management” positions. Blacks have increased slightly while white women have remained constant. 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” positions, white males have again increased and now equal the white female group (both represent 42%) while blacks and foreigners have remained more or less constant. The category “Lecturer” shows that blacks have increased and that white women have slightly decreased, with white females still predominant. The “Junior Lecturer” category shows very little change over the past three years. However, the growth rate of blacks in the “Academic Assistant” category is positive (from 21% to 27%) and that of white females negative while those of white males and foreigners remain unchanged.

- In the “Administrative” category, we also note that blacks have increased from 38% to 42% and that white women have decreased with 3%. In the “General Worker” category, no real changes have taken place.

Persons with Disabilities

The University recently 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.

UFS staff category	July 2008		July 2010	
	Total staff	Persons with disabilities	Total staff	Persons with disabilities
Top Management	6		5	
Senior Management	25		22	
Middle Management	21		20	
Junior Management	107	2	96	1
Senior Administrative	257		294	3
Academic Management	50		43	
Professor	84	1	88	1
Associate Professor	63	1	65	3
Senior Lecturer/Researcher	137		154	1
Lecturer/Researcher	288		282	2
Junior Lecturer/Researcher	85		112	
Academic Assistant	298		358	1
Administrative Staff	585	7	669	10
General Worker	386		378	4
Total	2392	11	2586	26
Percentage	100%	0.5%	100%	1%

7.2.4.

7.2.5. **External analysis and comparison**

Introduction

For the first Employment Equity Three-year Rolling Plan (Oct 2007 – Sept 2010), the UFS used the Employment Equity Reports for 2006 (EEA2 forms) for similar higher education institutions. The following reports were obtained from the Department of Labour and used for the comparison:

- Central University of Technology
- University of Pretoria
- University of Stellenbosch
- University of Johannesburg
- University of the Free State

The UFS wanted to repeat the comparison using the reports for 2009, but unfortunately the Department of Labour could not supply the EEA2 reports for the above-mentioned institutions. The only report available was for the University of Pretoria.

A. Comparison using Employment Equity reports for 2009

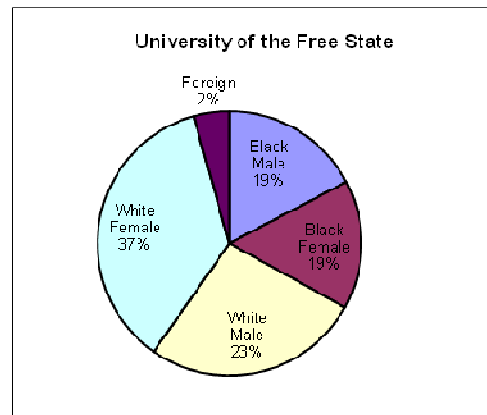
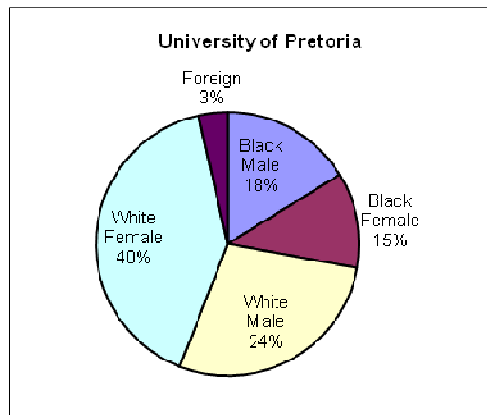
Employment Equity Comparison Between the Universities of Pretoria and the Free State

	Black Male	Black Female	White Male	White Female	Foreign	Total
University of Pretoria	704	594	945	1590	143	3976
University of the Free State	488	480	588	971	59	2586

Employment Equity Comparison Between the two Universities

	Black Male	Black Female	White Male	White Female	Foreign	Total
University of Pretoria	18%	15%	24%	40%	3%	100%
University of the Free State	19%	19%	23%	37%	2%	100%

Analysis



Deductions based on the analysis, and a comparison

It should be noted that equity comparisons are made between black and white employees as well as between male and female employees. With reference to the EEA2 reports and permanent staff of the two institutions, the following can be deduced about designated and non-designated groups:

Designated groups

- There is not much difference between the two universities. The University of the Free State (UFS) has 19% black males while the University of Pretoria has 18%.
- The University of Pretoria (UP) has 15% black female employees compared to the 19% of the University of the Free State (UFS).
- The UP has 40% white female employees while the UFS has 37%.

Non-designated groups

- White males represent more or less 23% of the permanent staff at both institutions. The UP has 3% foreign employees and the UFS 2%.

Even when all the occupational levels of the EEA2 reports are compared, the same trend is visible at both universities. There are only marginal differences between the two universities.

In due course, when more recent EEA2 reports for higher education institutions become available, it would be advisable to repeat the comparison (external analysis).

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 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 to 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, such as 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. The following policies have been reviewed, or are in the process of being reviewed:

8.2. Measures to ensure equitable policies and practices

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 operational requirements.

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>A. Access</p> <ul style="list-style-type: none"> ➤ 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. ➤ The UFS must ensure that it follows an equity-sensitive approach to the recruitment process, which requires that – <ul style="list-style-type: none"> ▪ the screening be carried out by a representative selection committee, and not merely a line manager; ▪ 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 ▪ during the evaluation of candidates, those who have the potential or ability to perform the job’s duties should also be considered, bearing in mind the need to maintain high employment standards. ➤ In applying the recruitment policy, the chairperson of selection committees 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. ➤ 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. ➤ More targeted/focused forms of recruitment than the conventional approach must be considered, e.g. search committees, “grow our own timber” and headhunting. 	<p>Employment Equity Manager</p> <p>Human Resources Department (HRD)</p> <p>EE Officer</p> <p>HRD</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<ul style="list-style-type: none"> ➤ External advertisements should also be placed in publications most likely to be read by candidates from the designated groups. 		
<p>B. Appointment and promotion of designated persons</p> <ul style="list-style-type: none"> ➤ 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. ➤ It is also necessary to identify students and staff with potential to build an applicant pool from the designated groups for appointment when vacancies become available. ➤ Regular monitoring of the achievement of numerical goals. ➤ Bilingualism as a prerequisite for appointment should not be unfairly implemented. 	<p>All Line Managers</p> <p>Line Managers</p> <p>Central EE Committee</p> <p>Line Managers</p>	<p>Ongoing Planned annually</p> <p>'</p> <p>Quarterly'</p> <p>Ongoing</p>
<p>C. The training, mentoring and development of persons from designated groups</p> <ul style="list-style-type: none"> ➤ The UFS understands the necessity of staff training and development as a key element in the advancement and promotion of designated staff within the UFS workforce. ➤ The necessity of skills development for lower-level workers is also taken seriously by the UFS. 	<p>Line Managers</p> <p>Line Managers</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>D. Retention of persons from designated groups</p> <ul style="list-style-type: none"> ➤ The development of staff decreases the possibility that staff may be poached or headhunted. Creating strategies that allow staff to achieve their goals and accommodate 	<p>Line Managers</p>	<p>Ongoing</p>

<p>the realisation of such goals is a viable method for retaining staff and scarce talent.</p> <ul style="list-style-type: none"> ➤ Exit interviews must be conducted with all employees who retire or resign. The format should be standardised. 	HRD	Ongoing Standardised by Oct 2011
<p>E. Disciplinary and lay-off criteria</p> <ul style="list-style-type: none"> ➤ 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. 	HRD and Labour Relations	Ongoing
<p>F. Accountability</p> <ul style="list-style-type: none"> ➤ To ensure the achievement of the Plan's objectives and goals, the UFS will hold managers and line managers directly accountable for employment equity. ➤ To reward success, the UFS will ensure that performance management criteria include progress with regard to transformation and diversity. 	All Line Managers	Ongoing Oct 2011
2. Measures to advance diversity, sensitivity and understanding	Responsible person/s	Time frames
<p>A. Equity training</p> <ul style="list-style-type: none"> ➤ Equity training programmes 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 contextualising the obligations imposed by the Plan. 	HRD	Annually
<p>B. Changing the institutional culture</p> <ul style="list-style-type: none"> ➤ A change strategy to establish the UFS as a truly transformed and inclusive university must be implemented, and must include the reassessment of the institutional culture, induction and development programmes, diversity training, targeted measures, and support services for designated groups. 	UFS Management and HRD	Ongoing

<ul style="list-style-type: none"> ➤ 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 employment equity measures, tolerance, and accommodation of diversity. ➤ The UFS has undertaken to implement and enforce a zero-tolerance approach to harassment, victimisation, racism and gender discrimination at the UFS. ➤ Regular climate surveys need to be conducted to determine the institutional culture/climate within departments and faculties. ➤ 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. 	<p>Management and HRD and Labour Relations</p> <p>Management</p> <p>Management</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>C. Awareness and understanding</p> <ul style="list-style-type: none"> ➤ 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. 	<p>EE Manager and HRD</p>	<p>Ongoing</p>
<p>D. No sidelining</p> <ul style="list-style-type: none"> ➤ A trap many employers fall into is the sidelining of designated staff members, particularly with regard to senior and managerial positions. ➤ 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. 	<p>All Line Managers</p>	<p>Ongoing</p>

3. Measures to provide for reasonable accommodation of persons from designated groups	Responsible person/s	Time frames
<p>A. Disability accommodation</p> <ul style="list-style-type: none"> ➤ The UFS must implement its policy on the accommodation of people with disabilities at the UFS. ➤ The UFS will continue the extensive process of adapting the UFS campus and facilities to accommodate the physically disabled. 	<p>Management, HRD and Disability Unit</p>	<p>Annual plans and ongoing for new facilities</p>
<p>B. Terms and conditions of service</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Employment Equity Manager and HRD</p>	<p>Ongoing</p>

9. NUMERICAL GOALS

9.1. The requirement

The EEA requires that a designated employer must, as part of its employment equity plan, determine 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.

For the previous plan, a comparison between the UFS's equity profile and the profiles of similar universities was done in an attempt to benchmark the UFS. To update the plan, the UFS wanted to repeat the comparison, but unfortunately only the EEA2 report of the University of Pretoria could be obtained for 2009. However, Table 1 shows that there is little difference between black and white staff representation at the UFS and UP, respectively. The UFS has 37% black staff members compared to 33% at the UP, and 60% white staff members compared to 64% at the UP. 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. 17% in "Junior Management" and 97% in the "General Worker" category. Thus, comparison with similar universities does not provide a meaningful benchmark for determining numerical targets.

Table 1: Employment Equity Comparison between the University of Pretoria and the University of the Free State

	Black	White	Foreign	Total
University of Pretoria	33%	64%	3%	100%
University of the Free State	37%	60%	3%	100%

9.3. UFS numerical goals

In the previous rolling plan of the UFS (October 2007 to September 2010), numerical targets were set at a minimum of 50% 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 50% were to be attained within the next five (5) years (October 2007 to September 2012).

For the above-mentioned purpose, the following criteria are used to define the groups that form 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" is used as a generic term, and includes Coloureds and Indians; every available opportunity should, however, be utilised to appoint people with disabilities). Secondly, a twenty percent (20%) representation per group is viewed as the five-year target. Thus, a group is seen as being sufficiently represented when it has a twenty percent (20%) or higher representation within a UFS staff category. This implies that the appointment of persons from groups that exceed 20% representation does not qualify for employment equity target setting.

The University did not attain the targets set for the first three (3) years of the five years as described in the above-mentioned rolling plan (October 2007 to September 2010). The new targets are thus set using the same criteria, but changing representation of the designated groups as a whole in each UFS staff category to 40% representation over the following three years. See Table 2 and Table 3 for more information

Table 2 shows the current work profile of the UFS, divided into designated and non-designated groups, as prescribed by the Employment Equity Act. A further distinction is made to provide information about the representation of groups within the designated grouping. The asterisk * in the second column indicates that a group is sufficiently represented in a category (20% or more of the total of that UFS category). This implies that the appointment of persons from that group does not qualify to be included in target setting.

Table 2: UFS Employment Equity Profile of Permanent staff as on 31 July 2010

UFS Staff Category		Designated							Designated		Non-designated		Total
		Male			Female								
		African	Coloured	Indian	African	Coloured	Indian	White					
Top Management	*	1**	1**	0	0	0	0	1	3	60%	2	40%	5
Senior Management	*	5**	2**	0	1	0	0	1	9	30%	13	70%	22
Middle Management		0	1	0	1	0	0	2	4	32%	16	68%	20
Junior Management	*	7	1	0	5	1	1	40*	55	57%	41	43%	96
Senior Administrative	*	22	5	0	20	9	1	175*	232	79%	62	21%	294
Academic Management		2	0	1	0	0	0	8	11	26%	32	74%	43
Professor		2	0	1	0	0	0	14	17	19%	71	81%	88
Associate Professor	*	3	0	0	0	0	0	23*	26	40%	39	60%	65
Senior Lecturer/Researcher	*	11	2	0	2	0	0	68*	83	54%	71	46%	154
Lecturer/Researcher	*	28	13	3	23	5	3	124*	199	70%	83	30%	282
Junior Lecturer/Researcher	*	16**	2**	0**	15	7	0	49*	89	79%	23	21%	112
Academic Assistant	*	54	6	1	33	2	1	140*	237	66%	121	34%	358
Administrative Staff	*	99	5	1	122**	54**	1**	325*	607	91%	62	9%	669
General Worker	*	175*	18	0	160*	13	0	1	367	97%	11	3%	378
Total		425	56	7	382	91	7	971	1939	100%	647	100%	2586

** African, Coloured and Indian males or African, Coloured and Indian females as a group exceed 20% representation – all other references are to white females.

The UFS would like to have diversity in each staff category; therefore, whites should also be recruited for the “General Worker” category, where they are currently not sufficiently represented. At this stage, however, targets will not be set for this category.

Table 3 represents the scenario of a minimum of 40% representation per UFS staff category for designated groups that must be attained within the following three years, and also shows the numerical targets per year (the projected headcount is rounded off to the nearest whole number). The number of permanent staff members is taken as a constant. However, to attain these targets, it may (depending on normal attrition) be necessary to appoint additional staff by using employment equity funds, etc. In this table, designated groups are capped at 20% representation.

Table 3: UFS Equity Target: The number of underrepresented designated staff as a group is increased to a minimum of 40% in each UFS equity category (total remains constant).

UFS Staff Category	Current Profile				Targeted Profile				Total of current staff profile	3yr. Target Number of designated staff appointments	Number of appointments p.a. to reach goal within 5 years
	Qualifying Designated		Non-qualifying Designated and Non-designated		Qualifying Designated		Non-qualifying Designated and Non-designated				
	n	%	n	%	n	%	n	%			
Top Management*	2	40%	3	60%	2	40%	3	60%	5	0	0
Senior Management*	6	27%	16	73%	9	40%	13	60%	22	3	1
Middle Management*	4	20%	16	80%	8	40%	12	60%	20	4	1
Junior Management	34	35%	62	65%	38	40%	58	60%	96	4	1
Senior Administrative	116	39%	178	61%	118	40%	176	60%	294	2	1
Academic Management*	11	26%	32	74%	17	40%	26	60%	43	6	2
Professor*	17	19%	71	81%	35	40%	53	60%	88	18	6
Associate Professor	16	25%	49	75%	26	40%	39	60%	65	10	3
Senior Lecturer/Researcher	46	30%	108	70%	62	40%	92	60%	154	16	5
Lecturer/Researcher	131	46%	151	54%	131	46%	151	54%	282	0	0
Junior Lecturer/Researcher	62	55%	50	45%	62	55%	50	45%	112	0	0
Academic Assistant	169	47%	189	53%	169	47%	189	53%	358	0	0
Administrative Staff	373	56%	296	44%	373	56%	296	44%	669	0	0
Total	987	45%	1221	55%	1050	48%	1158	52%	2208	63	21

*White females are still underrepresented in these categories; accordingly, targets include white females.

According to the above scenario, the equity profile of the UFS will increase from 45% to 48% for designated staff that qualify for target setting. The non-qualifying designated (above 20%) and non-designated staff together will decrease from 55% to 52%.

This does not mean that white women and black men (and white men) may not be appointed in the categories where their representation exceeds 20%. It does mean, however, that their appointments are not counted in attaining the targets, and that the emphasis should be shifted to those categories that are still underrepresented, e.g. black women.

The targets set by employment equity subcommittees will serve as a guideline to set specific annual targets for the Plan and employment equity reports.

In some categories of junior staff, e.g. junior lecturer/researcher, white women or black women may be overrepresented. However, it must be kept in mind that this may be conducive to providing a pool of qualifiers for more senior positions in the context of the “grow your own timber” project. Nevertheless, more emphasis should, for example, be placed on recruiting black men.

9.4. **Projects to help attain numerical targets**

Due to an array of barriers influencing the attainment of employment equity targets, such as the relatively small number of black academics in the country, the UFS and other higher education institutions are struggling to create a more representative staff profile and to meet the numerical targets set annually.

Thus, the UFS has decided to focus more attention on development, internships and “Growing Our Own Timber” projects at all academic and support staff levels.

Projects for Academic staff

❖ Appointment of Senior Professors as Employment Equity Strategy

In addition to the University’s programme for developing their own scholars as future professors, the University has (under the leadership of the Rector, Prof Jonathan Jansen) embarked on a programme of recruiting senior academics to help with this process. Therefore, the UFS is recruiting top senior professors (who are committed to transformation) from the designated groups as well as from the non-designated groups to serve as role models for and as mentors to students from the designated groups in the academic world.

❖ Grow Our Own Timber Project

This project aims to provide opportunities for academically deserving black students interested in obtaining Master’s and Ph.D. degrees and becoming academics. The idea is to expose them to issues related to university teaching and faculty work in research and non-research settings. The focus is on “growing” academics to fill more senior academic positions.

In the previous plan, this project was run by a committee. This function must, however, be continued within faculties and departments.

As these candidates advance, the UFS will attempt to fill the original positions/posts with persons from the designated groups, where possible, to further improve the employment equity staff profile.

This project aims to:

- address the issue of human resources diversity at the University of the Free State, especially at an academic level;
- help prepare academic staff for the UFS and universities in the region;
- provide development, training and research opportunities for historically disadvantaged graduate students; and

- enable promising black academics to acquire teaching and research skills through guidance by mentors and appropriate training.

Project concerning support services staff

❖ Workplace Learning “Internship” initiative within the UFS

SETAs were compelled through the National Skills Development Strategy 2005 - 2010 to develop workplace agreements with higher education institutions and further education institutions.

Although the UFS made successful use of this strategy, the SETA funding was stopped at the end of 2009. The University continued with the few interns that were still busy with their internships. These internships have led to quite a few permanent appointments in support services departments. The University hopes that these agreements will be renewed.

9.5. Further proposals to help attain the equity targets

- The University must include information about the progress with and management of employment equity in the performance appraisal of all line managers, as they have a primary responsibility for implementing the Employment Equity Act and Employment Equity Policy of the UFS.
- The involvement of employment equity subcommittee members in the recruitment process must be made compulsory in all selection committees.
- Promising students must be identified for “grow our own timber” purposes.
- Employment equity must be more stringently monitored by the University Management Committee, the Central Employment Equity Committee, and the employment equity subcommittees and managers.
- The Employment Equity Plan and equity targets of a department should be followed/applied more stringently by heads of departments.

10. MONITORING AND EVALUATION OF PLAN

10.1. General

The monitoring and evaluation of the Plan and the progress made in achieving the numerical goals is an ongoing process, and 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.

10.2. 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, 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 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.

10.3. 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.

10.4. Record-keeping

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

Records must be kept for a period of 5 years.

11. 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.

12. 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.

13. COMMUNICATION

13.1. Internal

The UFS must develop an internal communication strategy for communicating the Plan and the progress, obstacles and success stories relating 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.

13.2. **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.

Professor JD Jansen
Rector
University of the Free State

Date: ###

14. ANNEXURE A: Detailed analysis of UFS employment equity profile (2008-2010)

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
1.Top Management						
African Male	1	17%	1	17%	1	20%
Coloured Male	1	17%	2	33%	1	20%
Indian Male	0	0%	0	0%	0	0%
African Female	0	0%	0	0%	0	0%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	1	17%	1	17%	1	20%
White Male	3	50%	2	33%	2	40%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	6	100%	6	100%	5	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
2.Senior Management						
African Male	2	8%	3	14%	5	23%
Coloured Male	2	8%	2	9%	2	9%
Indian Male	0	0%	0	0%	0	0%
African Female	2	8%	2	9%	1	4.5%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	3	12%	0	0%	1	4.5%
White Male	16	64%	15	68%	13	59%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	25	100%	22	100%	22	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
3. Middle Management						
African Male	2	10%	3	13%	0	0%
Coloured Male	0	0%	0	0%	1	5%
Indian Male	0	0%	0	0%	0	0%
African Female	1	4%	1	4%	1	5%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	2	10%	3	13%	2	10%
White Male	16	76%	16	70%	16	80%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	21	100%	23	100%	20	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
4. Junior Management						
African Male	9	8%	7	8%	7	7%
Coloured Male	0	0%	1	1%	1	1%
Indian Male	1	1%	1	1%	0	0%
African Female	5	5%	5	5%	5	5%
Coloured Female	0	0%	0	0%	1	1%
Indian Female	0	0%	0	0%	1	1%
White Female	43	40%	43	43%	40	42%
White Male	49	46%	42	42%	41	43%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	107	100%	99	100%	96	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
5. Senior Administrative						
African Male	21	8%	20	7%	22	7%
Coloured Male	6	3%	5	2%	5	2%
Indian Male	0	0%	0	0%	0	0%
African Female	18	7%	21	7%	20	7%
Coloured Female	4	2%	9	3%	9	3%
Indian Female	3	1%	2	1%	1	0%
White Female	157	61%	166	59%	175	60%
White Male	47	18%	60	21%	62	21%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	1	0%	1	0%	0	0%
Totals	257	100%	284	100%	294	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
6. Academic Management						
African Male	2	4%	2	4%	2	5%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	0	0%	0	0%	1	2%
African Female	0	0%	0	0%	0	0%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	9	18%	8	17%	8	19%
White Male	39	78%	38	79%	32	74%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	50	100%	48	100%	43	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
7. Professor						
African Male	1	1%	1	1%	2	2%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	1	1%	1	1%	1	1%
African Female	0	0%	0	0%	0	0%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	14	17%	13	16%	14	16%
White Male	65	77%	63	77%	66	75%
Foreign Male	3	4%	4	5%	4	5%
Foreign Female	0	0%	0	0%	1	1%
Totals	84	100%	82	100%	88	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
8. Associate Professor						
African Male	1	1%	2	3%	3	5%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	0	0%	0	0%	0	0%
African Female	1	1%	1	1%	1	2%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	21	33%	23	33%	23	35%
White Male	39	63%	41	60%	38	58%
Foreign Male	1	1%	2	3%	1	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	63	100%	69	100%	65	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
9. Senior Lecturer						
African Male	11	8%	10	7%	11	7%
Coloured Male	2	1%	2	1%	2	1%
Indian Male	0	0%	0	0%	0	0%
African Female	1	1%	1	1%	2	1%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	62	45%	63	45%	68	44%
White Male	57	42%	65	44%	67	44%
Foreign Male	4	3%	4	2%	4	3%
Foreign Female	0	0%	0	0%	0	0%
Totals	137	100%	145	100%	154	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
10. Lecturer/Researcher						
African Male	28	10%	26	10%	28	10%
Coloured Male	10	3%	10	5%	13	5%
Indian Male	3	1%	3	1%	3	1%
African Female	26	9%	23	8%	23	8%
Coloured Female	1	0%	4	1%	5	2%
Indian Female	3	1%	4	1%	3	1%
White Female	134	47%	129	46%	124	44%
White Male	77	27%	73	26%	75	26%
Foreign Male	4	1%	3	1%	5	2%
Foreign Female	2	1%	3	1%	3	1%
Totals	288	100%	278	100%	282	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
11. Junior Lecturer						
African Male	13	16%	17	15%	16	14%
Coloured Male	1	1%	1	1%	2	2%
Indian Male	0	0%	0	0%	0	0%
African Female	14	16%	15	14%	15	13%
Coloured Female	4	5%	4	4%	7	6%
Indian Female	0	0%	0	0%	0	0%
White Female	37	44%	50	47%	49	44%
White Male	12	14%	16	15%	17	15%
Foreign Male	2	2%	2	2%	2	2%
Foreign Female	2	2%	2	2%	4	4%
Totals	85	100%	107	100%	112	100%

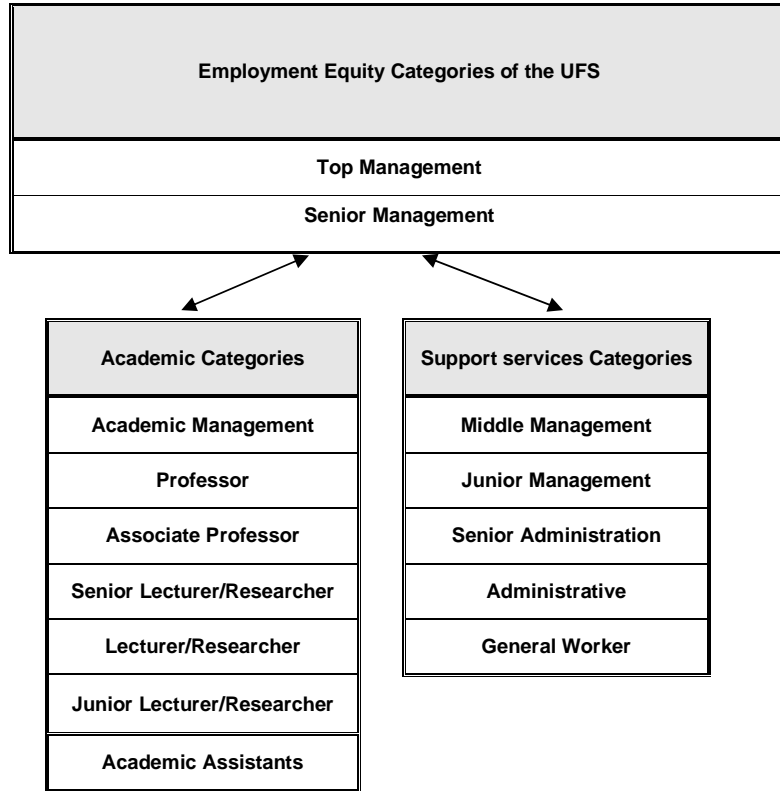
UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
12. Academic Assistant						
African Male	33	11%	31	11%	54	15%
Coloured Male	2	1%	5	2%	6	2%
Indian Male	0	0%	1	0%	1	0%
African Female	28	9%	26	9%	33	9%
Coloured Female	1	0%	3	1%	2	1%
Indian Female	0	0%	0	0%	1	0%
White Female	128	43%	115	40%	140	39%
White Male	74	25%	77	27%	90	25%
Foreign Male	20	7%	21	7%	19	6%
Foreign Female	12	4%	9	3%	12	3%
Totals	298	100%	288	100%	358	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
13. Administrative Staff						
African Male	79	13%	96	15%	99	15%
Coloured Male	2	0%	5	1%	5	1%
Indian Male	0	0%	0	0%	1	0%
African Female	97	17%	103	16%	122	18%
Coloured Female	40	7%	47	7%	54	8%
Indian Female	3	1%	2	0%	1	0%
White Female	304	52%	324	51%	325	49%
White Male	60	10%	62	10%	58	9%
Foreign Male	0	0%	1	0%	1	0%
Foreign Female	0	0%	0	0%	3	0%
Totals	585	100%	640	100%	669	100%

UFS Category	Period					
	2008		2009		2010	
	No.	%	No.	%	No.	%
14. General Worker						
African Male	185	47%	179	46%	175	46%
Coloured Male	13	3%	15	4%	18	5%
Indian Male	0	0%	0	0%	0	0%
African Female	173	44%	169	44%	160	42%
Coloured Female	14	3%	13	3%	13	4%
Indian Female	0	0%	0	0%	0	0%
White Female	0	0%	0	0%	1	0%
White Male	12	3%	10	3%	11	3%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	397	100%	386	100%	378	100%

15. ANNEXURE B: Description of UFS staff categories

The following categories are used for employment equity purposes:



Top Management:
Includes the Rectorate.

Senior Management:
Includes deans, registrars and directors at the remuneration level of a registrar.

Academic Management:*
Includes heads of academic departments, directors of academic institutes and centres.

Professor
Includes all 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).