

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



**Employment Equity Three-year Rolling Plan
October 2007 - Sept 2010**

(Approved by the Council on 23 November 07)

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

Introduction

Although this is the first time that the plan is formally tabled with the Council, employment equity has been implemented at the UFS since 1999 and all statutory obligations regarding EE have been followed since the inception of the Employment Equity Act, No. 55 of 1998.

The UFS has made significant progress regarding all the components of employment equity. However, progress regarding the black staff profile of the UFS has stagnated over the past three years. 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. These projects include the GOOT (“grow our own timber”) initiative for academic positions, as well as a SETA/UFS workplace learning internship for support service staff.

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 the core component of the UFS programme to achieve its strategic priority of equity, diversity and redress.

The plan is a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding 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 Service Equity Committees
- UFS Institutional Forum
- UFS Executive Management
- Human Resources Department, including Labour Relations

The UFS employed an alternating top-down and bottom-up approach to developing the plan, ensuring that top management guidance was provided, yet department, faculty and Support Service level input was obtained in the identification of barriers and the development of employment equity measures and setting of numerical targets.

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

Situational Analysis

Firstly, the Employment Equity Act requires the conducting of an *employment systems review* to determine the existence of employment barriers and secondly, to determine 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).

Regarding the **employment systems review**, 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 and to address identified barriers, including 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 Service level, to ensure that the distinct situational barriers of each of these units are identified and addressed through remedial measures.

Regarding the **statistical analysis** of the workforce profile, the UFS firstly conducted an **internal analysis** of its workforce by considering the UFS employment equity categorisation, as well as HEMIS categories, over a period of 3 years. It is apparent from both of these analyses that no significant changes have taken place in any categories over the past 3 years. Black male and female staff members (black includes African, Indian and coloured) are still underrepresented in general, while white female staff members are underrepresented in senior academic and senior managerial positions.

Two external **comparisons** using Higher Education data were also conducted using Department of Labour Employment Equity Reports (form EEA2) and Higher Education Management Information System data. Both of these comparisons showed that the Higher Education Sector is battling with the same equity problems. Regarding the equity profile of staff members, the performance of the UFS is average in comparison to the other institutions.

Operational Plan

As first measure in addressing 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 are also to be reviewed annually.

Faculty and Support Service Equity Committees used structured questionnaires, interviews or discussions with staff members as methods for the identification of employment barriers. The next step in the operational plan was to identify/develop measures to remove barriers and establish equity. These measures have been categorised and translated into positive goals and measurable measures. Responsibilities for the measures have been assigned, and timeframes for the desired outcomes have been set. These measures also refer to the projects contained in the Transformation Plan.

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 and diversity training
- Changing the institutional culture (Transformation Plan Project)
- 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.

In the past, the following were some of the factors taken into account in endeavouring 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, the expected turnover of staff, etc.

The numerical goals are set by Faculties and Support Service Units, and then consolidated into the EE plan.

However, there has been no substantial improvement in the employment equity profile of the UFS with regard to the appointment and retention of persons from the black designated groups. Thus, it has become necessary to involve Management in setting targets.

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the staff categories. After different scenarios were investigated and the above-mentioned fact was taken into consideration, it was proposed – in order to achieve sufficient diversity in the staff complement – that numerical targets be set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% are to be attained within the next five (5) years.

It is further proposed that, for the above-mentioned purpose, the following criteria are used to define the groups that form the main focus for diversity at the UFS. Firstly, membership of the following groups: Black Males, Black Females, White Males and White Females (Black refers to the generic term, and includes Coloureds and Indians). However, every available opportunity should be utilised to appoint people with disabilities. Secondly, that 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.

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 appointment is not counted in attaining the targets, and that the emphasis should be shifted to those categories that are still underrepresented, e.g. black women.

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 be conducive to providing 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. However, at this stage targets will not be set for this category.

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 is to be placed on "growing our own timber" and mentoring. Two new projects for "growing our own timber" for academic positions have recently been approved, as well as a Workplace Learning Internship initiative for the support services. There is also a project in the pipeline for the development of leadership among promising black academic and support staff to equip them for senior and high-level management positions.

A new policy regarding headhunting was recently approved.

Furthermore, the following is proposed:

- The University also intends to include progress 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 possible placing of a moratorium by Executive Management on appointments where the minimum target of 50% has not been reached, and the statistics and other evidence indicate that the Employment Equity Plan and UFS Equity Policy are not being implemented by a department.
- The involvement of employment equity subcommittee members in the recruitment process.
- The identification of promising students for “grow our own timber” purposes.
- More stringent monitoring of employment equity by Executive Management, the Central Employment Equity Committee, the employment equity subcommittees and managers.

Monitoring and Evaluation of the Plan

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

Responsibility:

The UFS Executive Management shall 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 requirements of the plan: the UFS Rector, the UFS Top Management, the Employment Equity Manager, the Central Employment Equity Committee and Faculty and Support Service Subcommittees.

Reporting on progress:

Faculty and Support Service Equity Committees must report on a quarterly basis regarding progress made with or obstacles encountered in achieving the objectives and measures of the Plan.

Faculty Deans and Support Service Heads must provide regular feedback to the Central Employment Equity Committee, HRD 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, to be submitted for approval to the Rector 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 to 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 Executive 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 EXECUTIVE MANAGEMENT

This Statement of Commitment, endorsed by the Executive 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 quest for excellence and quality at the UFS as a centre of scientific inquiry and scholarship should include the quest to be a university of diversity and of equity, in terms of its staff, its students, its disciplines, its approaches and 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 to contribute to equity and social justice in our society.

Furthermore, the Executive Management of the UFS endorses the following values and constitutive principles relating to employment equity and staff diversity, namely:

- a. Creating a sense of belonging for all members of the University – black and white, male and female, of whatever language, cultural, religious or economic background, as well as people with disabilities
- b. Striving towards justice and equity in all aspects and activities of our institution
- c. Respecting and managing diversity equitably
- d. Opposing and eliminating any discriminatory practices based on racism, sexism and xenophobia, as well as other forms of discrimination and unfair exclusion
- e. Creating equitable workplace access for staff who have been disadvantaged by race, class, gender, language, disability etc., and likewise for a new generation of young people from the post-apartheid era
- f. Non-marginalisation, respect for minorities and appreciation for human diversity with regard to personalities, individual preferences, human skills and workplace skills.
- g. Substantive and sufficient multilingualism (in terms of the main language and other languages) in academic and support activities
- h. Substantive multiculturalism and embracement of the diversity of cultures within the context of an open university community
- i. Sufficient diversity in the composition of academic and support staff to constitute the necessary institutional space for nurturing non-racism, non-sexism, multiculturalism, multilingualism and non-dominance
- j. Sufficient diversity of staff with regard to professional language skills to meet the operational needs of multilingual teaching in the main languages
- k. 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. Recruiting, appointing and developing staff members with the best skills and talents, as well as potential to develop, within the context of seeking to overcome the historical limitations of available skills, talents and people with potential, within the context of operational requirements and the pursuit of quality and equity
- m. Creating meaningful employment and developmental opportunities within the precepts of the law whilst avoiding unfair discrimination and/or employment practices, within the context of the Bill of Rights and the relevant legislation
- n. Empowering all staff members to function (albeit perhaps at different levels) in both main languages of the University, as well as empowering all staff to be at least functionally skilled in Sesotho or a third language
- o. Substantive presence of different population groups and genders in governance, management and decision-making bodies
- p. Establishing an inclusive and participatory university life
- q. Exercising our rights and concomitant responsibilities in an equitable and responsible manner within the university context

Consequently, the Executive Management of the UFS 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, so as 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. Adverse impact may, for example, be found 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 of the advertisement. The collection of candidates from whom 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 essential to 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, as well as the safe and efficient operation of the business.
Designated groups	Refer to 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▪ are citizens of the Republic of South Africa by 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 Apartheid policy not been in place prior to that date, would have been entitled to acquire citizenship by 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 required to 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 in recruitment, hiring, promotion and other areas, designed and taken 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 related 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 applicants than to men applying for the same job;▪ systemic barriers, which have the effect of discouraging or blocking members of designated groups from employment opportunities;▪ maintenance of 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 relating to job recruitment, selection, training and development, 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, in fact, necessary for safe, efficient and reliable performance of 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, perceptions, 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 in identifying and choosing new members and instilling 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 culture 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 relies 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 their 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 incapacities 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 or adjustment to a job or to the working environment that will enable a person from a designated group to have access to or participate or advance in employment.
Sidelining	The action of appointing designated persons into positions, frequently in attempts to window-dress the organisation's profile, usurped of all responsibility naturally associated with the position or 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 of, or any combination of, 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 of, 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 through the application of 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; 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. Strategic priorities

The Executive Management of the UFS has identified the following strategic and transformation priorities for the years 2005 – 2007:

- Quality and excellence
- Equity, diversity and redress
- Financial sustainability
- Regional co-operation and engagement
- National leadership

4.4. Background and context

The University of the Free State is a multicultural and parallel-medium institution serving the central region of South Africa. It is the first historically white and 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 was required to increase revenue whilst simultaneously reducing costs, and personnel costs in particular. 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. As from 2003, however, the UFS has made a number of appointments of designated group members, including appointments at top management levels at the UFS.

With the success of the turnaround strategy, the UFS has now embarked on an irreversible process to implement employment equity at the UFS, and 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.

4.5. **The legal framework**

The UFS has been identified as a “designated employer” in terms of the EEA, and is accordingly required to 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 disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and at all occupational 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 implementing employment equity measures to achieve employment equity. The latter obligation must be translated into an achievable employment equity plan for the UFS.

4.6. **Consultation**

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

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

- The UFS Central Employment Equity Committee
- Faculty and Support Service Equity Committees
- UFS Institutional Forum
- UFS Executive Management
- UFS Council
- UFS Human Resources Department (HRD)
- UFS Labour Relations

A high degree of consensus was achieved among the stakeholders and meaningful contributions to the consultation process were obtained, which have been incorporated into the Plan.

The UFS also conducted workshops and seminars to assist in the consultation process. These were attended by UFS staff and management representatives and were utilised as opportunities to consult, inform and educate all parties regarding the process to be followed and the roles to be played by all parties.

The UFS employed an alternating top-down and bottom-up approach to developing the Plan, ensuring that top management guidance was provided, yet department, Faculty and Support Service level input was obtained in the identification of barriers and the developing of employment equity measures.

5. THE UFS EMPLOYMENT EQUITY POLICY

The UFS Employment Equity Policy (“the Policy”) is the guiding framework to 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 and provide the authority for the establishment and powers of identified monitoring and management structures for 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 and principles of the Policy.

The Plan is a core component of the UFS programme to achieve its strategic priority of “Equity, Diversity and Redress”, and 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 measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding and roadmap for employment equity at the UFS. As such, the Plan must be aligned and included in the broad business strategy of the UFS.

The Plan is not intended 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 Executive Management.

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

The Plan will be tabled annually 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 shall 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, the determination of the levels of underrepresentation of designated groups at the UFS through the 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 and conduct an employment systems review (ESR) of its employment policies, practices, procedures and working environment to identify employment barriers or explicit or covert discrimination that adversely affect people from designated groups.

Although the slower pace of change or transformation in the composition of UFS staff in relation to that of its student body can partly be ascribed to extensive restructuring, financial restrictions and the incorporation of the Qwaqwa and Vista campuses, these factors cannot solely account for the slow transformation of the UFS staff profile. 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.

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 eliminate barriers and implement policies that address identified barriers, including the conducting of regular policy audits by the Employment Equity Committee and HRD.

Acknowledging that barriers still exist, the UFS has additionally undertaken a comprehensive employment systems review, conducted at Faculty and Support Service level, to ensure that the distinct situational barriers of each of these units are identified and addressed through remedial measures.

7.1.3. **Perceived barriers to employment equity**

The participating Faculty and Support Service Employment Equity Committees used either structured questionnaires, interviews or discussions with staff members as methods for the identification of employment barriers.

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

Recruitment procedures are perceived to be inadequate with regard to, for instance, the medium for advertisements as well as the geographical area of recruitments. Internal vacancies could also be advertised better.

With regard to labour turnover, most Faculties and Support Service Units experience a low rate of labour turnover as well as a very low growth rate, and this influences appointments and promotion opportunities.

Problems with employment have recently shifted to difficulties in recruiting and attracting suitably qualified candidates from the designated groups, and in particular black groups. This can also be ascribed to the inability of the UFS to offer competitive salaries in comparison with the private sector.

The scarcity of skills is 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 adds to the scarcity of skills.

The language requirement regarding bilingualism is perceived to be a very serious barrier, especially in appointing academic staff from the designated groups. This problem is more serious in small departments that require bilingual staff, as they do not have sufficient staff to duplicate lectures.

Internally, particularly at departmental level, a lack of promotion opportunities and career pathing presents a barrier to the advancement of designated groups.

A lack of definite targets for persons from the designated groups also exists.

- **Staff training and development**

Although the UFS has implemented its Skills Workplan in accordance with the prescripts of the Skills Development Act, the lack of institutional support to mentor, nurture and support training remains a barrier to the advancement of staff. Junior and new staff in particular experience inconsistent approaches to job descriptions, induction processes and performance appraisals.

The absence of career pathing and staff development programmes has also been identified as a continuing barrier to employment equity.

- **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 at the UFS, the deeply-rooted social culture of the UFS as a historically white, Afrikaans university is still a strongly perceived and experienced reality for many staff members at the UFS.

Language, especially 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 comparative salary levels at the UFS and the strong competition from the corporate sector with regard to the headhunting of staff have been identified as barriers to retaining qualified designated staff.

- **Management and institutional issues**

The UFS has historically implemented employment equity on a top-down basis, with the policy approach towards employment equity being driven primarily by the UFS management, in contrast with a bottom-up approach in terms of which Faculties and Support Services develop and implement customised initiatives and measures in line with the framework of an overall employment equity policy. This has resulted in a lack of understanding, buy-in and ownership at Faculty and Support Service level, as well as a fragmented approach to implementing employment equity.

Insufficient funds make it difficult for departments with a restricted budget to plan for transformation.

Until recently, funding for employment equity was only made available for a period of two years, after which it had to be absorbed by the department. Most departments experienced this as a insufficient period for planning, and thus as a barrier to employment equity. However, funding can now be granted for a period of four years, and the University hopes that this will contribute positively towards employment equity.

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 within the employer's workforce.

This statistical workforce profile entails a two-phase process, requiring firstly 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, and secondly, a comparison of this internal workforce profile against external demographic data and benchmark comparators to determine the degree of over- or underrepresentation of designated groups within the UFS workforce, as 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 the representation of those organisations within the same sector or industry, organisations of a similar size or organisations that are structurally similar and whose activities are spread over a similar geographical area.

7.2.2. **Compiling the Statistical Workforce Profile**

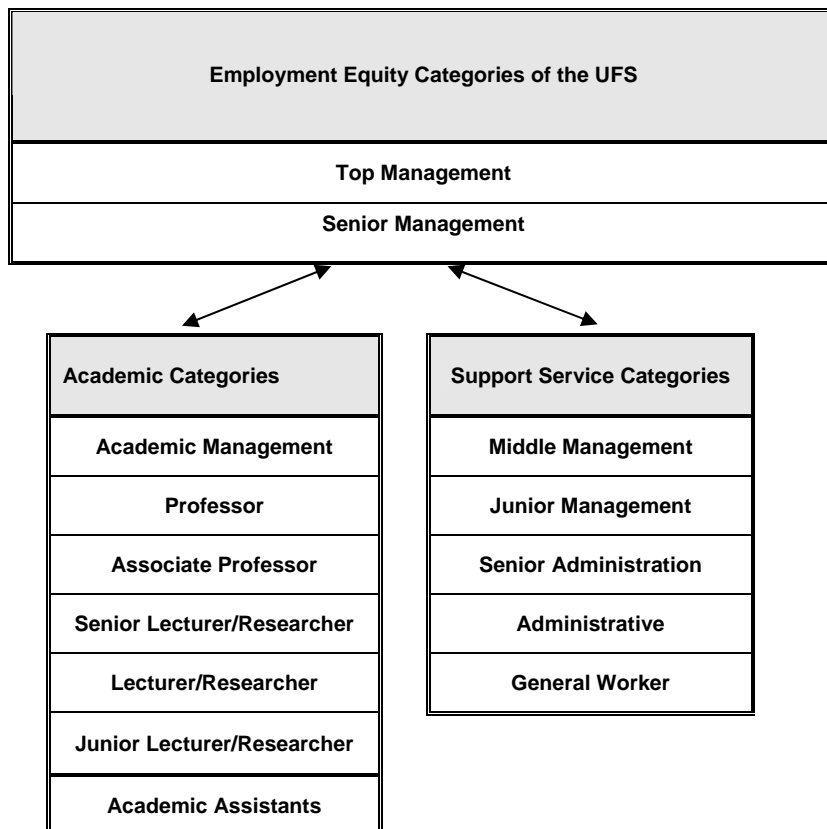
The UFS has, through the Employment Equity Officer assisted by Computer Services and demographic specialists, undertaken the task of compiling the Statistical Workforce Profile for the UFS. The profile was compiled at both Faculty and Support Service level as well as for the UFS in total, allowing for the availability of detailed statistical information at both Faculty and Support Service level, as well as providing overall management information to the UFS management.

For the purposes of the Plan, however, the emphasis will be on the overall picture of the UFS workforce, with individual Faculty and Support Service Employment Equity Committees focusing on the detailed information relating to their relevant 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 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 titled “Professionals”, prohibiting the tracking and monitoring of changes in this vital area of the UFS workforce.
- 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, particular in the 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 is only available in 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 should be identified, and that Higher Education institutions should be encouraged to report in accordance with such format. For the time being, however, the only alternative available to the UFS is to utilise the DoL categorisations for comparing external employment equity data, until such time as sufficient and reliable benchmarking information is available externally in accordance with the prescribed HESA format.

- As an additional option, the University will also consider **Higher Education Information Management System (HEMIS) data** for the purpose of internal analysis and external benchmarking.

Differences between Employment Equity and HEMIS data

However, the following differences between Employment Equity (EE) and HEMIS data should be kept in mind:

- ❖ According to the Employment Equity Act, 55 of 1998, the term “non-permanent employees” refers to those who are employed to work for less than 24 hours per month, or those engaged to work for less than 3 continuous months. According to HEMIS, a person is a permanent staff member if he/she contributes to an approved retirement or provident fund of the institution. All other persons are classified as having temporary employment status.
- ❖ EE data does a head count of actual staff members on a specific date, while HEMIS does a head count over a period of one year. Thus, EE can be current data, while HEMIS is backdated data over a year.
- ❖ EE data does not include persons on the Joint Staff Establishment as the UFS does not pay their salaries, but HEMIS does include such staff members in the data.
- ❖ Employment Equity data shows staff movement such as promotions, appointments and resignations. HEMIS does not include this information, as it was not designed for this purpose.
- ❖ EE data excludes persons who earn less than the minimum basic salary because they only work on an hourly basis, but do not want to claim for hours. Normally these people should be remunerated on a claim basis, but they prefer to have a monthly income. HEMIS includes such persons as staff members earning a salary.

7.2.3.2. Collection of Employment Information

The Employment Equity data in terms of which the Internal Workforce Profile was compiled, 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 utilised 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 a clear identification of all staff members with disabilities at the UFS, and this identification is regularly updated.

The second internal staff profile is provided by the Management Information Department on the basis of HEMIS data.

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 1 June 2007. The term "permanent staff" is defined according to the Employment Equity Act. "Non-permanent" represents persons appointed on a claims basis.

	Designated										Total
	African Male	Coloured Male	Indian Male	African Female	Coloured Female	Indian Female	White Female	White Male	Foreign Male	Foreign Female	
Permanent	374	44	6	344	46	9	903	585	34	18	2363
Percentage	15,8	1,86	0,25	14,6	1,95	0,38	38,2	24,	1,44	0,76	%

The following tables represent an overall picture of the representation of the various designated and non-designated groups within the UFS permanent workforce over the past 3 years, per Employment Equity UFS category (see Annexure A for a more detailed analysis).

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

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
Top Management						
Black	2	40%	2	40%	2	40%
White Female	1	20%	1	20%	1	20%
White Male	2	40%	2	40%	2	40%
Foreigners	0	0%	0	0%	0	0%
Totals	5	100%	5	100%	5	100%
Senior Management						
Black	3	13%	5	20%	5	21%
White Female	2	9%	2	8%	2	8%
White Male	17	74%	17	68%	17	71%
Foreigners	1	4%	1	4%	0	0%
Totals	23	100%	25	100%	24	100%
Academic Management						
Black	1	1%	1	2%	2	3%
White Female	9	12%	8	14%	10	15%
White Male	67	87%	50	85%	56	82%
Foreigners	0	0%	0	0%	0	0%
Totals	77	100%	59	100%	68	100%

ACADEMIC CATEGORIES

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
Professor						
Black	2	3%	3	4%	3	4%
White Female	7	11%	10	12%	9	12%
White Male	54	84%	66	81%	63	82%
Foreigners	1	2%	2	2%	2	3%
Totals	64	100%	81	100%	77	100%
Associate Professor						
Black	1	2%	1	2%	2	4%
White Female	17	32%	18	31%	19	33%
White Male	35	66%	40	68%	36	63%
Foreigners	0	0%	0	0%	0	0%
Totals	53	100%	59	100%	57	100%
Senior Lecturer						
Black	13	9%	14	10%	14	10%
White Female	62	43%	62	43%	67	47%
White Male	67	47%	64	44%	59	41%
Foreigners	2	1%	4	3%	4	3%
Totals	144	100%	144	100%	144	100%
Lecturer/Researcher						
Black	60	22%	62	24%	61	23%
White Female	131	48%	122	47%	123	46%
White Male	75	28%	72	28%	75	28%
Foreigners	6	2%	2	1%	6	2%
Totals	272	100%	258	100%	265	100%
Junior Lecturer						
Black	26	29%	25	32%	31	36%
White Female	37	41%	31	40%	32	37%
White Male	22	24%	16	21%	18	21%
Foreigners	6	6%	6	7%	6	7%
Totals	91	100%	78	100%	87	100%
Academic Assistant						
Black	74	28%	59	21%	59	20%
White Female	115	43%	128	46%	131	45%
White Male	56	21%	66	24%	74	26%
Foreigners	21	8%	27	9%	26	9%
Totals	266	100%	280	100%	290	100%

SUPPORT SERVICE CATEGORIES

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
Middle Management						
Black	4	18%	2	13%	3	18%
White Female	3	14%	2	13%	3	18%
White Male	15	68%	12	75%	11	65%
Foreigners	0	0%	0	0%	0	0%
Totals	22	100%	16	100%	17	100%
Junior Management						
Black	10	15%	12	13%	9	10%
White Female	25	38%	35	37%	37	40%
White Male	31	47%	47	50%	46	50%
Foreigners	0	0%	0	0%	0	0%
Totals	66	100%	94	100%	92	100%
Senior Administrative						
Black	15	7%	25	12%	35	15%
White Female	128	62%	119	59%	138	60%
White Male	63	31%	56	28%	57	25%
Foreigners	0	0%	1	0%	1	0%
Totals	206	100%	201	100%	231	100%
Administrative Staff						
Black	166	31%	167	30%	167	30%
White Female	314	58%	331	60%	327	59%
White Male	60	11%	52	9%	58	10%
Foreigners	1	0%	0	0%	1	0%
Totals	541	100%	550	100%	553	100%
General Worker						
Black	389	97%	387	96%	389	97%
White Female	1	0%	1	0%	0	0%
White Male	13	3%	14	3%	13	3%
Foreigners	0	0%	0	0%	0	0%
Totals	403	100%	402	100%	402	100%

- It is apparent from the above tables that no changes have taken place in the category "Top Management" over the past 3 years.
- The "Senior Management", "Middle Management" and "Junior Management" categories are still dominated by white males. No significant employment equity changes have taken place over the past 3 years. White females still constitute the majority in the "Senior Administrative" category.
- In the Academic categories, white males still constitute more than 80% of the Academic Management positions. White males also dominate the "Professor" and "Associate Professor" categories, and no significant change has taken place in this regard over the past 3 years. Regarding the "Senior Lecturer" positions, white females have increased by 3%, now giving this group a slightly higher representation than white males (47% white females, compared to 41% white males). The category "Lecturer" shows very little change

over the past 3 years, with white females still predominant. The “Junior Lecturer” category shows a positive movement in the appointment of black staff. However, the growth rate of blacks in the “Academic Assistant” category is negative, and that of whites and foreigners is positive.

- When considering the “Administrative” and “General Workers” categories, it can be concluded that no real changes have taken place.

5.2.3.4 UFS profile according to Higher Education Information Management System (HEMIS) data

The following table represents an overall picture of the UFS permanent headcount over the past 3 years per HEMIS category.

“Permanent”, according to the HEMIS definition, refers to a staff member who contributes to an approved retirement or provident fund of the institution.

“Black” again refers to the generic term, which includes Africans, Coloureds and Indians.

HEMIS Categories

Instruction & Research Staff		2004		2005		2006	
		n	%	n	%	n	%
Black		94	16%	106	17%	112	17%
	Male	278	47%	284	46%	302	47%
White	Female	219	37%	230	37%	233	36%
Instruction & Research Staff Total		591	100%	620	100%	647	100%
Administrative Staff		2004		2005		2006	
		n	%	n	%	n	%
Black		184	27%	197	29%	198	28%
	Male	165	24%	157	23%	160	23%
White	Female	335	49%	336	49%	349	49%
Administrative Staff Total		684	100%	690	100%	707	100%
Service Staff		2004		2005		2006	
		n	%	n	%	n	%
Black		311	98%	319	98%	312	98%
	Male		0%	1	0%	2	1%
White	Female	6	2%	7	2%	5	2%
Service Staff Total		317	100%	327	100%	319	100%
Permanent Total		1592		1637		1673	

It is apparent from the above table that no significant changes have taken place in any of the categories over the past 3 years.

In the category “Instructional and Research Staff”, white males still constitute the majority of the staff (47%). The representation of white females is about 10% lower than that of white males. However, all the black staff only comprise 17% of this category.

When the category "**Administrative Staff**" is considered, it can be noted that white females constitute the majority of this category by nearly 50%. Black staff represent 28%, and white males represent 23%.

The category "**Service Staff**" is still almost exclusively represented by black staff members (98%).

7.2.4. External analysis and comparison

Introduction

Two comparisons will be shown using external Higher Education data for both the comparisons, viz. Department of Labour Employment Equity Reports and Higher Education Management Information System data.

In the first comparison, the Employment Equity Reports for 2006 (EEA2 forms) of similar Higher Education Institutions were requested from the Department of Labour. The following reports were obtained and used for the comparison:

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

In the second comparison, the HEMIS database was utilised. This database includes public higher education institutions. However, a comparison was also done using some selected similar institutions, viz.:

- University of Cape Town
- University of Johannesburg
- Nelson Mandela Metropolitan University
- North-West University
- University of Pretoria
- Rhodes University
- University of South Africa
- University of Stellenbosch
- University of Witwatersrand
- University of the Free State

A. The comparison using Employment Equity reports

Employment Equity Comparisons Between Universities

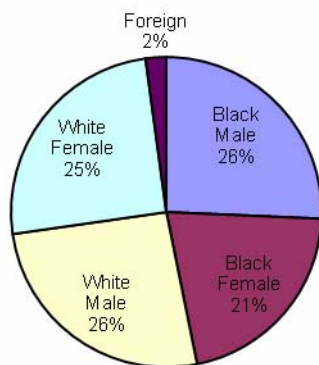
	Black Male	Black Female	White Male	White Female	Foreign	Total
Central University of Technology	538	443	543	526	45	2095
University of Pretoria	719	520	1244	1798	157	4438
University of Stellenbosch	641	553	1006	1364	110	3674
University of Johannesburg	1701	1370	2014	2290	221	7596
University of the Free State	626	569	965	1298	158	3616

Employment Equity Comparisons Between Universities

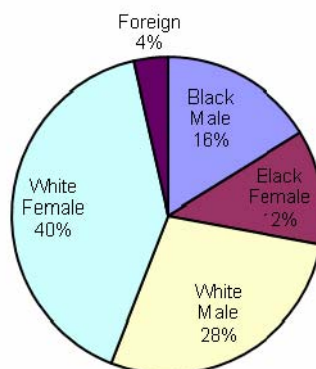
	Black Male	Black Female	White Male	White Female	Foreign	Total
Central University of Technology	26%	21%	26%	25%	2%	100%
University of Pretoria	16%	12%	28%	41%	4%	100%
University of Stellenbosch	17%	15%	27%	37%	3%	100%
University of Johannesburg	22%	18%	27%	30%	3%	100%
University of the Free State	17%	16%	27%	36%	4%	100%
Unweighted Mean	20%	16%	27%	34%	3%	100%

Analysis

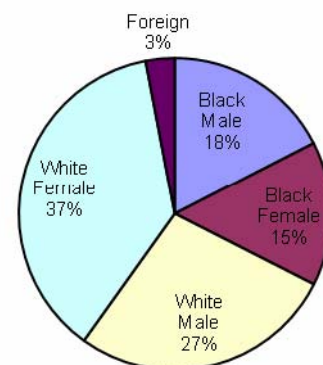
Central University of Technology



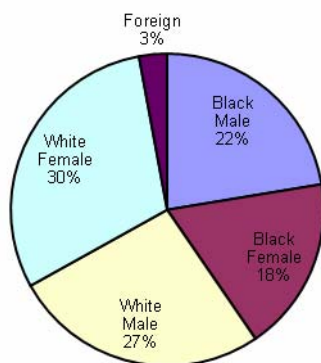
University of Pretoria



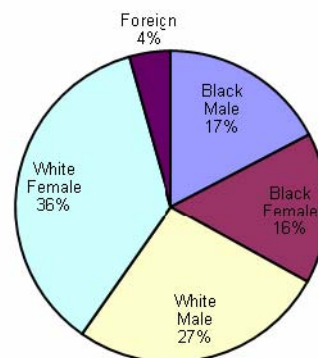
University of Stellenbosch



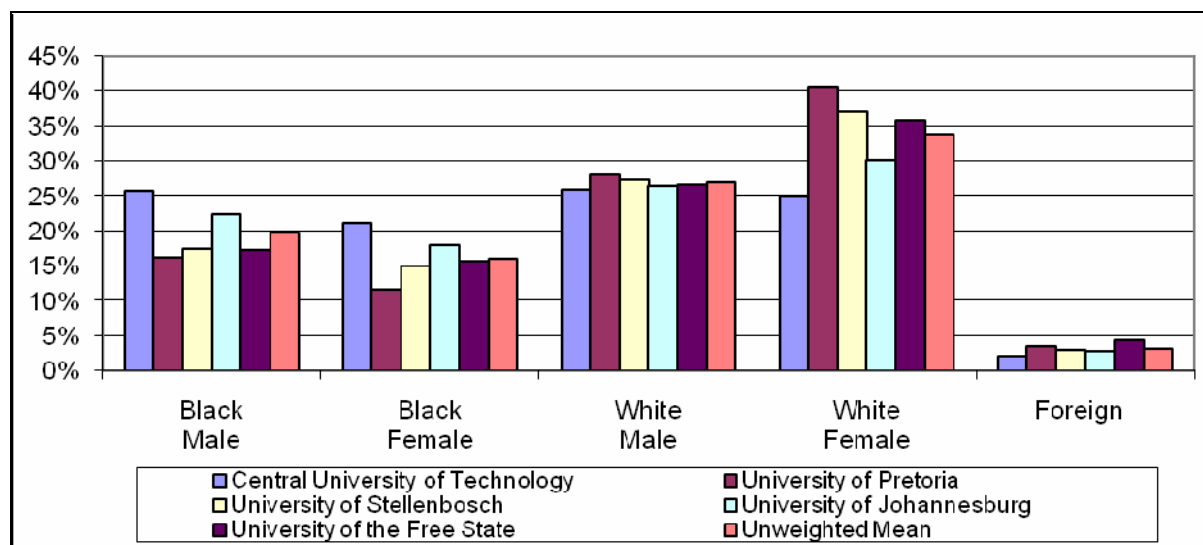
University of Johannesburg



University of the Free State



Comparison



Deductions from the analysis and comparison

It should be noted that equity comparisons are made between black and white employees, as well as male and female employees. On the basis of the EEA2 reports of the 5 institutions, the following deductions can be made concerning designated and non-designated groups:

Designated groups

- The Central University of Technology (CUT) has the highest percentage of black males (26%), while the University of Pretoria (UP) has the lowest percentage of black males (16%). In comparison, the University of the Free State (UFS) has a 17% representation of black males, which is lower than the unweighted mean of the 5 institutions.
- When considering the black female employees, the same trend is noted. CUT once again has the highest percentage (21%), and UP the lowest percentage (12%). Here, the UFS equals the mean of 16%.
- As far as white females are concerned, UP has the highest percentage (41%), while CUT represents the lowest percentage with 25%. The UFS has a 36% representation, which is higher than the average of 34%.

Non-designated groups

- White males represent more or less 27% of the permanent staff at all five institutions. UP has the highest percentage, and CUT the lowest.
- Regarding foreigners, both UP and UFS have the highest percentage (4%), while CUT has the lowest percentage (2%) of foreign employees.

See Attachment for a more detailed EEA2 comparison.

B. Comparison using Higher Education Management Information System (HEMIS) data

HEMIS

Table: Overview of permanent staff in public higher education institutions in 2005

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	621	758	167	44%	74%	98%	38%	55%	31%
University of Cape Town	829	1 512	253	21%	58%	96%	35%	66%	30%
Central University of Technology, Free State	203	333	181	28%	48%	92%	40%	59%	53%
Durban University of Technology	537	625	122	61%	86%	99%	44%	52%	20%
University of Fort Hare	230	434	53	65%	82%	100%	35%	54%	15%
University of the Free State	620	690	327	17%	29%	98%	43%	63%	56%
University of Johannesburg	917	1 427	528	29%	43%	93%	41%	60%	25%
University of KwaZulu-Natal	1 448	2 214	441	51%	76%	100%	39%	61%	26%
University of Limpopo	804	787	517	74%	76%	100%	37%	56%	41%
Nelson Mandela Metropolitan University	557	717	151	18%	43%	91%	41%	59%	41%
North-West University	769	1 046	479	28%	30%	96%	39%	66%	51%
University of Pretoria	1 575	1 323	575	15%	24%	89%	45%	69%	31%
Rhodes University	306	552	379	16%	46%	100%	34%	63%	44%
University of South Africa	1 308	2 642	232	26%	48%	100%	52%	57%	25%
University of Stellenbosch	818	1 348	344	12%	30%	99%	39%	60%	31%
Tshwane University of Technology	880	1 319	430	39%	55%	98%	39%	55%	53%
University of Venda	268	274	210	90%	98%	100%	30%	45%	56%
Vaal University of Technology	312	372	239	37%	59%	98%	45%	62%	58%
Walter Sisulu University for Technology and Science, Eastern Cape	531	501	206	82%	92%	100%	42%	60%	41%
University of Western Cape	465	629	105	58%	94%	100%	46%	58%	27%
University of Witwatersrand	952	1 413	372	25%	62%	100%	46%	68%	33%
University of Zululand	219	276	195	67%	82%	99%	42%	48%	38%
Mangosuthu Technikon	146	183	140	79%	91%	100%	28%	48%	53%
Average of permanent staff in public higher education institutions	15 315	21 375	6 646	37%	56%	97%	42%	60%	39%

Source: 2005 HEMS database, September 2006

Source: 2005 HEMIS database, September 2006.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

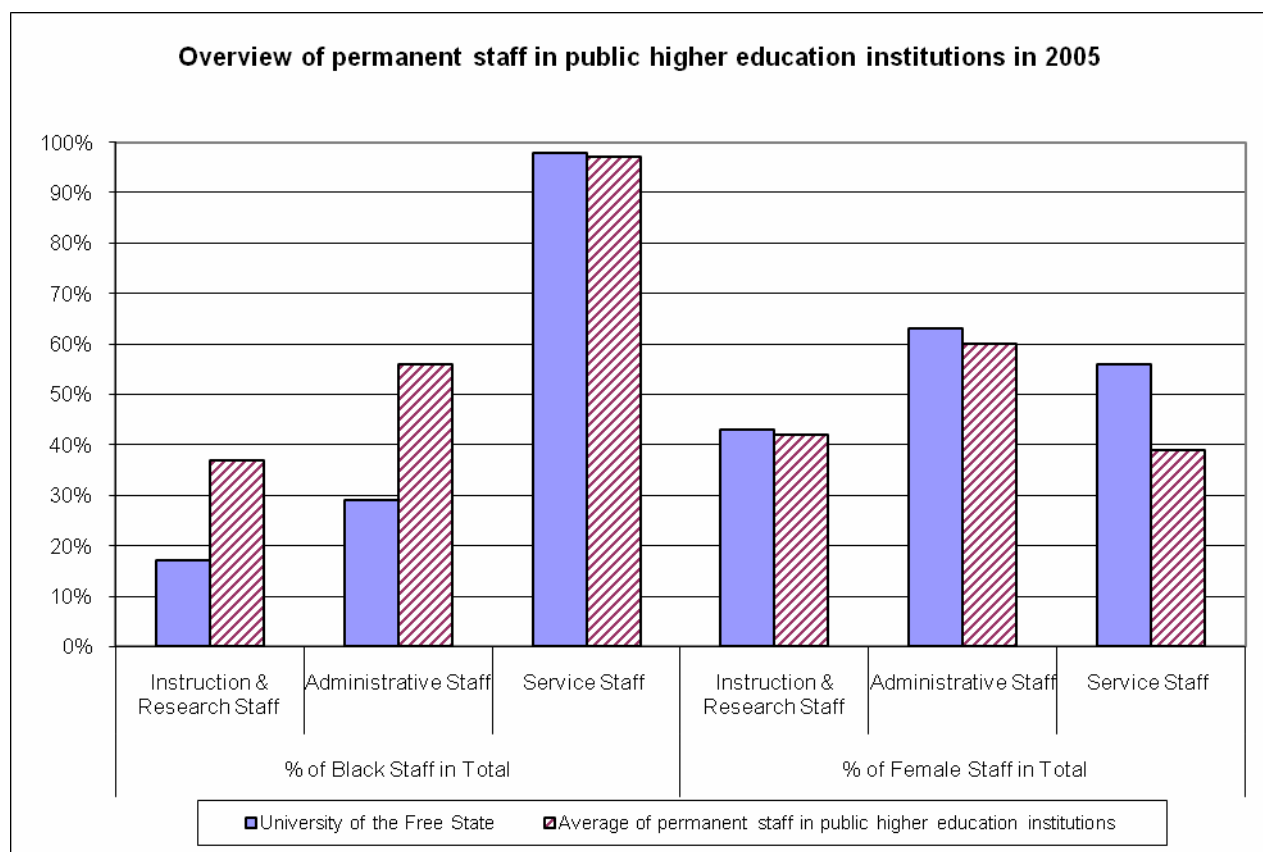
Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty performing instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty performing instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all black African, Coloured and Indian staff on permanent contracts.

Note 6: Numbers and percentages will not necessarily add up, due to rounding off.



The 2005 HEMIS database was used for the comparison above – an overview of permanent staff in public higher education institutions. The following can be observed when the University of the Free State (UFS) is compared to the average of the permanent staff in public higher education institutions, regarding the equity of designated groups.

Instruction and Research Staff:

- The UFS has a lower percentage of black staff in this category than the average of public higher education institutions (17% compared to 37%).
- However, the UFS percentage of female instruction and research staff is slightly higher than the average of the other institutions (43% compared to 42%).

Administrative Staff:

- The percentage of black administrative staff is far less than the average of the other institutions (29% compared to 56%).
- Regarding the representation of female administrative staff, the UFS has a slightly higher percentage than the average of the higher education institutions.

Service Staff:

- The percentage of black service staff at the UFS compares well with the rest of the sector (98% compared to 97%).
- However, the UFS has significantly fewer female service staff than the other higher education institutions (17% less).

The same comparison was done by using selected similar higher education institutions, and it is clear from the following table and graph that there is no significant difference in the results.

The conclusion that could be drawn from this 2005 comparison is that the UFS has addressed equity concerning female staff members, but that serious employment inequalities exist concerning black staff in academic and research staff, as well as in administrative staff.

Overview of permanent staff in selected public higher education institutions in 2005									
Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
University of Cape Town	829	1512	253	21%	58%	96%	35%	66%	30%
University of the Free State	620	690	327	17%	29%	98%	43%	63%	56%
University of Johannesburg	917	1427	528	29%	43%	93%	41%	60%	25%
Nelson Mandela Metropolitan University	557	717	151	18%	43%	91%	41%	59%	41%
North West University	769	1046	479	28%	30%	96%	39%	66%	51%
University of Pretoria	1575	1323	575	15%	24%	89%	45%	69%	31%
Rhodes University	306	552	379	16%	46%	100%	34%	63%	44%
University of South Africa	1308	2642	232	26%	48%	100%	52%	57%	25%
University of Stellenbosch	818	1348	344	12%	30%	99%	39%	60%	31%
University of Witwatersrand	952	1413	372	25%	62%	100%	46%	68%	33%
Average of permanent staff in selected	8651	12670	3640	21%	43%	96%	43%	63%	37%

Source: 2005 HEMIS database, September 2006.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

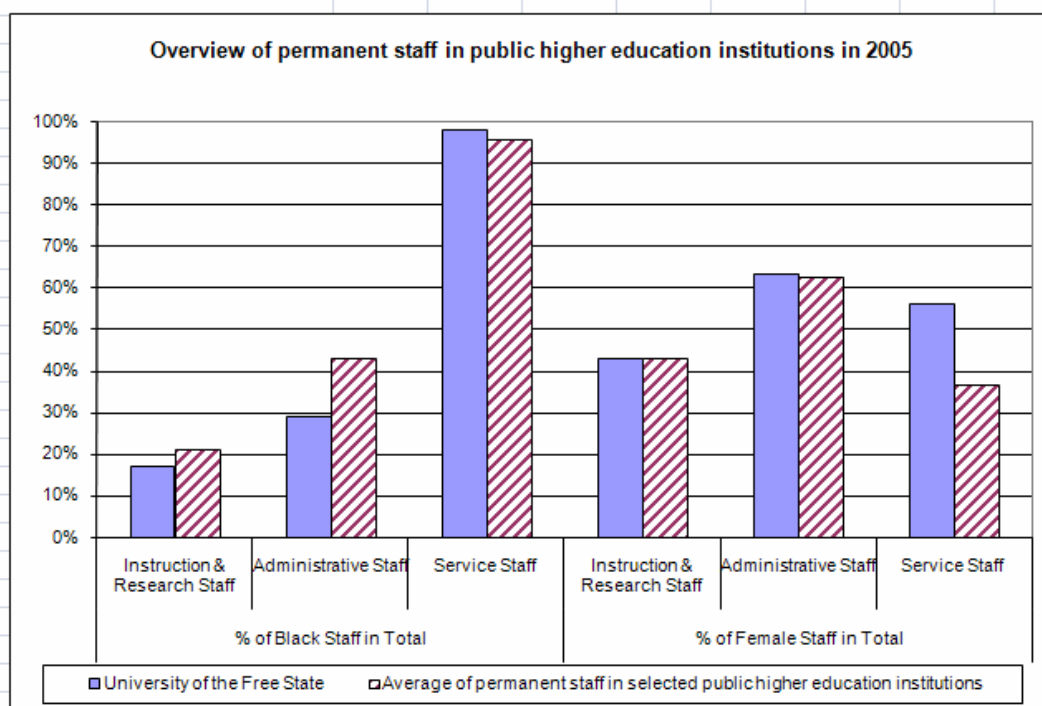
Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all Black African, Coloured and Indian staff on permanent contracts.

Note 6: Numbers and percentages may not necessarily add up due to rounding off.



8. OPERATIONAL PLAN: EMPLOYMENT EQUITY MEASURES

8.1. Introduction

The EEA requires that designated employers must 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 of designated groups. However, purely removing the 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 makes specific reference to employment equity measures to 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.

In addressing 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

DOCUMENTS	IMPLEMENTED	STATUS
Conditions of Service	X	Reviewed annually
Appointment Procedures	X	" "
Medical Fund	X	" "
Disability		X (TASK TEAM)
Disciplinary	X	Reviewed annually
Overtime	X	Basic conditions of employment
Staff Reduction	X	Reviewed annually
Promotions		To be approved
Leave	X	Reviewed annually
Sexual Harassment	X	" "
Smoking	X	" "
Employment Equity	X	" "
HIV/AIDS	X	" "
Language	X	" "
Staff Development	X	" "
Study Benefit Scheme	X	" "
Staff Performance Management	X	" "

8.3. **Measures identified by the UFS to remove barriers and establish equity**

1. Measures to advance equitable representation of designated groups in all occupational categories and at all occupational levels	Responsible person/s	Time frames
<p>A. Access</p> <ul style="list-style-type: none"> ➤ Existing policies and practices on 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, and in particular Black candidates, for recruitment to available positions. ➤ The UFS must ensure that it applies an equity-sensitive focus in its 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, candidates who have the potential or ability to perform the job’s duties should also be considered, bearing in mind the need to maintain high standards in employment. ➤ In applying the recruitment policy, the chairperson of selection committees must be fully briefed and trained and be familiar with the requirements of employment equity, the required goals to be achieved. Selection committees should also be well informed of the these equity goals. ➤ Job descriptions must be constantly re-evaluated, and discriminatory content must be removed. Job requirements must only state the inherent job requirements for the position, and may not be formulated more stringently than justified by business necessity. ➤ More targeted/focused forms of recruitment than the conventional ways of recruitment 	<p>Chief Director: Operations</p> <p>Dept of HR</p>	<p>Ongoing</p>

<p>must be considered, e.g. search committees, grow our own timber and headhunting.</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. ➤ Given the scarce resources available at the UFS, available resources must be utilised optimally with a clear preference to allocating resources for employment equity. ➤ As part of the “Grow Our Own Timber” programme, the UFS must ensure that beneficiaries of the programme are effectively incorporated into the UFS recruitment strategies. ➤ (Also refer to Project 1.3 of the Transformation Plan) 	<p>Exco</p> <p>Grow Our Own Timber (GOOT) board</p> <p>Chief Director: Operations Vice Rector: Academic Operations</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Implementation beginning 2008, and then ongoing</p>
<p>B. Appointment and promotion of designated persons</p> <ul style="list-style-type: none"> ➤ The appointment of designated persons, and in particular black persons, within the UFS must be increased through proactive planning and targeting, allocation of resources and emphasis on achieving numerical goals. Guidelines for selection and promotion should be aligned with equity targets. ➤ The UFS should move towards an increased use of competency-based recruitment and selection methods, in which the potential of the candidate and the ability to perform the job’s duties play an increasingly prominent role. ➤ It is also necessary to identify students and staff with potential to build a pool from the designated groups for appointment when vacancies become available. ➤ Regular monitoring of the achievement of numerical goals and the allocation of appropriate budgetary resources and incentives for achieving numerical goals, must be insured. ➤ Bilingualism as a prerequisite for appointment should not be unfairly implemented. ➤ Refer to Project 1.4, Phase 1 of the Transformation Plan (TP). ➤ Also refer to Projects 2.3 and 2.4 of the TP, concerning language in frontline support 	<p>All Line Managers</p> <p>HRD</p> <p>Line Managers</p> <p>Central EE Committee</p> <p>HRD</p> <p>Registrar: General. Vice-Rector: Academic Operations Chief Director: Operations</p>	<p>Ongoing</p> <p>,</p> <p>,</p> <p>End of May 2007</p>

<p>services and language empowerment</p> <ul style="list-style-type: none"> ➤ To ensure that potential is recognised and developed, the UFS must ensure an integrated policy approach towards the identification and harnessing of talent and participation in tailored development and accelerated advancement programmes. This is necessary for fast tracking and succession planning. ➤ (Also refer to Project 1.3 of the Transformation Plan) 	<p>Director: Diversity</p> <p>Chief Director: Operations Vice-Rector: Academic Operations</p>	<p>Implementation beginning 2008, and then 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. ➤ In addition to training and development programmes, the UFS has also identified mentorship and induction programmes for new staff and junior staff as a critical measure in allowing the integration and retention of scarce resources and achieving numerical goals. ➤ A formal Grow Our Own Timber policy for the support services needs to be developed. ➤ Also refer to the “Grow our own timber” projects for academics and support service staff, as discussed in 7.4 Projects to help attain numerical targets 	<p>Line Managers</p> <p>Grow Our Own Timber (GOOT) Board</p> <p>HRD</p> <p>GOOT and HRD</p>	<p>Ongoing</p> <p>Dec 2007</p>
<p>D. Retention of persons from designated groups</p> <ul style="list-style-type: none"> ➤ The development of staff goes hand in hand with susceptibility to staff being poached or headhunted. To guard against the loss of developed staff, the UFS must create opportunities for career pathing and promotional opportunities. Creating strategies that allow staff to achieve their goals and accommodate the achieving of such goals is a viable method of retaining staff and scarce talent. ➤ Exit interviews must be conducted with all employees who retire or resign. The format should be standardised. 	<p>Line Managers</p> <p>HRD</p>	<p>Ongoing</p> <p>Ongoing</p>

<ul style="list-style-type: none"> ➤ The UFS must continually refine exit interviews to ensure that this strategy correctly identifies and isolates the reasons for staff leaving UFS employment. Exit strategies must be bolstered by periodic climate surveys to establish designated staff perceptions and concerns regarding the employment environment at the UFS. Also see Project 1.2 of the Transformation Plan 	<p>HRD and Climate surveys</p> <p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p>	<p>Ongoing</p>
<p>E. Disciplinary criteria 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. 	<p>HR and Labour Relations</p>	<p>Ongoing</p>
<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 compensate for success, the UFS will ensure that the performance management criteria include progress with regard to transformation and diversity. 	<p>All Line Managers</p>	<p>Ongoing</p>
<p>2. Measures to advance diversity, sensitivity and understanding</p>	<p>Responsible person/s</p>	<p>Time frames</p>
<p>A. Equity and diversity training</p> <ul style="list-style-type: none"> ➤ The UFS must ensure that all line managers, management and support services take ownership of diversity through sensitising sessions, workshops and integrated task teams and working groups. See Project 1.2 of the Transformation Plan. ➤ Equity training programmes will be implemented for all persons/entities at the UFS responsible for implementing employment equity, to establish a standardised view and understanding of the requirements of employment equity and contextualizing the obligations imposed by the Plan. 	<p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p> <p>HR</p>	<p>Ongoing</p>

<p>B. Changing the institutional culture</p> <ul style="list-style-type: none"> ➤ See Project 1.2 of the Transformation Plan. ➤ A change strategy to establish the UFS as a truly transformed and inclusive university must be implemented, and must include addressing institutional culture, induction and development programmes, diversity training, targeted measures and support services for designated groups. ➤ No singular measure can be identified that will contribute to the establishment of an embracing 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 of departments and faculties.. ➤ Remedying the perception of the UFS as a traditionally Afrikaans university is also critical to changing the institutional culture of the UFS. The UFS has accordingly adopted a language policy that embraces language diversity and multiculturalism. Again refer to Project 1.4, Phase 1 of the Transformation Plan, as well as Projects 2.3 and 2.4. 	<p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p> <p>HRD and Labour Relations</p>	<p>Phases I and 2 complete by Sept 2007. Phase 3 continues</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. Only once a common concept of equity exists can awareness of the various facets of equity be established. 	<p>Chief Director: Operations 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 in senior and managerial positions. ➤ The UFS views sidelining as a waste of valuable potential, and will develop strategies to ensure induction and mentorship programmes for staff to facilitate entrance and participation by members of the designated groups. 	All Line Managers	Ongoing
<p>3. Measures to provide for reasonable accommodation of persons from designated groups</p>	<p>Responsible person/s</p>	<p>Time frames</p>
<p>A. Disability accommodation</p> <ul style="list-style-type: none"> ➤ The UFS will implement a detailed policy regarding the accommodation of people with disabilities at the UFS. ➤ The UFS will continue to finalise the extensive process of adapting the UFS campus and facilities to accommodate the physically disabled. ➤ The UFS will also provide social support systems (e.g. trained staff) to assist disabled persons in the workplace. 	HRD Disability Unit	Ongoing
<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. 	Chief Director: Operations HRD	Ongoing

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 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 reduce the applicant pool.
- Current and anticipated future economic, financial or human resource circumstances or conditions in the higher education sector and at the UFS that impact on the ability of the UFS to achieve numerical goals.
- The anticipated growth/reduction in 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.
- The numerical targets set at Faculty and Support Service level.

Over the past three years there has been no substantial improvement in the employment equity profile of the UFS regarding the appointment and retention of persons from the designated groups. It has therefore become necessary to involve Management in target setting.

In an attempt to benchmark the UFS, a comparison between the UFS's equity profile and the profiles of similar universities was done. However, it is apparent from Table 1 that there is little difference between the total percentage of black and white staff representation of the UFS and that of the group of similar universities. The UFS has 33% black staff members compared to the average 36% of the other group, and 63% white staff members compared to a 61% average for the other group of universities. An analysis of the UFS's staff profile also shows that the representation of the designated staff varies considerably between the different UFS categories, eg. 9,5% in Junior Management and 97,3% in the General Worker category. Thus, the comparison with similar universities does not provide a meaningful benchmark for determining numerical targets.

Table 1: Employment Equity Comparisons Between Similar Universities

	Black	White	Foreign	Total
Central University of Technology	47%	51%	2%	100%
University of Pretoria	28%	69%	4%	100%
University of Stellenbosch	32%	65%	3%	100%
University of Johannesburg	40%	57%	3%	100%
University of the Free State	33%	63%	4%	100%
Unweighted Mean	36%	61%	3%	100%

9.3. UFS numerical goals

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the UFS staff categories. After different scenarios were investigated and the above-mentioned fact was taken into consideration, it was proposed – in order to achieve sufficient diversity in the staff complement – that numerical targets be set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% are to be attained within the next five (5) years.

It is further proposed that, for the above-mentioned purpose, the following criteria are used to define the groups that form the main focus for diversity at the UFS. Firstly, membership of the following groups: Black Males, Black Females, White Males and White Females (Black refers to the generic term, and includes Coloureds and Indians). However, every available opportunity should be utilised to appoint people with disabilities. Secondly, that 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.

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 the 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 1 July 2007

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	50%	3	50%	6
Senior Management		1	2	0	2	0	0	2	7	30%	16	70%	23
Middle Management		2	0	0	2	0	0	3	7	32%	15	68%	22
Junior Management	*	7	0	0	2	0	0	39*	48	51%	47	50%	95
Senior Administrative	*	18	6	0	18	3	3	156*	204	80%	52	20%	256
Academic Management		2	0	0	0	0	0	9	11	17%	53	83%	64
Professor		1	0	1	0	0	0	11	13	17%	62	83%	75
Associate Professor	*	1	0	0	1	0	0	22*	24	39%	38	61%	62
Senior Lecturer/Researcher	*	11	2	0	2	0	0	62*	77	55%	62	45%	139
Lecturer/Researcher	*	28	12	3	22	0	3	129*	197	70%	86	30%	283
Junior Lecturer/Researcher	*	17**	1**	0**	12	1	0	30*	61	74%	22	27%	83
Academic Assistant	*	30	4	0	21	1	0	132*	188	65%	102	35%	290
Administrative Staff	*	74	1	1	88	28	3	312*	507	90%	55	10%	562
General Worker	*	190*	14	0	176*	15	0	0	395	97%	11	3%	406
Total		383	43	5	346	48	9	908	1742	100%	624	100%	2366

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

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. However, at this stage targets will not be set for this category.

Table 3 represents the scenario of a minimum of 50% representation for designated groups per UFS staff category that must be attained within the next 5 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 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 a 20% representation.

Table 3: UFS Equity Target: The number of underrepresented Designated Staff as a group is increased to a minimum of 50% in each UFS equity category (total remains constant).

UFS Staff Category	Current Profile				Targeted Profile				Total of current staff profile	5-yr. Target Number of Designated staff appointments	Number of appointments p.a. to reach goal within 5 years	Ave annual permanent appointments for the 3 years ending 31-Jul-2007
	Qualifying Designated		Non-qualifying Designated and Non-designated		Qualifying Designated		Non-qualifying Designated and Non-designated					
	n	%	n	%	n	%	n	%				
Top Management*	3	50%	3	50%	3	50%	3	50%	6	0*	0	0
Senior Management*	7	30%	16	70%	12	50%	12	50%	23	5*	1	2
Middle Management*	7	32%	15	68%	11	50%	11	50%	22	4*	1	1
Junior Management	28	29%	67	71%	48	50%	48	50%	95	20	4	6
Senior Administrative	99	39%	157	61%	128	50%	128	50%	256	29	6	8
Academic Management*	11	17%	53	83%	32	50%	32	50%	64	21*	4	0
Professor*	13	17%	62	83%	38	50%	38	50%	75	25*	5	2
Associate Professor	14	23%	48	77%	31	50%	31	50%	62	17	3	4
Senior Lecturer/Researcher	43	31%	96	69%	70	50%	70	50%	139	27	5	9
Lecturer/Researcher	125	44%	158	56%	142	50%	142	50%	283	17	3	22
Junior Lecturer/Researcher	48	57%	35	43%	48	57%	35	43%	83	0	0	7
Academic Assistant	114	39%	176	61%	145	50%	145	50%	290	31	6	24
Administrative Staff	307	55%	255	45%	307	55%	255	45%	562	0	0	26
Total	819	42%	1141	58%	1013	52%	948	48%	1960	194	39	111

*White Female still underrepresented in these categories, thus targets include white females.

According to the above scenario, the equity profile of the UFS will increase from 42% to 52% for designated staff that qualify for target setting. The non-qualifying designated (above 20%) and non-designated staff together will decrease from 58% to 48%.

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 appointment is not counted in attaining the targets, and that the emphasis should be shifted to those categories that are still underrepresented, e.g. black women.

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 be conducive to providing a pool of qualifiers for more senior positions in the context of the “grow you own timber” project. Nevertheless, more emphasis should, for example, be placed on recruiting black women.

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 that are set annually.

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

Project for Leadership Development

The aim of the project is to provide development opportunities for promising black academic and support staff to equip them for senior and high-level leadership and management positions at the University.

This project is envisaged to run as a regional cooperative project between the University of the Free State, the Central University of Technology and the University of Lesotho. Candidates will be pre-selected by the various institutions for the following academic and support service levels:

Deans	Rectorate
Heads of Schools	Chief Directors/Registrars
HODs/departmental chairpersons	Directors
Programme coordinators	Deputy Directors

The project envisages an intake of approximately 30 candidates in total.

Projects for Academic staff

- ❖ **Grow Our Own Timber Project 1: New Academics Programme:** This project aims to provide opportunities for academically deserving black students interested in becoming academics to obtain Master’s degrees, and to expose them to issues surrounding university teaching and faculty work life in research and non-research settings.

The University envisages an intake of approximately 60 candidates in total. This will be done in three cohorts over a period of three years, with 20 candidates in each cohort.

- ❖ **Grow Our Own Timber Project 2: Junior Staff Programme:** This project aims to provide opportunities for promising black academics (junior lecturers, lecturers, assistants, professional officers) to obtain Master’s and Ph.D. degrees, and to expose them to issues concerning university teaching and faculty work life in research and non-research settings. The focus here is to “grow” academics to fill more senior academic positions.

The University envisages the accelerated academic development of approximately 60 candidates. This will be done in three cohorts over a period of three years, with 20 candidates in each cohort.

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.

Both projects aim to:

- Address the issue of diversity among the human resources of the University of the Free State, especially at an academic level;
- Help prepare faculty (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 Service staff

❖ Workplace Learning “Internship” initiative within the UFS

SETAs are compelled through the National Skills Development Strategy 2005 - 2010 to develop Workplace Agreements with Higher Education Institutions and Further Education Institutions.

One of the 2007/8 ETDP SETA strategic initiatives is to provide 200 workplace learner opportunities within higher education institutions (HEIs), and to find placement in employment or self-employment for 70% of these learners.

Twenty (20) learners have been assigned to the UFS for placement within critical skills areas, i.e. Administration, Finances, Human Resources, IT (computer technology) and the Library.

The duration of the “internship” is a period of one (1) year.

9.5. Further proposals to help attain the equity targets

- The University also intends to include progress 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 possible placing of a moratorium by Executive Management on appointments where the minimum target of 50% has not been reached, and the statistics and other evidence indicate that the Employment Equity Plan and UFS Equity Policy are not being implemented by a department.
- The involvement of employment equity subcommittee members in the recruitment process.
- The identification of promising students for “grow our own timber” purposes.
- More stringent monitoring of employment equity by Executive Management, the Central Employment Equity Committee, the employment equity subcommittees and managers.

10. MONITORING AND EVALUATION OF PLAN

10.1. General

The monitoring and evaluation of the Plan and 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 perceived as firm commitments, the UFS must see to it that the 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 can occur 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 Service level in order to ensure a more bottom-up approach to implementing employment equity.

The UFS Executive Management shall 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 (Chief Director: Operations)
- Central Employment Equity Committee
- Faculty and Support Service Departments (EE Subcommittees)

Any employee or representative trade union can 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 Service Equity Committees are responsible for the monitoring and enforcement of employment equity and the provisions of the Plan at Faculty and Support Service level.

Faculty and Support Service 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, regarding the progress made or hindrances encountered in achieving the objectives and measures of the Plan.

Faculty Deans and Support Service Heads must provide regular feedback to the Employment Equity Committee, HRD and the 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, to be submitted for approval to the Rector 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, including annual budgets, to the effective implementation of the Plan.

The UFS has made available additional resources that can be utilised by Faculties to achieve their employment equity goals.

12. DISPUTE RESOLUTION

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

13. COMMUNICATION

13.1. Internal

The UFS must develop an internal communication strategy for communicating the Plan, progress, obstacles and success stories in relation to employment equity. Communication methods should include placement on the UFS website, newsletters, 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 and participation in the UFS employment equity initiatives;
- remind staff and line managers of their employment equity requirements and obligations;
- create better understanding of concepts and challenges facing the UFS; and
- emphasize 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, in prominent places in the UFS workplace where it can be read by all UFS staff, as well as to make copies of the Plan 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 must ensure the compilation and timeous submission of the report.

The EEA requires the UFS to display, in prominent places in the UFS workplace 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 F. Fourie
Rector
University of the Free State

Date: ###

14. ANNEXURE A: Detailed analysis of UFS employment equity profile (2004-2006)

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
1.Top Management						
African Male	1	20%	1	20%	1	20%
Coloured Male	1	20%	1	20%	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	20%	1	20%	1	20%
White Male	2	40%	2	40%	2	40%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	5	100%	5	100%	5	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
2.Senior Management						
African Male	1	4%	1	4%	1	4%
Coloured Male	1	4%	2	8%	2	8%
Indian Male	0	0%	0	0%	0	0%
African Female	1	4%	2	8%	2	8%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	2	9%	2	8%	2	8%
White Male	17	74%	17	68%	17	71%
Foreign Male	1	4%	1	4%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	23	100%	25	100%	24	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
3. Middle Management						
African Male	4	18%	2	13%	2	12%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	0	0%	0	0%	0	0%
African Female	0	0%	0	0%	1	6%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	3	14%	2	13%	3	18%
White Male	15	68%	12	75%	11	65%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	22	100%	16	100%	17	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
4. Junior Management						
African Male	4	6%	7	7%	6	7%
Coloured Male	1	2%	0	0%	0	0%
Indian Male	0	0%	0	0%	0	0%
African Female	5	8%	5	5%	3	3%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	25	38%	35	37%	37	40%
White Male	31	47%	47	50%	46	50%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	66	100%	94	100%	92	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
5. Senior Administrative						
African Male	6	3%	9	4%	14	6%
Coloured Male	1	0%	2	1%	2	1%
Indian Male	0	0%	0	0%	0	0%
African Female	7	3%	10	5%	14	6%
Coloured Female	1	0%	1	0%	2	1%
Indian Female	0	0%	3	1%	3	1%
White Female	128	62%	119	59%	138	60%
White Male	63	31%	56	28%	57	25%
Foreign Male	0	0%	1	0%	1	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	206	100%	201	100%	231	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
6. Academic Management						
African Male	1	1%	1	2%	2	3%
Coloured Male	0	0%	0	0%	0	0%
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	9	12%	8	14%	10	15%
White Male	67	87%	50	85%	56	82%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	77	100%	59	100%	68	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
7. Professor						
African Male	2	3%	2	2%	2	3%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	0	0%	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	7	11%	10	12%	9	12%
White Male	54	84%	66	81%	63	82%
Foreign Male	1	2%	2	2%	2	3%
Foreign Female	0	0%	0	0%	0	0%
Totals	64	100%	81	100%	77	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
8. Associate Professor						
African Male	1	2%	1	2%	1	2%
Coloured Male	0	0%	0	0%	0	0%
Indian Male	0	0%	0	0%	0	0%
African Female	0	0%	0	0%	1	2%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	17	32%	18	31%	19	33%
White Male	35	66%	40	68%	36	63%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	53	100%	59	100%	57	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
9. Senior Lecturer						
African Male	9	6%	9	6%	10	7%
Coloured Male	0	0%	0	0%	1	1%
Indian Male	0	0%	0	0%	0	0%
African Female	4	3%	5	3%	3	2%
Coloured Female	0	0%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	62	43%	62	43%	67	47%
White Male	67	47%	64	44%	59	41%
Foreign Male	2	1%	4	3%	4	3%
Foreign Female	0	0%	0	0%	0	0%
Totals	144	100%	144	100%	144	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
10. Lecturer/Researcher						
African Male	33	12%	32	12%	25	9%
Coloured Male	5	2%	7	3%	11	4%
Indian Male	2	1%	2	1%	2	1%
African Female	17	6%	19	7%	21	8%
Coloured Female	1	0%	0	0%	0	0%
Indian Female	2	1%	2	1%	2	1%
White Female	131	48%	122	47%	123	46%
White Male	75	28%	72	28%	75	28%
Foreign Male	6	2%	2	1%	5	2%
Foreign Female	0	0%	0	0%	1	0%
Totals	272	100%	258	100%	265	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
11. Junior Lecturer						
African Male	11	12%	14	18%	18	21%
Coloured Male	3	3%	3	4%	2	2%
Indian Male	0	0%	0	0%	0	0%
African Female	11	12%	8	10%	11	13%
Coloured Female	1	1%	0	0%	0	0%
Indian Female	0	0%	0	0%	0	0%
White Female	37	41%	31	40%	32	37%
White Male	22	24%	16	21%	18	21%
Foreign Male	4	4%	5	6%	4	5%
Foreign Female	2	2%	1	1%	2	2%
Totals	91	100%	78	100%	87	100%

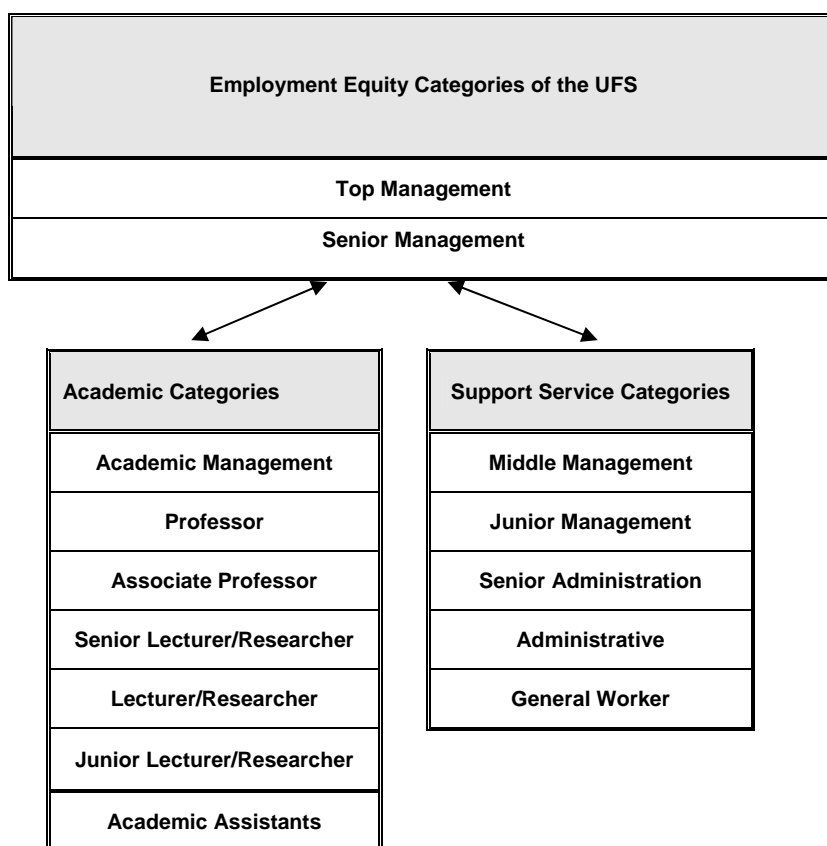
UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
12. Academic Assistant						
African Male	42	16%	32	11%	33	11%
Coloured Male	2	1%	4	1%	3	1%
Indian Male	3	1%	1	0%	0	0%
African Female	25	9%	22	8%	22	8%
Coloured Female	2	1%	0	0%	1	0%
Indian Female	0	0%	0	0%	0	0%
White Female	115	43%	128	46%	131	45%
White Male	56	21%	66	24%	74	26%
Foreign Male	18	7%	23	8%	19	7%
Foreign Female	3	1%	4	1%	7	2%
Totals	266	100%	280	100%	290	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
13. Administrative Staff						
African Male	68	13%	57	10%	59	11%
Coloured Male	6	1%	3	1%	3	1%
Indian Male	1	0%	1	0%	1	0%
African Female	74	14%	84	15%	79	14%
Coloured Female	16	3%	21	4%	23	4%
Indian Female	1	0%	1	0%	2	0%
White Female	314	58%	331	60%	327	59%
White Male	60	11%	52	9%	58	10%
Foreign Male	1	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	1	0%
Totals	541	100%	550	100%	553	100%

UFS Category	Period					
	2004		2005		2006	
	No.	%	No.	%	No.	%
14. General Worker						
African Male	181	45%	178	44%	184	46%
Coloured Male	14	3%	15	4%	15	4%
Indian Male	0	0%	0	0%	0	0%
African Female	181	45%	179	45%	176	44%
Coloured Female	13	3%	15	4%	14	3%
Indian Female	0	0%	0	0%	0	0%
White Female	1	0%	1	0%	0	0%
White Male	13	3%	14	3%	13	3%
Foreign Male	0	0%	0	0%	0	0%
Foreign Female	0	0%	0	0%	0	0%
Totals	403	100%	402	100%	402	100%

15. ANNEXURE B: Description of UFS staff categories

The following categories can be distinguished for Employment Equity purposes:



Top Management:

Includes the Rectorate and chief directors

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.

Professors

Includes all professors (academic managers* are not included here, but can be added for other statistical analysis).

Associate Professor

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

Senior Lecturer/Researcher

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

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

Middle Management

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

Junior Management

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

Senior Administrative

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

Administrative/Officer

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

General workers

Includes all general worker posts (C3 posts).