

**Diversity and Equity Interventions in South African Organisations: A Case  
Study in a Faculty at an Institution of Higher Learning.**

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**by**

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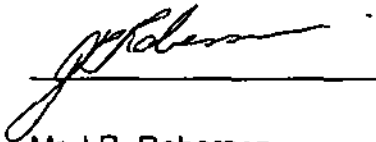
The brave individuals who allowed me to conduct interviews with them.

Riana Pretorius for assisting with the typing.

Soli Deo Gloria

**DECLARATION**

I, the undersigned hereby declare that the work presented in this report, is my own work and all references used are accurately reported.

A handwritten signature in cursive script, appearing to read 'J.R. Roberson', is written over a horizontal line.

Mr J.R. Roberson

A handwritten date '30/10/2006' is written over a horizontal line.

Date

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# 1 Orientation

## 1.1 Introduction

Since 27 April 1994 drastic political changes have taken place in South Africa, aimed at ensuring equality for all South Africans. The new legislators realised that a need exists to correct the imbalances in the economic sector created by the policies of the previous government.

The following acts were consequently promulgated to ensure that diversity and equity become a reality in the business environment:

- Amended Labour Relations Act, No. 66 of 1995
- Constitution of the Republic of South Africa, No. 108 of 1996
- Amended Basic Conditions of Employment Act, No. 75 of 1997
- Employment Equity Act, No. 55 of 1998.

The effectiveness of the above mentioned legislation is questioned, however, as reported by an anonymous author in an article published by *African Business*, March 2006: *"Many black South Africans are disappointed at the slow rate of the economic advancement of the majority of the population and maintain that an economic apartheid prevails and is just as heinous as racism."* In the same article the author also mentions another prevailing belief: that black economic empowerment and affirmative action programmes are nothing other than apartheid in reverse.

It is within this macro and meso environment that institutions of higher learning must meet all the requirements specified by the various acts. These institutions have therefore been implementing a variety of diversity and equity interventions, in an effort not only to comply with the acts but also to create a culture where all employees are valued.

Even though there is an increasing awareness and implementation of various equity interventions, for example, employment equity committees, diversity training, learnerships, organisational culture change and organisational development

programmes, insufficient local research has been done to determine whether diversity theory holds true in its South African applications.

Organisations endeavour to achieve a more representative workforce by employing people from previously disadvantaged groups; this intervention has proved to be slow and senior staff remain members of the white male minority. If the leadership of any workforce were to reflect the demography of the South African population, its structure would have to reflect the following relationships: 25 blacks, 5 whites, 3 coloureds and 1 Asian (van Jaarsveld, 2000). Few organisations realise the necessity of training and development as well as career management for ensuring integration in the workplace. Managers also seem to be ignorant as regards creating a positive multicultural social system that nurtures varied opinions and contributions (Kossek, Lobel & Brown, 2006). Hence organisations tend to rely on consultants to assist in the process of developing and implementing diversity interventions. The effectiveness of such consultants success is questioned, though, since a culture of whiteness is still prevalent in organisations and members of previously disadvantaged communities report a feeling of exclusion and alienation from the mainstream.

The value of in-house diversity programmes can be questioned, especially as far as quality is concerned, because no diversity/equity training programmes are registered with SAQA. This makes it difficult to determine the quality of programmes presented at various organisations. Research consequently needs to focus on how training programmes can address complex emotional issues, transformation, empowerment and multiculturalism. Organisations must appreciate that diversity and equity cannot be addressed by merely enticing employees into an appreciation of cultural differences. Poorly developed and managed interventions tend to hinder the achievement of diversity and equity goals.

## **1.2 *Problem statement***

Successful implementation and management of diversity interventions improves organisational success. In a study entitled, *Managing workforce diversity as an essential resource for improving organisational performance*, Seyed-Mahmoud Aghazadeh (2004) concluded as follows: *"By creating a diverse workplace, managers are more capable of dealing with diversity within their organisation as well as externally*

*in the community. Diversifying the work place will allow for organisations to gain a competitive advantage within their particular industry or market.*" Learners at institutions of higher learning are diverse, as are the industries for which they are prepared; therefore it is of critical importance that institutions of higher learning should be leaders in diversity interventions and management.

The managements of institutions of higher learning find it difficult to select and manage diversity and equity interventions, however, as there is little collective information on the degree of success of these interventions. Thus the present research will attempt to answer the following question: What is the nature/rigour of the equity/diversity interventions taking place in a Faculty at an Institution of Higher Learning?

### **1.3 Research objectives**

This study forms part of a national study of diversity and equity interventions in South African organisations and will contribute one case study to the project. The research objectives for the present study are:

- To understand how an organisation has approached diversity and equity management.
- To establish the range of diversity and equity interventions implemented.
- To assess to what degree the organisational aims and goals are aligned with diversity and equity objectives.
- To determine the outcomes of the diversity and equity interventions implemented.
- To assess the formal diversity and equity intervention monitoring and evaluation processes in the organisation.
- To assist towards developing good practice standards for managing diversity in organisations.
- To publicise the findings of the research through articles, materials, publications and workshops or seminars.

#### **1.4 *Benefits of the study***

The Institution of Higher Learning where this study will be conducted will gain the following benefits from this study:

- A free audit of its organisational culture and issues of diversity in the organisation.
- Measurement of outcomes of diversity and equity interventions.
- An opportunity to gather benchmark data.
- Stimulation of interest in diversity and equity interventions.
- Participation in a process that will inform standards of good practice for diversity management and employment equity.

In addition the researcher's own capacity apply qualitative research methodology will be built.

#### **1.5 *Assumptions of the study***

The researcher assumes that he will be able to identify a specific and researchable diversity management intervention implemented by the faculty at the Institution of Higher Learning. A further assumption is that all the individuals who participated in the intervention would be available for interviews since they will be the main source of information and data needed to construct the case study.

#### **1.6 *Delimitation of the study***

The research project aims to research a diversity intervention as implemented by an Institution of Higher Learning. The staff complement of the institution is too numerous for the researcher to interview a representative sample within the limited time period available. The researcher will therefore focus his attention on one of the faculties. The main outcome of this research is a case study. Yin (2003) distinguishes among three major types of case study research: exploratory case studies aimed at defining the questions and hypotheses of a subsequent study; explanatory case studies focused on understanding cause-effect relationships and explaining how events happened; and

descriptive case studies which present a complete description of a phenomenon within its context. While the larger SANPAD Project has the aim of understanding cause-effect relationships and explaining how diversity management is practised in South Africa, the present case study falls into the realm of description, providing a complete description of the diversity management phenomenon in a single organisation. According to Patton & Appelbaum (2003) the major criticism of the case study approach to research is the problem of validity. They also raise concerns about subjectivity, a lacking of rigour and a lack of generalisability. Hence the purpose of the present case study is to determine and develop theory regarding a phenomenon and not to establish frequencies. The fact that findings will have limited generalisability will not detract from the contribution to the development of a best practice standard.

### **1.7 Concepts defined**

*Affirmative action: "A planned and positive process and strategy aimed at transforming socio-economic environments that have excluded individuals from disadvantaged groups, in order for such disadvantaged individuals to gain access to opportunities, including developmental opportunities based on their suitability" (Jinabhai, 2004:121).*

*Diversity: "A mixture of people with different group identities within the same social system" (Nkomo & Steward, 2006:522).*

*Employment discrimination: "Unjust actions against individuals or groups that deny them of equality of treatment in employment" (Dovidio and Hebl, 2005:13).*

*Ethnic groups: "Group whose members share a common identity and affinity based on a common language and culture, myth of common origin and territorial homeland" (Nyambegera, 2002:1078).*

*Managing diversity: "A planned, systematic and comprehensive managerial process for developing an organisational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organisation, and where no-one is excluded on the basis of factors unrelated to productivity" (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:75).*

Ethnicity: *"The employment and mobilisation of ethnic identity or difference to gain advantage in situations of competition, conflict or co-operation"* (Osaghae, 1995:11).

Workforce diversity: *"... variation of social and cultural identities among people existing together in a defined employment or market setting"* (Cox, 1993).

## **1.8 Structure of the research report**

The content of the research report is related to the objectives of the study and is structured as follows:

Chapter 1 comprises the orientation, offering introductory perspectives on the study. It includes the theoretical point of departure, the motivation for the study, the problem statement, and the objectives as well as the definitions of key concepts.

In Chapter 2 of the research report an overview of relevant literature is given. The objectives and research problem guided the selection of this literature. The researcher reviewed literature on diversity, diversity interventions, and articles for and against diversity. He also attempted to develop an index of relevant South African research.

Chapter 3 describes the research methodology. The researcher will compare qualitative and quantitative research methods and argue why qualitative research meets the requirements of this study. The case research method as well as grounded theory is also included. The methodology of data gathering, editing and analysis of data is discussed.

Chapter 4 reports the results of the gathering of data. Relevant information from organisational documentation as well as transcripts of interviews is reported.

In Chapter 5 the researcher compares results with the theories discussed in chapter 2. He also reports the conclusions and implications, as well as the limitations, which he experienced during the study.

Chapter 6 comprises the case study developed by the researcher.

## 2. Literature review

It is important to note that most of the literature available covers research that was conducted by European or US researchers in developed countries. Nyambegera (2002) warns against the practice of transferring US theories and practices exactly as they are to organisations in Africa. Nkomo and Cox (1996) reiterate this caution by pointing to the importance of context-based approaches to managing diversity, which must be sensitive to the historical and cultural identity of individuals.

An interesting opinion on diversity and equity is that of Liff and Wajcman (1966), postulating that equity and diversity management are two opposing models since equity is about sameness whilst diversity focuses on differences.

### 2.1 *Legislative framework*

The amended Labour Relations Act, no. 66 of 1995, describes what constitutes unfair labour practice. It is important to note that this act covers the whole spectrum of human resource activities and not only the recruitment and selection that are normally highlighted in the popular press. Section 2 Part B of Schedule 7 (1a) reads as follows:

*“For the purpose of this item, an unfair labour practice means any unfair act or omission that arises between employer and employee, involving:*

- *the unfair discrimination, either directly or indirectly, against an employee on any grounds, including, but not limited to race, gender, sex, ethics or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, political opinion, culture, language, marital status or family responsibility.”*

The act clearly aims to ensure that no discriminatory labour practices occur.

The Constitution of the Republic of South Africa, Act no. 108 of 1996, outlines the basic rights afforded to South Africans. Chapter 2 Section 9 (2-5) spells out the right to equality and continues to entrench the right to freedom from unfair discrimination. Chapter 2 also refers to the right to fair labour practices.

The amended Basic Conditions of Employment Act, no. 75 of 1997, contains the minimum standards for working conditions and remuneration.

The Employment Equity Act, no. 55 of 1998, ensures that all employees receive fair treatment and access to the same opportunities. It furthermore aims at redressing the imbalance in representativeness by means of affirmative action and also at eliminating unfair discrimination.

## **2.2 *Diversity management theories***

### **2.2.1 Homogenous theory**

Early research on group behaviour in organisations carried out by Fayol, Taylor, Barnard and Mayo ignored diversity as a phenomenon, and management matters were described as if differences in race, ethnicity, gender, age, sexuality, religion, culture and ability did not exist (Martin, 1992; Burrell, 1994). These researchers held the perception that employees were merely a means to an end: there to ensure that ever-increasing production targets were met. Initially researchers did not realise the influence of social interaction on productivity but the sociologists Dollard and Huges conducted research into race, ethnic and class differences (Banton, 1998), which indicated that diversity affects inter-employee behaviour as well as management and employee relations. The realisation that diversity is a pressing managerial issue only arose in reaction to the passage of legislation aimed at combating discriminatory practices. Common initial initiatives in terms of diversity management were the practices of assimilation, training (Race Awareness Training) and affirmative action.

### **2.2.2 Social identity theory**

According to this theory individuals tend to classify themselves and others into social categories that affect human interaction. Individuals tend to socialise with employees whom they perceive they share characteristics with. In some instances these groups based upon social identity were found to pose problems for minority members (Nkomo & Steward, 2006). Even though it is suggested that managements could overcome the negative implications of group behaviour in terms of social identity theory by replacing personal identities with a collective corporate identity, one needs to be careful not to follow a process of assimilation where all the benefits of a diverse workforce are lost.

### **2.2.3 Embedded inter-group relations theory**

Alderfer and Smith (1982) postulate that two types of groups exist within organisations:

- Identity groups: Based on shared biological characteristics, similar past experience, influenced by the same social forces, and therefore they share similar values and norms.
- Organisational groups: Share in work experiences, are colleagues at a workstation and therefore hold similar values and norms.

According to Nkomo and Steward (2006), identity group membership paves the way for membership of the organisational group. Identity and organisational group membership are often connected. This theory maintains that there is a potential for conflict, which arises when the boundaries of the two groups overlap. The management of this potential conflict will depend on the power and influence relationships that the groups maintain between them and other groups, as well as on the relationships at higher and lower organisational levels. Researchers Ely and Thomas have described three primary organisational workgroup approaches towards diversity:

- The discrimination and fairness paradigm is based on the belief that diversity can be achieved through the following interventions: affirmative action, sensitivity training and formal mentoring programmes.
- The access and legitimacy paradigm is constructed in terms of the belief that certain markets can be better penetrated if employees reflect the demographics of the market.
- The integration and learning paradigm is founded on the belief that diversity is a matter for the total organisation. Diversity should not only be addressed in certain areas but should also be promoted through procedures, policies, behaviour and organisational culture.

## **2.2.4 Organisational demography research**

Tsui, Egan and Xin (1995) explain that demography research is the study of the reasons for and outcomes of the make-up of specific demographic attributes of employees in an organisation. Demography is described by terms such as race, gender, and age but also by variables such as attitudes and personality.

Highly correlated groups tend to be smaller and homogeneous; in other words the individuals that are members of the group share a similar demographic profile. The higher the correlation the easier the socialisation between members of the group, resulting in strong barriers to the entry of non-correlating individuals. The stronger the barriers are within groups and the more dissimilarity between different groups the higher the potential for conflict becomes between these different groups.

## **2.2.5 Racioethnicity and gender research**

Research on race and gender focuses on documenting organisational approaches to these two characteristics. Human (1993) claims that discrimination against women is still prevalent in organisations. Issues of identity and self-expression determine the choices that women make as far as their careers are concerned. Gay and Lesbian experiences of diversity management have also been researched. American research confirmed that race and gender minorities were discriminated against in organisations (Nkomo and Steward, 2006).

## **2.2.6 Post-modern and critical management theory**

Post-modern and critical management theory is orientated to questioning dominant practices, discourses and ideologies.

Critical management theory *"includes an appreciation of a plurality of valid opinions, rather than a focus on one correct or dominant perspective"* (Nathan & Whatley, 2006:65). These theories are based upon an appreciation of a variety of valid opinions and a scrutiny of assumptions.

Concerns are raised by a number of researchers that diversity interventions will not yield positive outcomes. Litvin (2000) believes that companies are merely positioning diversity in such a way that it can bolster the status quo.

## **2.2.7 Resource based theory**

Resource based theory might not be seen as a pure theory of diversity. However, it is built on the reality that firms acquire the best possible resources to be as competitive as possible, therefore ensuring organisational success. One of these is human resources. According to Orlando (2003) the contribution of human resources to sustainable competitive advantage is dependent on the degree of diversity reflected in these resources. He bases this finding on empirical studies that have shown that diversity leads to increased creativity, flexibility, and better decision-making and problem solving.

## **2.3 Diversity management impact**

### **2.3.1 Qualitative arguments**

Only a few studies offer empirical support for the positive effects of diversity management. For example, such support stems from an article by Orlando (2003), which states that there is empirical evidence that diverse workgroups outperformed homogenous groups; he cautions however that there was evidence of emotional conflict that hampered performance. Jackson (1992) refers to improvements in ideas, alternatives and solutions in the diverse work-teams he studied.

Cox (1993: 2001) described six indicators of multiculturalism in organisations. These indicators can be applied in the evaluation of the research sample in this report to determine the classification of the organisation:

- Two-way socialisation, where all groups contributes equally to organisational norms and values.
- Structural integration, where all groups are represented at all managerial levels of the organisation.
- All groups participate in all social (formal and informal) networks.
- No evidence of cultural preconceptions.
- An organisational identity that allows ownership by all diverse groups within the firm.
- Low incidences of inter group conflict as a result of diversity.

Cox (1993: 2001) concludes that diversity management should not only be implemented as a reaction to legislation, but that it is critical for organisational effectiveness, learning and productivity. As the target markets of organisations, especially multinational and international ones, become more diverse, the more essential the opinion of a diverse workforce becomes in developing organisational strategies that meet the needs of those markets.

Some of the critique levelled at diversity management is that in order to manage diversity management need to group individuals, therefore creating boundaries between individuals who are members of different groups. Furthermore the labelling of a group as disadvantaged or oppressed leads to the stigmatisation of members of that group (Lorbiecki and Jack, 2000). Lorbiecki and Jack (2000) conclude that diversity management practices might maintain rather than end discrimination in the workplace.

Liff (1996) states that if diversity management is based on an appreciation of the differences between individuals it therefore negates the basis for being disadvantaged, which leads to arguments against affirmative action. This opinion is supported by the observation of Nyambegera (2002) that equity interventions may create divisions between employees.

Employment equity in South Africa has been criticised by business leaders who have voiced the following concerns (Thomas, 2002):

- Decrease of foreign investments in medium and small businesses as well as in entrepreneurial activities.
- Expensive bureaucratic processes burdening the South African taxpayer.
- Increasing administrative costs for companies in the private sector, curtailing growth.
- Shortages of designated employees in certain skill categories, making them too expensive for smaller companies to afford.
- High turnover of black employees.
- Opportunity costs might be incurred by making poor hiring decisions when organisations are under pressure to meet equity targets.

- Racial differences highlighted by continued classification.
- Perception of reverse discrimination will lead to decreased employee loyalty and the loss of skilled employees.
- Unreasonable mutual expectations (short term) between designated employees and organisations will foster racial and social conflict within organisations.
- Employees from designated groups may adopt a culture of entitlement that undermines initiative, self-confidence and self-reliance.

Thomas (2002) adds that one needs to understand the above-mentioned criticism by taking note of the South African workplace, which is characterised by mistrust, poor relationships, lack of communication, low morale and poor teamwork.

The South African Black Managers Forum reported the following problems arising from affirmative action programmes (Thomas, 2002):

- Token appointments of incompetent people.
- Negative expectations about candidates from designated groups.
- Limited access to work and social groups.
- Management does not realise the strategic importance of diversity interventions.
- Poor appreciation of the positive contribution that a diverse workforce could make to competitive advantage.
- Performance management of designated employees neglected.
- New recruits from designated groups are assimilated into the existing organisational culture, thereby negating all possible advantages.

### **2.3.2 Quantitative arguments**

Much of the argument for diversity management is premised upon qualitative explanations. These explanations are largely prescriptive in nature. In an article

entitled "Critical Turns in the Evolution of Diversity Management" Lorbiecki & Jack (2000) present the following economical and moral rationales as support for a diversity management intervention:

**Economic rationale:**

- It improves productivity and encourages more innovative solutions to problems and thus increases profits.
- Assists the understanding of a greater number of customer needs, thus increasing the customer base and turnover.
- Enhances corporate competitiveness and continued survival.
- Helps lower the likelihood of litigation.

**Moral rationale:**

- Promotes interaction between ethnic groups.
- Helps foster culture change in the organisation.
- Fosters adjustment of attitudes and thus counters prejudice.
- Can increase attitudinal commitment.
- Creates organisational harmony, is socially just and morally desirable.

These rationales are summarised as follows: "*... analysis showed that the general aim of diversity management was to help organisations to survive, enhance their economic performance and to make a profit. Diversity management can, therefore, be viewed as an instrument or tool that uses people's diversity as the means of achieving economic goals*" (Lorbiecki and Jack, 2000:S23).

## **2.4 Reasons for failure**

Researchers report that over 90% of affirmative interventions fail. Visagie (1999) suggests the following as possible causes:

- A lack of organisational commitment to intervention.

- A lack of qualified leadership.
- An unwillingness to enable people from designated groups.
- Static predispositions of white managers.
- The importance of changing the organisational culture not being appreciated by management.

Grobler, *et al.* (2006) postulate three main reasons why diversity training programmes may fail, namely:

- The once off nature of training programmes.
- A lack of incentives for managers to include members of the designated groups in their work groups.
- Top management's perception that the human resource department should manage diversity.

## **2.5 *Intervention implementation***

Grobler, Warnich, Carrell, Elbert & Hatfield (2006) suggest that a company should implement the following steps to meet the requirements of chapter 3 of the Equity Act:

- a) Identify a senior manager, who will be responsible for the development, implementation and monitoring of the equity plan and specifying the various interventions. This manager should then also act as the equity programme manager.
- b) The appointed equity manager must possess the ability and the resources to communicate effectively to all employees in order to ensure a common understanding of the legal framework guiding the development of an equity plan that aims to ensure equity and diversity within the organisation. The equity manager must also foster a common ownership of the responsibility of each individual in the company to ensure that a culture of equity develops within it.

- c) It should convince stakeholders, e.g. Unions, to take part in the transformation process, establishing an equity forum that can act as a guardian of the process.
- d) Revise and adapt all policies and procedures to bring these in line with the equity plan.
- e) Set goals and determine indicators of success. Improve diversity by: Appointing from designated groups, increasing the pool of candidates, training and development, promoting, retaining and reasonable accommodation of designated employees.
- f) Set a time frame and numerical goals for the equity plan.
- g) Allocate sufficient resources to enable the project manager to implement this plan.
- h) Communicate it to all stakeholders.
- i) Constantly evaluate the implementation and outcomes of the plan and revise these where necessary.
- j) Compile a report for submission to the Department of Labour.

Another approach to implementation of diversity is that adopted by Kossek *et al.* (2006), illustrated in Table 1. The value of this table is, firstly, that it links diversity management objectives to paradigms and policies and provides criteria for measurement by indicating the outcomes. Secondly, this information could be the bases of compiling a code of good practice. However, care should be taken to ensure that the information would also be applicable to South African companies.

Tummala (1999) offers the following suggestions for successful diversity interventions:

- Develop a national consensus regarding public policy.
- Implement merit-based selection criteria for preferential interventions.
- Set a time limit for preferential programmes.

- Minimise group power struggles by promoting civility.
- Separate diversity interventions from political ideologies.

## **2.6 Organisational culture**

The dominant organisational culture influences the effectiveness of diversity interventions in an organisation (Gaertner, Mann, Dovidio, Murrell , 1989).

In an article on gender diversity Orlando (2003) describes the following organisational cultures:

- **Clan culture type:** The organisation can be described as a close knit family. The following terms are often used to describe such an organisation: loyalty, high morale, commitment, participative, teamwork and cohesion.
- **Adhocracy culture type:** An organisation that can be described as a creative and dynamic organisation that appreciates and supports risk takers, maintaining informal employee-management relations with an external focus. The following terms are often used to describe this organisation: initiative, spontaneity, growth orientation, flexibility and variety.
- **Hierarchy culture type:** An organisation built on rules, policies and procedures. The following terms are often used to describe this kind of organisation: stability, smooth running, security and rewards.
- **Market culture type:** This type of culture is found in an organisation with formal governance. The following terms are often used to describe this kind of organisation: goal-orientation, getting the job done, achievement, planning, performance, efficiency and competition.

**Table 1 Diversity interventions** (Kossek et. al., 2006)

Objectives of interventions	HR initiatives in organisations	Indicators of achievement of objectives
<b>Enhanced organisational effectiveness as a result of:</b>		
Meet a moral imperative: do the right thing.	<p>Recruiting efforts that highlight the organisation's commitment to, and efforts to support, diversity in the workplace and external community.</p> <p>Developmental assignments that expose employees to multiple cultures.</p> <p>Implementing formal and informal mentoring programs.</p> <p>Incorporating diversity issue items into employee attitude surveys.</p> <p>Encouraging networking and support groups and potential skill-building/advancement opportunities.</p>	<p>Assessment of corporate citizenship.</p> <p>Positive feedback from multiple stakeholders (shareholders, employees, labour organisations, communities).</p> <p>Outside recognition, reputation.</p> <p>Structural integration across levels, functions, titles and privileges.</p> <p>Inclusive work environment where all voices are encouraged and heard.</p>
Reduce labour costs.	<p>Maintaining a database of workforce demographics to identify potential areas in need of intervention.</p> <p>Rewarding managers who effectively manage diversity.</p>	<p>Less absenteeism.</p> <p>Less turnover.</p> <p>Greater productivity.</p>
Reduce legal costs associated with lawsuits and grievances.	Monitoring the recruiting, hiring, promotion and compensation systems for compliance and equity.	<p>Reducing the number of EEO complaints and grievances and the associated costs</p> <p>Distribution of economic and social</p>

Objectives of interventions	HR initiatives in organisations	Indicators of achievement of objectives
	<p>Implementing 'open door' policies and other processes to facilitate employees in communicating grievances</p> <p>Articulating a zero tolerance of harassment and discrimination and diligently observing this commitment.</p> <p>Expanded job posting.</p>	<p>benefits, e.g. rates of advancement and access to training and development opportunities.</p>
<p>Enhance the organisation's reputation.</p>	<p>Marketing the organisation's commitment to diversity through various channels, such as the organisation's website, targeted trade and other group-affiliated periodicals, local newspapers and sponsorship of community events.</p>	<p>Public knowledge and assessment.</p> <p>Awards.</p>
<p>Devise policies and programmes that are responsive to the changing demographic profile of employees.</p>	<p>Offering flexible benefits that address a broad range of employee and family needs.</p> <p>Employee feedback incorporated into management performance evaluation.</p> <p>Linking organisational awards, such as promotions and compensation, to the achievement of diversity goals.</p>	<p>A number of relevant programmes and policies (e.g. training).</p> <p>Good programme utilization rates.</p> <p>Employee satisfaction with programmes and policies (measurement not limited to beneficiaries).</p> <p>Management accountability.</p>
<p>Attract a wider pool of talent.</p>	<p>Expanding recruiting efforts to specifically targeted audiences through periodicals, job fairs, selected colleges and professional affiliation groups.</p> <p>Offering recruitment incentives; tap into</p>	<p>Analysis of demographic characteristics of candidates and of hired staff.</p>

Objectives of interventions	HR initiatives in organisations	Indicators of achievement of objectives
	network groups of current employees.	
Retain a wider pool of talent.	<p>Implementing formal and informal mentoring programmes.</p> <p>Incorporating diversity issue items into employee attitude surveys</p> <p>Encouraging networking and support groups.</p>	<p>Analysis of demographic characteristics for voluntary and involuntary turnover populations</p> <p>Greater retention rates of high-potential employees.</p> <p>Retention rates analysed by function, level.</p>
Effect cultural change consistent with programme and policy changes.	<p>Implementing formal and informal mentoring programmes.</p> <p>Identifying high-potential employees.</p> <p>Incorporating diversity issue items into employee attitude surveys.</p> <p>Encouraging networking and support groups.</p>	<p>Carrying out a cultural audit.</p> <p>Integration of diversity with other programs, e.g. orientation.</p> <p>Top management support.</p> <p>Number and level of managers involved in diversity initiatives.</p> <p>Frequency of communication about importance of diversity in organisation.</p>
Offer better service and marketing for diverse customer base.	<p>Incorporating customer feedback into performance appraisal.</p> <p>Providing recognition and/or rewards for employees who contribute to customer service initiatives.</p>	<p>Customer satisfaction with quality of products and services.</p> <p>Increased market share for target population or region.</p>
Enhance ability to innovate because of utilization of diverse perspectives.	Provide training and resources for diverse teams.	Quality and profitability of new products and services.

Objectives of interventions	HR initiatives in organisations	Indicators of achievement of objectives
	Providing team-based recognition and/or rewards for contributions to successful design and marketing efforts.	Diverse composition of decision-makers.
Reinforce business strategies.	Recruiting and retaining a committed workforce by ensuring a work environment that values and includes all employees.	Profitability. Increased market share. Progress toward globalisation. Quality. Customer service and marketing.
Improved job satisfaction and performance of individuals.	Conducting regular surveys of employees Implementing effective means to solicit and respond to employee concerns. Provide appropriate training to all employees.	Individual job satisfaction and performance. Existence of support networks; frequency of meetings; their impact. Promotion rates of trainees.
Increased awareness and understanding of issues.	Providing awareness training for all staff. Providing cross-cultural skill-building opportunities and resources. Maintaining a reference library and promoting its use.	Changes in perception, e.g. fewer stereotypes.
Improved quality of team problem solving.	Providing resources and time to facilitate team socialization. Communicating a team's accomplishments throughout the organisation.	Team commitment and performance.

Objectives of interventions	HR initiatives in organisations	Indicators of achievement of objectives
	Providing formal team feedback.	
Improved abilities to work with and manage people of diverse backgrounds.	Providing conflict-management training. Providing managerial training. Including hiring and climate measures in performance appraisal criteria for managers.	Satisfaction with co-workers. Managerial skills development (e.g. flexibility, interpersonal and communication skills). Individual accountability for records.

## **2.7 State of knowledge on diversity interventions**

In the literature the researcher observes first that a clear case has been made that diversity interventions should not only be a legal requirement but should also form part of the strategic intent of the enterprise, as various researchers have found that implementing real diversity makes good business sense. Real diversity interventions lead to effective multiculturalism in an organisation.

The second observation is that diversity interventions will only be successful if "management walks the talk." Mere lip service will, rather, complicate an organisation's performance instead of adding to the bottom line.

The third observation of the researcher concerns the holistic nature of an effective diversity intervention. All policies and procedures should be interrogated in order to determine their contribution to creating an environment in which employees feel appreciated and valued. Table 2 is an index of international research on the topic which reveals the holistic nature of diversity interventions.

Other essential topics described in the literature study include the following:

- Legislative framework.
- Diversity theories.
- Demography in organisations.
- Impact of diversity interventions.
- Failures of diversity interventions.
- Implementation procedures for diversity interventions.
- Organisational culture.
- Types of interventions.

The researcher has compiled an index (Table 3) on diversity research done and in South Africa.

**Table 2 Research on diversity** (Kossek & Pichler, 2006)

	Representative Studies	Research Findings	Organisational Implications	Future Research
<b>Selection Practices to Enhance Organisational Inclusiveness and Justice Perceptions</b>				
Targeted recruitment	Highhouse et al. (1999) Kim & Gelfand (2003) Rau & Adams (2005) Thomas & Wise (1999)	Minority candidates and other targeted group members are more attracted to firms with minority recruiters and firms with an EEO/diversity statement, which can be affected by the presence of other supportive organisational policies.	Targeted recruitment should focus on the combined, mutually reinforcing effects of recruiter characteristics and organisational policies regarding attraction of applicants.	Past research has often used student subjects in experimental laboratory research. This could be extended to field research using more relevant samples.
Affirmative action in hiring	Heilman et al. (1992) Heilman et al. (1997)	Individuals hired through affirmative action programmes (AAP's) are rated as less competent because they are perceived to have been hired on the basis of their identity group membership, not qualifications. This effect is mitigated only when explicit performance	Organisational practices to benefit under-represented groups may actually have unintended negative consequences. In order to remedy negative stigmas attached to beneficiaries, management could disseminate information about merit components	The effects observed in these studies are robust and replicable across student and managerial samples. Research could investigate predictors of positive associations with AAP's in organisations, and management strategies for preventing stigmatisation.

	Representative Studies	Research Findings	Organisational Implications	Future Research
		information is available.	of AAP's	
Focusing EEO on formalized affirmative action policies.	Leek and Saunders (1992) French (2001)	More formalized AA policies were found to be more effective in improving the representation of women, disabled persons and minorities in Canada. Australian employers with AA were the most effective in increasing diversity, compared to other EEO policies	Organisations should be open to using formal AA programs when informal methods are ineffective and severe under-representation exists of members of protected classes.	Studies need to identify how to help firms make the transition from formalized AA to non-mandated approaches over time, and understand how to reduce any backlash against AA recipients, as well as identify new emerging diversity groups that could benefit from AA.
Structured interviews.	Chapman & Zwieg (2005) Gollub-Williamson et al. (1997) Huffcut & Arthur (1997) Terpstra & Rozell (1997)	Although their use is limited in practice, selection interviews generally increase in validity with increased structure. While structured interviews have been found to have no impact on perceptions, they have been linked to an effective defence	Structured interviews can facilitate selection of high-performing candidates and can also increase legal defensibility.	Since interviewees' reactions to structured interviews are often negative, and use varies by training of HRM practitioners, more research is needed into the conditions under which structured interviews have high acceptability and legal effectiveness.

	Representative Studies	Research Findings	Organisational Implications	Future Research
		against litigation regarding discrimination.		
<b>EEO Socialisation, Training and Appraisal Practices to Reduce Discrimination</b>				
Non-discrimination policy	Morrison & Von Glinow (1990) Ragins & Cornwell (2001)	The communication of a non-discrimination policy, stating that employment discrimination is prohibited, reduces perceptions of discrimination among minorities, both visible and invisible.	A non-discrimination policy can indirectly lead to improvements in job attitudes among minority group members.	While a non-discrimination policy acts as a signal, research is needed to establish the effectiveness of such policies for reducing actual discrimination.
Due-process performance appraisal	Folger et al. (1992) Taylor et al. (1995)	Due-process performance appraisal results in more favourable reactions (e.g. perceptions of fairness of appraisal procedures) among both managers and employees even when ratings are lower.	Reactions to performance appraisal and general job attitudes among employees can be improved through implementing due-process performance appraisal.	Research could examine alternative outcomes beyond perceptions of appraisal fairness, such as turnover, performance improvement and satisfaction.
Diversity training.	Hanover & Cellar (1998) King et al. (2005)	Research indicates that participants have	Diversity training can raise cultural awareness	More research is needed which examines the

	Representative Studies	Research Findings	Organisational Implications	Future Research
	Rynes & Rosen (1995) Sanchez et al. (2004)	generally favourable reactions toward diversity training, but productivity effects are not always evaluated. Diversity training has been shown to positively influence participants' attitudes and self-ratings of behaviour towards minority group members.	as well as awareness of inclusive organisational policies and practices. Management support is important for the success of training.	effects of diversity training on transfer of training to the job, actual behavioural change and productivity outcomes, as well as looking at interactive relationships with supportive organisational policies and practices.
<b>EEO Practices and Financial Effectiveness</b>				
Financial impact.	Hersch (1991) Pruitt & Nethercutt (2002) Wright et al. (1995) Bierman,L (2001)	Announcements of award-winning AAP's are related to short-run stock price increases, whereas announcements of guilty discrimination verdicts are related to short-run decreases in stock price.	Financial losses associated with the announcement of an EEO violation can be extensive. Effective diversity management may be a source of competitive advantage.	The implication that investors attribute awards and settlements to effective human resource management needs further investigation. Researchers caution that using secondary media sources may overestimate financial losses.

**Table 3 South African research on diversity**

Title	Author(s)	Findings	Organisational Implications	Future Research
Diversity creates global competitive advantage for South Africa Breweries.	Anonymous (2006)	<p>By implementing diversity programmes organisations gain inspired teamwork and increased morale.</p> <p>Through diversity an organisation can achieve global competitiveness.</p> <p>Diverse employees increase the organisation's chances of gaining new customers.</p>	<p>Diversity is a need in the corporate world.</p> <p>Organisations need to have diversity implementation embedded in their strategic planning to ensure effective dissemination to all departments.</p>	
South Africa: distance higher education policies for access, social equity, quality and social economic responsiveness in a context of the diversity of provision.	Badat, S (2005)	<p>Location of the institution, development of expertise and resources, quality assurance and institutional roles are some of the factors influencing diversity.</p> <p>South Africa's white management culture is congruent with the Western or Eurocentric one.</p>		

Title	Author(s)	Findings	Organisational Implications	Future Research
		<p>South Africa's Black management culture is comparable to Afro-centric management. South Africa's Black female managers focus on collaboration, participation, intuition and self-disclosure. They apply follower – leader relationships.</p> <p>South Africa's Black male managers focus on performance, competition, winning, control and domination. There are no emotions involved.</p>		
Managing diversity.	Booyzen, T (2005)	Observable when dealing with issues like grievance procedures, moral values and obligations, the organisation's competitiveness and leadership.	Diversity is a necessity not a choice. Inherent risks promote conflict.	Diversity awareness. Creating an organisational culture that accepts diversity. Providing support for diversity.
Understanding diversity.	Booyzen, T (2005)	Organisations do not understand diversity.	Putting measures in place to ensure fair and equal	How to manage diversity in the

Title	Author(s)	Findings	Organisational Implications	Future Research
		Diversity can be a positive contributor in the workplace.	treatment for all employees.	workplace.
Diversity, background and quest for home in postgraduate education.	Broekmann, I. & Pendlebury, S (2002)	Institutions of learning (universities) are not keen to admit learners from disadvantaged backgrounds.  Access to these institutions is restricted by discrimination.		
Pulled apart, pushed together: diversity and unity within the Congress of South African Trade Unions.	Brookes, M. <i>et al</i> (2004)	Presence of a shop steward in the workplace increases employees' likelihood of striking.  Different regions react differently to strikes.  Zulus are less likely to vote for the ANC (as are employees in supervisor positions).	Ensuring democracy at grassroots level is important.  Employee representatives should be held accountable for their followers' actions.	
Seeing opportunity in diversity.	Brun, B (2004)	The advantage of diversity in South Africa includes the ability to identify values that are	Diversity is accompanied by tension.  Diversity should involve all	How to encourage diversity without creating too much tension.

Title	Author(s)	Findings	Organisational Implications	Future Research
		similar in a multicultural society and to improve teamwork and relations, which then leads to improved productivity.	members and all levels of employment. Diversity is a stepping-stone to the global economy.	
Within-country diversity: Is it the key to South Africa's prosperity in a changing world?	Burgess, S.M (2003)	It is important to understand consumers and their differences because they influence diversity. Emerging consumers' markets equally play an important role in diversity.	Consumer segmentation should be based on social and economic factors rather than on race and tribe.	
Insider's view of South Africa.	Dovey, J (2005)	SA's ethnic diversity is being recognised. Agencies that are seen to consist of a few advantaged groups do not stand a good chance with government. Racial discrimination is gradually disappearing.		
Ethnic diversity and managerial effectiveness in South Africa.	Sudeshna, G (2001)	Managers have a common national culture irrespective of ethnic background.		

Title	Author(s)	Findings	Organisational Implications	Future Research
		<p>South Africa's scores for Hofstede's cultural dimensions differ from the previous results.</p> <p>The organisational culture of a country is mostly influenced by the management system it uses.</p> <p>Ethnicity and race do not influence organisational culture.</p> <p>Education and experience enhance the management culture and its effectiveness.</p> <p>South Africa's diversity does not harm management's rate of productivity.</p>		
<p>Managing workplace diversity: A critique and example from South Africa.</p>	<p>Human, L (1996)</p>	<p>Meaningful intercultural, inter-ethnic, inter-gender and inter-class situations require the ability to manage diversity.</p> <p>Diversity requires situational adaptability</p>	<p>The organisation should have enough skills in place to be able to manage diversity.</p>	

Title	Author(s)	Findings	Organisational Implications	Future Research
		and communication skills that affirm the value of diverse people and communicate positive expectations.		
The impact of cultural diversity on work team performance: A South-African perspective.	Kokt, D (2003)	The team leader's role influences diversity. Lack of communication hinders progress in implementing approaches to diversity.	Team leaders must be trained in order to enable them to deal effectively with diversity and / or diverse teams.	
Team learning and culture: A study of two multicultural engagement teams in a global professional services organisation in South Africa.	Ndletyana, D (2005)	The context in which the team operates and learns is critical to determining if learning will occur. When facilitating learning in teams that are grappling with racial inequalities, power becomes an important issue.	Organisational support is important in enhancing the learning process.	
Diversity in the library and information workplace: A South African perspective.	Ocholla, D.N (2002)	Diversity is not addressed by the South African library and information workplace. Focus of diversity in		Research on diversity has not responded to optimisation of diversity or to

Title	Author(s)	Findings	Organisational Implications	Future Research
		South Africa is on management areas.		aligning policies for the management of diversity.
The challenge of managing diversity in South Africa.	Tshikwatamba, N.E (2003)	Human Resources is expected to serve as the premise for effective diversity in South African organisations.  Diversity in South Africa is different in every part of the country.	Each organisation will have to find the strategy that will suit it best when it comes to implementing diversity.	
Adapt or die.	Tudin, P. & Slomowitz, T (2002)	Diversity offers fertile ground to open new communication channels promotes development and attracts and retains talent.  While males are endangered species in most industries due to affirmative action.  Blacks feel they need to always prove their worth.  Diversity goes beyond weaknesses and tries to recognise similarities.	South African organisations need to face-up to the differences before they achieve diversity.	

## **2.8 Research needs**

According to Nyambegera (2002), ethnicity is an important variable in the global diversity debate as well as influencing organisational behaviour in Southern Africa. Unfortunately this aspect has received little attention from researchers into diversity. This view seems to be supported by Orlando (2003) who quotes various researchers in his article who have expressed the opinion that race was often overlooked in organisational research.

Kossek *et.al.* (2006) concludes that an in-depth analysis of the correlation between specific HR strategies, target level of diversity intervention and outcomes that are related to productivity needs to be performed.

Kossek & Pichler (2006) summarised the research into HR diversity interventions that was undertaken over the last two decades (Table 2). This summary also indicates the areas that need to be investigated further.

The South African researcher Booyzen (2005) identified the following areas that call for further research:

- Diversity awareness.
- Creating an organisational culture that accepts diversity.
- Providing support for diversity.
- How to manage diversity in the workplace.

These areas can be summarised as the need for the effective implementation of a diversity intervention. This research project addresses these issues and is therefore relevant and essential. Further support for the necessity of this study comes from Brun (2004), who recommends future research on the topic: How to encourage diversity without creating too much tension. Ocholla (2002) remarked that research on diversity has not responded to issues like optimising diversity and aligning policies to effective management of diversity. The methodology of the present research project allows the researcher to address the areas identified by Brun and Ocholla.

## **2.9 Theoretical framework**

The theoretical framework for this study is based on:

1. The social identity theory described by Nkomo & Stewart (2006).
2. Implications of diversity management as formulated by Kossek *et al.* (2006) and Lorbiecki & Jack (2000).
3. Implementations of intervention discussed by Grobler, Warnich, Carrell, Elbert & Hatfield (2006).
4. Six indicators of multiculturalism enumerated by Cox (1993: 2001).
5. Organisational culture examined by Orlando (2003).

To be able to determine to what degree the diversity interventions at the given institution meet the theory identified above, the researcher needs to understand the in-depth processes that are taking place within the organisation. The study was complex because it covered poorly described and understood organisational phenomena. Therefore the researcher applied qualitative research. The methodology of this study as well as the conceptual framework are analysed and discussed in detail in chapter 3 and 5 of this report.

### 3 Research methodology

#### 3.1 Introduction

In the literature review, theoretical concepts and research findings relevant to this research project were discussed. These concepts informed the writer's decisions regarding the methodology to employ.

#### 3.2 Selection of research method

The first important decision that had to be made was to decide on a qualitative or quantitative approach, which was based on the comparison below, tabulated by the researcher. Table 4 is based on information obtained from articles by Corner, J. (1990), Mangen, S. (1999) and Lacity, M., & Janson, M. (1994).

**Table 4 Qualitative and Quantitative measures**

Qualitative research	Quantitative research
The aim of qualitative research is a complete, detailed description of a phenomenon.	In qualitative research we classify, count and construct statistical models in an attempt to explain what is observed.
It is recommended during earlier phases of research projects.	It is recommended during advanced phases of research projects.
The researcher may only have a vague notion of the phenomenon to be studied.	The researcher has clarity on the phenomenon to be studied.
The research design is adapted to unfolding events during the process.	The entire methodology is designed before study commences.
The researcher is the data-gathering instrument.	The researcher uses instruments, such as questionnaires to collect data.
The data is in the form of words, pictures or objects.	The data is in the form of figures and statistics.

Qualitative research	Quantitative research
Qualitative data is 'richer', time-consuming to analyse and difficult to generalise.	Although quantitative data can be used to test hypotheses, it remains difficult to place data in context.
The researcher tends to become subjectively involved in the study of the phenomenon.	Researcher remains objective in the study of the phenomenon.

“Qualitative research methods allow in-depth analysis of problems, opportunities and situations in the business environment” (Coldwell & Herbst, 2004:15). The researcher therefore used a range of qualitative research methods to determine the outcome of the diversity and equity interventions, as this study required a detailed study of the difference between organisational policies and their actual implementation as well as employees' experiences thereof. The objectives of the research project into diversity interventions would not have been achieved if quantitative research methods had been used. The two qualitative research methods used were grounded theory and the case research method.

### **3.3 Grounded theory**

Grounded theory lends itself to use in situations where interpretation of behavioural patterns is required (McCallin, 2003). The present study meets this criterion. The researcher interpreted the responses and behaviours of respondents and linked these to the theoretical framework developed. Grounded theory methodology is a means of discovering the main concerns of respondents/employees as far as their working and social environment is concerned. The primary advantage of grounded theory is that it describes reality.

### **3.4 Case research method**

Patton and Appelbaum (2003) suggest that case studies are a valuable research method, for organisational researchers, when testing theory. To determine the suitability of this research method the researcher used the following checklist (Table 5)

**Table 5 Ethnographic research: case studies** (Mouton, 2005)

Ethnographic research: case studies – check list		
Description / definition	Studies that is usually qualitative in nature and aim to provide an in-depth description of a case.	√
Design classification	Empirical	√
	Text and numerical	√
	Hybrid data	√
	Low control	√
Key research questions	Exploratory and descriptive questions	√
Typical applications	Case studies of companies or organisations	√
Meta-theory	Various sociological theories (symbolic interactionism) and other more humanistic-interpretive traditions (phenomenology; semiotics; cultural anthropology) are intellectually linked to ethnographic case studies.	√
Conceptualisation / mode of reasoning	Inductive; a-theoretical. No hypothesis is formulated. In some cases certain general ideas or expectations act to guide the empirical research.	√
Selection of cases / sampling	Judgement sampling.	√
Mode of observation / sources of data	Individual semi-structured interviews.	√
Analysis	Grounded theory approach. (Glaser and Strauss)	√
Strengths	In-depth insight, establishing rapport with research subjects.	√
Limitations	Lack of generalisability of results; non-standardisation of measurement; data analysis time-consuming.	√
Main sources of error	Potential bias of researcher; lack of rigour in analysis.	√

The researcher was of the opinion that the case study would be the most suitable method to arrive at the following research objectives:

- To understand how the organisation has approached diversity and equity management.
- To establish the range of diversity and equity interventions implemented.
- To assess to what degree the organisational aims and goals are aligned with diversity and equity objectives.
- To determine the outcomes of the diversity and equity interventions implemented.
- To assess the formal diversity and equity intervention monitoring and evaluation processes in the organisation.
- To assist towards developing good-practice standards for managing diversity in organisations.

### **3.5 Research design**

The aspects of research design that are of critical importance to the success of case study research projects are as follows (Yin, 2003):

1. **Construct validity:** The process the researcher used is described in this section and it adheres to all the requirements described in the relevant literature.
2. **External validity:** This is one of the disadvantages of case study research. The findings are not generalisable. The purpose of such research is not to be able to predict behaviour but to describe an existing situation in a certain place at a certain time.
3. **Internal validity:** The researcher used triangulation to ensure internal validity. Twenty-two respondents were interviewed and standard questions were posed to allow comparison between the views of respondents. Further cross-referencing was done during the process of analysing documentary proof of the institution's intent.
4. **Reliability:** The study is based on the perceptions of the workforce interviewed. One of the objectives of this study was to create awareness of

diversity. If this occurred a later survey would be likely to discover more positive responses from respondents. The researcher ensured reliability by interviewing as many respondents as the brief timeframe allowed. A myriad of institutional documents on processes and procedures were also collected. If the research were to be repeated in the near future the researcher argues that the same results would be obtained.

In the research design of this case study the four critical elements were addressed by using triangulation as a strategy. It was applied by combining and comparing data from official organisational documentation, interviews with employees and observations of employees' behaviour. The researcher also measured the data in terms of the various theories identified in chapter 2. The data were collected from various sources to identify themes and to gain a clearer picture of the intervention's impact in the organisation.

A comprehensive literature review was conducted, its focus falling on journal articles addressing research into employment equity and diversity management. The researcher identified possible intervention models as well as outcomes of interventions that could serve as the theoretical framework for this study.

A research proposal was submitted to the director of research at the given Institution of Higher Learning (IHL) and permission was obtained to conduct the research.

The researcher met with the Director of Strategic Planning so as to identify the relevant managers, committees and staff to approach. After the identification of role players was completed a non-probability sampling technique, multiplicity (snowball) sampling, was used to identify employees with whom interviews were to be conducted.

Interviews are made use of when a researcher wishes to understand the facts, and to know more about perceptions and how subjects experience the phenomena being researched (Coldwell & Herbst, 2004). The advantages of using semi-structured interviews to collect data were that these allowed the interviewer immediately to clarify areas that he did not understand, permitting him to "zoom" in on interesting ideas mentioned by the interviewee as well as to pick up on non-verbal pointers that would have been lost if other data collection methods had been used. A further advantage of using a structured interview is that it allowed for some degree of comparability between responses. To be able to construct a case study it was

important that the researcher delved into the perceptions, feelings and experiences of the employees. Therefore the researcher was convinced that semi-structured interviews would be the most appropriate research method to use for data collection. The researcher did however take note of the following disadvantages associated with the use of structured interviews as a data collection method (Cooper & Schindler 2003):

- High costs.
- Need for highly trained interviewers.
- Longer period needed in the field collecting data.
- Follow-up is labour intensive.
- Not all respondents are available or accessible.
- Some respondents will be unwilling to talk to a stranger.

The next step was to conduct the case research at the IHL.

### **3.6 Profile of Sample**

The study population consisted of all the staff employed at this institution. Due to the nature and scope of this study, the time required for data collection, financial aspects, convenience and feasibility, the sample was selected from the staff of one Faculty at the institution as well as the employment equity officer of the Institution.

The said IHL is one of the largest residential higher education institutions in South Africa, with more than 50 000 students enrolled for various courses. It is well positioned to meet the higher education needs of different communities in South Africa, boasting well-equipped campuses in various locations within diverse communities. As a higher education institution, it has a legal responsibility to conduct teaching and learning, and to undertake research and development and community service projects. The IHL tries to do this in a unique way to strengthen its market position, and publicly commits itself to becoming the leading higher education institution in Southern Africa.

The institution's motto is to strive to "Empower people". Its vision is to be the leading higher education institution with an entrepreneurial ethos which promotes knowledge and technology, and to provide professional career education of an international standard which is relevant to the needs and aspirations of Southern Africa's people.

In support of this vision, the mission states the following activities:

- Create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;
- Serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- Extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- Establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners

IHL has eleven faculties (Table 6) that offer more than 100 degree courses for prospective learners to choose from.

**Table 6: Distribution of permanent academic and support staff in academic faculties by race and gender (2004)**

FACULTIES	PERMANENT TOTAL SHARE (rounded)	RACE		GENDER		Permanent Support
		African	White	White Women	African Woman	
Agricultural Science	5.0	20	76	22	0	24
Arts	9.0	20	77	52	7,8	24
Economic Science	6.0	42	52	45	17	11
Education	4.0	54	41	43	20	26
Engineering	18.0	31	66	23	6	30
Health Science	9.0	30	65	56	21	27
ICT	12.0	47	48	41	9	21
Management Science	11.0	31	66	58	18	19

FACULTIES	PERMANENT TOTAL SHARE (rounded)	RACE		GENDER		Permanent Support
		African	White	White Women	African Woman	
Natural Science	10.0	40	56	52	17	21
Social Science	10.0	37	59	55	12	11
Tourism, Hospitality and Leisure Management	5.0	38	58	68	21	26

Apart from the academic faculties, the support staff are distributed in the following departments (Table 7):

**Table 7: Distribution of non-academic support and specialised support staff by race and gender (2004)**

ADMINISTRATIVE SUPPORT	PERMANENT TOTAL % SHARE	RACE		GENDER	
		African	White	White Women	African Women
Finances	7.3	58	36	59	26
Foundation	0.6	40	50	50	10
Human Resources	3.0	56	42	54	28
Operations	32.0	78	20	42	34
Student Affairs	8.0	71	27	52	32
Corporate Relations	1.2	21	79	79	16
Registrar	12.0	52	44	64	23
Recruiting	0.6	67	33	22	0
Academic Development					
Co-operative Education	0.9	79	21	28.6	28.6

ADMINISTRATIVE SUPPORT	PERMANENT TOTAL % SHARE	RACE		GENDER	
		African	White	White Women	African Women
Curriculum Development	0.4	43	57	100	43
LIS	7.3	68	31	70	40.5
Telematic Education	0.8	7.7	92	54	6
Research and Development	1.0	23.5	76.5	53	12
Innovation Institution	0.6	33	55	11	11
SMS	0.6	10	90	50	-
Quality Promotion	0.4	43	43	43	14

### 3.7 Sample selection

The staff population at IHL comprises a number of sub-populations or strata, based on age, gender, ethnicity, employment status and years of service. These variables were considered with reference to the Faculty selected for study. A convenience stratified quota sample was selected. Stratified sampling ensures the representation of each essential group in the sample. Another advantage is that greater precision can be achieved with fewer respondents than would be possible with a random sample. A further advantage is that relevant statistical techniques can be applied when the individual respondents, selected for each stratum, have been chosen. A limitation of this sampling technique is that it is impossible to specify the exact population to which findings can be generalised and researchers should be cautious and extremely conservative in drawing conclusions (Leedy, 1993:200; Toulantos & Compton, 1988:60-64).

For the process of selecting the sample, information on staff employed in the relevant departments was collected from the office of the dean of the faculty. Approval from the Director of Research was obtained to interview selected employees.

The criteria for inclusion in the sample were as follows:

- The Dean of the Faculty.

- Academic employees of the Faculty.
- The Employment Equity officer.

Twenty-two respondents were selected and interviewed. Two of them were also immigrants. The researcher classified the respondents as follows (Table 8):

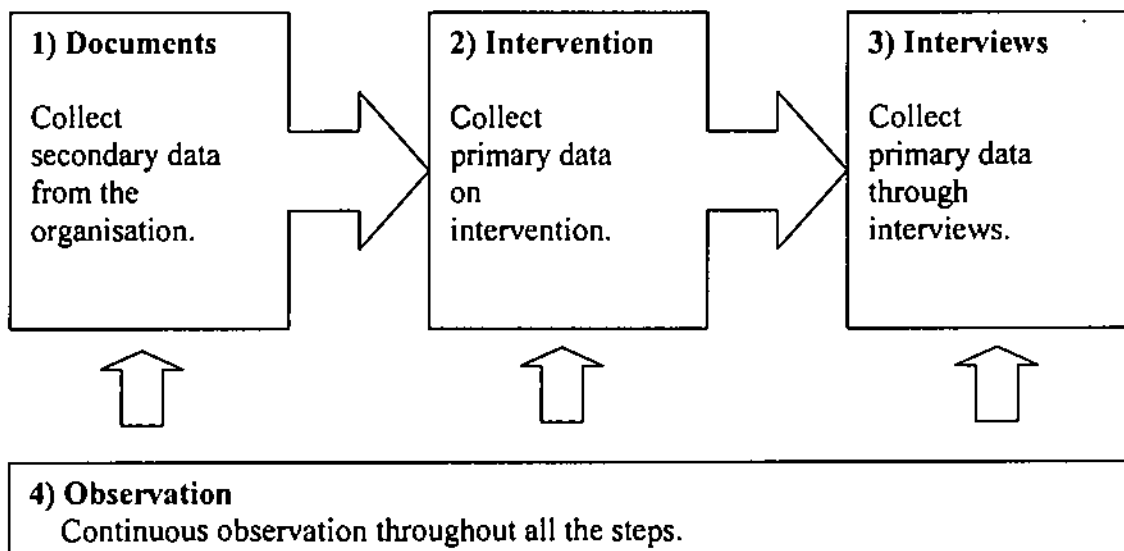
**Table 8 Respondents**

Post level	Black female	Coloured female	White female	White male	Black male
Junior lecturer	3	0	1	0	0
Lecturer	2	0	2	1	1
Senior lecturer	1	1	3	1	1
Supervisor	0	0	4	0	2

### 3.8 Case study design

To enable the researcher to answer the “how and why” problem regarding the diversity intervention implemented at IHL he designed a simple yet effective plan of action. The case study was compiled by applying 4 major activities (Figure 1).

**Figure 1 Case study design**



The researcher conducted the interviews over a 4-week period. It proved difficult to make appointments, and various appointments were moved and cancelled. During this period the following data were collected:

1) Secondary data including the following documentation:

1.1) Vision and mission.

The researcher determined whether the vision and mission

- Addresses diversity as a positive issue.
- Speaks of respect and valuing people.
- Links the valuing of people to the core business strategy.

1.2) Policy and procedures.

The researcher determined whether the policies and procedures

- Distinguish between employment equity and diversity.
- Merely comply with employment equity legislation or show a commitment to deep transformation.
- Make provision for structures to facilitate their own equity implementation.
- Were developed according to sound diversity principles.
- Were put in place with equal input from all staff.
- Put mechanisms in place to facilitate this input.

He also enquired:

- In what ways were these mechanisms inclusive or exclusionary and to whom?
- Are these policies made available to everyone? How?
- Are mechanisms for information sharing exclusionary?

1.3) Employment equity reports.

These reports were analysed using the following questions:

- Whether there has been any significant movement in employment equity figures over time?

- Has there been any significant movement in employment equity issues over time?
- If no movement, why?
- Do the reports reflect that the organisation is addressing the challenges tabled in the previous reports? If not, why?

#### 1.4) Statistics.

The researcher determined;

- Changes in the demographic makeup of the organisation.
- Who is being promoted into which position and why?
- Who is being recruited into which position and why?
- Who is facing disciplinary action and why?
- Who is being dismissed from which position and why?
- Who is resigning from which position and why?

#### 1.5) Structures.

The researcher examined:

- The organisational structures to facilitate capacity building.
- The shape of management.

2) He collected primary data on the intervention and determined the following:

- The nature of the intervention. (training, policy consultation, structural changes or a combination).
- What issues does it address, e.g. gender, race or holistic?
- Does it address issues directly or engage in euphemism? Why?
- Who does it target, e.g. management or all staff? Why that focus?
- Does it address issues of power?
- Who designed the intervention?
- Why was it initiated?
- What is the ideological underpinning of the intervention?

3) He collected primary data by means of semi-structured interviews with the relevant management, EE officer, and academic staff of the targeted faculty with the purpose of determining:

- What the interviewees are saying about the diversity intervention.
- What the employees are saying about the organisational environment.
- What kind of language is being used to talk about difference.
- Is difference seen as a positive factor or problem?
- Who says what about what?
- What discourses are used to discuss certain issues, e.g. is gender described in biological terms?
- What are employees not saying, e.g. where are the silences?

4) He carried out observations in order to collect the following data:

- Who spends time with whom in free time, like lunch?
- Who seems excluded, in which context?
- What is the physical placement of people? Are there different areas for different people and how are they organised, e.g. according to race, gender, hierarchy?
- What is the dominant culture and how does this manifest itself in different areas? How can I see this?
- What did I see in terms of organisational subculture? How can I make this explicit in terms of stories, artefacts etc.?
- What were the contents of notices in different areas?
- What language were the notices in? Were this information also communicated verbally and is this efficient?

### **3.9 Ethics**

Ethically correct behaviour is of utmost importance when working with human subjects. The researcher therefore ensured that all participants were treated with respect and dignity as well as courtesy and that their privacy was respected. Specific attention was paid to the following matters:

- **Fairness:** Ensuring that information collected is objective and factual. The researcher constantly cautioned himself against the influence of his own beliefs and experiences so as not to interpret facts in a biased manner.
- **Distortion of research findings:** The researcher fully transcribed the interviews to ensure that the context within which statements were made remains available. This allowed the researcher the opportunity to revisit important statements in order to fully comprehend their intended meaning.
- **Confidentiality:** The success of this study depended on the relationship of trust that the researcher could build with the respondents. The researcher ensured the privacy and anonymity of respondents by means of coding and referring to post levels, race and gender only.
- **Right to information:** The researcher will, on request, provide participants with the research report before final submission.
- **Selection:** Participants took part voluntarily.

### ***3.10 Data collection***

As this research forms part of a national project, there was no need for a pilot study since the questions used in previous studies were merely amended to be suitable to evaluate the diversity interventions of this IHL. A pilot study was conducted during the first phase of the national project.

On the website of the IHL there is reference to a code of good practice, stating that the following measures are implemented to achieve diversity:

- Appointing managers from designated groups.
- Increasing the pool of available candidates.
- Training and developing people from designated groups.
- Promoting people from designated groups.
- Retention of people from designated groups.
- Reasonable accommodation for people from designated groups.

- Steps to ensure that members of designated groups are appointed in posts, which enable them to participate significantly in corporate decision-making processes.
- Steps to ensure that the corporate culture of the past is transformed in a way that affirms diversity in the workplace and harnesses the potential of all employees.

The IHL further provides a guideline on its website for developing equity interventions.

The data collected were investigated using the abovementioned information as well as other evidence collected on the stated position of the institution.

### **3.11 Data analysis**

The researcher prepared data by first undertaking a generic analysis that consisted of the following steps.

- Reading through the data to identify themes and patterns.
- Assessing frequency.
- Clustering.
- Applying metaphors.
- Comparing and contrasting data.
- Identifying relationships.
- Building a logical chain of evidence.
- Reliability and validity were checked by means of triangulation.
- Categories were arrived at inductively and prevalence trends and patterns described.

The researcher used critical discourse analysis to analyse data collected. According to Fairclough (2005) critical discourse analysis (CDA) is an essential and unavoidable component of managerial studies.

#### **3.11.1 Critical discourse analysis**

To be able to develop a better understanding of CDA one needs to understand the concept of discourse. "Discourse moves back and forth between reflecting and

constructing the social world. Language cannot be considered neutral, because it is caught up in political, social, racial, economic, religious and cultural formations.” (Rogers, R., Malancharuvil-Berkes, E., Mosley, M., Hui, D., & Joseph, G., 2005) The words that people use carry more meaning than the mere message they are conveying. Critical discourse analysis is interpretive, descriptive and explanatory and determines the relationship between words and the organisational environment. These characteristics fit in with qualitative research. Therefore CDA was so attractive for the study, as the researcher interpreted the deeper meaning of what people said. The analysis was performed by applying the three-tiered framework described by Rogers et al. (2005). The framework analyses text, interpersonal interactions and social behaviour at various levels within the organisation.

### ***3.12 Nature and form of results***

This research report contains a comprehensive description and analysis of the outcomes of diversity and equity interventions. Actual interventions were compared to intervention models suggested in literature. The theoretical models described in literature informed the recommendations on best practices that were included in the recommendation section of the report. A case study was subsequently prepared.

## **4. Research results**

### **4.1 Introduction**

The study was designed to investigate how a faculty at an institution of higher learning has approached diversity and equity management. The institution's operational plan was studied to determine whether alignment exists between organisational goals and diversity and equity objectives. As this study focuses on one of the faculties at the institution, the annual faculty reports were scrutinised to determine alignment of faculty goals with diversity and equity objectives. To assess the impact of diversity on the workforce a number of comparisons between 2004 and 2005 were made. In the previous chapter, the research methodology of this study was described. The qualitative impact was investigated by conducting a number of structured interviews. A detailed description of the sample selection, interview schedule and analysis was given. Chapter 4 is a report on the results of the document review as well as the interviews.

### **4.2 Organisational documentation**

#### **4.2.1 Institutional operational plan**

On the official website of the institution the Vice Chancellor and Principal states that a key aspect of achieving the vision to become the leader in higher education is to manage the strength of diversity as a competitive advantage and not merely to strive to reflect the demographics of society.

The institutional operating plan (IOP) (Appendix 1) covers the period 2005 – 2009. The following references to employee diversity-related issues were found in the document.

- "A human resource strategy that provides staff development opportunities for all, and establishes race and gender equity in line with the demographics of the country will enable IHL to change its cultural dimension." (IOP, ii)
- "The human resource management strategy is focussed towards Employment Equity, and developing the staff to be competent" (IOP, ii)
- "We are committed to the following values:

- Quality service
- Professionalism
- Integrity
- Excellence
- Equity
- Unity in diversity” (IOP, 15)
- “Objective: 3.6 Achieving national equity targets according to the employment equity plan of IHL.” (IOP, 16)
- “Risks and assumptions relating to strategic objectives: Non adherence to the requirements of the Employment Equity Act. Resistance to transformation as a result of: Paying lip service to transformation; Uncertainty in respect of future mobility for non-designated groups; Perceptions regarding institutional standards; Uncontrolled loss of competent staff; Racial and gender conflict and tension as well as poor team spirit; Increasing future (staff) liabilities and the ability to pre-fund them in order to maintain an acceptable equity ratio; Inability to establish new organisational culture.” (IOP, 18)
- “Recruitment strategy ... that values both excellence and equity and supports the employment equity plan.” (IOP, 43)
- “Employment strategy ... meet the equity and gender ratios of 40%.” (IOP, 43)
- “Staff well-being strategy ... university is committed to promoting the Employment Equity Act. (IOP, 44)
- “Employment Equity Strategy:
  - To continue with affirmative action intervention until the set targets stated in the Employment Equity Plan are achieved.
  - To implement the mentorship programme with the reintroduction of the cadet scheme.

- To develop and implement a plan for the development of the next generation of leadership, with a focus on building black leadership.
  - To identify staff development priorities that will ensure the succession, retention and performance of blacks and women, especially at senior levels.
  - To ensure continuous upgrading of competencies and enhancement of the skills of blacks and women in the context of the Skills Development Act and the Workplace Skills Plan. (IOP, 44)
- Staff projection targets tabulated below. (Table 9 and 10)

**Table 9 Projected targets for females (%) (IOP, 46)**

OCCUPATIONAL CATEGORIES	2004*	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	16%	24%	33%	40%	95
<i>Professionals</i>	38%	40%	40%	40%	897
Technicians and associated professionals **	46%	47%	49%	50%	333
Clerks	65%	65%	65%	65%	865
Service (and sales) workers	34%	34%	34%	34%	83
Crafts and related trade workers	16%	16%	16%	16%	63
Plant and machine operators	0 %	0 %	0 %	0 %	70
Labourers and related workers	57%	57%	57%	57%	334
<b>OVERALL %</b>	<b>48,5 %</b>	<b>49%</b>	<b>49,5%</b>	<b>50%</b>	<b>2 740</b>

\*2004 represents the current actual permanent staff (%) figure as portrayed in HEMIS 2004.

\*\* Technician and associated professionals, among others, represent middle management

**Table 10 Projected targets (%) for black staff (IOP, 46)**

OCCUPATIONAL CATEGORIES	2004**	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	32%	40%	45%	50%	95
<i>Professionals</i>	34 %	38%	39%	40%	897
Technicians and associated professionals**	47 %	54%	57%	60%	333
Clerks	56%	56%	56%	56%	865
Service (and sales) workers	87%	87%	87%	87%	83
Crafts and related trade workers	58%	58%	58%	58%	63
Plant and machine operators	90%	90%	90%	90%	70
Labourers and related workers	99%	99%	99%	99%	334
<b>OVERALL %</b>	<b>54%</b>	<b>60%</b>	<b>65%</b>	<b>70%</b>	<b>2 740</b>

\*2004 represents the current actual figure (%) as portrayed in HEMIS 2004.

\*\* Technician and Associated Professionals, amongst others, represent middle management

- Diversity interventions
  - Commitment, cooperation and public support by the VC and EMC.
  - Employment Equity and Training Committee.
  - Mandatory affirmative action.
  - Building black leadership programme.

- Staff development and training. (IOP, 46 – 48)
- “Align all training and development with ... Employment Equity Strategy.” (IOP, 49)
- “The culture-bearing principles that have been identified are; leading, knowledge and technology; professional career education; international standards; serving, empowering, quality and professionalism; caring; ethics and integrity; holistic development; valuing diversity; teaching and learning; R&D; entrepreneurship; and cooperative education. Organisational culture manifests itself in the following cultural dimensions: communication; human resource management; leadership; customer focus; participation; decision-making; conflict management; fun; organisational goal integration; and innovation.” (IOP, 50)
- “Statement to guide the merger process: Promote staff equity... .” (IOP, 92)

#### **4.2.2 Employment equity plan**

The Employment Equity Plan (EEP) (Appendix 2) is still a draft document. The whole document is relevant to the management of diversity interventions at the IHL. Some critical issues related to this study were extrapolated.

The institution explains diversity in the following way:

“IHL should see diversity as a source of strength and a powerful key to its success. The focus is on people (staff and students) as a strategic resource to achieve its strategic goals. Diversity is far more than the race and gender profile of IHL.” (EEP, 41)

The EEP refers to the valuing of diversity only once:

“IHL values the richness and contributions of all its diverse body of staff and students.” (EEP, 41)

The institution has identified a list of benefits that can be derived from managing diversity:

- Achieve strategy.

- National and International academic acceptance.
- Increasing government support.
- Favourable publicity.
- Attraction and retention of internationally recognised academic staff.
- Meet demographic targets.
- Attract high calibre learners.
- Attract donors, sponsorships and other stakeholders. (EEP, 42)

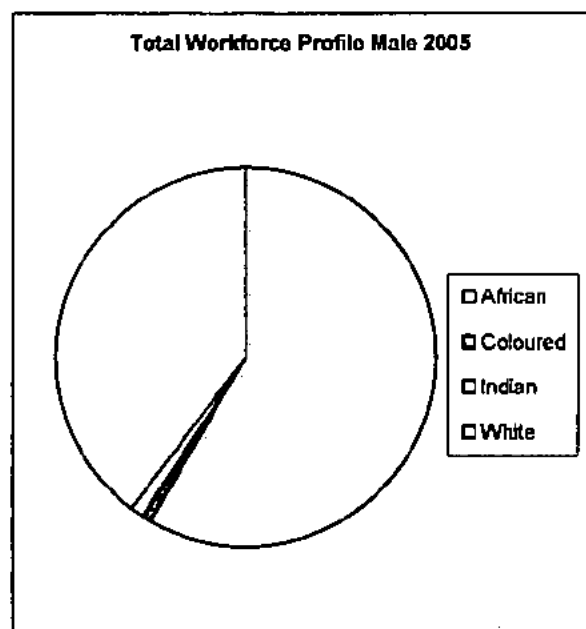
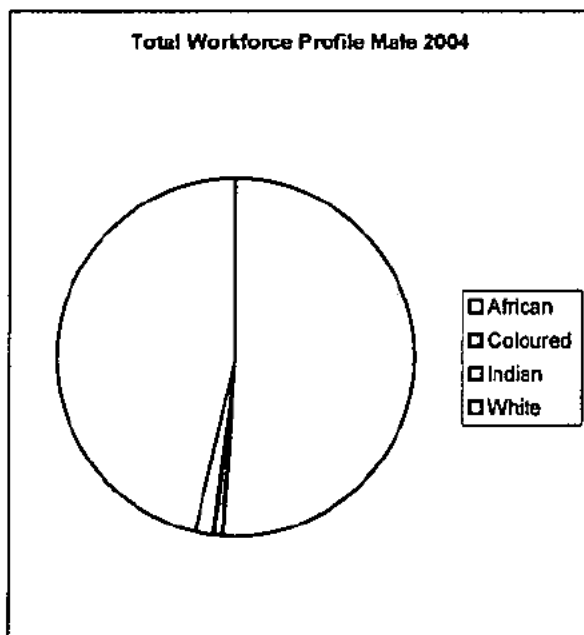
#### 4.2.3 Employment equity report (2004 – 2005)

To enable a comparison between the 2004 and 2005 workforce profile a number of pie charts were prepared by the researcher. The data were collected from the 2004 (Appendix 4) and 2005 (Appendix 5) employment equity reports.

The first comparison is made with respect to the male workforce.

##### Male employees 2004, 2005

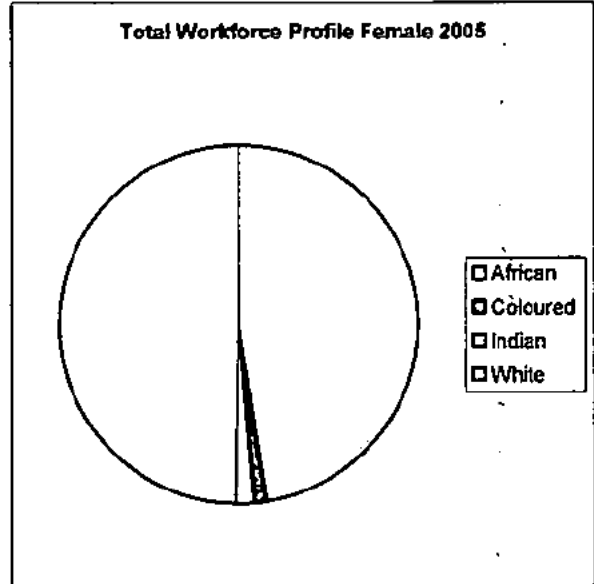
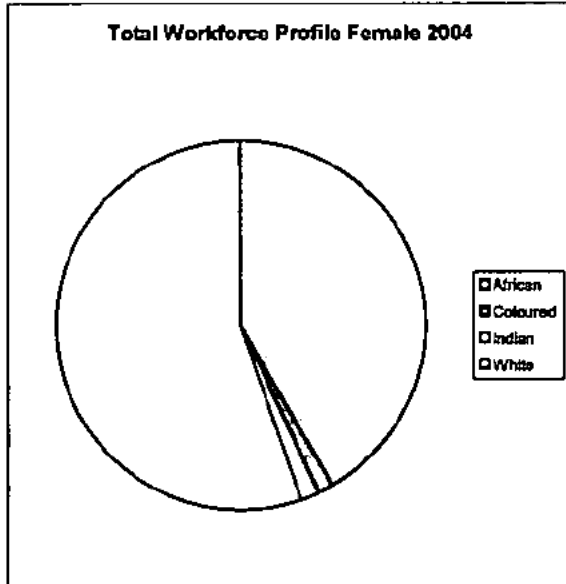
African	1662	2160
Coloured	22	25
Indian	58	51
White	1504	1465



The second comparison is made regarding the female workforce.

Female employees 2004, 2005

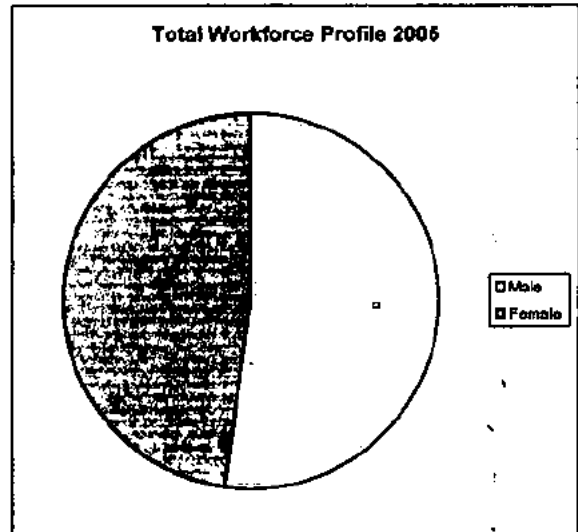
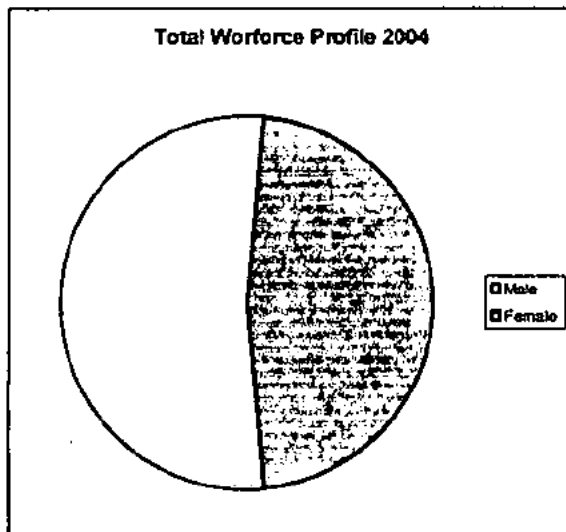
African	1217	1606
Coloured	39	43
Indian	52	54
White	1612	1681



The third comparison is made between males and females in relation to the total workforce.

Total workforce 2004, 2005

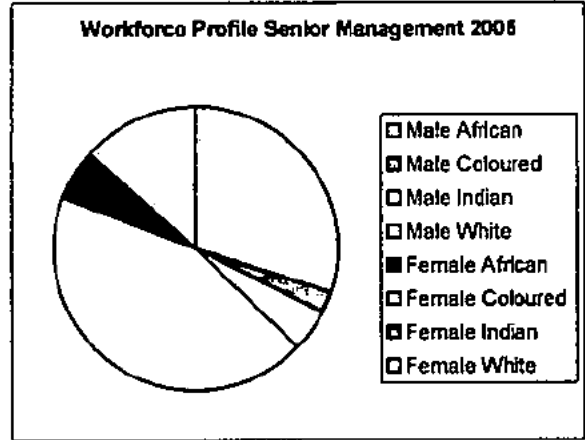
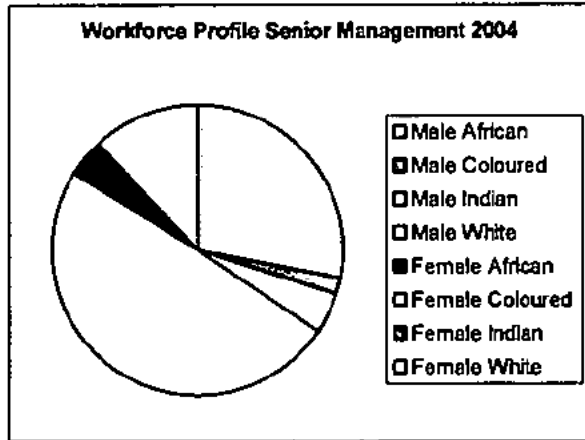
Male	3246	3701
Female	2920	3384



The fourth comparison is made between the profiles of senior management.

Senior management 2004, 2005

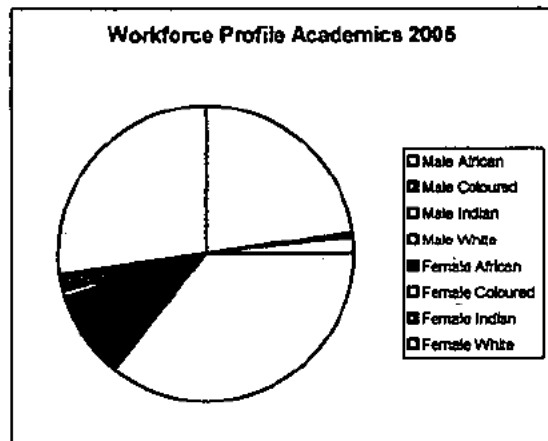
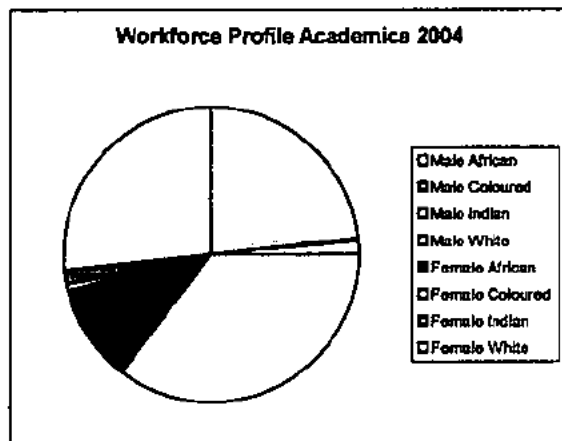
Male African	26	25
Male Coloured	2	2
Male Indian	4	4
Male White	46	36
Female African	4	5
Female Coloured	0	0
Female Indian	0	0
Female White	11	11



The fifth comparison is between the profiles of the academic workforce.

Academics 2004, 2005

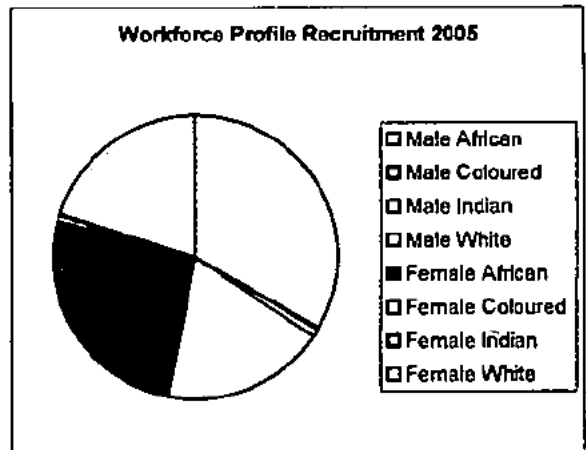
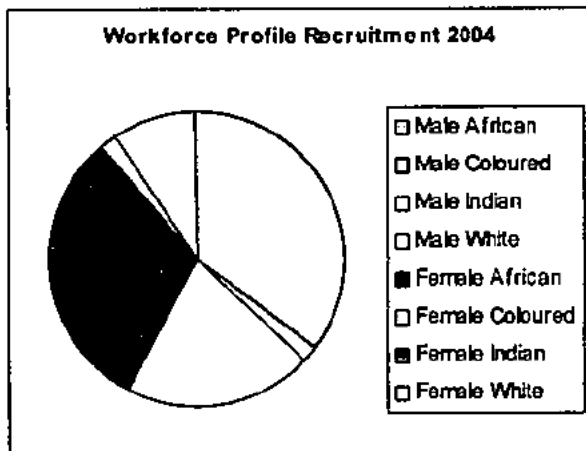
Male African	209	195
Male Coloured	3	5
Male Indian	13	13
Male White	315	303
Female African	97	84
Female Coloured	6	5
Female Indian	14	15
Female White	240	233



The sixth comparison is between the recruitment profiles.

Recruitment 2004, 2005

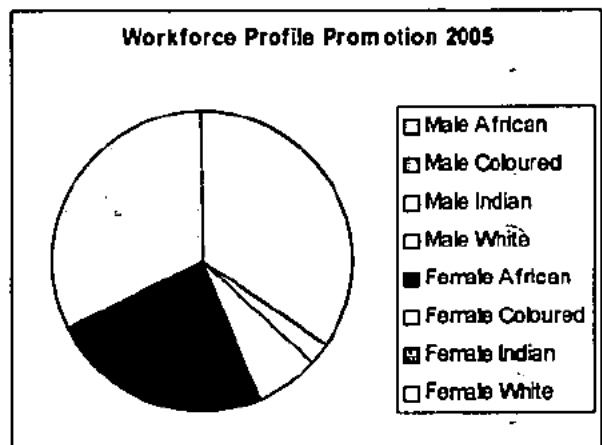
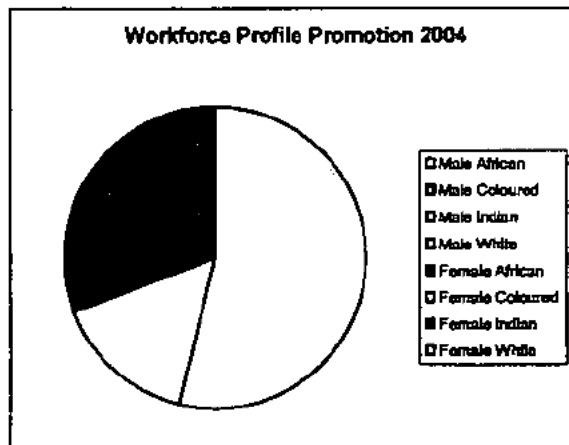
Male African	19	907
Male Coloured	0	8
Male Indian	1	19
Male White	11	508
Female African	17	706
Female Coloured	1	12
Female Indian	0	12
Female White	5	542



The seventh comparison is between promotion profiles.

Promotions 2004, 2005

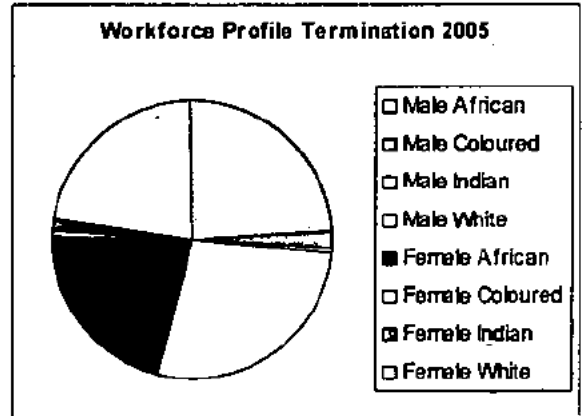
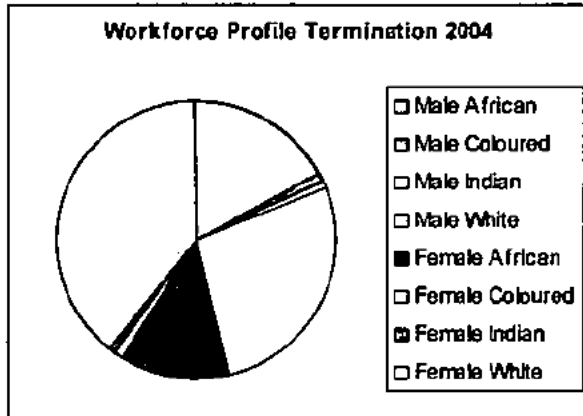
Male African	7	16
Male Coloured	0	0
Male Indian	0	1
Male White	2	3
Female African	4	11
Female Coloured	0	0
Female Indian	0	0
Female White	0	15



The eighth comparison is between terminations.

Termination 2004, 2005 (Normal Attrition)

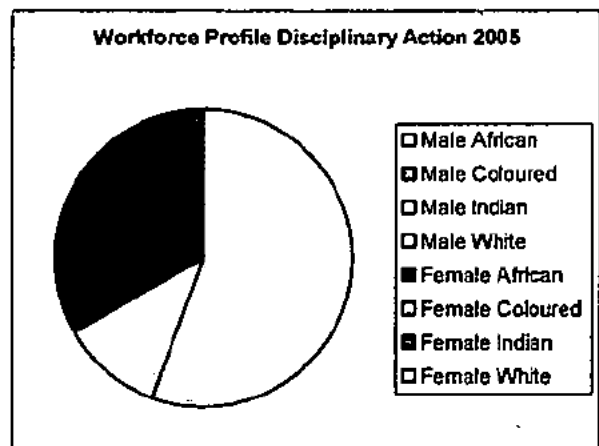
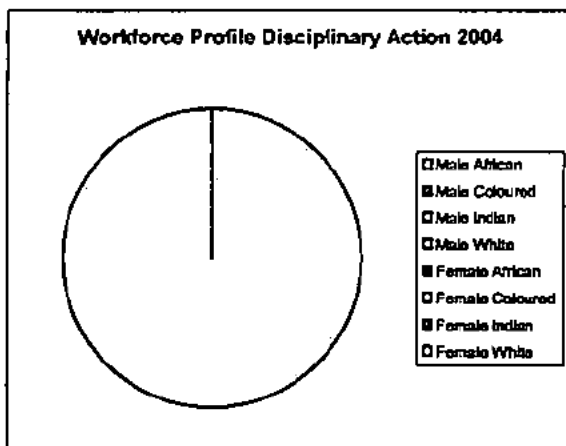
Male African	18	37
Male Coloured	1	3
Male Indian	1	1
Male White	28	41
Female African	13	33
Female Coloured	1	1
Female Indian	1	2
Female White	41	35



The ninth comparison concerns disciplinary action.

Disciplinary action 2004, 2005

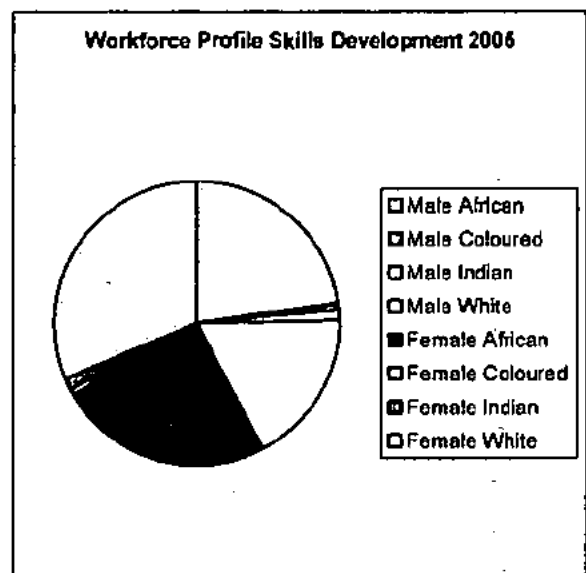
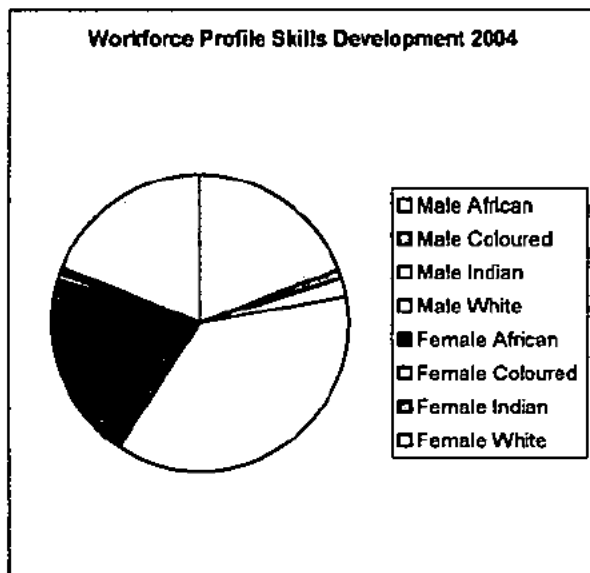
Male African	3	5
Male Coloured	0	0
Male Indian	0	0
Male White	0	1
Female African	0	3
Female Coloured	0	0
Female Indian	0	0
Female White	0	0



The tenth comparison relates to the profile of employees who took part in skills development.

#### Skills development 2004, 2005

Male African	334	237
Male Coloured	22	7
Male Indian	31	11
Male White	644	183
Female African	362	251
Female Coloured	7	7
Female Indian	13	15
Female White	332	324



#### 4.2.4 Faculty report (2004 – 2005)

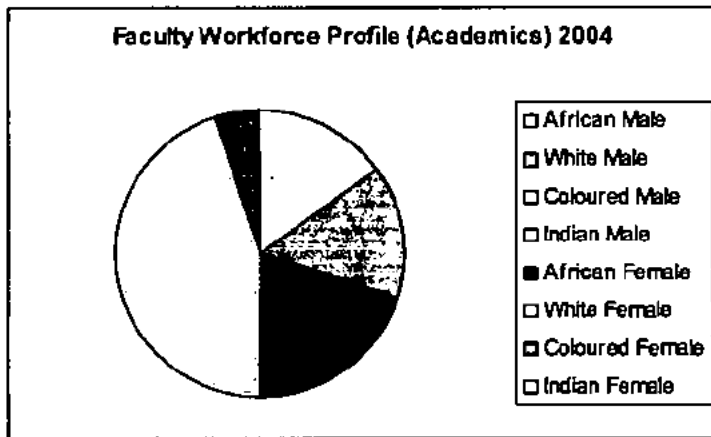
The faculty report (FR2004) of 2004 (Appendix 6A) makes the following reference to diversity-related issues

- “The challenges identified by the Faculty at a strategic planning session during 2004 were:
  - To optimise staff potential through an enabling environment
  - To implement an effective management model to overcome the demographic divide
  - To ensure culture integration through transparency, honesty and communication.” (FR2004, 2)

- "Faculty equity plan

The employment equity plan of the institution will be finalised in December 2005. The EE plan of the faculty will then be finalized. The institutional benchmarks as contained in our institutional plan are 40% black and 40% female in the professional category." (FR2004, 4)

The demographics (2004) of the faculty with respect to the workforce profile are as follows:

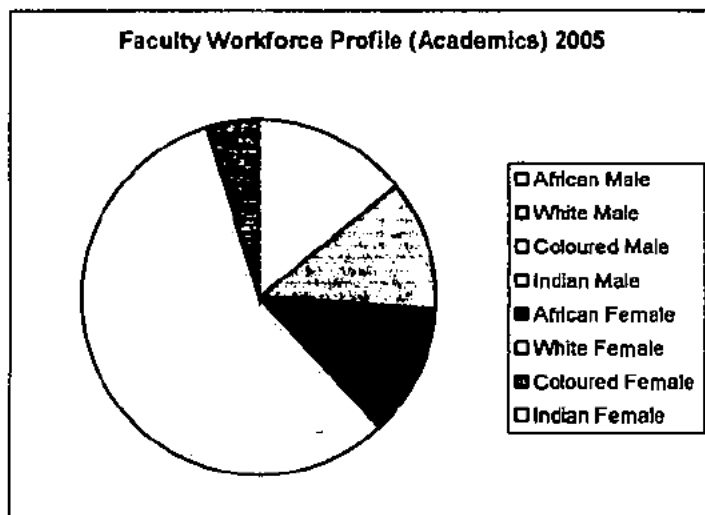


African Male	6
White Male	6
Coloured Male	0
Indian Male	0
African Female	8
White Female	18
Coloured Female	2
Indian Female	0

The faculty report (FR2005) of 2005 (Appendix 6B) contains a single reference to diversity-related issues

- "The Employment Equity plan of the Faculty is not yet finalised." (FR2005, 10)

The demographics (2005) of the faculty regarding the workforce profile follow:



African Male	6
White Male	5
Coloured Male	0
Indian Male	0
African Female	5
White Female	24
Coloured Female	2
Indian Female	0

The staff profiles as depicted by the comparisons above indicate the following trends:

- The numbers of African and Coloured males are increasing.
- Indian and White males are decreasing in number.
- African, Coloured and Indian females have increased in number.
- The numbers of White females have decreased.
- The ratio between males and females remained constant, with males making up slightly more than 50% of the workforce.
- Senior management for all categories remained constant except for a decrease in White males, mainly attributable to merging of departments into single structures.
- There was a slight decrease in academic staff across all categories, mainly as a result of a temporary moratorium on appointments.
- Recruitment data reflects the positive impact of the affirmative action programme, as the figures for African recruits are nearly double those for the recruitment of White employees.

### **4.3 Interview results**

#### **4.3.1 Dean of Faculty**

The Dean of the faculty was interviewed in the capacity of senior manager. The replies were as follows:

I. What diversity management intervention is in place at the institution?

Although IHL proposes that the potential of its staff members should be fully utilized, the current practices are cumbersome. The promotion policy, for example, dictates what employees need to do in order to be promoted. The allocation of staff to other activities is therefore problematic – cannot always accommodate people where their passion is. I am also of the opinion that there really is no proactive training for diversity as a whole – it is currently per section/ department depending on the

availability of staff. The training offered by CCPD is generalistic as it does not take into consideration the level of the individual and what training in depth is required.

II. What strategies do you have in place to leverage on diversity, if any?

Currently I expect of the HOD's to place staff in those areas where they have an interest, as that will ensure commitment. However, due to different problems regarding staffing due to the merger and scarcity in some areas this has not been very successful. We have basically just been trying to render quality service and where opportunities have been identified they depended on the availability of staff. The promotion policy also was an inhibiting factor, focusing on research mainly.

III. How do they fit into the business objectives, if at all?

The objectives of the faculty have been determined taking into consideration the overall objectives of the institution. This is in the process of changing with the permanent appointments effective as from this year. All Faculties will therefore have to revise their objectives. One of our objectives was to ensure that our targets for gender, race etc are in line with the institution and it is stated in our faculty report that our equity plan will be drafted as soon as the institutional plan has been finalised and approved.

IV. How do you define success of your strategies?

The success of strategies depends on staff knowing and identifying with the strategies, daily work towards achieving the desired outcome and applies remedial action when and if required. It is therefore a team effort.

V. How do you measure success of these strategies?

If the stated outcome according to the business plan has been achieved as planned.

VI. What has the impact of the strategies on business been?

In our case, as a new faculty established during an interim period – honestly speaking the impact has been limited. Except for being one of the few being completely integrated and having at least a “team” based approach – even though there will be varied comments as to the successfulness thereof, many of our strategies could not even be implemented.

VII. What is the institution doing to measure the performance of managers and staff on issues of diversity, if anything?

The newly drafted performance management model should address this. Up to now – no measure of performance has taken place – only on an informal basis within the departments - more in the sense of "developmental" activities.

VIII. What is the role of the Employment Equity Committee in achieving the business' aims and objectives?

Not aware of the aims or objectives.

IX. What in your opinion have been the greatest achievements of the Employment Equity Committee to date?

None

X. What are the limitations of the Employment Equity Committee?

No response.

#### **4.3.2 Employment equity officer**

During the interview with the dean the researcher was referred to the employment equity officer. The researcher conducted an interview and collected the following information (summary). Verbatim report in appendix 13.1

I. What diversity management intervention is in place at the institution?

We have diversity management training that is on a voluntary basis. It is not part of management's key performance areas (KPA's) to attend training or to ensure that staff is trained.

Awareness campaign that is compliance based (employment equity act). Awareness training aimed at an environment where people are valued. The management of diversity is the valuing of diverse people who feel that they are appreciated.

A questionnaire on employee satisfaction is being circulated.

The training is on a voluntary basis and originates from conflict situations, so management sees it as a conflict management intervention. That conflict is usually along race lines. Training is reactive not proactive.

The three interventions are based on mere compliance. Management have to take a stand on that, indicating what they have hope for the future.

Middle and top management (except for one) have not asked for any intervention from this office as far as diversity is concerned. Short and sweet there's been no interest.

## II. What strategies do you have in place to leverage on diversity, if any?

I don't think there are any strategies, but what is planned is to have photographs of diverse groups of staff members and diverse groups of students. That kind of message, in other words what you would call corporate language where we language our selves into a specific way of thinking. I strongly believe that you language people into a way of thinking. Your language is a strategy. You start saying that this is what IHL believes in. This is what IHL stands for. Therefore I work at IHL and I align myself with all that IHL stands for.

## III. How do they fit into the business objectives, if at all?

One of the things that any organisation wants to be seen doing and saying is that they value the contributions of their diverse workforce. It elevates you into the status of a preferred employer. I know that diversity was from the beginning one of the values that IHL had; "we are committed to unity in diversity". (IOP pg. 15) I wonder whether IHL understands that value. I just don't know.

## IV. How do you define success of your strategies?

This is ground zero and how do you measure success? Would it be taking the survey that we take now and take it again after leadership making certain reassurances, letting people feel safe in this environment? I would say success is when people stop referring to the way they did things in the past. The success of the interventions depends on the success of the merger. The success of diversity depends on the success of strategies and interventions and cannot be seen in isolation from the success of the merger. It is a long-term thing.

The merger compounded institutional problems. It brought in politics from Campus A and Campus B and Campus C - it added to existing problems and did not solve anything. Instead made it more complex.

V. How do you measure success of these strategies?

It would be ideal to do a comparison.

VI. What has the impact of the strategies on business been?

I can't really answer that. In a sense these diversity strategies have not made any impact because when you come out of these interventions, specially the training, and you understand the experience of people undergoing the training, they don't leave there with their problems solved, their problems are still out there. We cannot underestimate conflict in any organisation. Conflict in senior management trickles down to middle management trickles down to lecturing staff trickles down to students.

If you have all white lecturing staff you're sending a certain message out, and this is to assume that role models need to be the same race group or the same gender that assumption is being made. But there's definitely the fact that it trickles down to students. There is so much they have to be exposed to - different perspectives. We cannot in higher education underestimate the impact of role models and particularly in a post apartheid South Africa.

We have the problem of where faculty was very much represented as white and male. I heard a comment this weekend that most research is still done by white males. Now that could be a pat on the back for a white male - a white male said it. But it also could be indicative of lack of opportunities to women or to people of designated groups.

VII. What is the company doing to measure the performance of managers and staff on issues of diversity, if anything?

It's a highly unionised area that is politically charged, so implementation and negotiation around performance management for IHL is still being developed. There are three measurables in an effective employment equity strategy. If it is not linked to performance appraisal and performance management it's a dead duck in the water. You cannot do it. If it is not linked to the vice chancellors, why should the dean and

why should the HOD? It should be performance management driven. There are three elements: measure time targets, measure the achievement of equity targets. The look of the diversity the tangible the promotion of diversity.

VIII. What is the role of the Employment Equity Committee in achieving the business' aims and objectives?

The employment equity committee is not an intervention it is a requirement of the act. We set up this committee to consult broadly across all occupational categories. So I don't think that management could really credit it as an intervention that they've now created.

IX. What in your opinion have been the greatest achievements of the Employment Equity Committee to date?

None.

X. What are the limitations of the Employment Equity Committee?

Ours has not worked basically for a number of reasons. The reasons are that the organisational structure is not finalised due to the merger. What happened in the past was that somebody - a black person would be approached in a faculty, because it is believed that employment equity is a black issue, you can go to the employment equity committee and you go and talk. That does not give that person any mandate to talk on behalf of that faculty. The problem is not the committee not being in place, but the members that felt that they had no mandate - again linked to organisational structure not being finalised.

You don't come sit in as an opponent of employment equity or a proponent of employment equity. You come and talk on behalf of people who have given you a mandate. We weren't able to achieve that. So the best that could be done in the meantime was to use union representatives from the unions. Another problem was that we had two branches for the one union and three branches for the other. So we had the politics of the unions, even the unions structure weren't finalised so we had five people sitting on the interim employment equity committee we also had ex officio members and that would be the skills development people, organisational development people, employment equity people and site senior managers. So by virtue of your office you actually sit on that committee. The way forward? Today I

had a conversation with a person dealing with the data on this implementing diagram 14 of the IOP page 102 that basically depicts the employment equity committee. It would be 7 Deans 3 Directors and 4 DVC's and the Registrar. 15 employment equity plans for individual institutional divisions. You've got to look at why you have an employment equity committee. You have an employment equity committee to consult on the employment equity report. Going to the department you consult on employment equity plans in the various constituencies. You consult on findings of the institutional audit. To convey what we are doing. You can't just have a little add on committee, there's got to be linkages through mandates and responsibilities and accountability and that is what we are struggling to achieve at this moment.

There is no way that while the structure is being changed, we could ask the deans of merged faculties to draw up equity plans. The plan would be null and void after merging.

### **4.3.3 Employees**

The researcher grouped similar responses to accommodate the interpretation, discussion and conclusions in chapter 5. Verbatim report on employee interviews in appendix 13.2.

#### **1. What is it like to work for IHL?**

Seven subjects responded positively, five negatively and eight raised positive and negative experiences and were therefore undecided. The first section below records the positive responses; the second the negative and lastly the undecided.

#### **Positive responses**

Coloured female senior lecturer - Very nice. The people are nice. My immediate colleagues and my supervisor is nice, he tried to listen. It is a relaxed atmosphere.

White male lecturer - It is a very nice organisation to work for even though I am experiencing that things are done differently.

Black male (immigrant) supervisor - A nice experience.

White female senior lecturer - I am satisfied. I believe that one is responsible for one's own happiness (self-motivation). I am satisfied with the circumstances and I experience job satisfaction.

White male lecturer – Compared to previous experiences I prefer IHL. The flexibility to do more than what is in the job's description, and the time allocated, practical work, extra work is appealing. Time and support for research.

Black female lecturer - It's fun, because I enjoy coming to work.

Black female junior lecturer - It is nice; I'm familiar with the people and the place.

### **Negative responses**

Black male supervisor - I am frustrated. Difficult to find your footing and there are too many things changing and some of the things happening you don't have control over. Changes are not always communicated in time. Changes have impact on people in a way that you're not able to predict how people will react to certain situations.

Black female junior lecturer - It is a new institution. Right now it's a nightmare, you don't know where you're heading to, it's stressful with the changes. No answers from supervisor. My worst experience is my supervisor. I'm on my own nobody can help me with my problems.

White female junior lecturer - At the beginning I enjoyed my job. The difficulty I experienced in being appointed on a permanent basis caused a total loss of my trust in the institution. Since then I come to work only because I must earn an income.

Black female junior lecturer - At the moment it is confusing because of the different structures that are not in place. When all the structures are in place one would feel more comfortable.

Black female lecturer - Working for the organisation is like swimming in a very big ocean, because at IHL you do not know if you are coming or going.

### **Undecided**

White female lecturer - Positive in the sense that the pace has slowed down and that more time is spent on taking decisions that might lead to a new vision. On the other hand I find the slow decision making process very frustrating.

White female senior lecturer - I enjoy my job. My job was easier to do in the pre-merger phase. I experience it positively. The difference is the change that took place, I used to be responsible for a subject, but now I have to share the responsibility with my counterpart at another site. Working with the counterpart is not always a nice experience. It is difficult to always consider another person's feelings. I am afraid that I might inadvertently offend other employees or cause conflict. I am concerned that I might give people the wrong perception. I might say things in a certain way and people experience it differently. It is difficult to understand the different emotional value that different people attach to words.

White female senior lecturer - It is a pleasant experience. Sometimes you feel it is not always pleasant but it is pleasant in that staff members are cooperating and supporting each other. There is a feeling of mistrust and people don't want to share ideas. Management takes decisions without consulting the staff. You get the idea that you are not part of the system.

Black male lecturer - It's very fulfilling in terms of my expectations. One cannot get everything. The downside is the uncertainties about merger. A lot of policies are made available for comments but I can't take part because it is a lot of reading to do. There are communication problems.

White female lecturer - A lot of problems exist. The people in the department are nice to work with. I enjoy coming to work but the support service is poor. No feedback on communication. Perhaps my demands are unrealistic.

Black male senior lecturer - It's a pleasure. The environment is conducive. Not much support.

Black female (immigrant) senior lecturer - Working for IHL is challenging. It's a challenging environment. Negative: you have to work in conditions you are not happy with.

White female supervisor - Everybody's affected by the merger, can't say its good or bad, there's good and bad points. Good points - more resources for students, more access to more opportunities. Bad points – We don't have all the necessary facilities for our students.

## II. What are the signs that IHL values a diverse workforce?

Eleven respondents felt that there are signs that IHL values a diverse workforce while nine disagreed.

### **Yes there are signs**

White female senior lecturer - I notice that people from different cultural groups work together. The demographics of top management have changed indicating that diversity is promoted. I haven't seen any circulars informing the staff on the institution's diversity interventions.

White female senior lecturer - A few months ago there was a document available stating that they would like to empower women. They changed venues to ensure access for disabled people.

White male senior lecturer - The quota systems that were implemented. Major change in racial representativeness. The best person is not necessarily appointed in a position.

Black female lecturer - The fact that they try to get employees of different races and different cultures. It is the assumption from my side they value it to a certain extent. If I look at the nature of the workforce it is quite broad and it is diverse but chances are that it is because of the merger of different institutions maybe it makes it to look diverse or it is because they had that idea in mind when they were recruiting their staff members to try and be as mixed as possible.

White female senior lecturer - There are different races and sexes and as far as I know there is a policy on preferential appointment of people from previous disadvantaged communities. I have seen a big change in the employee profile. Before the merger we had 2 African employees, and now we have many more. The culture in the organisation feels different.

Black female (immigrant) senior lecturer - They force people to work together. They match people, try and put things that are not working together. In the lower levels you can see signs in terms of forcing people to work together. Nothing in writing for e.g. if two departments merged, this is the way, two sides forced to work together in a

similar way. No training, no guidelines. When you've run into a wall then someone will say you are not supposed to do that. No one tells you what the expectations are.

White female supervisor - In my opinion there are definitely signs of transformation. The appointment of diverse individuals to top management.

White male lecturer - Equality, gender, race – see it on paper. If you look at the profile of the staff, there is definitive change. Policies are in place to enhance the change.

Black female junior lecturer - They're moving in the right direction. Equal employment opportunities.

Black female junior lecturer - IHL values a diverse workforce. I've learned to accept the fact that I am the only black woman in this working environment. I've seen progress at the staff – I think they've done quite well. I see a lot of different cultures.

White female lecturer - I see it in the appointment of new staff members. All races and cultures are represented. There is a need to appoint more males.

### **No signs**

Black male supervisor - I am frustrated.

White female lecturer - I see no major signs of a appreciation of a diverse workforce. I think there is conflict and difference of opinion that will take a long time to sort out. I am aware of diversity but I do not think there is any appreciation of diversity. Diversity is actually on the decrease not increase.

Black female junior lecturer - I don't see signs of diversity. For me it remains the same, and it's getting worse as far as diversity.

Coloured female senior lecturer - The fact that the organisation is implementing an employment equity plan shows me that there is interest in diversity. The plan is not effective, because I've seen no change.

Black male lecturer - Integration is in process now but it is slow. Very little has been done there is still a lot to be done as far as diversity is concerned. I see no signs of progress in terms of diversity. Not much is done; they focus on the merger.

Black male senior lecturer - No they do not, there is little consultation.

Black male (immigrant) supervisor- I disagree. I don't think they value a diverse workforce. It's just the same people working everywhere. People speak home languages everywhere, which mean it's just the same people.

White female junior lecturer - I have not experienced any prejudice. I often wonder about the perception that we have that there are no acts of discrimination and prejudice. It is window dressing. I do not see any significant change. I have distanced myself from the institution.

Black female lecturer - I don't think they do. Culturally diversity at the institution needs to be addressed. I haven't seen real change.

### III. How are you treated?

Interviewees responded, as follows: Twelve fair and six unfair with two unsure.

#### Fair

White female lecturer - In my department I receive fair treatment. The problem I experience is that we had an informal structure and now it has become more formal that complicates matters. It takes longer to solve problems. The institution seems to be more distant. There is a tendency to apply a more autocratic management style. I am tasked to do certain things but I do not where it all fits in. Afterwards some of the tasks you have performed are just ignored. I see and hear less and less of top management, they seem to focus on documentation and paper work. Management has become invisible and I do not know where I fit in any more.

White female senior lecturer - My immediate superior treats all staff as equals. I have not been treated unfairly. However I am more careful of certain people. Some people do much less than other people. I do not take note of other people.

Black female junior lecturer - My colleagues treats me fair, I enjoy coming to work.

Coloured female senior lecturer - My immediate colleagues respect me, people that know me and stand up for me, support me. The moment I leave my immediate office environment, I feel insecure and that I've been looked down upon, I've been treated if

I don't know anything, like a Cape Coloured - being stereotyped as a Cape Coloured and my contribution is taken light hearted.

Black male lecturer - I feel satisfied with the treatment I receive from the institution and my colleagues.

White male senior lecturer - I have no complaints.

White female lecturer - I cannot say I am treated badly. It is all right.

Black male senior lecturer - Management treats me fair. Excellent treatment by colleagues.

White female junior lecturer - I receive fair treatment.

White male lecturer - Very well.

Black female lecturer - It's been a lot of fun working with my colleagues. I worked a long time with my colleagues, and I'm comfortable. Treatment during the merger phase was not good because of the lack of communication.

Black female junior lecturer - I can't complain. I'm happy in my department, I don't know the rest of the faculty.

Black female junior lecturer - In the beginning I experience a feeling of loneliness. At times I feel it would be much better to have a black colleague to talk to because of a cultural background, sharing talks, jokes etc. I've learned a lot from my colleagues. Through time the boundary disappear. The longer you stay with people with different cultural and race the more you learned to adapt to each other's culture. White people find the black people noisy, very slow in doing things in reasoning in acting in doing things. The more you mix you start adopting the white culture. It helped me a lot to work according to the plan – delivery dates - black people have a culture of relaxing and that is one of the things that slows the process, in twelve years time it helped me a lot, we should keep a balance. We must follow the policies.

### **Unfair**

Black male supervisor - The title that I have make things easy for me. The fact that I'm a manager makes people listen to me, the fact that people know that I have a PHD make people notice. People who don't know me, treat me differently. When I do

something in a "white environment" they will always ask me " Where are you from, are you from xxx?" Which I don't think is relevant. I will give you an example of an assessment workshop that I have attended, when they wanted input and I give my input it was OK, and then somebody else (white) says the very same thing I have said then all of a sudden it was a brilliant idea – that made me feel that I'm not expected to say anything of value so I kept quiet after that.

White female senior lecturer - As a staff member? Currently it is very confusing as a result of the merging process. The whole time you feel that everybody is looking at you, you never feel certain. When it was still at the premerger phase I felt appreciated and knew what were expected of me. But currently I don't know where I fit. I do not know where I am going.

Black female lecturer - When there is a black person needed somewhere, then I am that black person to send. In general the daily relations is perfect. I am seen as a black face and not as an academic and because of that we can use her. I have not seen management.

Black male (immigrant) supervisor - I feel like an outsider. I never have the opportunity to meet middle and top management. I have no interaction with top management.

Black female (immigrant) senior lecturer - I don't think I am treated fairly. I am talking about the bottom of the net. I am told what to do, I am not part of the discussion I'm nothing. I feel uncertain, helpless, frustrated and see no progress.

#### **Unsure**

White female senior lecturer - Good. Better as in the pre-merger institution where there was a lot of conflict. On the surface everything is friendly and kind but I can feel underlying tension.

White female supervisor - Sometimes good, sometimes bad. Tendency of you're expected to do things a certain way. I am not consulted, things are decided for me.

#### **IV. What obstacles have you experienced?**

In this section respondents answers varied so widely that it was impossible to categorise them in any way. Some of the obstacles that were identified were:

Discrimination, differential treatment, lack of support, passive and active racism, lack of common goals, fighting for survival, lack of resources, interpersonal conflict, contributions not being valued, poor quality, incompetence, insecurity, hidden agenda's, distant/absent senior management, lack of decisiveness and reverse discrimination.

Black male supervisor - People at the same post level in the organisation didn't have similar authority to approve things. There are no support groups. Apparently there is a support group on another campus (likely to be race based – white) but we do not have.

White female lecturer - Very few obstacles in the department, because of structures that are in place. However people are striving towards different goals. There are major differences and perceptions on the goals. Conflict occurs at the level of interpersonal cooperation and at departmental level. It is unclear what the Faculty expects you to do.

White female senior lecturer - Because there are a lack of performance goals and performance appraisal I experience a lack of job satisfaction. It is caused by the organisation where everybody is just putting out fires and trying to survive for now.

Black female junior lecturer - The biggest obstacle is the lack of resources.

Coloured female senior lecturer - I miss the fact that there are no Cape Coloured people. I miss having a Cape Coloured person in the institution - somebody that I can relate to.

White female senior lecturer - I experience the following obstacles:

Racism towards white staff; Mistrust and hidden agenda regarding the operation of the department from other staff; Unacceptable working conditions (no air cons, classes not on standard, copiers and power failures); Staff not a group that work towards the same goal; Management not transparent in decisions and not involve staff for inputs; Head of department does not listen to problems and address it.

Black male lecturer - There is no support for research and community work. I do not feel that I am treated fairly because some other employees have received study

leave and financial support to attend conferences. We must improve on our qualifications but when you want to the door is closed.

White male senior lecturer - At this stage it is reverse discrimination.

White female lecturer - The logistical problems. Management ignores my problems. They do not have the background information to enable them to understand my problems.

Black female lecturer - The fact that people are not eager to work, it puts you in 'n negative position because you seem to be this person who wants to be working, working, working and while do you want to keep a serious face and makes everybody looks as if they are not working. Sometimes I am expected to produce miracles. There is a general spirit of demotivation.

Black male senior lecturer - Too much administrative work.

Black male (immigrant) supervisor - The bureaucratic nature of things around here, there are always meetings, and on the ground nothing seems to change. Another obstacle is the lack of decision making from management side.

White female senior lecturer - Not as far as the institution is concerned, more with regards to courses. The syllabi have shortcomings. The distance between campuses and the coordination. We have an extra administrative burden. The advantage of the merger is that we have learned a lot from one another.

White female junior lecturer - The fact that it (my problem) drags on and that nothing is being done about it influences what I am prepared to do.

Black female (immigrant) senior lecturer - The Afrikaans – language is a problem. In meetings there was Afrikaans people and was not considering the fact that I didn't understand. It is still going on. I don't understand Afrikaans at all. Secondly I had to attend discussions at the other site no one arranged for parking – I had to park in the street. I felt threatened.

White female supervisor - Lack of human resources and support.

White male lecturer - Competition inside the department and because of the personal competition employees work against each other and not with each other. People are scared after the merger.

Black female lecturer - We don't have enough resources here. Communication is overloaded with too many policies. They change things everyday.

Black female junior lecturer - I feel I am standing on one place. I am not growing, the same routine everyday. No support, lack of management in the department. There's a lack of solving problems, no solution – we must live and cope with it.

Black female junior lecturer - It took some time before I felt that the white students and colleagues accepted me for what I am. I think it was fear of lowering the standard. The first thought they must have had here is a black teacher and they have bad connotations of the quality. They didn't know how to address me; I had to make them feel at home. There are still issues I deserve the respect as their lecturer. It's a constant feeling that I need to prove myself. I'm looking forward to the day not to be judged by my colour but by my character, I am capable to do my job and should not be questioned or judged on my colour.

#### V. What do you wish members of other groups knew about you or your group?

Most respondents answered as a representative of a group even when asked about the person as an individual. Except for minor exceptions the responses were quite similar within race groups. The following are the most common responses categorised under race:

##### **Black respondents**

Constant pressure to prove myself, preconceived ideas, need for acceptance, need of support, honesty, feeling of isolation, being human, hard working, concerned about quality, peaceful, accept change, sensitive to words like "you people", emotional, free and different cultures

Black male supervisor - About me: What they should know about me is what I am capable of doing.

Black male supervisor - About my group: That we have been doing work at the same level, or even better in other instances, than them. That we are good colleagues who

have the interest of students at heart that we're not the people who will come and change everything.

Black female junior lecturer - About me: My philosophy is that people have to accept me as I am. I measure myself to my own criteria. I'm not going to prove myself to anyone else.

Black female junior lecturer - About my group: We are lovely and open-minded - there are a lot of misunderstandings between groups.

Black male lecturer - About me: In terms of what I am aspiring to achieve in terms of working, we are here to come and develop young minds.

Black male lecturer - About my group: We are operating as islands and we can't continue in that way. We need the support of other groups.

Black female lecturer- About me: I wish they knew that I'm just human; I make mistakes like everybody else.

Black female lecturer- About my group: I think my group is a very hard working group, only if they want to.

Black male senior lecturer- About my group: The togetherness.

Black male (immigrant) supervisor - About me: That I care about the institution and the students just as much as they do.

Black male (immigrant) supervisor - About my group: No group - one person cannot form a group. I find that groups in this organisation are formed on the basis of culture instead of a basis on work related issues.

Black female (immigrant) senior lecturer - About me: I want them to know that I am honest and sincere.

Black female (immigrant) senior lecturer - About my group: They are honest, hard working and will work hard if the work is explained to them. It is a group that is very sensitive towards racial issues - racism.

Black female lecturer - About me: I love life. I need freedom to make my decisions as long it's in the best interest of the university. I don't like dictatorship. At this stage there is no freedom to take decisions.

Black female lecturer - About my group: We always laugh and when it helps we cry. We show emotion. We had a strong social structure and support.

Black female junior lecturer - About me: I love my job; I love what I am doing. That I need change and a challenge.

Black female junior lecturer - About my group: They need to know that our group is fun, open and honest.

Black female junior lecturer - About me: As a black lady and black person we have similar basic as white people. To understand the different background of the two cultures is very important.

Black female lecturer - About my group: Different groups have different issues. It will take time to bridge and understand one another's cultural background. I've seen the development of a common culture, coming out, slowly but surely coming in.

### **White respondents**

Common terms used by respondents: Unintentional resistance to change, individualistic, no hidden agendas, not here to disadvantage others, not superior, focussed on quality, importance of personal needs, academically orientated, dynamic, private, enthusiastic, knowledgeable, can contribute to academia and, wish to help other groups.

White female lecturer - About me. How I take decisions and why I take certain decisions, your background and previous experience influences the decisions that you take.

White female lecturer - About my group. You must realise that everybody is different and that you need to understand the different cultures.

White female senior lecturer - About me: They should know that I have no hidden agendas. What I say is what I mean. It is about the job and that what needs to be

done. I am straight to the point, without disadvantaging anybody. Hidden agendas are a big problem.

White female senior lecturer - About my group: The group is not prejudiced against anybody. The group want to promote the achievement of the institutional goals. The perception exists that whites think they are better than others but it is all about doing their job.

White female senior lecturer - About me: I think that people does not care, they are only working on a professional level and forget about the personal needs of a staff member. I think we really need to sit down and really look at other people's personal needs as well. As a department we need to sit down and structure our needs as well, personal as well organisational, need to sit down and plan this, currently it confuses me. Due to this confusion you don't know what is expected of you.

White female senior lecturer - About my group: Other departments don't know our group and they don't know what we can do. I have the idea that they are not interesting in finding out what we can contribute. Were isolated.

White male senior lecturer - About me: I do not believe that the same learning culture exists with other groups as with white people. My way of doing things should be appreciated.

White male senior lecturer - About my group: I see the staff members in my department as my group (mainly white female). It is important that other groups in the organisation take note of what my group contributes.

White female lecturer - About me: I do not want anybody to know anything about me, they should not interfere with my group.

White female lecturer - About my group: More enthusiasm about what we can do.

White female senior lecturer - About me: The less they know the better.

White female senior lecturer - About your group: I think it is necessary that we know about one another, every person capabilities and how the institution can better utilise these capabilities.

White female junior lecturer – About me: If they have to know it is about the contribution I can make to academia.

White female junior lecturer – About my group: I wish people would take note of the contribution we can make to achieve the goals. It is about what you can do at work. People feel threatened.

White female supervisor - About me: I would like other people to see my potential.

White female supervisor - About my group: Cultural differences and differences of opinion on ways of doing things.

White male lecturer - About me: They know everything about me they need to know.

White male lecturer - About my group: We are here to do our job.

### **Coloured respondents**

Basic theme of response: Can contribute.

Coloured female senior lecturer - About me: There is certain thing we do that is unique to us.

Coloured female senior lecturer - About my group: I don't have a group; I'm the only Coloured

VI. What do you wish your manager, your fellow workers/team members understood about you?

The respondent's wishes varied. The following key concepts appear in the responses:

Individual, do not want to be typified, am understood, ignored, not listening, disregarded, feel thrown aside, here to do work, not a policeman, do not care what manager thinks, do not confine me, committed, passionate, work ethics, education, honest, private, challenges, consistency, speak my mind, need my space and unique.

Black male supervisor - That they understand me to be an individual. That they belief we are all responsible.

White female senior lecturer - It feels as if my supervisor and colleagues accepts me.

Black female junior lecturer - If I'm quiet, it doesn't mean I don't want to participate, or I'm lazy.

Coloured female senior lecturer - They must take me seriously at times. I've feel not to make any comment anymore, they're not listening anyway.

White female senior lecturer - I am a very sensitive person and I take a lot of things personal and I really like to try and do my utmost best in the office and at home. My whole life philosophy is to give everything everyday.

Black male lecturer - My manager should understand that I'm here to do my work, not here for competition. I want to focus on my work and not to be a policeman.

White male senior lecturer - We get along well as a group.

White female lecturer - I do not care what other groups think of me. I do my job to the best of my ability. I don't want acknowledgement from other people.

Black female lecturer - I think the fact that I am crazy!! Give me the leeway and allow me to be crazy don't confine me with restricting all the other resources.

Black male senior lecturer - Hard working, committed.

Black male (immigrant) supervisor - Understand what I am passionate about.

White female senior lecturer - They should understand that I say what I think and that might upset people, but I do not like doing deals under the table. My objective is to advance the department. Friendship is a bonus. I appreciate clear-cut situations. If I upset people it is because I want to achieve the institutional goals. I appreciate it if people trust me.

White female junior lecturer - My work ethics and matters that is important to me.

Black female (immigrant) senior lecturer - That I am not aggressive, a hard worker, honest and not a racist.

White female supervisor - Sometimes I prefer to work in isolation. I am not really a group person.

White male lecturer - They need to know that I need challenges and although they've created opportunities, I get bored very easily.

Black female lecturer - My manager should understand that I like consistency. If they do one thing now they should not do another thing tomorrow.

Black female junior lecturer - I speak my mind. I need my space – it doesn't mean that that I am angry I just want to be left alone.

Black female junior lecturer - I want them to know that I am unique. Even if we have different cultural backgrounds and believes we should accommodate one another. Accommodate both cultures and be flexible.

VII. What do you wish your manager, your fellow workers/team members understood about your group?

The respondents as far as groups were concerned were answered along racial lines.

**Black respondents**

Their concerns were about; responsibility, group pressure, contribution, dedication, other group not willing to change, need appreciation.

Black male supervisor - The way the understand me, is the way they understand my group. (That they understand me to be an individual. That they belief we are all responsible. They must understand that I don't want to be typified.)

Black female junior lecturer - There are groups – clicks – in my immediate environment. I am not part of any group. If you belong to a specific group they would expect me to behave according to that group and you have to be in conflict with the other groups.

Black male lecturer - Any perception that they have about us should be in line with what we want to achieve.

Black female lecturer - I think the fact that they are dedicated people.

Black male senior lecturer - That there are differences. They exist and we must accept and appreciate them.

Black male (immigrant) supervisor - I do not belong to a group.

Black female (immigrant) senior lecturer - That they are people who are not ready to change but when the necessity for change is explain to them, they will change, but they need an explanation.

Black female lecturer - I don't like to be in a group that stresses me. I mixed with everyone in the department.

Black female junior lecturer - Our group is loud mouthed - they like fun, they work although they don't look like work they do, they just like being together. Our team is nice. You must ask for support in a nice way.

Black female junior lecturer - I would like them to understand that I may be unique and different from my group. Every black person is not the same.

### **White respondents**

The respondents raised the following issues: Resistance to change, rules are rules, others don't appreciate our contribution, they do not understand us, others do not understand our situation, value diversity, need for independence, make a huge impact.

White female lecturer- We are set in our ways and find it difficult to accept change. Change should be gradual and not everyone reacts the same as far as change is concerned. Change is difficult and even more so when not understood.

White female senior lecturer - Is it about white and black? I think there are wrong perceptions about my group. My group want to do their best and work hard to achieve their goals.

White female senior lecturer - The whole thing about our contribution to this institution.

White male senior lecturer - We are a mixed group. Other groups do not always understand why we do certain things.

White female lecturer - A person must have his own insight and ideas. Others do not understand the situation and background.

White female senior lecturer - The manager should understand the diversity he has to manage, currently he is doing well and we are happy.

White female junior lecturer - There should be an appreciation of the contribution that you can make.

White female supervisor - We are used to work independent. The quality of the work was good.

White male lecturer - That we can do a lot more if we combine forces, if we all understand that we can make a huge difference in the industry. We've got a lot of expertise and skills and sometimes I think we don't know how to utilize it. There is no motivation.

### **Coloured respondent**

Respondent feels strongly about values and goals.

Coloured female senior lecturer - We are people that have values; traditions, goals and they should take us seriously at all levels. Although we are in the minority we can make a contribution. I want to prove that we have potential. My unique contribution is getting lost. I am in the middle between blacks and whites.

### **VIII. What behaviours are most valued and rewarded at IHL?**

Most respondents did not feel valued and stated that there is no reward regardless of behaviour.

Black male supervisor - I don't see reward. The people that are rewarded are those that are known by those that are in a position to reward. Familiarity plays an important role.

White female lecturer - Top management is so busy with their own matters that they forget about the employees. The institution does not appreciate employees.

White female senior lecturer - At the moment no values are acknowledged or rewarded. There are no promotions.

Black female junior lecturer - I have never seen that somebody was rewarded. There is a total lack of rewards.

Coloured female senior lecturer - Being aggressive. If I am unhappy and force it through it is accepted, you get rewarded for it, you get what you want.

White female senior lecturer - Currently I acknowledge that there are no behaviour that is rewarded

Black male lecturer - I have never seen anybody rewarded.

White male senior lecturer - Improving qualifications. Research outputs. Your contribution to the welfare of the department.

White female lecturer - My ten-year service award was send with internal mail and got lost. Acknowledgement sent by mail is not worth a lot!

Black female lecturer - The radical employees. But if you are quiet and doing your job you are part of the statistics. You don't exist.

Black male senior lecturer - I didn't experience any rewards, and it doesn't encourage me.

Black male (immigrant) supervisor - No promotions at this stage.

White female senior lecturer - Being knowledgeable in your subject, there is a lot of emphasis on research, if you are a good researcher you are highly rated. You should be a good teacher too. A good researcher is not necessarily a good teacher.

White female junior lecturer - Academic orientation and experience have no value. Keep your mouth shut and go with the flow. No reward for hard work. Depends on whom you know. Management has no integrity.

Black female (immigrant) senior lecturer - Just be quiet, do your work and don't say anything and do not complain.

White female supervisor - Over the last few years there was no rewards. No allowances. There is nothing to look forward for, no promotions. You just go to work.

White male lecturer - You need to know the right people.

Black female lecturer - I've never seen reward. Definitely not part of IHL organisational activities.

Black female junior lecturer - Being at work, coming to work. As long as you are here, they don't care what you do. I've never see or hear anything about a reward.

Black female junior lecturer - I've never seen any reward.

IX. What do you need to do and/or know to get ahead at IHL?

Respondent agree that it is who you know that is important to advancing your career.

Black male supervisor - For me you need to be known. I've realised that people that are more voiceterous at gatherings can become famous and known.

White female lecturer - In the past you were promoted when you improved your qualifications. Now there are no incentives to motivate you to do anything extra.

White female senior lecturer - There are no opportunities for promotion. Departments can be more successful based on research that leads to recognition.

Black female junior lecturer - Improve your academic qualifications. It is whom you know not what you know.

Coloured female senior lecturer - You need to know the right people.

White female senior lecturer - It comes from top management the whole time - your qualifications first of all and your research inputs and it worries me because were a university of technology not an ordinary academic university.

Black male lecturer - I need my management to understand my situation as much as I understand them. They should be supportive at three areas: research, teaching and community work.

White male senior lecturer - Participate in research – postgraduate study. No rewards in current policy. Perhaps in the future when revised policies are in place. I am concerned that there still will not be any promotions.

White female lecturer - You must have contacts.

Black female lecturer - I think you need to know all the corruption of the top management and then you will be the one of the in people in the organisation.

Black male senior lecturer - What incentives there are, and what they expect from me.

Black male (immigrant) supervisor - You should know who to talk to.

White female senior lecturer - Nothing, there are no opportunities for promotion. There is a moratorium because of financial constraints – since 2004. The promotion system does not exist anymore.

White female junior lecturer - I have tried everything; I did an M degree and got no recognition. I will never be promoted here.

Black female (immigrant) senior lecturer - I want promotion but there is no time to do the extra work.

White female supervisor - It's a matter of structures, which are not in place.

White male lecturer - You need to do a bit of self-marketing. Be visible. People must know what you're busy with – projects etc.

Black female lecturer - The information I have is enough.

Black female junior lecturer - I need to know my job description and what is expected from me to improve to get to the next level. Improve like job ethics, qualifications etc. I didn't experience any support in the organization to study.

X. How comfortable, accepted, and valued do you feel in this organization? Why?

The responses were very similar. Candidates felt comfortable, accepted and valued by their immediate colleagues but they had the opposite experience with regard to the broader organisation and specifically towards top management.

Black male supervisor - Comfortable – I'm not comfortable because I personally feel that I am not being treated fairly. as far as reward and remuneration is concerned.

Black male supervisor - Accepted – I don't feel accepted and I don't feel rejected either.

Black male supervisor - Valued – I honestly do not feel valued at all. I would feel valued if I received equitable treatment. What I feel now is that there is now

appreciation of positive performance but the moment something is wrong then it is noted and discussed.

White female lecturer - Comfortable: I feel comfortable because there are still many macro issues outstanding and therefore they can't pay attention to the employees at lower levels in the organisation. The uncertainty about the future causes a little uncertainty.

White female lecturer - Accepted: I feel accepted in the department and by my colleagues. I am not bothered whether management accept me or not, they do not even remember us here at the bottom. We have a job to do and that is that.

White female lecturer - Valued: The department values the job that I do, the wider organisation do not count.

White female senior lecturer - Comfortable: I feel less comfortable because of the decrease in quality, our image have deteriorated.

White female senior lecturer - Accepted: I feel that I am accepted because I have been here for a long time.

White female senior lecturer - Valued: I feel less valued. I should be appreciated more.

Black female junior lecturer - In the department I feel uncomfortable and not valued although I feel accepted by my colleagues, I cant say the same of the institution.

Coloured female senior lecturer - I feel very comfortable in my immediate environment. Between my colleges I feel accepted. My immediate colleagues value me. They value me as a person. They make me feel like I belong.

White female senior lecturer - Comfortable: I must really be honest I don't feel comfortable. The whole time I feel that you need to defend yourself about everything you say and everything you do. I do not want to sound negative but you feel insecure because you do not know where you are going.

White female senior lecturer - Accepted: As a person I feel accepted in this department. Wider that the department I feel totally insecure. I just don't want to communicate with them.

White female lecturer - Valued: Well I wouldn't have been in this position if they didn't value my input so I feel valued in the institution, the fact that I were promoted to senior lecturer indicates that they value my inputs and they value what I do.

Black male lecturer - Not comfortable because of the merger, although I am sure about my job in future. I feel accepted in terms of working with my colleagues, but I don't think top management has created a good culture in the organisation. Not valued because of poor remuneration.

White male senior lecturer - I feel comfortable because I have a long service record. The people around me accepts and appreciates me, top management leaves me cold.

White female lecturer - I am comfortable and accepted by my colleagues. I know them and I have a good relationship with them. The organisation does not appreciate me.

Black female lecturer - I don't feel comfortable, neither accepted nor valued.

Black male senior lecturer - Very comfortable and accepted because good relationship with colleges. I feel valued. Unsure about organisation.

Black male (immigrant) supervisor - Comfortable: I feel quite comfortable in the sense however I'm a contract worker, and my contract is renewed every six months.

Black male (immigrant) supervisor - Accepted: I feel accepted by my colleges.

Black male (immigrant) supervisor - Valued: My students valued me. My immediate supervisor has expressed appreciation for what I do. I'm not sure about my colleges.

White female senior lecturer - Comfortable: I feel comfortable and I enjoy my job and like my colleagues.

White female senior lecturer - Accepted: I am accepted, I haven't received any feedback so I have to accept that it is positive.

White female senior lecturer – Valued There are no direct signs that the organisation values me except that I think that they value my opinion even though it leads to nothing.

White female junior lecturer - My friendship with my colleagues is meaningful. I do not feel accepted or appreciated by the organisation.

Black female (immigrant) senior lecturer - Comfortable: I am not comfortable. I'm sitting on the edge of my chair. I feel uncertain in terms of the retrenchment.

Black female (immigrant) senior lecturer - Accepted: With my group I was accepted. After the merger I don't feel accepted.

Black female (immigrant) senior lecturer - Valued: With the group I worked so far – more than 10 years I feel valued. After the merger, I don't feel valued. In general there is no value – not even a letter or a welcome note – just my salary!

White female supervisor - Comfortable: Although I am a white female, I'm not really looking forward to change. Matter of not being used to change.

White female supervisor - Accepted: I don't feel accepted, wider than the department.

White female supervisor - Valued: Not really valued, maybe because things are not in place. A chance to grow would be helpful.

White male lecturer - Comfortable: I feel comfortable because of policies, organisations like labour unions, also because of my direct management. Job security is part of being comfortable.

White male lecturer - Accepted: I feel accepted in my department as well as wider in the institution.

White male lecturer - Valued: I feel valued and know they trust me to perform. I don't value top management opinion because they're absent and do not know what I am busy with.

Black female lecturer - Comfortable: No job security. I've heard we are overstaffed and we need to re-apply for jobs.

Black female lecturer - Accepted: I feel accepted by my colleagues at IHL.

Black female lecturer - Valued: I received feedback that made me feel valued.

Black female junior lecturer - Comfortable: I feel very comfortable – nobody is checking on me. I can do what I want to do whenever I want to do it.

Black female junior lecturer - Accepted: I feel accepted by my immediate colleagues because they accept me for who I am. Management is very far.

Black female junior lecturer - Valued: Sometimes I feel valued other times not – when they need a favour they tell me I'm good.

Black female junior lecturer - Comfortable: Because I've worked so long here people accept me, I feel comfortable and open to share personal things.

Black female junior lecturer - Accepted: I feel the trust. I am not comfortable. There is a lack of information, but the changing of policies and rules bothers me.

Black female junior lecturer - Valued: The top management sees us as workers. The situation that we are currently in does not make us feel valued.

#### XI. What groups are easiest/hardest for you to work cooperatively with?

Interviewees clearly felt more comfortable with who they perceive as the group they belong to (people they know). The group they find hardest to work cooperatively with is identified as the unknown or other group.

Black male supervisor - Easiest: Easier to work with my senior managers because they need something that I can do for them.

Black male supervisor - Hardest: It is more difficult to work with my colleagues and juniors because they are expecting a lot from me but I am not able to deliver. Familiarity has an influence on how well I work with certain groups.

White female lecturer - Easiest: The people that think the same as me and I have known for a long time.

White female lecturer - Hardest: Groups that hold different convictions than you.

White female senior lecturer - Easiest: A group that is closest to the values goals and work ethics to my group.

White female senior lecturer - Hardest: Groups with different goals than my group. Groups that do not do their part.

Black female junior lecturer - Easiest: The groups I know for a long time is easiest.

Black female junior lecturer - Hardest: The group I'm merging with is difficult. They've got their own perception, they think they know us, think they know too much. It's all about my colour. It's difficult with white groups

Coloured female senior lecturer - Easiest: The same language group is easier. I feel more comfortable to work with black people.

Coloured female senior lecturer - Hardest: Different language groups and white people.

White female senior lecturer - Easiest: It sounds strange but is easier for me to work with my black colleagues in my department itself not in the department we are merging with.

White female senior lecturer - Hardest: I get the idea that people from the other merging institutions do not accept you and that makes it difficult

Black male lecturer - Easiest: It is easiest with the people who understand me and who's patient with me, those who are supportive. Easier with the people I know longer.

Black male lecturer - Hardest: Hardest is the opposite. Work easier with those people that I know than those I don't.

White male senior lecturer - Easiest: My colleagues and the support services.

White male senior lecturer - Hardest: People I do not know, I need more patience with African people e.g. the different time value.

White female lecturer - Easiest: Get along with everybody. I attach no value to the opinion of groups.

White female lecturer - Hardest: None

Black female lecturer - Easiest: Mixed groups with higher percentage of black than white are very easy for me to work with.

Black female lecturer - Hardest: The whiter the group becomes the more difficult it becomes.

Black male senior lecturer - Easiest: I can work with any group. No preferences.

Black male senior lecturer - Hardest: None

Black male (immigrant) supervisor - Easiest: I experience all groups in the same way.

Black male (immigrant) supervisor - Hardest: None

White female senior lecturer - Easiest: Easier if I have a common interest with other group members. The more the group are interested in my field of expertise the easier it is to make progress. If we share goals. The longer I know them the easier.

White female senior lecturer - Hardest: If we do not share a common interest.

White female junior lecturer - Easiest: The group that I know the longest and worked with.

White female junior lecturer - Hardest: The new groups we are merging with.

Black female (immigrant) senior lecturer - Easiest: Being a foreigner, at first the blacks was difficult. They take along time to accept you as an individual, until they put valued to you and accept you. The whites are different. They group you with a certain group of people even though you know you don't belong there. I find both groups difficult to work with but then with time I've adjusted to both groups.

Black female (immigrant) senior lecturer - Hardest: It felt that I must prove myself all the time.

White female supervisor - Easiest: My immediate colleagues are easiest.

White female supervisor - Hardest: Certain groups are harder because I get the idea that they think that we're not at the same level.

White male lecturer - Easiest: It is easier to work with female colleagues. We've got the same interests and it's easier to relate.

White male lecturer - Hardest: Harder to work with traditional Afrikaans men – different interest and difficult to have a decent conversation.

Black female lecturer - Easiest: I've realized that working with male academics at this institution is easier.

Black female lecturer - Hardest: Female's want to have power they want to be acknowledged.

Black female junior lecturer - Easiest: My group is easier to work with. The people I work with on a daily basis.

Black female junior lecturer - Hardest: The group I'm merging with because we are competing instead of working together.

Black female junior lecturer - Easiest: I found it easier to work with Afrikaans people than English speaking people.

Black female junior lecturer - Hardest: An English person.

XII. What behaviours of other groups are most difficult for you to deal with or most irritating?

The responses to this question highlights the "them and us phenomenon", quite a number of white respondents referred to quality or rather the lack thereof.

Black male supervisor - The 'they and us' mentality in this institution.

White female lecturer - To me a deadline is very important.

White female senior lecturer - People who do not do their jobs.

Black female junior lecturer - The groups who think they know everything. Because I am black it's accepted that I don't know.

Coloured female senior lecturer - If white people talk to you if you're not used to anything and know nothing.

White female senior lecturer - There is just one thing that irritates me and that is to be ignored.

Black male lecturer - The negative attitude some people has towards me even it they don't know me.

White male senior lecturer - Discipline, commitment, cultural differences e.g. the noise, quality of work. Change to African culture in the institution is hapenning very fast. I do not experience it positively and feel less at home.

White female lecturer - I do not classify people in groups. I see them as individuals.

Black female lecturer - I think it is the perception that people come with to you because they think they are superior; they think they know it all. Whatever is a genuine ideal solution you come up with first it has be judged where it is coming from, before it is tried and tested. I have experience passive resistance to my suggestions.

Black male senior lecturer - I adjust. I take life as it comes.

Black male (immigrant) supervisor - None

White female senior lecturer - Some people work for money and their own advantage. Some do as little as possible and get away with it.

White female junior lecturer - People pretending to do things.

Black female (immigrant) senior lecturer - What I've seen with some of the whites, that somebody will stand in a position knowing very well with no ground - a situation where they say they know this and I know they don't know.

White female supervisor - When I get an e-mail from a white colleague and he speak to us if were in primary school.

White male lecturer - People not being themselves irritate me.

Black female lecturer - The most difficult is people who change who are not consistent.

Black female junior lecturer - I feel like I had to prove myself. Because I'm black they always tell me what to do, give commands. It makes me stubborn. It demotivates me

because there is no support, you can't prove whatever they doubt of you. It makes me incompetent, and affects my work.

Black female junior lecturer - What irritates me of white people, they shouldn't expect that black people should reason all the time. Cultural differences and many other things have led people to behave and thinking a certain way, especially personal issues. Respect the other persons believe, or keep it to yourself.

XIII. What would you like to know and/or learn that could help you to succeed at the organisation?

The responses are varied but the common theme is that of developing an understanding of others.

Black male supervisor - If there is a way of dealing with that change.

White female lecturer - A clear vision to strive towards as well as the opportunities available.

White female senior lecturer - More of other groups, how they see and experience things. Get to know other groups better.

Black female junior lecturer - To fight. To raise my voice, to be assertive. I would like to be loud – around the table.

Coloured female senior lecturer - I would love to learn an indigenous language. I would like to know how management is thinking; the things that they come up with will not improve the stature of the university.

White female senior lecturer - It is always a good thing to learn more about other cultures.

Black male lecturer - I would like more information from top management of what is happening in the organisation. Want to learn how to be part of decision making.

White male senior lecturer - I want to attend courses on research and the writing of articles. Advanced academic courses. Would like to participate in foreign exchange programs.

White female lecturer - I would like to study the latest methods but support from the organisation lacks.

Black female lecturer - Patience and tolerance.

Black male senior lecturer - To get the opportunity to explore, with enough time.

Black male (immigrant) supervisor - How to get accepted as a member of groups.

White female senior lecturer - I would like to know more about emotional intelligence, teambuilding and improve my skills.

White female junior lecturer - I am very negative. I am here only to earn a salary.

White female supervisor - I would like to teach on a higher level than just under graduates, and to spend more time in research areas. Open to get more guidance preferably from outside people.

White male lecturer - I am satisfied.

Black female lecturer - At the moment I need to go for skills development especially project management.

Black female junior lecturer - I must learn to be patient and know how to deal with difficult people or groups.

Black female junior lecturer - I would like if my manager can sit with me and show me what is expected from me.

#### XIV. What do you think the organisation could do to get the best from everyone?

The respondents referred to motivation by setting clear goals, better remuneration, and flexi-hours and consult employees.

Black male supervisor - They need to fast track the merger process. There is a race undertone to peoples feeling that they are less influential than others.

White female lecturer - Robust structures and specific goals as well as acknowledgement are needed.

White female senior lecturer - I think motivation; management should create a common goal. Everybody is fighting for survival.

Black female junior lecturer - If they can run the institution like a business. The organisation should value individuals and put trust in individuals. The organisation expects too much. Need more space to expand.

Coloured female senior lecturer - To work flexi hours, gym, day-care, to have a place where you can socialize. For my spouse to study for free. There must be trust from the organisation.

White female senior lecturer - I think they should listen a little bit more.

Black male lecturer - If the organisation could reward people. Be involved in people in a personal level and be supportive.

White male senior lecturer - Motivation and acknowledgement is important.

White female lecturer - To give the employees positive encouragement. People are very negative towards one another. Any reward will be better than nothing.

Black female lecturer - The best thing now, to take people to rehabilitation process. Because it is a process and it's taking long by the time you reached the end goal, another cycle starts again. The prolongment of the process makes it difficult.

Black male senior lecturer - Actions speak louder than words. Management talks one thing and does another. Management doesn't listen. Give workers a hearing.

Black male (immigrant) supervisor - Encourage people to have a passion for academic work in groups.

White female senior lecturer - Management is very far, they can definitely be more visible.

White female junior lecturer - Create a learning environment, academic culture. Ethics and quality. Bring back trust.

Black female (immigrant) senior lecturer - They must be honest.

White female supervisor - To consult as wide as possible.

White male lecturer - They could react without political agendas, the assurance that we all work towards the same goal but without hidden agendas. No trust from top management.

Black female lecturer - Increase the happiness of workers by improving the resources.

Black female junior lecturer - They must reassure people about their jobs – talk about all the insecurities and uncertainty. Be clear and informed of what is happening. Uncertainty in the merging process has an influence on group relationships.

Black female junior lecturer - Put your house in order. Implement policies and then evaluate if it's working. Motivate personnel.

XV. In terms of diversity, what would you like to learn more about?

Respondent want to take part in programs that deal with real diversity issues that would foster a deep understanding of one another.

Black male supervisor - I would be better if somebody who has gone through what we are currently going through can tell me how to manage this. I need a role model.

White female lecturer - To work with people you do not know forces you to get to know them.

White female senior lecturer - The values and norms that influences decisions.

Black female junior lecturer - Nobody can be taught – it's in yourself.

Coloured female senior lecturer - Language. It would be nice to experience the different cultures. It was nice to go to white and black weddings and funerals.

White female senior lecturer - I would like to know about cultures and people of different backgrounds

Black male lecturer - Involved in what the organisation is currently doing, what are they expected from us. I would like to see that they value my contribution.

White male senior lecturer - How long will the fact that I am white count against me. Discrimination (against whites) continues in spite of the new constitution.

Black female lecturer - Learning to deal with diversity.

Black male senior lecturer - It will be appropriate if people meet more often example, seminars, open discussions, understand each other. Know each other. Get closer to one another and learn more about one another.

Black male (immigrant) supervisor - I want to belong to a work group; for example a research group.

White female senior lecturer - Know more about other cultures. I am so tired of hearing that we must understand other cultures. I do not feel like it and am despondent about it.

White female junior lecturer - How people think. I am very negative.

Black female senior lecturer - I would like to know Afrikaans. There is a lot of misunderstanding. Understand different cultures. Orientation will help. What is the I.O.P.? There is no communication from management.

White female supervisor - To teach white classes.

White male lecturer - Nothing.

Black female lecturer - Racism. Breaking cultural barriers.

Black female junior lecturer - Student culture. To understand departmental culture.

Black female junior lecturer - People coming up with suggestions, plans, policies and procedures with input about diversity. I didn't attend conferences about diversity, and I feel that it is a personnel failure.

#### **4.4 *Observation report***

The researcher has spent the entire period covered in this research within the faculty concerned. The researcher attended various meetings in two of the three departments that make up the faculty. In this period the researcher also attended one social function hosted by the Dean of the faculty.

An important observation is that academic staff work flexi-hours and therefore they have very little time to socialise at work. The employees do not share the same tea

and lunch hours as lecture schedules do not provide for tea and lunch breaks. The learners have breaks only in off periods. Therefore the employees meet for morning coffee and tea before the academic programme starts at 8H00 on a daily basis.

The researcher has observed that when diverse individuals meet, the conversation is extremely polite and covers very neutral topics. Deep and meaningful conversations are kept for when individuals are in their homogenous groups. White and black staff seats themselves in such a way that the two groups can have their different conversations. The researcher often found that whites were on one side of the tearoom and blacks on the other. The comments of one black interviewee who stated that a white woman got up and left the waiting area when the former seated her confirm this observation.

Another observation concerns language. The white staff in this faculty is predominantly Afrikaans-speakers. There are a number of whites that change to English when an African person enters the tearoom, but the majority continue speaking Afrikaans and therefore exclude the other groups from taking part in the conversation. The researcher also found that the same applies to a large proportion of the employees who speak African languages. A number of the interviewees also referred to this phenomenon.

The same behaviour was observed at meetings and official functions where the white and African members of staff seem to maintain boundaries between the groups by means of seating and language. When the employees go to workshops that involve sleepovers the sleeping arrangements are always made in such a way to ensure that people of the same race share a room.

The employees arranged two farewells during the period when the researcher observed: one for a Coloured employee and one for a white. All the members of the department were invited to the farewell for the Coloured employee but only the African group showed up. The white employees who arranged the farewell for the white employee did not invite the African employees to the function. This behaviour also occurs when staff members invite other staff members to their children parties. Both Africans and whites stick to racial boundaries.

The researcher asked one of the faculty members why she thinks this behaviour occurs and the reply was as follows: *"It shows that people have decided that they*

*can do the effort at work (seem to be conforming to the new reality) but they do not want to feel uncomfortable at home (outside working hours). They want to stick to their own at home."*

#### **4.5 Summary of data**

##### Organisational environment

The employees experience their immediate organisational environment and the wider organisation very differently. They feel that they are accepted, valued and appreciated in their departments. They report that their immediate colleagues treat them fairly and are supportive.

Respondents referred frequently to the organisational environment. References were made to racism and reversed racism. Staff felt demotivated. They complained about a lack of decision-making and that even though plans are drawn up nothing seems to change. Various respondents felt that management ignores employee problems. Other statements that were made by respondents included: The organisation expects me to do miracles. I do not know where I fit in. We are promised things that never happen. Mistrust and hidden agendas are evident. Management are not transparent. One respondent summarised her feelings by using this metaphor, "it feels as if I am in the middle of the Red Sea that can close at any time". Respondents feel uncertain, helpless, frustrated and see no progress. Trust levels are very low. Groups are split along racial lines. Most respondents were guarded and careful when answering questions about such groups. Most white respondents asked the researcher to describe the meaning of the term group when questioned about groups. They tended not to refer to race at all, a further indication of their uneasiness with racial groups and a need to be politically correct. Most African respondents' answers referred to their experience as a member of an African group. They also answered without reservation when asked about groups. Their answers indicated that most whites treat them as less competent and question the quality of their work. One African respondent complained about being talked to as if she was a child. Another respondent told of his experience in a meeting where his suggestion was ignored and when a white member repeated the same suggestion the chairman of the meeting stated that it was a brilliant idea. On the other hand the majority of whites felt that they do not know where they fit in and what the institution expects of them.

A number of the white respondents preferred to answer in Afrikaans. This confirms the comments made by a number of respondents (white and African) that language is a problem. For example the use of Afrikaans that excludes Africans from discussions. On the other side of the coin the use of English also creates difficulties. The respondents are all second-language users of English and stated that they are concerned that they may convey a message that they did not intend or use words with a different emotional value from what they intended.

#### Diversity intervention

According to the employment equity officer the equity committee is a forum where one has a mandate –one represents a certain constituency and has a mandate to come and sit in on that committee. One does not come and sit in as an opponent of employment equity or a proponent of employment equity. One talks on behalf of people that have given one a mandate. She added, "We were not able to achieve this". (4.3.2)

The dean and the equity officer stated that the employment equity committee have achieved nothing. The other interviewees made no mention of the employment equity committee; they referred to affirmative action recruitment when asked about diversity interventions. These are important reactions to discuss.

## **5 Discussion, conclusions and recommendations**

### **5.1 Introduction**

The problem under investigation led to the question: What is the nature/rigour of the equity/diversity interventions taking place in a Faculty at an Institution of Higher Learning? Some of the following analysis will also focus on the entire organisation, since the faculty does not operate as an independent entity. The objectives of the research project will underpin the first section of the discussion.

### **5.2 Actualisation of research objectives**

#### **5.2.1 How the organisation approached diversity and equity management**

The evidence for the approach is found in the IOP and EEP. The interview with the employment equity officer also furnished more information regarding this objective.

The Principal of the institution realises the importance of the business case for diversity management, as can be seen by his message on the official web site. (4.2.1) The institution realises that real diversity interventions should be more than mere compliance with the law since they also have implications for the organisational culture. The IOP at that point also refers to developing the staff component. It is disturbing, however, that if one compares the pie charts on workforce skills development a decline in the attendance of development programmes from 2004 to 2005 is evident: in both instances nearly 30% and therefore a weighty indicator. The only other group, which showed a drastic decline in attendance, is that of white males, with an even more drastic drop of 60% in attendance. This can be ascribed primarily to lack of trust and low morale: the former was one of the common themes in the respondents' replies, while the latter was also mentioned quite often. (4.3.3) In the EEP (4.2.2) the institution states that its focus falls on people who constitute a strategic resource and that diversity is far wider than the race and gender profile. The EEP adds that IHL values the richness of contributions from all its diverse body of staff. This statement contradicts what the employees perceive: 13 respondents stated that they do not feel valued.

## **5.2.2 Establish the range of diversity and equity interventions implemented**

The IOP (pg.46) lists the following diversity interventions.

- Commitment, cooperation and public support by the VC and EMC.
- Employment Equity and Training Committee.
- Mandatory affirmative action.
- Building a black leadership programme.
- Staff development and training.

The Employment Equity Officer identified the following diversity interventions (4.3.2):

- Diversity management training.
- Awareness campaign, VC and EMC.
- A survey on employee satisfaction that is currently being conducted.

It is clear from this Officer's statements that these interventions were implemented as a result of instances of conflict along race lines. In other words they are reactive in nature. She further indicated that these activities are also merely compliance-related.

The values of the institution, as listed in the IOP (ii), include the terms equity and unity in diversity. Although unity in diversity seems to be positive in intention the organisation must guard against the idea of oneness based on assimilation. Assimilation is in direct contrast to diversity management. (Grobler, et. al., 2006) The IOP (34, 44) identified recruitment, employment and the strategy for enhancing staff well-being as three interventions to achieve diversity. A few of the respondents, mainly white, observed a change towards a more diverse workforce, while most black respondents said that there was no progress; some even perceive a deterioration as far as a diverse workforce is concerned. It is therefore likely that white respondents who are less positive about diversity will be more aware of diversification, whilst the black respondents who are yearning for a more representative organisational environment will perceive little change.

The employment equity report (4.2.3) indicates that the percentage of African males increased between 2004 and 2005 from 51.2% to 58%. For African females the percentage increased from 41% to 47.4%. What is disconcerting, however, is that this growth seems to have taken place in lower categories of employment. In senior management the numbers of African males have decreased from 26 to 25 employees and those of African females have increased from 4 to 5 employees: in total no growth. The situation is even worse when considering the statistics for academic employees in general, where numbers of African males have decreased from 209 to 195 and of African females from 97 to 84.

The statistics as reflected in the faculty report correlate with those in the equity report: African males stayed constant at 6 and African females decreased from 8 to 5. The IHL might argue that the results are irrelevant because the interventions need time to take effect. These statistics are influenced primarily by the staff provision activity. Affirmative action programmes have been in place for more than 10 years, and the results should have reflected a different picture.

### **5.2.3 An assessment of to what degree the organisational aims and goals are aligned with diversity and equity objectives**

The motto of the institution is to empower people. Their Vision is recorded in section 3.6 above. In support of this Vision, the Mission states the following:

- Create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;
- Serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- Extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- Establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners

The institution begins with a motto that might be interpreted as a positive contributor to creating an environment, which stimulates the creation of a culture of multiculturalism where diversity is appreciated. The vision and mission statements entirely lack any indication that diversity is a priority; worse, it is not even mentioned! This raises the question: what message does this convey to employees and learners?

The Employment Equity and Managing Diversity Plan (EEP, 6) do not describe the diversity and equity goals directly: references are simply made to change and benefits. The document does refer to the alignment of equity interventions with other organisational strategies. The following extract from the document explains the alignment in the institution:

*"The effective implementation of employment equity requires the alignment of all IHL's strategic objectives. A clear message from senior management needs to be communicated to all staff regarding their 'business reasons' as well as the moral imperative, in implementing an effective employment equity strategy. Employment Equity should be mainstreamed to the extent that it is aligned with other strategic matters such as budgets, research, merger issues, staffing issues and the implementation of the Institutional Operating Plan.*

*IHL will align its institutional, strategic and employment equity plans in order to demonstrate the institutions commitment to achieving all its overall strategic objectives. A well-coordinated and mainstreamed approach will provide the framework for the successful implementation of employment equity at IHL. This will ensure that duplication and variances in interpretations are eliminated as much as possible.*

*Employment equity principles and practices must be accepted and promoted at the highest levels within the University, and at managerial levels (whether academic or administrative) throughout IHL."*

The first paragraph refers to a clear message that needs to be communicated on diversity. What better place to start conveying this than in the vision and mission statements? In the IOP document employee diversity is mentioned only 14 times in a document of 198 pages.

In the interview with the employment equity officer he expresses the hope for an understanding of the real situation in the IHL's environment and that management would take a stand. Her desire that management become champions of diversity interventions is supported by the repeated comments by respondents that they don't know management, have never heard of management and some even saying they don't care about management.

The faculty report (4.2.4) emphasises the following issues: an enabling environment, implementing an effective management model and ensuring integration of culture. The Dean of the faculty offers the following opinion:

*"The objectives of the faculty have been determined taking into consideration the overall objectives of the institution. This is in the process of changing with the permanent appointments effective as from this year. All Faculties will therefore have to revise their objectives. One of our objectives was to ensure that our targets for gender, race etc are in line with those of the institution and it is stated in our faculty report that our equity plan will be drafted as soon as the institutional plan has been finalised and approved".*

The merging of higher education institutions severely affects planning in the interim process. In the institution being reported on the effect is more severe at faculty level since the merger processes have already been finalised at top management level. This is evident from the reply above. The faculty's aims and goals are being revised, but, they will very likely be an extension of those of the institution and consequently their contribution to creating a more diverse institution will be negligible.

#### **5.2.4 The outcomes of the diversity and equity interventions implemented**

The following documents have been prepared in an effort to support diversity and equity:

- Policy on Employment Equity (Appendix 7)
- Policy on Racism (Appendix 8)
- People with Disabilities in the Workplace (Appendix 9)
- Policy on Gender Equality (Appendix 10)

- Policy on Unfair Discrimination (Appendix 11)
- Policy on Affirmative Action (Appendix 12)

These documents have set in place a near-perfect policy and documentary support structure for implementing diversity and equity interventions in order to promote a truly multicultural organisation.

The Dean of the faculty admits that interventions have not been very successful in achieving the envisaged outcomes. Later on in the same interview the following comments (along the same line) were made.

*"In our case, as a new faculty established during an interim period – honestly speaking the impact has been limited. Except for being one of the few being completely integrated and having at least a "team" based approach – even though there will be varied comments as to the successfulness thereof, many of our strategies could not even be implemented."*

The employment equity officer's perception of this issue agrees with that of the Dean, as mentioned earlier.

The academics who were interviewed identified discrimination, differential treatment, lack of support, interpersonal conflict and reverse discrimination as some of the obstacles that they experience on a day-to-day basis. Very few employees are aware of the said policies and fewer still of the content.

### **5.2.5 Assess diversity and equity interventions**

The interventions that IHL applies in diversity management follow (IOP, 46):

- a. Commitment, cooperation and public support by the VC and EMC.

Even though the VC states his commitment to a diverse institution in various publications and on the institution's website, the fact that employees in the faculty clearly indicated that they feel the distance from management to be great counters any advantage this intervention might have offered. Some of the comments made by respondents were:

- I don't know about attention given to diversity management.

- I have not seen or heard from top management; it seems that they occupy themselves with paperwork.
- I have not seen management.
- I have no interaction with middle and top management and I have never met them.
- Senior management is distant.
- Management is not transparent in decisions and no involvement from staff, no opportunity to make input.

The Employment Equity Officer asked management to take action by sending out the following visible signs to the IHL community:

- A presentation to Council on the status of diversity at the institution.
- Change policies to align them to equity and diversity strategies.
- A policy statement outlining IHL's commitment to employment equity. This should be communicated to all staff as soon as possible to reinforce the direction leadership has taken in terms of employment equity. Senior management's commitment should be regularly communicated, and continually, to the institution's community.
- A member of senior management to be tasked with being the champion of employment equity.

The request was made because the officer was clearly distraught about the lack of inspirational leadership as far as equity issues are concerned. Even the Dean had no idea of the objectives of EE

b. Employment Equity and Training Committee.

Both the Employment Equity Officer and the Dean indicated that this committee was obviously dysfunctional. The faculty nominated a representative to the committee who attended one session of training and the matter ended there. It was a significant comment by the equity officer that people attending its meetings felt that they had no mandate to represent their constituents. The other major problem, if one reads

between the lines, was that some divisions nominated representatives to oppose the implementation of diversity and equity interventions.

c. Mandatory affirmative action.

The affirmative action policy is in place and is a well-prepared document. The impact of affirmative action has been as follows:

The numbers of African male employees increased from 1662 in 2004 to 2160 in 2006 and those of females increased from 1207 in 2004 to 1606 in 2006. This is an encouraging figure but it remains a concern that these changes are not reflected in the statistics regarding changes that took place at higher levels in the organisation. (5.2.2) The merger had a huge impact on the effectiveness of the affirmative action programme as very few appointments were made at the academic and middle management levels. (EER)

d. Building black leadership programme.

The researcher could not find any evidence that this programme was being implemented.

e. Staff development and training.

The IOP (49) states the following:

*“Lifelong learning and continuous professional development (CPD) for employees will be used as strategic tools because of their potential to improve quality and performance. This will result in continuous growth and development for individuals and the organisation. The training and development strategy is derived from the Organisational and Human Resources Strategy (see 3.1) to ensure that the organisation has people with the necessary skills and knowledge to achieve its strategic objectives.*

*The holistic development and empowerment of staff is a priority for IHL. The needs of the individual and those of the organisation will be priorities. Individuals should undergo behavioural changes to overcome the merger divide, such as changes in attitudes (personal qualities) and skills, and enhanced understanding of related issues. However, the needs of the institution and those of individuals should be kept in mind, as well as those of the broader higher education environment and learners.”*

On change management the IOP (49) reads as follows:

*“Change management and change leadership training are critical ways of affecting the culture-change strategy at IHL. Staff development opportunities will ensure the timely development of a multi-tiered training strategy. A new type of leader is required. The leaders have to be able to cope with challenges and to manage change constructively. Training will have to empower leaders to facilitate and manage the dynamics of the change processes; understand and support the development of the new organisational culture; and develop supportive, customer-focused teamwork within their teams.”*

Of concern, though, is the voluntary nature of these training sessions as well as their reactive nature, as indicated by the Dean and the Employment Equity Officer.

None of the respondents in the faculty have attended the above-mentioned training programmes.

### **5.2.6 Assist in developing good practice standards.**

The researcher has been able to collect a wide range of policy documents that were drafted in support of a diversity intervention drive. The only shortcoming of this documentation is that no clear distinction is made between equity and diversity even though the literature studied in chapter two indicates that there is a difference between these two interventions. The other major contribution that the present research could make towards a good practice standard is the fact that this study highlights the negative impact that the distance between management and employees may have on the success of interventions.

### **5.3 Social identity theory**

This theory as described by Nkomo & Stewart (2006) will be used as an instrument of measurement in determining the status quo at the IHL.

It is based on the fact that individuals tend to form groups with people they share characteristics with. In the institution where this study was carried out the groups that people perceived they belong to were quite interesting, as were the reasons why they belonged (or not) to certain groups. Instances of assimilation were also found. In one interview with a black female junior lecturer, who experienced racial prejudice, one

could observe that she saw herself as belonging more to the group of white employees. The following is an excerpt from her interview:

*"In the beginning I experienced a feeling of loneliness. At times I feel it would be much better to have a black colleague to talk to because of a cultural background, sharing talks, jokes etc. I've learned a lot from my colleagues. Through time, the boundary disappeared. The longer you stay with people with different cultural and race the more you learned to adapt to each other's cultural. White people find the black people noisy, very slow in doing things in reasoning in acting in doing things. The more you mix you **start adopting the white culture**. It helped me a lot to work according to the plan – delivery dates - black people have a culture of relaxing and that is one of the things that slows the process."*

This respondent believes that she can improve her performance by adopting white culture. The organisation must guard against this phenomenon because the benefits of diversity will never be realised if assimilation becomes a standard practice. Most of the respondents perceive the group along racial lines. Only one respondent mentioned gender as a criterion for selecting a group, when a male indicated that he prefers working with females. There were three respondents who felt that they do not belong to a group. The researcher realised that all respondents were reserved when asked about other groups. A lot of thinking went into the response; quite a number actually asked the researcher to assist them in defining their group. The researcher is of the opinion that most respondents answered what they thought would be politically correct. If one compares the information collected during the interviews with behaviour in tearooms and during lunch in the cafeteria it is clear that groups are based on race, but not exclusively, however. During the observations I made, there were frequently one or two blacks in a white group and one or two whites in a black group. The researcher was fortunate enough to listen to quite a number of informal discussions of after-hours social activities where colleagues met. It is apparent from these discussions that any move to a true multicultural organisation is shallow and purely a work-related activity. Quite a number of "we are superior to them" topics were also discussed in groups, especially when they were homogenous. This occurred in both white and black groups.

The cautious responses, especially amongst white respondents when discussing groups, as well as amongst some of the African respondents, indicate sensitivity

towards a socially acceptable identity. The observations made by the researcher as well as comments by African respondents indicate that changes in attitudes are superficial and discriminatory behaviour is still well entrenched.

## **5.4 Implications of diversity management**

### **5.4.1 Meet a moral imperative**

The institution made its intention clear concerning the need to improve diversity. The motto "We empower" people and the declarations made by the principal bear evidence of this. The fact that this intention did not trickle down to the lower levels in the organisation might result from time constraints or the lack of a diversity champion in senior management to drive the cause. To the outside world very little has changed. Bad publicity as a result of strikes and unrest has overshadowed any positive effects of equity and diversity. The frequent references to lack of motivation also degrade the image of the institution that the wider community has.

### **5.4.2 Reduce labour costs**

Kossek *et. al.* (2006) bases this objective on the fact that motivated employees display a lower rate of absenteeism, a lower turnover and higher productivity. As discussed earlier it is clear that most employees are demotivated and feel that the organisation does not value their contributions. The employment equity report of 2004 reflects that 18 African males and 13 African females terminated their employment while the 2005 report indicates that 37 African males and 33 African females did so. The number of resignations from these designated groups as a percentage of total employees is insignificant but the trend that is emerging is disturbing. In 2005 terminations increased by over 100%, in all of these groups.

### **5.4.3 Reduce legal costs**

The researcher could not find any evidence of litigation as far as diversity- or equity-related problems were concerned. This can be attributed to the fact that the equity and diversity policies and procedures are based on sound legal principles.

### **5.4.4 Enhance organisation's reputation**

Owing to the fact that the merged institution is new in the education market its reputation and the enhancement thereof were difficult to determine. The organisation

must still demonstrate that it will act decisively against incidents of racism. One of the black respondents (during an off-the-record discussion) complained about racism she has experienced, directed at her from white learners. Although she reported this to her supervisor she was of the opinion that no steps were taken to address the perpetrators. Another respondent related a case of racism where the perpetrators were black and the victim a white female. Even though this was witnessed by a number of people, no action was taken. The policies provide the institution with teeth but then it should be prepared to bite! If not, all these documents will be worthless.

#### **5.4.5 Policies responsive to changing demographics**

Policies are revised regularly and the latest drafts were accepted in July 2006.

#### **5.4.6 Attract a wider pool of talent**

As a result of the process of merging, few appointments were made. Most appointments were from the dean's level upward. In the latest round of appointments 8 deans and directors were appointed. Their demographics were as follows: 2 African females, 1 white female, 3 African males and 2 white males. (Tutor, 2006:4) This is in accordance with the goal that the institution has set for itself, but it should also be aware that this mere compliance with equity goals would not lead to the benefits of establishing a truly multicultural organisation. The appointments will send a message to the institutional community, which is already concerned about management's commitment to promoting a diverse institution and might strengthen that perception.

#### **5.4.7 Retain a wider pool of talent**

Statistics regarding terminations as far as designated groups are concerned were discussed in (5.4.2) above.

#### **5.4.8 Effect cultural change**

The integration of diversity and equity into all policies has been carried out. Their implementation must now follow. From the interviews it is apparent that employees are prepared to adapt to a new organisational culture. All respondents said that they would appreciate training on diversity issues. Some only cautioned against superfluous interventions, which they have experienced in the past. Respondents

are prepared to develop a deep understanding on diverse groups. If managed correctly this should lead to an appreciation for diversity. The fact that most respondents said that they work most cooperatively with the people they know bears testimony to this. Training as regards developing a new culture, as referred to in IOP (49), should be implemented as soon as possible. The change agents appointed must be empowered to effect change in their sections and carry the message that diversity is not concerned with racial targets but with developing an appreciation of all (diverse) staff members. The problem of lack of trust should also be addressed. Employees will not be prepared to embrace diversity if they feel that it is a threat to their job security or career.

#### **5.4.9 Offer better service to a diverse customer base**

The researcher conducted various informal discussions with the customers (the learners) of the institution. Both designated and non-designated (black and white) groups felt that the services they are receiving have deteriorated since the workforce has become more diverse.

#### **5.4.10 Innovation**

The researcher could not unearth any statistics on research outputs. The faculty reported that 12 employees were involved in research projects and 8 papers, which had been delivered at conferences in 2004. Exactly the same numbers were reported in 2005. There was no growth as far as innovation is concerned

#### **5.4.11 Reinforce business strategy**

This section refers to profitability, increased market share and progress towards globalisation. These indicators did not form part of the scope of this study.

#### **5.4.12 Improved job satisfaction and performance**

All the information collected in the formal interviews and informal discussions with employees in the faculty reflects low morale, uncertainty and lack of trust. Respondents do not trust management or other groups: one respondent compared preparing for meetings to preparing for war owing to preconceptions, misconceptions, prejudice and stereotyping.

### **5.4.13 Quality of problem-solving in teams**

Problem-solving within teams is poor. The workgroups are still in a relatively early group-forming process and are still in the “honeymoon” phase. The respondents indicated that they find it difficult to address problems. A number of respondents indicated that they wished others understood that they want to fix problems and not attack individuals when they complain about work-related matters. The opposite was also mentioned; some experienced being talked “down” to. None of the respondents have raised these issues in meetings or with the other groups in order to find a resolution, a further clear indication of a difficulty in solving problems as teams.

### **5.5 Implementation of intervention**

The third analysis is based on the model proposed by Grobler *et al.* (2006), as quoted in paragraph 2.5:

- a) The Employment Equity Officer stated that the IHL have identified a senior manager, the principal, who will be responsible for the development, implementation and monitoring of the equity plan specifying the various interventions. This has been included in the key performance areas where he will be appraised: in complete agreement with the first step in the process described by Grobler *et al.* (2006)
- b) According to Grobler *et al.* (2006) the equity manager who is appointed must have the ability and the resources to communicate effectively to all employees in order to ensure a common understanding of the legal framework guiding the development of the equity plan. The equity manager must also encourage a common ownership of the responsibility of each individual in the company to ensure that a culture of equity develops there. In the interview with the Employment Equity Officer as well as in a report that the equity officer made to management it was stated that the equity office is under-resourced and lacks support. The Employment Equity Officer reports to the principal and cannot communicate with the institution's community except through the former's office.
- c) The Employment Equity office convinced the Unions to take part in the transformation process. According to a reply from this Officer the Unions were

more cooperative than most other structures and took part in the equity committee.

- d) The institution has revised all the major policies that affect equity and diversity. The researcher's findings were discussed earlier in this chapter.
- e) IHL should set goals and determine indicators of success. Improve diversity by: Appointing from designated groups, increasing the pool of candidates, training and development, promoting, retaining and reasonable accommodation of designated employees.
- f) Numerical goals for the equity plan have been set and were reported when the IOP was discussed (in 4.2.1; Figures 9 and 10).
- g) The resources allocated to the equity office are very limited. The task of monitoring progress is nearly impossible as there are only two staff members. This situation should be urgently remedied.
- h) The respondents do not receive enough information and are unsure about the future, possibly as a result of structures not having been finalised and HR audits that were outstanding. Now that policies and structures have been finalised the management should communicate plans to all stakeholders.
- i) This study and the envisaged organisational wellness survey will be of value to determine the impact of diversity interventions on the organisation.
- j) Annual equity reports (Annexure 3 & 4) were compiled and submitted to the Department of Labour.

## **5.6 Six indicators of multiculturalism**

Cox (1993: 2001) described six indicators that can be used to measure the multicultural nature of an organisation.

- a) Two-way socialisation, where all groups contributes to organisational values and norms equally. A number of respondents disagreed with this statement. A number of black respondents felt ignored in the process of developing a new organisation. As an example of their experiences the following quote from an interview is supplied:

*"I will give you an example of an assessment workshop that I have attended, when they wanted input and I give my input it was OK, and then somebody else (white) says the very same thing I have said then all of a sudden it was a brilliant idea – that make me feel that I'm not expected to say anything of value so I kept quiet after that".*

- b) Structural integration where all groups are represented at all managerial levels of the organisation. The equity report of 2005 contains the following information. (Table 11)

**Table 11 Representation of groups at various organisational levels**

Occupational Categories	Male				Female				Foreign	
	A	C	I	W	A	C	I	W	F	M
Senior Man	25	2	4	36	5	0	0	11	0	0
Professionals	195	5	13	303	84	5	15	233	8	3
Technicians	78	1	4	84	60	2	4	71	1	0
Clerks	213	3	0	47	251	10	13	310	0	0
Service	47	0	0	3	24	1	0	6	0	0
Craft	34	1	0	21	0	0	0	0	0	0
Machine operators	56	0	0	0	0	0	0	1	0	0
Elementary occupations	126	1	0	4	186	0	0	1	0	0

The last six levels of employment indicate a representative workforce as far as race is concerned but gender representation is out of proportion to the population. No females are employed in the categories of craft machine operators or of

elementary occupations. Senior management is still dominated by white male employees.

- c) All groups participate in all social networks.

As far as the researcher could establish by means of observation and formal and informal interviews, the formal social networks are inclusive of all groups. Informal networks are still primarily race-based. (5.2.4)

- d) No evidence of cultural preconceptions.

In a number of interviews black respondents complained that they have to prove their ability constantly and that their quality of work is being questioned. The information collected thus shows the opposite tendency.

- e) A shared organisational identity.

Respondents' remarks about "them and us" indicate that there is no shared identity. The various groups still have a strong affinity towards the three institutions merged in the new institution. The researcher often heard the phrase: "when we were still XXX we were fine; now these others came and created problems."

- f) Low incidences of inter-group conflict

In the first period of group formation there is usually a peaceful phase. Some comments during interviews with the faculty members are disconcerting and might indicate the building-up of frustration and anger, which might spill over into conflict:

*... some groups think they are better than others*

*If you belong to a specific group they would expect me to be in conflict with the other groups.*

*... I can't be myself at work ...*

*... people have a perception that I am aggressive ...*

*They disregard my decisions ...*

*People feel threatened ...*

*Management does not take our problems seriously.*

Even if there were few incidents of inter-group conflict it would be a mistake to assume that the groups are in harmony.

## **5.7 Organisational culture**

Orlando (2003) has described the following organisational cultures (2.6):

- Clan
- Adhocracy
- Hierarchy
- Market

The researcher will attempt to determine the culture of the IHL. The institution cannot be described as a close knit family for the reasons mentioned earlier. There was no evidence of informal employee-management relations. Respondents did not indicate performance and efficiency as priorities in the institution. The only category where the institution might fit is the hierarchical., since it is an organisation built on rules and procedures. The respondents did not describe any feeling of stability, security and reward; most stated that they have never heard of any person being rewarded. The researcher failed to find enough evidence to classify the institution according to Orlando's culture types.

## **5.8 Conclusions**

### **5.8.1 Introduction**

The study was designed to investigate the implementation of a diversity intervention at an institution of higher learning. This section will offer a summary of the discussion above. The results reported in chapter 4 were analysed and measured in terms of the existing theoretical constructs described in chapter 2.

## 5.8.2 Conclusions

The overriding conclusion reached from the study of IHL is that even though excellent documentary support of diversity and equity interventions is available, these interventions remained at the top levels in the organisation. The workforce is unaware of and unaffected by these interventions, which do not penetrate into lower levels nor into the deep culture of the organisation. The institution states that it needs to do more than merely comply but there is no evidence of this.

Evidence was found which supported the social identification theory. Observation as well as interview data confirmed that groups form around the common characteristics that they share. Evidence was also found to indicate that assimilation took place.

When diversity interventions are implemented successfully, certain outcomes result; therefore the researcher wanted to determine how successfully the IHL had implemented these interventions by finding evidence. Yet very little evidence of successful implementation was found. The policies were revised recently and they were aligned to equity and diversity. Recent appointments have been made to meet the IHL targets, but demonstrate mere compliance again.

Although all of the steps in the procedure were followed, only three steps are problematic. It was evident that the Employment Equity Officer finds it difficult to get the message to filter down to the lower levels in the organisation. The equity office is also under-resourced and the workforce feels left out.

The research project aimed at researching a diversity intervention as implemented by an Institution of Higher Learning. The staff complement of the institution was too numerous for the researcher to interview a representative sample within the limited time period available. The researcher focused his attention on one of the faculties. While the larger SANPAD Project has the aim of understanding cause-effect relationships and explaining how diversity management is practiced in South Africa, the present case study falls into the realm of description. This study provides a complete description of the diversity management phenomenon in a single organisation. The purpose of this case study was to determine and develop theory on a phenomenon and not to establish frequencies. The fact that findings would have limited generalisability does not detract from the contribution to best practise standard development.

## **5.9 Recommendations**

When re-examining the conceptual framework used in this study the impact of additional theories of diversity interventions could be investigated, as could the impact of various social factors on organisational culture. Owing to time constraints the data collected by the researcher were only analysed in order to identify major trends and were discussed according to the objectives of this study. The researcher also lacks experience in qualitative research and therefore the data in this study should be further analysed and compared with similar studies to determine national trends and to develop a code of best practice. The researcher also recommends that this study should be repeated after a two-year period to determine the progress that has been made.

The Principal of the institution must show decisive leadership. He will need to build a relationship with the workforce by becoming part of their working life. He must become the champion of diversity and confirm repeatedly that mere compliance is not what the organisation is interested in. He needs to confirm that individuals are valued and that their diverse opinions are also appreciated and valued.

The vision and mission of the institution must be revised so as to prioritise diversity and equity. Management development training for designated groups linked with individual career planning should take place as a matter of urgency. The decline in attendance at training and development courses should be investigated and addressed.

Diversity management should be included in the key performance areas of middle managers. Those who excel should be rewarded. Diversity activities should become a priority in the annual faculty report.

Employees should be made aware of the importance of their contribution to the organisation. They should also receive training on diversity, equity, racism, active and passive resistance to change, and the negative implications of assimilation.

This study has only touched on the diversity of race and gender at the institution. As a result of time and resource restrictions other dimensions of diversity were not researched e.g. sexual orientation, disabilities. The institution should therefore invest in researching diversity to gain a complete picture of the current status. This should allow management to react positively and quickly to challenges.

The employment equity office should be made a priority as far as supplying resources is concerned. Change agents should be appointed to assist in altering the organisational culture, and should be acknowledged for their essential and critical contribution.

## **6 A Case Study in a Faculty at an Institution of Higher Learning**

### **6.1 Company Profile**

The said Institution of Higher Learning (IHL) is a “new” institution in the restructured higher education (HE) landscape of South Africa. The transformation of the HE system from a fragmented to an integrated system, as well as various regulatory changes by means of legislative measures, impacts on all HE institutions. IHL is consequently facing numerous challenges and it recognises the shift towards cooperative governance, state and stakeholder accountability, the focus on consultation and negotiation, the establishment of an integrated system steered and coordinated by the state, social redress, human resource development priorities, and the production, acquisition and application of new knowledge. (IOP, i)

The Institution of Higher Learning (IHL) is one of the largest residential higher education institutions in South Africa, with more than 50 000 students enrolled for various courses. It is positioned well to meet the higher education needs of different communities in South Africa, with well-equipped campuses in various locations within diverse communities. As a higher education institution, IHL has a legal responsibility to conduct teaching and learning, and to undertake research and development and community service projects. IHL tries to do this in a unique way to strengthen its market position and publicly commits itself to becoming the leading higher education institution in Southern Africa.

The Institution was formed when three previous independent institutions merged in January 2004. Two of the institutions served previously disadvantaged learners and were situated in the communities they served. One institution was serving predominantly white learners and was situated in the community they served. The institutions serving the African learners staff profile were predominantly African.

The institution has various campuses spread throughout a major city as well as some campuses in other regions. Some courses are duplicated, being presented at various campuses to ensure accessibility to learners.

IHL has eleven faculties (Table 1) that offer more than 100 different degree courses for prospective students to choose from.

**Table 1: Distribution of permanent academic and support staff in academic faculties by race and gender (2004)**

FACULTIES	PERMANENT TOTAL SHARE (rounded)	RACE		GENDER		Permanent Support
		African	White	White Women	African Woman	
Agricultural Science	5.0	20	76	22	0	24
Arts	9.0	20	77	52	7,8	24
Economic Science	6.0	42	52	45	17	11
Education	4.0	54	41	43	20	26
Engineering	18.0	31	66	23	6	30
Health Science	9.0	30	65	56	21	27
ICT	12.0	47	48	41	9	21
Management Science	11.0	31	66	58	18	19
Natural Science	10.0	40	56	52	17	21
Social Science	10.0	37	59	55	12	11
Tourism, Hosp and Leisure Management	5.0	38	58	68	21	26

In two of the faculties African employees comprise more than 50% of the employees. In nine of the eleven faculties women form the majority of the employees. Apart from the academic faculties, the support staff is to be found in the following departments (Table 2):

**Table 2: Distribution of non-academic support and specialised support staff by race and gender (2004)**

ADMINISTRATIVE SUPPORT	PERMANENT TOTAL % SHARE	RACE		GENDER	
		African	White	White Women	African Women
Finances	7.3	58	36	59	26
Foundation	0.6	40	50	50	10
Human Resources	3.0	56	42	54	28
Operations	32.0	78	20	42	34
Student Affairs	8.0	71	27	52	32
Corporate Relations	1.2	21	79	79	16
Registrar	12.0	52	44	64	23
Recruiting	0.6	67	33	22	0
Academic Development					
Co-operative Education	0.9	79	21	28.6	28.6
Curriculum Development	0.4	43	57	100	43
LIS	7.3	68	31	70	40.5
Telematic Education	0.8	7.7	92	54	6
Research and Development	1.0	23.5	76.5	53	12
Innovation Institution	0.6	33	55	11	11
SMS	0.6	10	90	50	-
Quality Promotion	0.4	43	43	43	14

In eight of the support department African employees comprise more than 50% of the employees. In one support department the numbers of African and white employees are 50:50.

### **6.1.1 Company strategy**

The institution's motto is to strive to "Empower people". Its vision and mission is to be the leading higher education institution with an entrepreneurial ethos, which promotes knowledge and technology, and provides professional career education of an international standard, which is relevant to the needs and aspirations of Southern Africa's people.

In support of this Vision, their mission states the following:

- Create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;
- Serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- Extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- Establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

### **6.2 *Management diversity perspective***

The contents of the Principal's welcome letter published on the official Employment Equity web site have been discussed earlier, and emphasise that the implementation of employment equity, as part of the broader transformation agenda at IHL, is a matter of priority to all.

### **6.3 *Institutional operational plan***

The institutional operating plan (IOP) (Appendix 2) covers the period 2005 – 2009 and informs all decisions and activities at the institution. The following descriptions of employee diversity-related issues appear in the document.

- Staff development opportunities for all, and establishing race and gender equity in line with the demographics of the country, thereby enabling IHL to alter its cultural dimension. (IOP, ii)

- The human resource management strategy is focussed towards Employment Equity, and developing the staff to be competent (IOP, ii)
- The following values:
  - Quality service
  - Professionalism
  - Integrity
  - Excellence
  - Equity
  - Unity in diversity (IOP, 15)
- Achieving national equity targets according to the employment equity plan of IHL. (IOP, 16)
- Various risks and assumptions relating to strategic objectives (IOP, 18)
- A recruitment strategy that values both excellence and equity and supports the employment equity plan. (IOP, 43)
- Employment strategy meets the equity and gender ratios of 40%. (IOP, 43)
- The university is committed to promoting the Employment Equity Act. (IOP, 44)
- "The Employment Equity Strategy:
  - To continue with affirmative action intervention until the set targets stated in the Employment Equity Plan are achieved.
  - To implement the mentorship programme with the reintroduction of the cadet scheme.
  - To develop and implement a plan for the development of the next generation of leadership, with a focus on building black leadership.

- To identify staff development priorities that will ensure the succession, retention and performance of blacks and women, especially at senior levels.
  - To ensure continuous upgrading of competencies and enhancement of the skills of blacks and women in the context of the Skills Development Act and the Workplace Skills Plan. (IOP, 44)
- Staff projection targets tabulated below. (Table 3 and 4)

**Table 3 Female projected targets (%) (IOP, 46)**

OCCUPATIONAL CATEGORIES	2004*	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	16%	24%	33%	40%	95
<i>Professionals</i>	38%	40%	40%	40%	897
Technicians and associated professionals **	46%	47%	49%	50%	333
Clerks	65%	65%	65%	65%	865
Service (and sales) workers	34%	34%	34%	34%	83
Crafts and related trade workers	16%	16%	16%	16%	63
Plant and machine operators	0 %	0 %	0 %	0 %	70
Labourers and related workers	57%	57%	57%	57%	334
<b>OVERALL %</b>	<b>48,5 %</b>	<b>49%</b>	<b>49,5%</b>	<b>50%</b>	<b>2 740</b>

\*2004 represents the current actual permanent staff (%) figure as portrayed in HEMIS 2004.

\*\* Technician and associated professionals, among others, represent middle management

**Table 4 Projected targets (%) for black staff (IOP, 46)**

OCCUPATIONAL CATEGORIES	2004**	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	32%	40%	45%	50%	95
<i>Professionals</i>	34 %	38%	39%	40%	897
Technicians and associated professionals**	47 %	54%	57%	60%	333
Clerks	56%	56%	56%	56%	865
Service (and sales) workers	87%	87%	87%	87%	83
Crafts and related trade workers	58%	58%	58%	58%	63
Plant and machine operators	90%	90%	90%	90%	70
Labourers and related workers	99%	99%	99%	99%	334
<b>OVERALL %</b>	<b>54%</b>	<b>60%</b>	<b>65%</b>	<b>70%</b>	<b>2 740</b>

\*2004 represents the current actual figure (%) as portrayed in HEMIS 2004.

\*\* Technician and Associated Professionals, amongst others, represent middle management

- The alignment of all training and development with the Employment Equity Strategy. (IOP, 49)
- The culture-bearing principles that have been identified and the belief that organisational culture manifests itself in various cultural dimensions: communication; human resource management; leadership; customer focus; participation; decision- making; conflict management; fun; organisational goal integration; and innovation. (IOP, 50)

- In the statement to guide the merger process the promotion of staff equity is fore grounded. (IOP, 92)

## **6.4 Diversity interventions**

The institution has planned a number of interventions to reach the projected targets.

- Commitment, cooperation and public support by the VC and EMC.
- Employment Equity and Training Committee.
- Mandatory affirmative action.
- Building black leadership programme.
- Staff development and training. (IOP, 46 – 48)

### **6.4.1 Employment equity plan**

The IOP has devised a supporting employment equity plan (EEP). The major thrust of the document is compliance-based equity, making various references to diversity in the EEP.

"IHL should see diversity as a source of strength and a powerful key to its success. The focus is on people (staff and students) as a strategic resource to achieve its strategic goals. Diversity is far more than the race and gender profile of IHL." (EEP, 41)

The EEP refers to the valuing of diversity only once as follow:

"IHL values the richness and contributions of all its diverse body of staff and students." (EEP, 41)

The institution has identified a list of benefits that can be derived from managing diversity:

- Achieving strategy.
- National and international academic acceptance.
- Increasing government support.

- Favourable publicity.
- Attraction and retention of internationally recognised academic staff.
- Meeting demographic targets.
- Attracting high-calibre learners.
- Attracting donors, sponsorships and other stakeholders. (EEP, 42)

#### **6.4.2 Employment equity observation**

During an informal discussion an employee of the institution conveyed the following personal perceptions on the state of employment equity.

- Employment equity competes with all the other core business issues and in the post-merger phase, rightsizing of labour and improvement of conditions of service have been the focus of the institution.
- The employment equity office needs more resources and support to be able to have the desired impact.
- Employment equity is not prioritised in the vision and mission statements of the institution.
- Management rarely attend diversity workshops.

#### **6.5 Faculty report**

The faculty where the research was conducted submits an annual report. In 2004 and 2005 the following were reported:

- “The challenges identified by the Faculty at a strategic planning session during 2004 were:
  - To optimise staff potential through an enabling environment
  - To implement an effective management model to overcome the demographic divide

- o To ensure culture integration through transparency, honesty and communication.” (FR 2004, 2)
- “Faculty equity plan

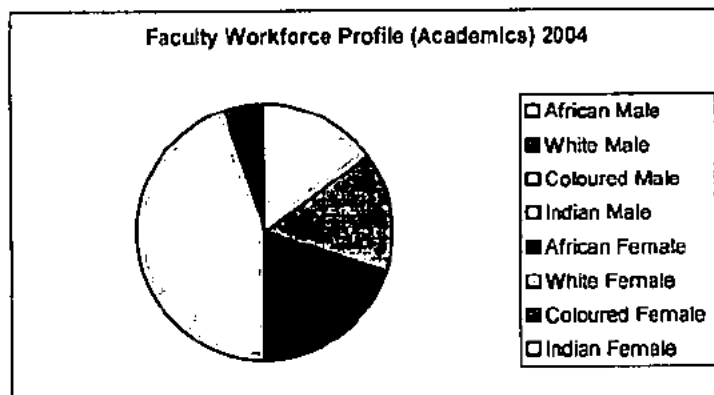
The employment equity plan of the institution will be finalised in December 2005. The EE plan of the faculty will then be finalized. The institutional benchmarks as contained in our institutional plan are 40% black and 40% female in the professional category.” (FR 2004, 4)

The faculty report (FR2005) of 2005 (Appendix 6) makes only a single reference to diversity related issues

“The Employment Equity plan of the Faculty is not yet finalised.” (FR2005, 10)

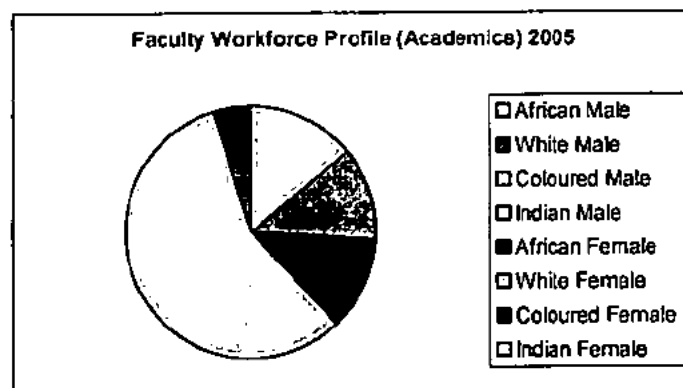
### 6.5.1 Workforce profile

The demographics (2004) of the faculty regarding the workforce profile.



Academic Staff 2004	
African Male	6
White Male	6
Coloured Male	0
Indian Male	0
African Female	8
White Female	18
Coloured Female	2
Indian Female	0

The demographics (2005) of the faculty as far as workforce profile is as follow:



Academic Staff 2005	
African Male	6
White Male	5
Coloured Male	0
Indian Male	0
African Female	5
White Female	24
Coloured Female	2
Indian Female	0

The ratio between African employees and white employees has decreased from 2004 to 2005. Female's outnumbered males by far in 2004 and the number of males even decreased in 2005.

The Dean of the Faculty who served as a member of the sample in this research project responded as follow to the interview questions:

I. What diversity management intervention is in place at the institution?

Although IHL proposes that the potential of its staff members should be fully utilized, the current practices are cumbersome. The promotion policy, for example, dictates what should be done in order to promote an employee. The allocation of staff to other activities are therefore problematic – cannot always accommodate people where their passion is. I am also of the opinion that there really is no proactive training for diversity as a whole – it is currently per section/ department depending on the availability of staff. The training offered by CCPD is general and does not take into consideration the level of the individual and what training in depth is required.

II. What strategies do you have in place to leverage on diversity, if any?

Currently I expect of the HOD's to place staff in those areas where they have an interest, as that will ensure commitment. However, due to different problems regarding staffing due to the merger and scarcity in some areas this has not been very successful. We have basically just been trying to render quality service and where opportunities have been identified it depended on the availability of staff. The promotion policy also was an inhibiting factor, focusing on research mainly.

III. How do they fit into the business objectives, if at all?

The objectives of the faculty have been determined taking into consideration the overall objectives of the institution. This is in the process of changing with the permanent appointments effective as from this year. All Faculties will therefore have to revise their objectives. One of our objectives was to ensure that our targets for gender, race etc are in line with the institution and it is stated in our faculty report that our equity plan will be drafted as soon as the institutional plan has been finalised and approved.

IV. How do you define success of your strategies?

The success of strategies depends on staff knowing and identifying with the strategies, daily work towards achieving the desired outcome and applies remedial action when and if required. It is therefore a team effort.

V. How do you measure success of these strategies?

If the stated outcome according to the business plan has been achieved as planned.

VI. What has the impact of the strategies on business been?

In our case, as a new faculty established during an interim period – honestly speaking the impact has been limited. Except for being one of the few being completely integrated and having at least a “team” based approach – even though there will be varied comments as to the successfulness thereof, many of our strategies could not even be implemented.

VII. What is the company doing to measure the performance of managers and staff on issues of diversity, if anything?

The newly drafted performance management model should address this. Up to now – no measure of performance has taken place – only on an informal basis within the departments - more in the sense of “developmental” activities.

VIII. What is the role of the Employment Equity Committee in achieving the business’ aims and objectives?

Not aware of the aims or objectives.

IX. What in your opinion have been the greatest achievements of the Employment Equity Committee to date?

None

X. What are the limitations of the Employment Equity Committee?

None

## **6.6 Stakeholders experience**

Fifteen questions were discussed with 22 respondents during the structured interviews that were conducted.

### **6.6.1 Working environment**

The respondents experienced the working environment as follows:

Seven subjects responded positively, five negatively and eight raised positive and negative experiences and were therefore undecided.

#### **Positive responses**

The respondents were satisfied with their relationships with their immediate colleagues and supervisor. They enjoy their jobs but acknowledge that they rely on self-motivation and feel responsible for their own happiness. The fact that they were familiar with their colleagues contributes to their job satisfaction.

#### **Negative responses**

The respondents in this group felt that they were frustrated because they were unsure of what were expected of them due to constant changes that occur as a result of the merger. This frustration is exacerbated by poor communication (top down) and uncertainty about the future direction of the institution.

The following are some of the comments made by respondents:

It is difficult to find your footing and there are too many things changing and some of the things happening you, you don't have control over. Changes are not always communicated in time. Right now it's a nightmare, you don't know where you're heading to, it's stressful with the changes. No answers from supervisor. My position was never clarified; I don't know where I fit in. I have lost all trust in the organisation. I am here because I have to earn an income and not because I want to. Working for the organisation it is like swimming in a very big ocean, because at IHL you do not know if you are coming or going.

#### **Undecided**

These respondents were looking forward to the benefits of working in a changed institution but were concerned with the lack of transparency and urgency in affecting change.

The following are some of the responses made during interviews: I feel positive about the opportunity for a new vision, but the slow pace of decision-making causes a lot of

frustration. There is a feeling of mistrust and people don't want to share ideas. From management you get the idea that they make decisions without consulting the staff

When they were asked how comfortable, accepted, and valued do you feel in this organisation the responses were very similar. Candidates felt comfortable, accepted and valued by their immediate colleagues but they had the opposite experience with regard to the broader organisation and specifically towards top management.

### **6.6.2 Appreciation of diversity**

The researcher questioned respondents concerning their perception of the institution's appreciation of diversity. Eleven respondents felt that there are signs that IHL values a diverse workforce while nine disagreed.

#### **Yes there are signs**

The interviewees that acknowledged signs of an appreciation of diversity based their perceptions on the fact that they see more people of colour in the institution. They referred to affirmative action and a quota system to meet numerical targets.

Extracts from interviews in support of above: I see more people of different cultures. I can see different cultures working together. I have taken note of the quota system that has been implemented for recruitment and selection. It is not about the best person for the job anymore. I think we have a policy on preferential treatment for designated groups. You can see it already the last six months with the appointment of recent posts like top management. Policies are in place to enhance change. They're moving in the right direction.

#### **No signs**

The respondents that were of the opinion that the institution does not appreciate a diverse workforce expressed their frustration at the lack of change. These respondents also based their answers on race.

Some of the comments of interviewees were: I am frustrated. The fact that the organisation is implementing an employment equity plan shows me that there is interest in diversity. The plan is not effective, because I've seen no change. I see a lot of white people; it doesn't show me that there is any change. Integration is in

process now but it is slow. Very little has been done there is still a lot to be done as far as diversity is concerned. I haven't seen real change.

### **6.6.3 Psychological contract**

The researcher asked respondents whether they received fair treatment in order to determine how successfully the psychological contract between the Institution and its employees was being executed and interviewees responded as follows: Twelve fair and six unfair with two unsure.

#### **Fair**

The respondents made a clear distinction between the way they are treated by their colleagues and the treatment they receive from the organisation. The respondents who felt that they receive fair treatment referred to the treatment by their colleagues even though they were dissatisfied with the treatment they received from the institution.

The following are some of the comments made by respondents: In the department I am treated fairly. My colleague's treats me fair and I enjoy coming to work. My immediate colleagues respect me, people that know me and stand up for me, support me. I worked a long time with my colleagues, and I'm comfortable. The moment I leave the floor, I feel insecure and that I've being look down upon, I've been treated if I don't know anything.

#### **Unfair**

The respondents that were dissatisfied with the treatment they received reported instances of differential treatment, racism and pressure to constantly proof that they are competent to do their jobs.

The following are some of the comments made by respondents: I will give you an example of an assessment workshop that I have attended, when they wanted input and I give my input it was OK, and then somebody else (white) says the very same thing I have said then all of a sudden it was a brilliant idea – that make me feel that I'm not expected to say anything of value so I kept quiet after that. Sometimes I am seen as a black face and not as an academic and because of that, we can use her. I feel uncertain, helpless, frustrated and see no progress.

## **Unsure**

It was reported that on the surface everything seems to be friendly and kind but underlying tension and conflict can be felt. This is sometimes positive, sometimes negative. One is expected to do things in a certain way and is sometimes not really consulted; things are decided for one.

### **6.6.4 Organisational culture**

A number of questions were asked to determine the organisational culture.

#### **6.6.4.1 Institutional barriers**

The researcher questioned the respondents on whether they experienced any obstacles in their career, as this would indicate institutional barriers. In this section respondents' answers varied so widely that it was impossible to categorise them in any way. Some of the obstacles that were identified were:

Discrimination, differential treatment, lack of support, passive and active racism, lack of common goals, fighting for survival, lack of resources, interpersonal conflict, contributions not being valued, poor quality, incompetence, insecurity, hidden agenda's, distant/absent senior management, lack of decisiveness and reverse discrimination.

Some of the comments made by respondents were: People at the same post level in the organisation don't have similar authority to approve things. There are no support groups. Apparently there is a support group on another campus (likely to be race based – white) but we do not have. I feel that other groups have a hidden agenda. There is nobody to talk to that would really understand. I experience the following obstacles; Racism towards white staff, Mistrust and hidden agendas, Staff working towards the same goal, Management not transparent in decisions and do not use staff for input. Reverse discrimination. I would like people to know that I have the content and character to do the job not because I am black.

#### **6.6.4.2 Inter group relations – group to group**

Respondents were asked what they wished other groups knew about them or their groups. Most respondents answered as a representative of a group even when asked about the person as an individual. Except for minor exceptions the responses

were quite similar within race groups. The following are the most common responses categorised under race:

### **Black respondents**

Constant pressure to prove oneself, preconceived ideas, need for acceptance, need of support, honesty, feeling of isolation, being human, hard working, concerned about quality, peaceful, accept change, sensitive to words like “you people”, emotional, free and different cultures

### **White respondents**

Unintentional resistance to change, individualistic, no hidden agendas, not here to disadvantage others, not superior, focussed on quality, importance of personal needs, academically orientated, dynamic, private, enthusiastic, knowledgeable, can contribute to academia and, wish to help other groups.

### **Coloured respondents**

Could contribute if somebody would just take them seriously.

### **6.6.4.3 Inter-group relations – group / supervisor to individual or group**

The researcher asked the sample what they wished their manager, fellow workers/team members understood about them individually.

The respondent's wishes varied. The following key concepts appear in the responses:

Individual, do not want to be typified, fighting for a just cause, am understood, ignored, not listening, disregard, feel thrown aside, here to do work, not a policeman, do not care what manager thinks, do not confine me, committed, passionate, work ethics, education, honest, private, challenges, consistency, speak my mind, need my space and unique.

The interviewees replied as followed when asked about what they wished their manager, fellow workers/team members understood about their group.

The respondents answered along racial lines.

### **Black respondents**

Their concerns referred to: responsibility, group pressure, contribution, dedication, other group not willing to change, need appreciation.

### **White respondents**

The respondents raised the following issues: Resistance to change, rules are rules, others don't appreciate our contribution, they do not understand us, other do not understand our situation, value diversity, need for independence, make a huge impact

### **Coloured respondent**

This respondent feels strongly about values and goals.

Inter-group relations were also broached by asking the following questions: What groups are easiest/hardest for you to work cooperatively with, and what behaviours of other groups are most difficult for you to deal with or most irritating?

Interviewees clearly felt more comfortable with the group they belong to (people they know). The group they find hardest to work cooperatively with is identified as the unknown or other group.

The responses to this question highlight the "them and us" phenomenon: quite a number of white respondents referred to quality or rather the lack thereof.

### **6.6.5 Future vision**

The respondents were asked a number of questions concerning their future at the institution. The first question was: What would you like to know and/or learn that could help you to succeed at the organisation?

The responses are varied but the common theme is that of developing an understanding of others.

The second question: What do you think the organisation could do to get the best from everyone?

The respondents referred to motivation by setting clear goals, better remuneration, flexi-hours and consulting employees.

### **6.6.6 Diversity training**

The researcher tried to determine diversity training needs by asking, "in terms of diversity, what would you like to learn more about?"

Respondents want to take part in programmes, which deal with real diversity issues that would foster a deep understanding of one another.

The conclusion of the researcher is that the interventions have failed because in spite of excellent documentary support for diversity and equity interventions, the interventions remained at the top levels in the organisation. The workforce is unaware of and unaffected by these interventions. The institution states that it needs to do more than merely comply but there is no evidence of this. Very little evidence of successful implementation was found.

## **6.7 Policy**

The diversity interventions as specified in the Institutional Operational Plan are based on the following policies:

- Policy on Employment Equity (Appendix 7)
- Policy on Racism (Appendix 8)
- Policy on Employees with Disabilities (Appendix 9)
- Policy on Gender Equality (Appendix 10)
- Policy on Unfair Discrimination (Appendix 11)
- Policy on Affirmative Action (Appendix 12)

Even though they are well-drafted it seems that it will take more time before their effects are observed and appreciated by employees. (6.6.2)

## **6.8 Conclusion**

The researcher found that the institution has put the necessary policies in place, but that very little real appreciation of diversity is evident. The following observations were made during the research period:

The researcher has observed that when diverse individuals meet the conversation is extremely polite and covers very neutral topics. Deep and meaningful conversations are kept for when individuals are in their homogenous groups. White and black staff seat themselves in such a way that the two groups can have different conversations. The researcher often found that whites were on one side of the tearoom and blacks seated on the other side. The comments of one interviewee that stated that a white woman got up and left the waiting area when she got seated confirms this observation.

Another observation is as far as language is concerned where groups speak their own language amongst themselves. A number of the interviewees also referred to this phenomenon.

The same behaviour was observed at meetings and official functions and during workshops that involve sleepovers, as well as at staff farewells and children's parties.

The researcher asked one of the faculty members why she thinks this behaviour occurs and the reply was as follows: *"It shows that people have decided that they can do the effort at work (seem to be conforming to the new reality) but they do not want to feel uncomfortable at home (outside working hours). They want to stick to their own at home."*

## 7 Article

### Diversity and Equity Interventions in an Institution of Higher Learning.

#### **Abstract**

The paper analyses the selection and management of diversity and equity interventions at a South African Institution of Higher learning. The researcher attempts to answer the following question: How rigorous are the equity/diversity interventions taking place in a particular Faculty at this institution?

The researcher studied the said institution's operational plan to determine whether alignment exists between the organisational goals and diversity and equity objectives. The annual Faculty reports were scrutinised to determine the alignment of these goals with such objectives. To assess the effect of diversity on the workforce a number of comparisons were made between 2004 and 2005. The qualitative impact of diversity was investigated by conducting twenty-two structured interviews.

The South African researcher Booyzen (2005) has identified the following areas that need further research:

- Diversity awareness.
- Creating an organisational culture that accepts diversity.
- Providing support for diversity.
- How to manage diversity in the workplace.

These can be summarised as the necessity for the effective implementation of a diversity intervention. This research project addresses these issues and is therefore relevant and essential. Further support for the cogency of this study comes from Brun (2004), who recommends future research on the topic: How to encourage diversity without creating too much tension. Ocholla (2002) remarked that research on diversity has not responded to issues like the optimisation of diversity and aligning policies to the effective management of diversity.

The overriding conclusion reached in the present study is that even though excellent institutional documentary support for diversity and equity interventions has been created, these interventions stayed at the top levels in the organisation. The workforce is unaware of and unaffected by these interventions, which are not penetrating lower down or altering the culture of the organisation. The institution states that it must do more than merely comply but there is no evidence of this.

## **7.1 Introduction**

Since 27 April 1994 drastic political changes have occurred in South Africa, intended to ensure the equality of all South Africans. The new legislators realised that it was necessary to correct the imbalances in the economic sector created by the policies of the previous government.

A number of acts were promulgated to ensure that diversity and equity become a reality in the business environment, amongst which was the Employment Equity Act, No. 55 of 1998.

The effectiveness of the legislation is questioned, as reported by an anonymous author in an article published by *African Business London* (2006) "*Many black South Africans are disappointed at the slow rate of the economic advancement of the majority of the population and maintain that an economic apartheid prevails and is just as heinous as racism.*" In the same article the author also mentions another prevailing belief that black economic empowerment and affirmative action programmes are nothing other than apartheid in reverse.

It is within this macro and meso environment that institutions of higher learning are obliged to meet all the requirements specified by the various acts. These institutions have been implementing a variety of diversity and equity interventions in an effort not only to comply with the legislation but also to create a culture where all employees are valued.

Even though one can perceive an increasing awareness and implementation of various equity interventions, for example, employment equity committees, diversity training, learnerships, organisational culture change and organisational development programmes, insufficient local research is being done to determine whether diversity theory holds true in South Africa.

Organisations endeavour to achieve a more representative workforce by employing people from previously disadvantaged groups; this intervention has proved to be slow and senior staff remain members of the white male minority. If a particular workforce were to reflect the demography of the South African population, its structure should reflect the following proportions: 25 blacks, 5 whites, 3 coloureds and 1 Asian (van Jaarsveld, 2000). Few organisations realise the necessity of training and development as well as of career management for ensuring integration in the workplace. Managers also seem to be ignorant as regards creating a positive multicultural social system that nurtures varied opinions and contributions (Kossek, Lobel & Brown, 2006). Organisations tend to rely on consultants to assist in the process of developing and implementing diversity interventions. The latter's success is questioned since a culture of whiteness is still prevalent in organisations and members of previously disadvantaged communities report a feeling of exclusion and alienation from the mainstream.

The value of in-house diversity programmes can be questioned, especially as far as quality is concerned, because no diversity/equity training programmes are registered with SAQA. This makes it difficult to determine the quality of programmes presented to various organisations. Research therefore needs to focus on how such programmes can address complex emotional issues, transformation, empowerment and multiculturalism. Organisations must appreciate that diversity and equity cannot be addressed by merely enticing employees into an appreciation of cultural differences. Furthermore, poorly developed and managed interventions tend to hinder the achievement of diversity and equity goals.

## **7.2 Diversity interventions – concepts**

The essential concepts that form the basis of this article were defined as follows:

*Affirmative action: "A planned and positive process and strategy aimed at transforming socio-economic environments that have excluded individuals from disadvantaged groups, in order for such disadvantaged individuals to gain access to opportunities, including developmental opportunities based on their suitability."* (Jinabhai, 2004:12)

*Diversity: "A mixture of people with different group identities within the same social system."* (Nkomo & Steward, 2006:522)

Employment discrimination: *“Unjust actions against individuals or groups that deny them equality of treatment in employment.”* (Dovidio and Hebl, 2005)

Ethnic groups: *“Groups whose members share a common identity and affinity based on a common language and culture, myth of common origin and territorial homeland.”* (Nyambegera, 2002:1078)

Managing diversity: *“A planned systematic and comprehensive managerial process for developing an organisational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organisation, and where no-one is excluded on the basis of factors unrelated to productivity.”* (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:75)

Ethnicity: *“The employment and mobilisation of ethnic identity or difference to gain advantage in situations of competition, conflict or co-operation.”* (Osaghae, 1995:11)

Workforce diversity: *“... variation of social and cultural identities among people existing together in a defined employment or market setting.”* (Cox, 1993)

### **7.3 Theories of diversity interventions**

#### **Homogenous theory**

Early research on group behaviour in organisations, carried out by Fayol, Taylor, Barnard and Mayo, ignored diversity as a phenomenon, and management matters were described as if differences in race, ethnicity, gender, age, sexuality, religion, culture and ability did not exist (Martin, 1992; Burrell, 1994). These researchers held the perception that employees were merely a means to an end: there to ensure that ever-increasing production targets were met. Initially researchers did not realise the influence of social interaction on productivity but the sociologists Dollard and Huges conducted research into race, ethnic and class differences (Banton, 1998), which indicated that diversity affects inter-employee behaviour as well as management and employee relations. The realisation that diversity is a pressing managerial issue only arose in reaction to the passage of legislation aimed at combating discriminatory practices. Common initial initiatives in terms of diversity management were the practices of assimilation, training (Race Awareness Training) and affirmative action.

## **Social identity theory**

According to this theory individuals tend to classify themselves and others into social categories that affect human interaction. Individuals tend to socialise with employees with whom they perceive they share characteristics. In some instances these groups based upon social identity were found to pose problems for minority members (Nkomo & Steward, 2006). Even though it is suggested that managements could overcome the negative implications of group behaviour in terms of social identity theory by replacing personal identities with a collective corporate identity, one needs to be careful not to follow a process of assimilation where all the benefits of a diverse workforce are lost.

## **Embedded inter-group relations theory**

Alderfer and Smith (1982) postulate that two types of groups exist within organisations:

- Identity groups: Based on shared biological characteristics, similar past experience, influenced by the same social forces, and therefore sharing similar values and norms.
- Organisational groups: Share in work experiences, are colleagues at a workplace and therefore hold similar values and norms.

According to Nkomo and Steward (2006), identity group membership paves the way for membership of an organisational group. Identity and organisational group membership are often connected. This theory maintains that there is a potential for conflict, which arises when the boundaries of the two groups overlap. The management of this potential conflict will depend on the relationships of power and influence that the groups maintain between them and other groups, as well as on the relationships at higher and lower organisational levels. Researchers Ely and Thomas have described three primary organisational workgroup approaches towards diversity:

- The discrimination and fairness paradigm is based on the belief that diversity can be achieved by the following interventions: affirmative action, sensitivity training and formal mentoring programmes.

- The access and legitimacy paradigm is constructed in terms of the belief that certain markets can be better penetrated if employees reflect the demographics of the market.
- The integration and learning paradigm is founded on the belief that diversity is a matter for the total organisation. Diversity should not only be addressed in certain areas but should also be promoted by means of procedures, policies, behaviour and organisational culture.

### **Organisational demography research**

Tsui, Egan and Xin (1995) explain that demography research is the study of the reasons for and outcomes of the make-up of specific demographic attributes of employees in an organisation. Demography is described by terms such as race, gender, and age but also by variables such as attitudes and personality.

Highly correlated groups tend to be smaller and homogeneous; in other words the individuals who are members of the group share a similar demographic profile. The higher the correlation, the easier the socialisation between members of the group, resulting in strong barriers to the entry of non-correlating individuals. The stronger the barriers are within groups and the more dissimilarity between different groups, the higher the potential for conflict becomes between these different groups.

### **Racioethnicity and gender research**

Research on race and gender focuses on documenting organisational approaches to these two characteristics. Human (1993) claims that discrimination against women is still prevalent in organisations. Issues of identity and self-expression determine the choices that women make as far as their careers are concerned. Gay and Lesbian experiences of diversity management have also been researched. American research likewise confirmed that race and gender minorities were discriminated against in organisations (Nkomo and Steward, 2006).

### **Post-modern and critical management theory**

Post-modern and critical management theory is orientated to questioning dominant practices, discourses and ideologies.

Critical management theory *"includes an appreciation of a plurality of valid opinions, rather than a focus on one correct or dominant perspective"* (Nathan & Whatley, 2006:65). These theories are based upon an appreciation of a variety of valid opinions and a scrutiny of assumptions.

Concerns are raised by a number of researchers that diversity interventions will not yield positive outcomes. Litvin (2000) believes that companies are merely positioning diversity in such a way that it can bolster the status quo.

### **Resource-based theory**

Resource-based theory might not be seen as a pure theory of diversity. However, it is built on the reality that firms acquire the best possible resources to be as competitive as possible, therefore ensuring organisational success. One of these is human resources. According to Orlando (2003) the contribution of human resources to sustainable competitive advantage is dependent on the degree of diversity reflected in these resources. He bases this finding on empirical studies, which have shown that diversity leads to increased creativity, flexibility, and better decision-making and problem-solving.

### **7.4 Impact of diversity management**

Only a few studies offer empirical support for the positive effects of diversity management. For example, support for the positive impact of a diverse workforce comes from an article by Orlando (2003). He states that empirical evidence exists that diverse workgroups outperformed homogenous groups, but he cautions that there was evidence of emotional conflict that hampered performance. Jackson (1992) refers to improvements in ideas, alternatives and solutions in the diverse work-teams studied.

Cox (1993: 2001) described six indicators of multiculturalism in organisations. These indicators were applied in the evaluation of the research sample to determine the classification of the organisation:

- Two-way socialisation where all groups contribute equally to organisational norms and values.

- Structural integration where all groups are represented on all managerial levels of the organisation.
- All groups participate in all social (formal and informal) networks.
- No evidence of cultural preconceptions.
- An organisational identity that allows ownership by all diverse groups within the firm.
- Low incidences of inter-group conflict as a result of diversity.

Cox (1993: 2001) concludes that diversity management should not only be implemented as a reaction towards legislation, but that it is also critical for organisational effectiveness, learning and productivity. As the target markets of organisations, especially multinational and international ones, become more diverse, the opinion of a diverse workforce becomes more essential in developing organisational strategies, which meet the needs of those markets.

Some of the critique levelled at diversity management is that in order to manage diversity individuals must be grouped, therefore creating boundaries between individuals who are members of different groups. Furthermore the labelling of a group as disadvantaged or oppressed leads to the stigmatisation of members of that group (Lorbiecki and Jack, 2000). Lorbiecki and Jack (2000) conclude that diversity management practices might maintain, rather than end, discrimination in the workplace.

Liff (1996) states that if diversity management is based on an appreciation for the differences between individuals it therefore negates the basis for being disadvantaged, which leads to arguments against affirmative action. This opinion is supported by the observation of Nyambegera (2002) that equity interventions may create divisions between employees.

Employment equity in South Africa has been criticised by business leaders who have raised the following concerns (Thomas, 2002):

- Decrease of foreign investments in medium and small businesses as well as in entrepreneurial activities.

- Expensive bureaucratic processes burdening the South African taxpayer.
- Increasing administrative costs for companies in the private sector, curtailing growth.
- Shortage of designated employees in certain skills categories, causing them to be expensive for smaller companies to afford.
- High labour turnover of black employees.
- Opportunity costs might be incurred by making poor hiring decisions when organisations are under pressure to meet equity targets.
- Racial differences highlighted by continued classification.
- Perception of reversed discrimination will lead to decreased employee loyalty and the loss of skilled employees.
- Unreasonable mutual expectations (short-term) between designated employees and organisations will foster racial and social conflict within organisations.
- Employees from designated groups may adopt a culture of entitlement that undermines initiative, self-confidence and self-reliance.

Thomas (2002) adds that one needs to understand the above-mentioned criticisms by taking note of the South African workplace, which is characterised by mistrust, poor relationships, lack of communication, low morale and poor teamwork.

The South African Black Managers Forum reported the following problems arising from affirmative action programmes (Thomas, 2002):

- Token appointments of incompetent people.
- Negative expectations about candidates from designated groups.
- Limited access to work and social groups.
- Management does not realise the strategic importance of diversity interventions.
- Poor appreciation of the positive contribution that a diverse workforce can make to competitive advantage.

- Performance management of designated employees neglected.
- New recruits from designated groups are assimilated into existing organisational culture, therefore negating all possible advantages.

Much of the argument for diversity management is premised upon qualitative explanations, which are largely prescriptive in nature. In an article Lorbiecki & Jack (2000) present the following economical and moral rationale as support for diversity management interventions.

#### Economic rationale:

- Improves productivity and encourages more innovative solutions to problems and thus increases profits.
- Assists the understanding of the needs of a greater number of customers, thus increasing the customer base and turnover.
- Enhances corporate competitiveness and continued survival.
- Helps lower the likelihood of litigation.

#### Moral rationale

- Promotes interaction between ethnic groups.
- Helps foster culture change in the organisation.
- Fosters attitude adjustment and thus counter prejudice.
- Can increase attitudinal commitment.
- Creates organisational harmony, is socially just and morally desirable.

These rationales are summarised thus: *"... analysis showed that the general aim of diversity management was to help organisations to survive, enhance their economic performance and to make a profit. Diversity management can, therefore, be viewed as an instrument or tool that uses people's diversity as the means of achieving economic goals"* (Lorbiecki and Jack, 2000:S23).

## **7.5 Methodology**

The researcher developed a theoretical framework to guide his decisions with respect to research methodology, which was based on:

1. The social identity theory described by Nkomo & Stewart (2006).
2. Implications of diversity management discussed by Kossek *et al.* (2006) and Lorbiecki & Jack (2000).
3. Implementation of intervention investigated by Grobler, Warnich, Carrell, Elbert & Hatfield (2006).
4. Six indicators of multiculturalism enumerated by Cox (1993: 2001).
5. Organisational culture discussed by Orlando (2003).

To be able to determine to what degree the diversity interventions at the institution reflect the theories identified above, the researcher needed to understand the in-depth processes that are taking place within the organisation. He therefore conducted a literature review of theoretical concepts and research findings relevant to this research project. These concepts informed the writer's decisions regarding the methodology to employ.

It was pointed out that "Qualitative research methods allow in-depth analysis of problems, opportunities and situations in the business environment" (Coldwell & Herbst, 2004:15). The researcher therefore employed a range of qualitative research methods in order to determine the outcome of the diversity and equity interventions, since this study required a detailed examination of the difference between organisational policies and their actual implementation, as well as of employees' experiences in this regard. The objectives of the project would not have been achieved if quantitative research methods had been used. The two qualitative research methods utilised were grounded theory and the case research method.

Grounded theory lends itself to use in situations where interpretation of behavioural patterns is required (McCallin, 2003). It is a means of discovering the main concerns of respondents/employees insofar as their working and social environment is concerned. The primary advantage of grounded theory is that it describes reality.

Patton and Appelbaum (2003) suggest that case studies are a valuable research method, for organisational researchers, when testing theory. The researcher was of the opinion that the case study would be the most suitable method to arrive at the following research objectives:

- To understand how the organisation has approached diversity and equity management.
- To establish the range of diversity and equity interventions implemented.
- To assess to what degree the organisational aims and goals are aligned with diversity and equity objectives.
- To determine the outcomes of the diversity and equity interventions implemented.
- To assess the formal diversity and equity intervention monitoring and evaluation processes in the organisation.
- To assist towards developing good-practice standards for managing diversity in organisations.

Triangulation was applied by combining and comparing data from official organisational documentation, interviews with employees and observations of employees' behaviour. The researcher also measured this information in terms of the various diversity theories. The data were collected from various sources to identify themes and to gain a clearer picture of the intervention's impact on the organisation.

The researcher established possible models for intervention as well as outcomes of interventions that could serve as the theoretical framework for this study.

He subsequently identified the relevant managers, committees and staff to approach, after which a non-probability sampling technique, multiplicity (snowball) sampling, was employed to identify employees with whom interviews were to be conducted.

Interviews are made use of when a researcher wishes to understand the facts, and to know more about perceptions and how subjects experience the phenomena being researched (Coldwell & Herbst, 2004). One advantage of using semi-structured interviews to collect data was that these allowed the interviewer immediately to clarify areas that he did not understand, permitting him to "zoom" in on interesting ideas mentioned by the interviewee as well as to pick up on non-verbal pointers that would

have been lost if other data collection methods had been used. A further advantage of using a semi-structured interview is that it allowed for some degree of comparability between responses. To be able to construct a case study it was important that the researcher delved into the perceptions, feelings and experiences of the employees. Therefore the researcher was convinced that semi-structured interviews would be the most appropriate research method to use for data collection. The researcher did however take note of the following disadvantages associated with the use of structured interviews as a data collection method (Cooper & Schindler 2003):

- High costs.
- Need for highly trained interviewers.
- Longer period needed in the field collecting data.
- Follow-up is labour-intensive.
- Not all respondents are available or accessible.
- Some respondents will be unwilling to talk to a stranger.

The next step was to conduct the case study research at the IHL.

## **7.6 Profile of Sample**

The study population consisted of all the staff employed at this institution. Due to the nature and scope of this study, as well as the time required for data collection, financial aspects, convenience and feasibility, the sample was selected from the staff of one Faculty at the institution as well as the employment equity officer of the Institution.

The institution's motto is to strive to "Empower people". Its vision is to be the leading higher education institution with an entrepreneurial ethos, which promotes knowledge and technology, and to provide professional career education of an international standard, which is relevant to the needs, and aspirations of Southern Africa's people.

In support of this vision, the mission statement refers to the following activities:

- Create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;

- Serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- Extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- Establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners (source)

IHL consists of eleven faculties that offer more than 100 degree courses from which prospective learners can choose.

Twenty-two respondents were selected and interviewed, of whom two were also immigrants. The researcher classified them as follows (Table 1):

**Table 1 Respondents**

Post level	Black female	Coloured female	White female	White male	Black male
Junior lecturer	3	0	1	0	0
Lecturer	2	0	2	1	1
Senior lecturer	1	1	3	1	1
Supervisor	0	0	4	0	2

The data collected were analysed using Critical Discourse Analysis (CDA). To be able to develop a better understanding of CDA one needs to understand the concept of discourse. "Discourse moves back and forth between reflecting and constructing the social world. Language cannot be considered neutral, because it is caught up in political, social, racial, economic, religious and cultural formations." (Rogers, R., Malancharuvil-Berkes, E., Mosley, M., Hui, D., & Joseph, G., 2005) The words that people use carry more meaning than the mere message they are conveying. Critical discourse analysis is interpretive, descriptive and explanatory and determines the relationship between words and the organisational environment. These

characteristics chime with qualitative research. Therefore CDA was very attractive for the study, as the researcher interpreted the deeper meaning of what people said. The analysis was performed by applying the three-tiered framework described by Rogers et al. (2005), which analyses text, interpersonal interactions and social behaviour at various levels within the organisation.

## **7.7 Results**

### **Observation**

An important observation is that academic staff work flexi-hours and therefore they have very little time to socialise at work. The employees do not share the same tea and lunch hours since lecture schedules do not provide for tea and lunch breaks. Therefore they meet for morning coffee and tea before the academic programme starts at 8H00 on a daily basis.

The researcher has observed that when diverse individuals meet, the conversation is extremely polite and covers very neutral topics. Deep and meaningful conversations are kept for when individuals are in their homogenous groups. White and black staff seat themselves in such a way that the two groups can conduct their different conversations. The researcher often found that whites were on one side of the tearoom and blacks on the other. The comments of one black interviewee who stated that a white woman got up and left the waiting area when the former seated herself confirm this observation.

Another observation concerns language. The white staff in this faculty are predominantly Afrikaans-speakers. There are a number of whites who change to English when an African person enters the tearoom, but the majority continue speaking Afrikaans and therefore exclude the other groups from taking part in the conversation. The researcher also found that the same applies to a large proportion of the employees who speak African languages. A number of the interviewees also referred to this phenomenon.

The same behaviour was observed at meetings and official functions where the white and African members of staff seem to maintain boundaries between the groups by means of seating and language. When the employees attend workshops that involve

sleepovers the sleeping arrangements are always devised in such a way as to ensure that people of the same race share a room.

Also, the employees arranged a farewell function for a Coloured employee. All the members of the department were invited to the farewell but only the African group showed up. This behaviour also occurs when staff members invite other staff members to their children parties. Both Africans and whites stick to racial boundaries.

The researcher asked one of the faculty members why she thinks this behaviour occurs and the reply was as follows: *"It shows that people have decided that they can do the effort at work (seem to be conforming to the new reality) but they do not want to feel uncomfortable at home (outside working hours). They want to stick to their own at home."*

## **Interviews**

### **Organisational environment**

The employees experience their immediate organisational environment and the wider organisation very differently. They feel that they are accepted, valued and appreciated in their departments. They report that their immediate colleagues treat them fairly and are supportive.

Respondents referred frequently to the organisational environment. References were made to racism and reverse racism. Staff felt demotivated. They complained about a lack of decision-making and observed that even though plans are drawn up nothing seems to change. Various respondents felt that management ignores employees' problems. Other statements that were made by respondents included: *"The organisation expects me to do miracles. I do not know where I fit in. We are promised things that never happen. Mistrust and hidden agendas are evident. Management are not transparent."* One respondent summarised her feelings by using this metaphor, *"it feels as if I am in the middle of the Red Sea that can close at any time"*. Respondents feel uncertain, helpless, frustrated and see no progress. Trust levels are very low. Groups are split along racial lines. Most respondents were guarded and careful when answering questions about such groups. Most white respondents asked the researcher to describe the meaning of the term group when questioned about groups. They tended not to refer to race at all, a further indication

of their uneasiness with racial groups and a need to be politically correct. Most African respondents' answers referred to their experience as a member of an African group. They also answered without reservation when asked about groups. Their answers indicated that most whites treat them as less competent and question the quality of their work. One African respondent complained about being talked to as if she was a child. Another respondent told of his experience in a meeting where his suggestion was ignored yet when a white member repeated the same suggestion the chairman of the meeting stated that it was a brilliant idea. On the other hand the majority of whites felt that they do not know where they fit in and what the institution expects of them.

A number of the white respondents preferred to answer questions during the interviews in Afrikaans. This confirms the comments made by a number of respondents (white and African) that language is a problem. For example, the use of Afrikaans excludes Africans from discussions. On the other hand the use of English also creates difficulties. The respondents are all second-language users of English and stated that they are concerned that they may convey a message that they did not intend or use words with a different emotional value from what they intended.

#### Diversity intervention

According to the employment equity officer the equity committee is a forum where one represents a certain constituency and has a mandate to sit in on that committee. One does not attend as an opponent of employment equity or a proponent of employment equity. One speaks on behalf of people that have given one a mandate. She added, "*We were not able to achieve this*". (4.3.2)

The dean and the equity officer stated that the employment equity committee has achieved nothing. The other interviewees made no mention of the employment equity committee; they referred to affirmative action recruitment when asked about diversity interventions.

#### Equity reports

The staff profiles as reported by the institution indicate the following trends:

- The numbers of African and Coloured males are increasing.
- Indian and White males are decreasing in number.

- African, Coloured and Indian females have increased in number.
- The numbers of White females have decreased.
- The ratio between males and females remained constant, with males making up slightly more than 50% of the workforce.
- Senior management for all categories remained constant except for a decrease in White males, mainly attributable to merging of departments into single structures.
- There was a slight decrease in academic staff across all categories, mainly as a result of a temporary moratorium on appointments.
- Recruitment data reflects the positive impact of the affirmative action programme, as the figures for African recruits are nearly double those for the recruitment of White employees.

## **7.8 Analysis**

One of the models used to analyse the status of diversity at the institution was that of Cox (1993: 2001) who described six indicators that measure the multicultural nature of an organisation.

- a) Two-way socialisation where all groups contributes equally to organisational values and norms.

A number of respondents disagreed with this statement. Several black respondents felt ignored in the process of developing a new organisation, as mentioned above.

Structural integration occurs where all groups are represented in all managerial levels of the organisation. The equity report of 2005 contains the following information. (Table 2)

The last six levels of employment indicate a representative workforce as far as race is concerned but gender is out of proportion to the population. No females are employed as craft machine operators or in elementary occupations. Senior management is still dominated by white male employees.

**Table 2 Representation of groups at various organisational levels**

Occupational Categories	Male				Female				Foreign	
	A	C	I	W	A	C	I	W	F	M
Senior Man	25	2	4	36	5	0	0	11	0	0
Professionals	195	5	13	303	84	5	15	233	8	3
Technicians	78	1	4	84	60	2	4	71	1	0
Clerks	213	3	0	47	251	10	13	310	0	0
Service	47	0	0	3	24	1	0	6	0	0
Craft	34	1	0	21	0	0	0	0	0	0
Machine operators	56	0	0	0	0	0	0	1	0	0
Elementary occupations	126	1	0	4	186	0	0	1	0	0

b) All groups participate in all social networks.

As far as the researcher could establish by means of observation, formal and informal interviews, formal social networks are inclusive of all groups. Informal networks are still primarily race-based. (5.2.4)

c) No evidence of cultural preconceptions.

In a number of interviews black respondents complained that they have to prove their ability constantly and that their quality of work is being questioned. The information collected thus finds that cultural preconceptions do exist.

d) A shared organisational identity.

Respondent's remarks about *"them and us"* indicate that there is no shared identity. The various groups still have a strong affinity towards the three institutions merged in the new institution. The researcher often heard the phrase: *"when we were still XXX we were fine now these others came and created problems."*

f) Low incidences of inter-group conflict

In the first period of group formation there is always a peaceful phase. Some comments during interviews with the faculty members are disconcerting and might indicate the accumulation of frustration and anger that might spill over into conflict:

*"... some groups think they are better than others"; "If you belong to a specific group they would expect me to be in conflict with the other groups."; "... I can't be myself at work ..."; "... people have a perception that I am aggressive ..."; "They disregard my decisions ..."; "People feel threatened ..."; "Management does not take our problems seriously."*

Even if there were low incidences of inter-group conflict it would be a mistake to assume that groups are in harmony.

## **7.9 Conclusions**

The overriding conclusion reached from the study of IHL is that even though excellent documentary support for diversity and equity interventions has been created, the interventions have not affected the entire institution deeply.

Evidence was found to support the social identification theory. Observation as well as interview data confirmed that groups form around the common characteristics that they share. Evidence was also found to indicate that assimilation took place.

When diversity interventions are implemented successfully certain outcomes are evident; therefore the researcher wanted to determine how successfully the IHL had implemented the diversity interventions by finding evidence of these outcomes.

Very little evidence of successful implementation was found, however. The policies were revised recently and they were aligned to equity and diversity. Recent appointments were made to meet the IHL targets, but they demonstrate mere compliance again.

All of the steps in the procedure for the effective implementation of diversity interventions were followed. Only three steps in the procedure are problematic: Evidence was found that the Employment Equity Officer finds it difficult to get the message to filter down to the lower levels in the organisation; the equity office is also under-resourced; and the workforce feels sidelined.

Since the staff complement of the institution was too numerous for the researcher to interview, a representative sample was identified within the limited time period available, focusing on one of the faculties. While the larger SANPAD Project has the aim of understanding cause-effect relationships and explaining how diversity management is practised in South Africa, the present case study falls into the realm of description of the phenomenon in a single organisation, rather than intending to establish frequencies. The fact that findings will display limited generalisability does not detract from the present contribution to the development of a best-practice standard.

In future research the impact of additional theories on diversity interventions could be investigated, as could the influence of various social factors on organisational culture. Owing to time constraints the data collected by the researcher were analysed only to establish the major trends and discussed according to his research objectives. Hence the data in this study should be further analysed and compared with similar studies to discover national trends and to develop a code of best practice. The researcher also recommends that this study should be repeated after a two-year period to determine the progress that has been made.

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**Institution of Higher Learning**

**Institutional**

**Operational**

**Plan**

**(2005 - 2009)**

**(Annexure not included)**

# **INSTITUTIONAL OPERATING PLAN (2005 – 2009)**

## **EXECUTIVE SUMMARY**

1. The Institution of Higher Learning (IHL) is a “new” institution in the restructured higher education (HE) landscape of South Africa, with the seat of management on the City Campus as gazetted. The transformation of the HE system from a fragmented to an integrated system, as well as various regulatory changes by means of legislative measures, impacts on all HE institutions. IHL is facing numerous challenges and its recognition of the shift towards cooperative governance, state and stakeholder accountability, the focus on consultation and negotiation, the establishment of an integrated system steered and coordinated by the state, social redress, human resource development priorities, and the production, acquisition and application of new knowledge, guided the institution towards its newly developed Vision and Mission.

This institutional operating plan (IOP), an imperative from the Department of Education (DoE), provides a comprehensive view of all planning initiatives of IHL, indicating where possible, change and strategic priorities described through various scenarios. The text of the plan, as prescribed by the DoE, is descriptive of the nature of the operations of IHL in terms of the desired position and drivers. Focus is on primary activities (e.g. academy-related activities, research, and innovation), support activities (e.g. academic support, student services, buildings and estates, infrastructure support), management, governance, and administration.

2. The Status Quo Scenario (Chapter one) indicates eleven faculties and 99 departments offering a total of 812 National Diploma and degree courses that are spread across six Teaching and learning delivery sites. **This situation still reflects duplication.** The total headcount during 2004 was 63 864 of which 12 931 attended on distance mode. Students enrolled in the SET fields of study represents 39% of the total student FTE enrolled. The success rate for 2004 was 66%, which indicated a decline from 68% in 2003. The total staff force reflects a female ratio of 49% (permanent staff), 2093 (30,7%) Instructional / Research professionals and a 13,5% expenditure towards temporary staff. IHL is facing a challenge with specific reference to the 71% salary expenditure if the status quo prevails.

3. The desired position of IHL is portrayed in chapter two and indicates the philosophy of a University of Technology, identifying nine salient features of such an institution. IHL has to position and brand itself in order to become one of the leading higher education institutions in Southern Africa, offering career-focused professional educational programmes. Simultaneously, IHL has to move towards the concept of a “university of technology”, keeping in mind its T&L, R&D and community engagement responsibilities, developing human resources and training person power to strengthen South Africa’s enterprises, services and infrastructure. This also requires the development of professionals and knowledge workers with globally equivalent skills, who are also socially responsible and aware of their role in contributing to the national development endeavours and social transformation. The formulation of the Vision and Mission, Goals and objectives of IHL encapsulates the strategies that will enable IHL to become a University of Technology. Eleven Risks have also been

identified that might threaten the transformation of IHL and prolong the implementation.

- 3.1** Various drivers have been identified that will enable IHL to become a truly entrepreneurial and innovative university of technology. The correct Programme and Qualification Mix, an enrolment strategy which focuses on a 40% FTE enrolment in the Science, Engineering and Technology related programmes, and a 2% growth in post graduate studies are seen as the main enablers. Growth will also be created through 26 new proposed programmes within the enrolment capping principle. Strengthening the Research and Development as well as Technology Innovation and transfer are seen as the main drivers and forms part of the Teaching and Learning philosophy and strategy. Another driver is a comprehensive Academic development and support strategy applicable for staff and students which will ensure an increase in the throughput and graduation rate. A human resource management strategy that provides staff development opportunities for all, and establishes race and gender equity in line with the demographics of the country will enable IHL to change its cultural dimension.
- 3.2** The importance IHL attaches to quality promotion, stimulating quality training, promoting employability and self-employment, and improving the quality and relevance of educational programmes is evident in its drive for continuous quality improvement. The development of a self-evaluation programme to institutionalise a quality culture in IHL will commence with the self-assessment of all educational programmes to ensure accreditation, as prescribed by the HEQC. This enforces a quality plan, which should inform the throughput rates of IHL. Translated into success rates and graduation rates, it serves as an accountability mechanism for teaching output norms that are translated into subsidy through the new funding framework.
- 3.3** The desired position has to be enabled by a cost effective support and administrative services plan. Library Information Services, Information and Communication Technology, Space and infrastructure, Student support initiatives have been identified as priorities. The Human Resource management strategy is focused towards Employment Equity, and developing the staff to be competent.
- 3.4** Financial estimations of implementation towards the desired position are estimated at approximately R30 million and is reflected in Chapter 2 as financial implications of each strategy and referred to as development projects. Long term financial projections until 2009 and estimated expenditures are portrayed within a stable environment. National benchmarks are used to adjust institutional financial allocations to manage the institution to an earmarked 62% salary expenditure in 2009. These estimations are excluding the financial costs for the implementation of Scenario B, as well as financial implications indicated as Merger related costs estimated at R119 million. A growth strategy is indicated stating various third stream income opportunities as well as grants and donor funding
- 4.** The restructuring process created not only challenges, but also opportunities and new dimensions for IHL. It created an opportunity to design a new organisational structure with a new academic programme profile and topography. A comparison of the different scenarios is presented in Table 19.

**Scenario A** portrays justifiable duplication of programmes, migration of approved programmes to the distant learning sites, 10 faculties and 76 departments and 16 centres/institutes/schools – (92 academic units in total), a flat and streamlined organisational structure where personal responsibility and joint accountability formed the foundation of the management model. Additional financial needs are not indicated, although the RAM allocated 16.4% for strategic projects, and personnel expenditure of 67%.

**Scenario B** proposes consolidation of departments, faculties as well as closely related support functions. The rationale of this scenario is to improve the institutions cost effectiveness and efficiency. The current 11 Faculties have been consolidated to 7 with location on a specific site. Departments are consolidated to 65. All Academic support related functions are consolidated into a Comprehensive Academic development Unit. A support topography has been proposed and aligned to the academic topography, which states centralised functions distributed across the three merged learning sites (which is seen as a virtual entity) and decentralised functions supporting the other learning sites. This Scenario will affect a possible decrease in the salary expenditure of 1.5%, on the long term. A decrease to 21 officials from 75 is proposed. This process still has to be subjected to a costing exercise to confirm or reject certain proposals.

#### **5. Additional financial needs:**

This institutional operating plan concludes with a financial estimation of additional financial needs relating to upgrading of equipment and infrastructure as well as the backlog evident after the merger. This is currently estimated at R119 million. This figure excludes the cost that will be incurred with the implementation of Scenario B. A proper and structured implementation and monitoring plan will be developed to ensure a cost-effective implementation.

**ACRONYMS**

AC:	Advisory Committee
ABET:	Adult Based Education and Training
CDGs:	Curriculum Development Groups
CESM:	Category for Educational Subject Matter
CHED:	Centre for Higher Education Development
CPA:	Critical performance area
CPD:	Continuing professional development
CRM:	Customer relationship management
CSIR:	Council for Science and Industrial Research
CUCSA:	Confederation of Universities and Colleges Sports Associations of Africa
CUTE:	Centre for the Utilisation of Technology in Education
DA&C:	Department of Arts and Culture
DoE:	Department of Education
DoL:	Department of Labour
DST:	Department of Science and Technology
EE:	Employment equity
EEP:	Employment equity plan
EETC:	Employment Equity and Training Committee
EMC:	Executive Management Committee
ERC:	Electronic Resource Centre
ERP:	Enterprise Resource Planning
FTE:	Full-time equivalent
GDP:	Gross domestic product
GET:	General Education and Training
FET:	Further Education and training
FISU:	International University Sports Federation
GGP:	Gross Geographic Product
HE:	Higher Education
HEAIDS:	Higher Education Aids Programme
HEI:	Higher Education Institution
HEMIS:	Higher Education Management Information System
HEQC:	Higher Education Qualification Committee
HET:	Higher Education and Training
HETD:	Higher Education Training and Development
ICT:	Information Communication Technology
LIS:	Library and Information Services
ILDS:	Institute for Leadership Development in Sport
IP:	Intellectual Property
IT:	Information Technology
ITP:	Integrated Technology Plan
MMPD:	Multi-Mode Programme Delivery
MoU:	Memorandum of understanding
MTEF:	Medium-term expenditure framework
NAP:	New Academic Policy (now the Higher Education Qualification Framework)
NDA:	National Development Agency
NEPAD:	New Partnership for Africa's Development
NIHE:	National Institute for Higher Education
NHC:	National Higher Certificate
NPHE:	National Plan for Higher Education
NQF:	National Qualifications Framework
NSFAS:	National Student Financial Aid Scheme
NSSPs:	Non-state-subsidised programmes
OBET:	Outcomes-Based Education and Training
ODI:	Organisational Development Intervention

PGDHET:	Post Graduate Diploma in Higher Education and Training
PDP:	Personal Development Plan
PQM:	Program Qualification Mix
P@W:	Partners@Work
QA:	Quality Assurance
QMS:	Quality Management System
QP:	Quality Promotion
RAM:	Resource Allocation Model
R&D:	Research and Development
SADC:	South African Development Countries
SLA:	Service-level agreement
SASSU:	South African Student Sports Union
S&T:	Science and Technology
SAQA:	South Africa Qualifications Authority
SASC:	South Africa Sports Commission
SET:	Science, Engineering and Technology
SIS:	Standard Institutional Statutes
SLE:	Senior lecturer equivalent
SMME:	Small, Medium and Micro Enterprises
SMS:	Social and Management Sciences
TELP:	Tertiary Education Linkages Project
TI:	Technological innovation
TIU:	Teaching input unit
T&L:	Teaching and learning
TLT:	Teaching, learning and technology
TT:	Technology transfer
IHL:	Tshwane University of Technology
UNISA:	University of South Africa
URC:	United Residence Council
USA:	United States of America
USSASA:	United School Sport Association of South Africa
VC:	Vice-Chancellor
WACE:	World Association for Co-operative Education
WIL:	Work-integrated learning

## CHAPTER ONE: STATUS QUO SCENARIO

### 1.1 GEOGRAPHICAL DISTRIBUTION OF TEACHING AND LEARNING DELIVERY SITES

With its heartland situated in the province, the Institution of Higher Learning, with a total student complement of approximately 63 000, is currently the largest university of technology in South Africa. Almost a quarter of IHL's contact students live in one of the institution's 31 residences at the various campuses. IHL not only has sites in City, City and City, but currently also has delivery sites as far as the provinces.

Emphasising the importance of technology, IHL offers three-year National Diplomas and corresponding four-year B Tech degrees. More than 70% of the B Tech degree programmes proceed through M Tech to doctoral level. Academic programmes range through a wide spectrum of career fields, and are categorised in the eleven faculties – representing, *inter alia*, economic and management studies; humanities; arts; natural and health sciences; engineering; and technology. Currently, the eleven faculties offer a total of 812 National Diploma and degree courses that are spread across the six delivery sites. This situation still reflects duplication. A review of the site offering of all academic programmes has been done and is discussed in Chapter 4 and 5 where two different scenarios for consolidation of programmes are proposed. These programmes, all registered on the NQF, are credit bearing and form part of the consolidated PQM of IHL.

The six T&L delivery sites are: City with two branches in the city, City, City, City, City and City.

#### CITY CAMPUS

The City Campus is the largest campus, and is nestled against the hills of City West. Some 24 000 day students are currently registered in the 477 academic qualifications on offer. Approximately 12 000 students also enrol here for distance education studies (Annexure A: HEMIS 2004, Table a). The student demographics reflect a female ratio of 49% and a 79% headcount enrolment of black students. The seven student residences on campus have been extended to a further five residences in town. The total (permanent and temporary), still predominantly white (68%) staff at this campus numbers 3 760. Permanent appointments amount to 1 613 staff members.

The academic activities of the City Campus extend to two other campuses in town, namely the City Campus and the City Campus.

- **City Campus**

The City Campus is situated in the City central business district. Currently this site accommodates 2511 students registered for one of the 33 qualifications of the Natural Sciences Faculty, and 222 staff, 130 of who are permanently employed. Three departments of the Health faculty are also accommodated. Having been recently revamped, the campus, in addition to the usual lecturing halls and laboratories, also consists of the main basic student support systems such as recreational areas and a library.

- **City Campus**

IHL's City Campus is situated on the northern side of central City. Old school buildings from the High School era have been refurbished and decorated to create a modern and Africa-style City campus. The campus boasts the usual facilities needed for student support. Currently, 1 906 students are studying for one of 43 qualifications in fine and performing arts-related academic programmes presented at the City Campus, as well as at the City Campus. As far as equity is concerned, 38% of the students and 16,2% of the staff are black. Students are educated and supported by a total staff complement of 229 – permanent appointments amount to 103.

### **CITY CAMPUS**

Situated 26 kilometres to the north, the City Campus of IHL is the academic home of 13 595 mostly black students, with 4 085 of them living in residences. It also has a branch campus that has been renamed City North and accommodates mainly education, health, hospitality management, tourism and journalism students.

The City Campus is a fully-fledged delivery site with all the necessary infrastructure and support services for students. The City Campus is the second largest IHL campus, with 104 academic programmes on offer, and supported by 1 019 staff members (680 in permanent posts), comprising predominantly (85,1%) black staff and offers Engineering, ICT, Management and Economics Science programmes.

### **CITY CAMPUS**

The City Campus of IHL is situated in the province, eight kilometres from City. A fully-fledged delivery site with the necessary sustaining structures and limited sport facilities, it has 4 988 black, students, registered in the 34 academic programmes on offer on the site. A predominantly black staff force of 804 (299 permanent) is employed to ensure that academic activities at the City Campus run smoothly.

### **CITY CAMPUS**

The City Campus was inaugurated in 1995. It was recently relocated to an academic venue with ten lecture halls, which can accommodate approximately 900 students. There are neither sporting facilities nor a health clinic on campus.

It has currently an enrolment figure of 1 340 fulltime students, distributed among twelve formal programmes and six short or bridging courses, four faculties (Economic Sciences, Management Sciences, Engineering and ICT) and various disciplines. It is supported by a total of 108 staff (34 of whom are Full-time employed, and 71,4% of whom are black). Although heavily reliant on part-time lecturers, the City Campus has highly qualified academic staff members and administrative staff. There are 15 full-time academics and 28 part-time lecturers. The administrative divisions include Finance, Academic Administration, Student Development and Support, Library, Sports, and Logistics.

This delivery site of IHL offers formal university programmes with an occupational emphasis, student development programmes and support services. The campus competes for students with the University and UNISA. The two contact universities are currently offering traditional

university qualifications, although, in terms of the report of the national working group on higher education, they should become comprehensive institutions.

## **CITY CAMPUS**

This campus is situated on a 19 ha plot of land in the district in the industrial heartland of electricity generation and the mining, manufacturing, technical service and maintenance service sectors. The campus and building developments are valued at R25 million. The rapid economic development and associated skills shortage in the province will probably prove to be the most important driver of growth at this delivery site, which is well positioned in a region that contributes 42% to the GDP of the Province. Along with its sister campus in City, it will dominate the HE sector for the foreseeable future.

As this delivery site is relatively young, the bulk of activities are currently focused on T&L, although more time will be devoted to action research in the surrounding areas, and to community service. Currently, five B Tech degrees, 13 National Diplomas, one National Higher Certificate and eight certificate courses are offered to 1 712 fulltime students (88,1% of whom are black and 984 of whom are female) by 62 staff members (30% of whom are black and 63% of whom are permanently employed). Horizontal and vertical growth in areas such as engineering, ICT and social sciences is inevitable over the next three years, while vertical expansion in economic and management sciences will be a necessity.

## **CITY CAMPUS**

This campus was established in order to bring HE to the remote areas that had no access to HE institutions. This delivery site of IHL in City. The establishment of this campus with academic, administrative, recreational, sport facilities and an ERC, which was officially inaugurated in July 2003, marked the beginning of a new era for HE.

Twenty-one academic programmes are on offer (five up to B Tech level) with the National Certificate, Higher Certificate and National Diploma as exit levels. Currently, 1 458 fulltime students are enrolled, 96,6% of whom are black. The delivery site employs 118 staff members, 55,9% of whom are black. The delivery site also offers nine non-state-subsidised programmes (NSSPs) and nine industry-related courses.

## **1.2 CONSOLIDATED PROGRAMME AND QUALIFICATION MIX (PQM)**

IHL has gone through a process to verify and confirm the various programme and qualifications offered by the three previous institutions and approved by the DoE. The final product is portrayed in Annexure C, where the approved PQMs of the former X1, X1 and X1are consolidated (see tables 1a – 1o). This was submitted to the DoE on the 15 October 2005.

The consolidated PQM was compiled by merging the three previous institutions' PQMs in order to construct a single set of documents. Through this process, various discrepancies were noted with regard to certain approved programmes that were not indicated; appeals that had been successful and did not appear on the approved PQM of the institution concerned – especially relating to M Tech degrees – and programmes that were listed in different CESM categories (see Notes to Consolidated PQM, Annexure C). Certain qualifications that are now offered on one

or more of the delivery sites, but have not been approved by the DoE as part of the previous institution's PQM are indicated within each qualification type (see tables 1c – 1o, Annexure C).

As it was decided that IHL would be managed according to six delivery sites, the PQMs of the previous satellite campuses were incorporated within the City listing. Table 1p, Annexure B indicates the programme and qualification mix of the delivery sites in the provinces.

### 1.3 STUDENT ENROLMENT and STAFF PROFILE during 2004

The current student profile has been analysed using the final submission of the HEMIS data of 2004 (see tables a – l, Annexure A). The total headcount during 2004 was 63, 864 of which 12 931(19%) attended on distance mode (table a). This headcount represented a 51,64% female and 85,95% African ratio (Table b). The majority (72,81%) of the students were registered for an Undergraduate qualification, 21,6% for a B. Tech and 4,35% for a Masters degree. Students enrolled in the SET fields of study represented 40% of the total contact student FTE enrolled. During 2004, 10 344 student applied and received a NSFAS award. The success rate for 2004 was 66%, which indicated a decline from 68% in 2003 (Table f).

The total staff force of 6 808 (permanent and temporary, according to HEMIS 2004), of which 2734 (40 %) are permanent staff members, reflects a female ratio of 49% (permanent staff), and 2093 (30,7%) Instructional/Research professionals (Table h). There was an increase of 292 staff members in the total staff complement of IHL. White staff members comprise 43% of the permanent staff total while 35% of black staff members are categorised as instructional / research professional staff (HEMIS 2004: Tables g - k) .

### 1.4 STUDENT EXCHANGE PROGRAMMES - STATUS QUO

Academic faculties, departments and directorates are primarily responsible for initiating, managing and reporting on international activities. The following are active student exchange programmes within the faculties concerned:

- A partnership with the Brandenburg Technical University (BTU) in Cottbus, Germany, was formed by the **Faculty of Natural Sciences** to exchange students and staff in the field of Environmental Sciences and Environmental Management. The programme at BTU is called the *International Programme in Environmental Resource Management*, and students have to do six months of the programme abroad. IHL exchanged two students during 2004.
- A cooperation agreement in the field of *Interior Design* (Faculty of Arts) was signed with the Architecture Department of the Katholieke Hogeschool Mechelen in Belgium for the exchange of faculty members and researchers to conduct teaching and research at undergraduate level for various terms of studying and training. Two to six students will be exchanged for a three-month period every second year. In the field of *Entertainment Technology* (Faculty of Arts), third-year students are allowed to do international practical training in the industry for a three-month period. In 2004, three students were sent to Israel, the United Kingdom and the USA, respectively.

- **The Faculty of Engineering** currently has nine exchange programmes or cooperative agreements (not all of them active); mainly with Germany, Austria, France and Hungary. The institutions involved are the Fachhochschule Konstanz and Landshut, Giessen-Friedberg, University of Stuttgart, University of Nancy, Fachhochschule Technikum Kärnten, Technical University of the Paris Chamber of Commerce and Industry, Miklos Zsriny Defence University and Kechkemet Polytechnic. The purposes of the programmes and cooperation agreements vary from the exchange of students for experiential learning to exchange at postgraduate and post-doctoral levels, cooperative research and education, staff presenting guest lectures, common research at PhD level, research and development projects. The targeted disciplines are Mechanical, Electronic and Civil Engineering, Clinical and Hospital Engineering and Polymer Technology.

The number of participating students varies between one and six students once or twice a year at undergraduate and/or postgraduate level within a time frame of two weeks, one month, six months to a year, or 20 to 24 weeks. Two possible linkages for the futures are Satakunta Polytechnic in Finland and Ecole Nationale d'Ingenieur de Metz, a French engineering school.

- **At the Faculty of Tourism, Hospitality and Leisure**, six students were sent to the Christelike Hogeschool Nederland for a period of eight weeks to complete pre-graduate research projects.
- **The Faculty of Management Sciences** has international cooperation agreements with the University of Trento in Italy and the Polytechnic, Namibia. The first agreement is to exchange staff and a minimum of two students (preferably at postgraduate level) per annum for an average period of three months, as well as to conduct mutual research projects in the field of Management Sciences. The latter international cooperation agreement is the dissemination of information through conferences and workshops, and research on topics of mutual interest in the field of the Humanities and Business Sciences. An average of ten students per annum participates in joint assignments.
- **Within the Health Sciences**, student exchange will take place on an annual basis between the Hogeschool Zijd and, especially, the Department of Nursing, in undergraduate and postgraduate programmes. Other countries that there are agreements with are Malawi, Zambia, Zimbabwe, Botswana, Kenya, Belgium, The Netherlands, Lesotho, Swaziland, China, Ethiopia, Rwanda, Namibia. The focus areas of the programmes will be experiential learning, and exchange in undergraduate and postgraduate studies, annually, in the fields of Nursing, Environmental Health, Dental Technology, Medical Orthotics and Prosthetics, and Pharmacy.
- **The Agricultural Sciences** have an agreement with the Botswana College of Agriculture to offer post-graduate qualifications. A Memorandum of Understanding has also been signed with the Centre of Experiential animal Nutrition and Physiology in the Royal Veterinary Agricultural University in Denmark, and is focused on the exchange of research expertise.
- **The Faculty of ICT** has international collaboration agreements with the following international institutions: Queensland University of Technology – Australia; Budapest Polytechnic – Hungary; Dalian Maritime University - Republic of China; Waikato Institute of Technology - Hamilton, New Zealand; Tarbiat Modarres University - Tehran, Iran; Newcastle University – Australia; University of Applied Science and Technology – Iran; State University of Moscow – Russia; India Institute of Technology – India; London Metropolitan University – UK; University of Portsmouth – UK and UNITEC - New Zealand.

## 1.5 FINANCIAL ESTIMATION FOR STATUS QUO SCENARIO

Tables A and B present a financial estimation for 2005 of the newly merged institution if the status quo remains. It is estimated that the Harmonization process and salary adjustments resulted in a Personnel expenditure of 71% during 2005 from an estimated 67,06% expenditure in 2004 (Table B). Therefore a decrease from 31.54% to 25,45% for Goods and Services is estimated to accommodate the higher personnel expenditure. Only 9.90% can be allocated to Strategic Projects.

**Table A: Distributable income for 2005**

2005 INCOME DISTRIBUTION	EARMARKED RESERVE	EARMARKED	DISTRIBUTABLE	INCENTIVE	2005 TOTAL	2004 DISTRIBUTABLE TOTAL	2003 DISTRIBUTABLE TOTAL
<b>GOVERNMENT SUBSIDY</b>		R 29,975,106	R 677,470,147	R 0	R 707,445,253	R 614,998,274	R 588,991,927
Teaching Input		R 0	R 483,316,339	R 0	R 483,316,339		
Teaching Output Grant		R 0	R 106,604,400	R 0	R 106,604,400		
Teaching Output Development	SP	R 5,599,062	R 22,396,248	R 0	R 27,995,310		
Research Output Grant	SP	R 9,671,319	R 1,074,591	R 0	R 10,745,910		
Research Output Development	SP	R 14,704,725	R 0	R 0	R 14,704,725		
Institutional Factors		R 0	R 56,735,569	R 0	R 56,735,569		
Long term Liabilities		R 0	R 7,343,000	R 0	R 7,343,000		
Adhoc Grant		R 0	R 0	R 0	R 0		
<b>TUITION FEES</b>		R 72,347,322	R 363,907,102	R 0	R 436,254,423	R 346,587,192	R 299,529,737
Class Fee	SP	R 3,475,322	R 344,056,869	R 0	R 347,532,190	R 327,860,557	R 286,138,000
Levy Fee	LEV	R 62,580,000	R 0	R 0	R 62,580,000		
Registration Fee		R 0	R 15,366,661	R 0	R 15,366,661	R 18,192,004	R 12,960,269
Computer Equipment Levy	LEV	R 6,292,000	R 0	R 0	R 6,292,000		
Bus Tickets	LEV	R 0	R 0	R 0	R 0		
Exam Levy		R 0	R 4,483,572	R 0	R 4,483,572	R 534,631	R 431,468
<b>NON SUBSIDIZED PROGRAMMES</b>	NSSP	R 29,454,544	R 2,388,206	R 0	R 31,842,750	R 2,244,914	R 2,101,622
RESIDENCES	RES	R 79,000,000	R 0	R 0	R 79,000,000		
FOUNDATION DONATIONS	SP	R 9,300,000	R 0	R 0	R 9,300,000		
RESEARCH CONTRACTS	SP	R 7,700,000	R 0	R 0	R 7,700,000		

INVESTMENT INCOME	LEV	R 3,598,490	R 4,140,198	R 0	R 7,738,688	R 3,719,000	R 12,976,500
NSFAS	NSFAS	R 112,000,000	R 0	R 0	R 112,000,000		
MISCELLANEOUS		R 0	R 10,503,774	R 0	R 10,503,774	R 9,909,220	R 8,017,106
TOTAL INCOME		R 335,675,462	R 1,058,409,426	R 0	R 1,401,784,888	R 977,458,600	R 911,616,892

Table B: Total expenditure for 2005

PERSONNEL EXPENDITURE	67.06%			63.97%		71.00%	
	IHL 2003 ACTUAL R VALUE	IHL 2004 ESTIMATE %	IHL 2004 ESTIMATE R VALUE	IHL 2005 ESTIMATE %	IHL 2005 ESTIMATED NEEDS	IHL 2005 ALLOCATION %	IHL 2005 MODEL ALLOCATION
REMUNERATION OF STAFF	R 603,505,000	92.60%	R 635,880,822	81.31%	R 635,880,822	83.23%	R 625,411,484
HARMONIZATION	R 0	0.00%	R 0	4.00%	R 31,300,000	4.12%	R 30,960,593
PROVISION FOR LEAVE PRE-FUNDING	R 1,644,052	0.62%	R 4,267,000	0.44%	R 3,442,000	0.48%	R 3,607,059
PROVISION FOR MEDICAL PRE-FUNDING & INCREASES	R 54,596,315	3.21%	R 22,025,000	2.14%	R 16,717,000	2.30%	R 17,283,826
PROVISION FOR SALARY ADJUSTMENTS	R 0	0.00%	R 0	11.51%	R 90,000,000	9.20%	R 69,135,304
PROVISION FOR NTRF DEFICIT	R 2,900,000	3.57%	R 24,500,000	0.61%	R 4,750,000	0.68%	R 5,072,427
<b>TOTAL</b>	<b>R 662,645,367</b>	<b>100.00%</b>	<b>R 686,672,822</b>	<b>100.00%</b>	<b>R 782,089,822</b>	<b>100.00%</b>	<b>R 751,470,693</b>
<b>GOODS &amp; SERVICES</b>		<b>27.34%</b>		<b>31.54%</b>		<b>25.45%</b>	
	IHL 2003 ACTUAL R VALUE	IHL 2004 ESTIMATE %	IHL 2004 ESTIMATE R VALUE	IHL 2005 ESTIMATE %	IHL 2005 ESTIMATED NEEDS	IHL 2005 ALLOCATION %	IHL 2005 MODEL ALLOCATION
OPERATIONAL COSTS	156,072,000	48.58%	136,013,090	35.27%	136,013,090	47.10%	R 126,871,009
CORPORATE ACCOUNTS	58,518,144	35.03%	98,079,870	30.13%	116,217,939	43.00%	R 115,827,036
STRATEGIC PROJECTS	25,328,486	16.38%	45,861,796	34.60%	133,430,910	9.90%	R 26,667,155
EMC Projects & Reserve	25,328,486	68%	31,348,796	85%	113,279,816	58%	R 15,466,950
Residence deficit funding		32%	14,513,000	15%	20,151,094	42%	R 11,306,874
<b>TOTAL</b>	<b>R 239,918,630</b>	<b>100.00%</b>	<b>R 279,954,756</b>	<b>100.00%</b>	<b>R 385,661,939</b>	<b>100.00%</b>	<b>R 269,365,199</b>
<b>FINANCE COST</b>		<b>4.59%</b>		<b>2.83%</b>		<b>2.88%</b>	
	IHL 2003 ACTUAL R VALUE	IHL 2004 ESTIMATE %	IHL 2004 ESTIMATE R VALUE	IHL 2005 ESTIMATE %	IHL 2005 ESTIMATED NEEDS	IHL 2005 ALLOCATION %	IHL 2005 MODEL ALLOCATION
INTEREST & LOAN REDEMPTION	R 41,722,793	100.00%	R 47,016,000	100.00%	R 34,551,708	100.00%	R 30,482,191
<b>CAPITAL EXPENDITURE</b>		<b>1.00%</b>		<b>0.83%</b>		<b>0.62%</b>	

	IHL 2003 ACTUAL R VALUE	IHL 2004 ESTIMATE %	IHL 2004 ESTIMATE R VALUE	IHL 2005 ESTIMATE %	IHL 2005 ESTIMATED NEEDS	IHL 2005 ALLOCATION %	IHL 2005 MODEL ALLOCATION
CAPITAL EXPENDITURE (Link to depreciation)	13,900,000	100.00%	R 10,270,000	100.00%	R 10,185,000	100.00%	R 6,509,218
<b>SURPLUS</b>		<b>0.00%</b>		<b>0.83%</b>		<b>0.00%</b>	
	IHL 2003 ACTUAL R VALUE	IHL 2004 ESTIMATE %	IHL 2004 ESTIMATE R VALUE	IHL 2005 ESTIMATE %	IHL 2005 ESTIMATED NEEDS	IHL 2005 ALLOCATION %	IHL 2005 MODEL ALLOCATION
<b>SURPLUS</b>	7,500,000	100.00%	R 0	100.00%	10,149,860	0.00%	R 0
<b>TOTAL DISTRIBUTABLE INCOME</b>	<b>R 965,686,790</b>	<b>100.00%</b>	<b>R 1,023,913,5 78</b>	<b>100.00%</b>	<b>R 1,222,638,329</b>		<b>R 1,057,827,301</b>

## CHAPTER TWO: DESIRED POSITION

### STRATEGIC FRAMEWORK OF THE TSHWANE UNIVERSITY OF TECHNOLOGY (IHL)

This chapter focuses on the desired position that IHL wants to reach within five to ten years. Various drivers, strategic goals and objectives are identified that will transform IHL to a University of Technology type institution. Certain risks and assumptions have been identified that threaten the implementation of the formulated strategic objectives.

#### 2.1 POSITIONING IHL AS A UNIVERSITY OF TECHNOLOGY

The National Plan for Higher Education contains five key policy goals and strategic objectives that are central to achieving the overall goal of the transformation

of the higher education system. In particular, these goals address increased access, redress imbalances of the past and ensure that the system produces graduates with appropriate skills and competencies, as well as knowledge and technological skills, acquired through research, to contribute to social and economic development.

The role that a university of technology will play in educating and training technologically literate and skilled people is a crucial factor in the economic success of the country. In line with the National System of Innovation, knowledge and technology should be mastered and creatively utilised by a workforce with experience in selecting and developing the technologies and producing the knowledge that is central to the competitiveness and economic growth of the country. The features of a university of technology are discussed in section 1.1.3 and the characteristics of its teaching and learning environment is referred to in section 2.3.

##### 2.1.1 The philosophy of IHL

IHL is an environment for debate and reflection where an epistemology (body of knowledge) is produced. This is focused on:

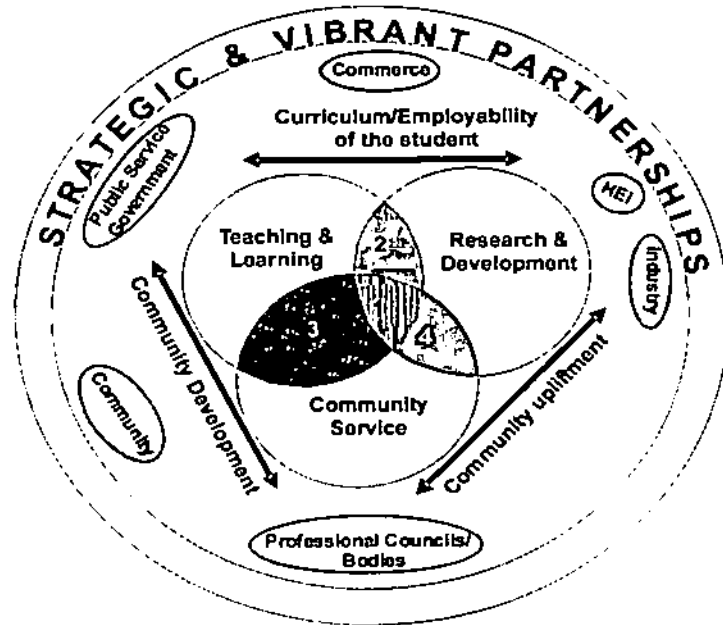
- Stimulating social development and economic growth
- Contributing to a modernising economy through R&D, technological innovation, technology transfer, entrepreneurial development, and specialising in the application of knowledge and technology
- Developing a community of skilled graduates with relevant and specialised knowledge and skills within an applicable profession, as well as an entrepreneurial focus

The epistemology is generated and enhanced through research and development activities, focused on the production and application of knowledge as well as the innovation and application of technology. This quantum of knowledge production is imbedded in technology-infused educational programmes at under- and postgraduate levels – also referred to as Mode 2.

Three fundamental principles underpin IHL's philosophy: teaching and learning; research and development; and community service. In the graphic presentation below, the interrelatedness and overlapping boundaries are indicated, incorporating the different strategic partnerships needed (Diagram 1).

The interrelatedness of these three principles ensures that the production and diffusion of knowledge and technology are integrated into the curriculum of teaching and learning programmes and therefore improve the employability of the student. IHL's perception of the role of a university of technology in the teaching and learning environment is discussed in section 2.3.

#### **DIAGRAM 1: FUNDAMENTAL PRINCIPLES**



Multidisciplinary core of the Epistemology



Entrepreneurship, Application of Technology  
Innovation, Processes and Knowledge, Cutting  
Edge Technology



Co-operative Education  
Community Development Projects  
Service Learning



Technology Innovation and Transfer  
Commercialization  
SMMEs

## 2.2 STRATEGIC FEATURES OF IHL AS A UNIVERSITY OF TECHNOLOGY

A number of strategic features will distinguish IHL from the previous dispensation of technikons and the current university system in South Africa. These features are seen as the drivers (see chapter three) that will ensure the transformation of IHL from a Technikon-type institution to a University of Technology. A short descriptive summary is provided for each one, which has been incorporated into the corporate goals and objectives of IHL. The strategies to reach this desired position is described in chapter 3.

- **Teaching and learning**

IHL regards itself, first and foremost, as a professional, career-orientated higher education institution –

- with relevant, career-focused undergraduate curriculum offerings, utilising the outcomes-based education and training philosophy;
- that incorporates cooperative education opportunities and entrepreneurship;
- that incorporates flexible teaching and learning strategies/methodologies and utilising educational technologies in a multi-mode programme delivery system to optimise learner opportunities and success and to accommodate the diversity of learners; and
- that offers postgraduate programmes that will contribute to the sustained application of research and development as well as to technological improvement and social development.

An **academic staff profile** will be constituted from top-quality teaching and research staff with experts in the specialisation fields. To remain in touch with developments at the cutting edge, lecturing staff need constant interaction with industry and have to be competent in the use of the latest technology, modes of knowledge transfer and teaching methodologies, to be able to relay them to the learners. A comprehensive staff development plan and staff development opportunities will be available to staff to improve their qualifications and to develop at a professional level (see 3.2).

- **Research and development**

Research and development (R&D) is understood to be creative investigations, conducted systematically, to contribute to new knowledge and to increase scientific and technological knowledge, with the emphasis on utilising existing and new knowledge in devising applications and solving problems.

IHL's research and development strategy (see Chapter 3, 3.4) has to be responsive to the needs and priorities of industry, commerce, the Government and communities. It has to be strengthened within the framework of *inter alia* –

- the development of R&D focus areas that have a critical mass of staff, students, infrastructure and financial resources, which should become established centres of excellence;
- the sustained application of research to technological innovation, improvement and social development;
- R&D outputs in the form of postgraduate degrees; publications in accredited journals and conference proceedings; and new products, processes and services that are relevant to the industrial and business sectors; and
- "downstream"-related initiatives such as patenting, licensing, spin-off companies and the commercialisation of intellectual property.

- **Technological innovation**

The ultimate aim of IHL is: "*To be a leading institution in technological innovation and technology transfer, thereby contributing to economic development, job creation and the strengthening of institutional resources*". This is done in recognition of the fact that technology has been one of the biggest drivers in the emergence of the global economy, as well as the facilitator of a competitive advantage. IHL has a national role to play, as competitive advantages are derived from human capital. It is clear that the institution has to equip the learner to be able to compete in this competitive technologically sophisticated environment.

IHL's mandate to assist with the process of technological innovation, technology transfer and the commercialisation of technology will be underpinned by the activities of *education and training* (particularly in technological fields); *research and development*, and *community development* (particularly in business development and technology-based new venture creation). The focus is to stimulate economic development, create jobs and wealth in strategic economic growth areas, and to provide the skills needed for a globally competitive nation by addressing key areas that pose serious developmental challenges in terms of unemployment, poverty, and health. The IHL perception of **technological innovation and technology transfer** is discussed in section 3.5.

- ***Community Engagement***

IHL will be responsive to regional, national and international developmental needs; in particular to the needs of surrounding communities and the region. This includes all community engagements that focus on servicing and developing the relevant community. It is proposed that a distinction be made between on the one hand, **scholarly community engagement** which is linked to the curriculum, credited, covered by state subsidy and occurs under the auspices of faculty; and on the other hand, **community outreach activities** where the focus is primarily on partnerships with the community with the aim being the improvement of conditions and circumstances. The latter usually has an altruistic motive and is not engaged in for financial gain. Community engagement is not seen as a haphazard process and needs to be formalized and managed. As outlined in the philosophy of IHL (see 2.2.1), the interaction with the community through teaching and learning, and research and development, will enable IHL to contribute to the socio-economic development of the community. In this process, the spectrum of available expertise and the educational programmes should be utilised to the optimum.

- ***Leadership in and through technology***

The emphasis on and the need for technological expertise have given rise to the establishment of universities of technology – institutions of HE with a focus on stimulating economic growth by means of delivering graduates who are intent on and capable of innovative development and entrepreneurial endeavour.

The real challenge for IHL, as a university of technology, will be to be a key player in practising and transfer technology within its activities of research and development and community development. This includes the following:

***Leadership in the application of technology:*** The development, adaptation, transfer and diffusion of technology across the spectrum of the sciences and at various appropriate levels within the national and international context has to be closely linked to the current and future needs of the government, communities, and commerce and industry. Staff and students must not only be able to demonstrate their mastery of technology, but must also, through practising technology, contribute to the various steps in technological innovation, right from the start of an idea or concept up to the diffusion of technology and successful commercialisation of the product or service. This creates a major challenge in utilising the limited funds available for converting available knowledge and skills into technology that is useful to the people and has a marketplace in the Southern African region or in global markets.

The development of R&D focus areas around specific themes with a critical mass of staff, students, infrastructure and equipment is an appropriate mechanism for establishing technological leadership.

**Leading through the utilisation of technology:** The cost-effective, efficient and affordable utilisation of information and communication technology (ICT) in the key performance areas of the institution has to form part of a strategy to optimise productivity and the utilisation of resources. This includes:

- o The use of ICT for information systems, data warehousing, competitive intelligence, decision-support systems and strategic planning and management.
- o The use of ICT in local and regional network links to intranets and the Internet, and ensuring a connectivity environment for access to worldwide information.
- o The utilisation of ICT in educational programmes and models, technology-enhanced (distance) learning and telematic education, in order to address major challenges linked to massification and lifelong learning.
- o The utilisation of ICT in R&D programmes, computational infrastructures in support of R&D and the development of networks among and between teams at various institutions.
- o A human resource pool of ICT experts that understand the current and future trends and needs within the higher education environment.

The utilisation of ICT forms part of a broader integrated technology plan (see 3.11.2) of the institution. This incorporates the various technology needs of academic programmes, support facilities and administrative support departments, including library services, student support services and office equipment. The successful implementation of an integrated technology strategy will contribute significantly to increasing productivity and the overall effectiveness of the institution.

- ***Strategic and vibrant partnerships***

Another important feature of IHL is the promotion and establishment of strategic partnerships between HE, the Government, industry, and communities at regional, national and international levels. The move in HE is away from competition to cooperation. Partnerships are formed to ensure that national and regional imperatives are met, that the needs of communities and the region are addressed and that learners are adequately prepared for the labour market. The dimensions of partnerships and alliances include the following:

- o Innovative networks within a regional, national and international system and multi-disciplinary environments.
- o Partnerships and networks with the government (DoE, DTI, DoL, DA&C, DST), commerce and industry, research foundations and science councils.
- o Joint academic business development initiatives on strategic issues with commerce and industry, which result in business incubators, innovation centres and SMMEs.
- o Partnerships with communities, with the focus on development and upliftment.
- o Partnerships regarding cooperative learning opportunities such as work integrated learning.
- o Cooperation with regional higher education institutions to offer joint academic programmes and R&D projects.

- ***An innovative and entrepreneurial culture***

A key characteristic of a university of technology is an innovative and entrepreneurial spirit and approach by management, staff and students, which is reflected in the education and R&D programmes, community development initiatives, the strategic plan, the resources, the marketing

and the overall management of the institution. Within this framework, the concept of “innovative” should be seen as the process of transforming an idea into a new or improved product, process or approach. It relates to the actual needs of societies and involves application in scientific, technological, organisational or commercial fields. An innovative culture hence describes a mindset that is creative in identifying and transforming good ideas in a proactive way.

Managing an organisation as an innovative and entrepreneurial institution therefore implies that the way the organisation goes about its business should be revised. The end products should be, among others:

- The development of staff that nurture this culture.
- Revised academic programmes and curricula that instil an innovative and entrepreneurial spirit.
- R&D programmes that promote an innovative and entrepreneurial culture.
- The support services of the organisation incorporated into the revised culture and strategy.
- The establishment of innovation/incubation centres where innovative ideas can be transformed into products and the establishment of new SMMEs can be promoted.

Evolution to a more entrepreneurial approach and culture necessitates the incorporation of the following elements into the planning framework of IHL:

- A strengthened steering management core, understanding the specific challenges and taking the lead in directing IHL.
- An expanded developmental periphery, complementing the core programmes of IHL in the form of outreach units and centres that are linked to the identified needs of the region.
- A diversified funding base, attracting new funding resources as an integral part of the annual budget and allocation model.
- A stimulating academic environment where staff and students can flourish in exercising their innovative mindset through well-structured teaching and learning, R&D and technological innovation projects.
- An integrated entrepreneurial culture, which has to be developed as part of the will to change and do things differently.

#### • **Cooperative education**

Cooperative education implies a partnership between the learner, HEI and the employer. The system of cooperative education ensures the integration of formal teaching offered at the institution and **work integrated learning** catered for by industry. This involves the coordination of theories and concepts with practical application by alternating periods of institutional training with practical experience in industry. IHL emanates from three institutions that were characterised by the delivery of graduates to the labour market who have mastered a career-focused type of education, are job-ready on entering the work place, and who have internalised work ethics and professional codes of conduct. Students –

- are given opportunities to experience theories and principles in practice;
- gain state-of-the-art knowledge of applicable techniques and technology;
- develop a sense of responsibility in response to the pressures of the work situation;
- develop attitudes and communication skills that promote effective interpersonal relationships;
- strengthen and develop higher-order thinking skills such as decision-making and problem-solving, and independent creative skills and critical abilities;
- become motivated for life-long learning;

- are exposed to a wider variety of activities and functions; and
- become better oriented with respect to the labour market by gaining an appreciation for the vocation and its ethics; insight into the intra- and inter-functioning of industrial organisations; a comprehension of the application of economic principles in industry; and an appreciation of worker/management relationships.

- **Quality and excellence**

The key components of teaching and learning, research and development and community development are expressed in a particular quality management approach and system, where the latter focuses on excellence, client satisfaction and continuous improvement. The quality management system is also technology-based and reinforces the principles of research and innovation. Standards, effectiveness and the efficiency of services and products are monitored and measured on a continuous basis. This is to determine the impact of the key components on our stakeholders. The purpose of the quality assurance system of IHL is to assure customers and clients of the long-term reliability and quality of the institution's product or service. It has the following components:

- **Maintaining and enhancing the quality of the product or service** – which is everyone's responsibility
- **Taking ownership of the systems that are in place for continual improvement**
- **Establishing effective structures and mechanisms for continuous improvement**

## **2.3 MOTTO, VISION, MISSION AND VALUES**

The strategic features of a University of technology, as outlined in 2.2 have led to the formulation of the Vision, Mission, Goals and Objectives and Values. This was achieved through a highly structured and intensive process.

### **MOTTO**

*We empower people*

### **VISION**

To be the leading higher education institution with an **entrepreneurial ethos** that promotes **knowledge and technology**, and provides **professional career education of an international standard**, which is relevant to the needs and aspirations of **Southern Africa's people**.

### **MISSION**

In support of this vision, we –

- create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;

- serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and the skills of our staff and students;
- extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

## **VALUES**

We are committed to:

- Quality service
- Professionalism
- Integrity
- Excellence
- Equity
- Unity in diversity

## ***CORPORATE GOALS AND OBJECTIVES (2004/5 – 2007)***

### **GOAL 1**

**To deliver competent graduates with an entrepreneurial focus who actively contribute to the economy and society.**

#### ***Objectives***

- 1.1 Having a PQM that is responsive to social and economic needs, with a 40% FTE enrolment in SET programmes and 25% of the programmes being offered up to doctorate level.
- 1.2 Increasing the student graduation rate by 2% per year.
- 1.3 Implementing an educational intervention strategy for under-prepared learners within each faculty.
- 1.4 Implementing one community service or development programme per faculty, based on the teaching and learning of the faculty and/or the R&D undertaken within focus areas per year.
- 1.5 Incorporating cooperative education in 60% of all career-focused programmes.

### **GOAL 2**

**To establish the Tshwane University of Technology as a recognised institution for research and development, and technological innovation**

**Objectives**

- 2.1 Implementing at least one R&D focus area per faculty, linked to the needs of the Government, industry and the regional community.
- 2.2 Developing at least one R&D focus area into a centre of excellence per faculty.
- 2.3 Achieving 0,18 publication output units per year per permanent academic staff member.
- 2.4 Increasing the enrolment of postgraduate students by 2% per annum, with an output of one unit per staff member with at least a master's qualification every two years.
- 2.5 Establishing an enabling environment to ensure the participation of 40% of permanent academic staff in R&D and/or TI and/or TT.
- 2.6 Establishing one technological innovation and one successful technology transfer per R&D focus area within its broader context.
- 2.7 Implementing two new (pre)incubators linked to identified R&D focus areas.

**GOAL 3**

**To be the preferred higher education employer with reputable and satisfied staff**

**Objectives**

- 3.1 Improving the academic staff qualification profile to 15% at doctorate level and 40% at master's degree level and providing opportunities for the professional development of academic staff.
- 3.2 Improving, where applicable, the support staff skills profile by one NQF level through skills development programmes and/or learnerships, and increasing formal qualifications by 5%.
- 3.3 Implementing a personal and career development plan for each permanent staff member.
- 3.4 Implementing a performance excellence model supported by a performance management system based on critical performance areas (CPAs).
- 3.5 Monitoring and improving staff satisfaction through appropriate mechanisms.
- 3.6 Achieving national equity targets according to the employment equity plan of IHL.
- 3.7 Monitoring the implementation of a new organisational culture through at least four climate studies per annum and other appropriate mechanisms.

**GOAL 4**

**To holistically develop learners**

**Objectives**

- 4.1 Establishing compulsory personal development modules within each academic programme.
- 4.2 Increasing the participation rate of contact learners in extracurricular activities by 5% per annum.
- 4.3 Improving the success rate of learners in the academic support programmes by 5% per annum.
- 4.4 Increasing the participation rate of learners in community development projects by 2%.
- 4.5 Increasing the participation of learners in international exchange programmes to a level of 30 learners per annum.

**GOAL 5**

**To ensure an effective and efficient institution of higher learning**

**Objectives:**

- 5.1 Implementing a quality management system that measures performance and enables continuous improvement.
- 5.2 Implementing an effective integrated technology plan at an affordable and manageable cost.
- 5.3 Managing the institution according to accepted financial management principles and governance systems.
- 5.4 Integrating and continuously improving all systems to a level of delivering a 5% better service within the financial parameters.
- 5.5 Structuring the organisation to meet institutional needs and regional and national priorities.
- 5.6 Maintaining and improving the institution's infrastructure according to a facility master plan that meets national benchmarks.
- 5.7 Obtaining a 7% (in real terms) increase per annum in external resources (third stream) for the sustainability and growth of the institution.

**2.4 RISKS AND ASSUMPTIONS RELATING TO STRATEGIC OBJECTIVES**

A risk register were drafted through an internal auditing process which indicates the possible risks that can be associated with the implementation and achievement of stated strategic goals and objectives. The following eleven (11) risks are an indication of possible risk areas:

- **Inadequate financial resources, including both capital and operational costs as a result of:** Equating the infrastructure and facilities at all campuses; Harmonization of conditions of service; Resources not matched with strategic direction; Non-value adding activities at the University consume valuable reserves, which impacts on the attainment of the mission of the institution; Outstanding debt position of the IHL; Lack of commitment by the DoE in respect of the merger process, for example, not reimbursing the IHL for claims submitted/expenses incurred in respect of the merger process; Decline in subsidy due to the IHL not attaining the required throughput figures
- **Ineffective and inefficient leadership resulting in:** Poor management of strategic and administrative processes at all six-campus sites; Lack of business continuity planning and ineffective communication of strategies in this regard; Non-performance, malpractices, financial losses and corruption as well as fraud; Loss of data, corrupt academic data structure and inaccurate data capturing or processing; Perceived lowering of academic standards by clients (students, parents and prospective employers); Lack of control (quality and validity) on diplomas, certificates issued by the University; Lack of permanent management structures and related appointments; Strategic management not linked with performance management - (Strategic management, enrolment management, financial control, human resources, academic planning, intellectual property management, research and development, quality control (PQM), information management, safety and security as well as facility management)

- **Uncertainties surrounding government strategies regarding the merging of institutions and satellite campuses, student enrolment numbers as well as subsidies for operations and capital projects could result in the:** Inability to retain critical mass of experienced and specialist teaching and support staff which may hamper the organization during a merger or other culture change; Inability to manage existing or future intellectual assets or inability to extract economic value from research outputs; Loss of external income ; Lack of corporate brand and reputation; Possible rationalization, which may negatively affect staff morale
- **Graduates not meeting the expectations of the labour market as a result of:** Inappropriate programme and qualification mix; Perceptions that the standard of qualification offered is mediocre; Under prepared students and low success rates ; Possible loss of Higher Education status; Lack in high-level expertise as a University of Technology; Unfavorable student lecturer ratios; Inappropriateness of facilities and equipment; Inadequate/inappropriate teaching methodologies
- **Insufficient competent staff as a result of:** Inadequate quality of Human Capital; Inability to attract and retain competent staff; Inadequate staff development; Staff turnover; Insufficient budget resources; Non-adherence to the requirements of the Employment Equity Act
- **Steering policies of the DoE could result in:** Possible direct interference; Programme and qualification mix (PQM, HEQF (New academic policy), Funding framework) not supported/endorsed by the DoE. (Future policies of DoE regarding the restriction of postgraduate qualifications of Universities. Governments view on distance education and the impact of the aforementioned on student numbers and research)
- **Ineffective and inefficient management of relationship with stakeholders including the DoE, management, staff, students, Council and union leadership:** Poor team spirit; Labour and student unrests; Cultural differences between the three merged institutions; Ineffective internal and external communication
- **Negative cash flow position as a result of:** Increase in the level of outstanding student debt; Students'/parents'/legal guardians' inability/unwillingness to pay escalating student fees; Decline in student applications and registrations; Unstable student throughput rates
- **Resistance to transformation as a result of:** Paying lip service to transformation; Uncertainty in respect of future mobility for non-designated groups; Perceptions regarding institutional standards; Uncontrolled loss of competent staff; Racial and gender conflict and tension as well as poor team spirit; Increasing future (staff) liabilities and the ability to pre-fund them in order to maintain an acceptable equity ratio; Inability to establish new organizational culture
- **Non-compliance with laws, regulations and policies as a result of:** Lack of knowledge of all laws and regulations applicable to the IHL; Ineffective monitoring of compliance; Ineffective reporting; Conflicting legislation

- **Impact of HIV and Aids and other life threatening diseases resulting in:** Increased liability of post-retirement medical benefits; the erosion of the client base of the University (students), over a period of time; Loss of productivity (students and staff)
- **Inadequate support infrastructure**

## CHAPTER THREE: DRIVERS OF IHL and SUPPORT ACTIVITIES

This chapter focuses on the various drivers within the primary activities of IHL that were identified to ensure the transformation from a Technikon-type institution to a University of Technology. These drivers have to be supported by secondary activities, and have also an impact on all support service activities. The main drivers within the primary activities are the PQM, student enrolment strategies, T&L philosophy, R&I strategy, Quality Promotion and Academic development support activities.

Changes within the following support services were identified: Institutional support services such as the LIS and ICT environments; Space, infrastructure related and logistical services; Student related services such as residences, sport, health and Financial Aid; Management and Governance; Administration and Corporate Marketing strategies.

### SECTION A: DRIVERS OF IHL

#### 3.1 PROPOSED PROGRAMME AND QUALIFICATION MIX (PQM) OF IHL (2005 - 2007)

The correct Programme and Qualification Mix will ensure that IHL is responsive to social and economic needs. IHL therefore plans to offer 25% of its programmes up to doctorate level and a 40% FTE enrolment in SET programmes. A growth of 2% per year in post graduate enrolments is planned. 75% of the headcount total of contact students will be in science and technology and in business management, and 92% at undergraduate diploma and degree programmes, and at least at 8% for all postgraduate programmes. Incorporating co-operative education opportunities in 60 % of its career-focused programmes will ensure that IHL deliver competent graduates relevant to the labour market. Implementing an educational intervention strategy for under-prepared learners within each faculty will contribute to the quality of the student. Other academic development strategies (see section 3.7) will enhance the performance and graduation rate of the students by 2% per year, that will ensure that IHL increase its success rate to the National benchmark of 75%..

The proposed programme and qualification mix for IHL for the period 2005 – 2007 is portrayed in tables 2a and 2b (Annexure D). It includes new programmes that were approved by the DoE during the March and June applications for implementation in 2005. These programmes are summarised in Table C below (also see Table 2a, Annexure D). The introduction of the 26 new programmes from 2006 forms part of a growth strategy.

Table C: New programmes approved by the DoE

CATEGORY	PROGRAMME	QUALIFICATION	CESM
Replace current qualification	Education	ACE: Educational Management	7
Replace current qualification	Education	ACE: Specialisation	7
New qualification in approved cell	Education	NPD in Education: Senior phase	7
Replace current qualification	Education	NPD in Education: FET	7
Replace current qualification	Education	D Education	7
Replace current qualification	Education	M Education	7

Replace current qualification	Education	BEd (Hons): FET Specialisation	7
Replace current qualification	Education	BEd (Hons): Education in Management	7
Replace current qualification	Education	PGCE (GET/FET/ETDP)	7
New qualification in approved cell	Education	Med: Educational Technology	7
New qualification in approved cell	Education	Higher diploma: Higher Education and Training (HDHET) (conditional accredited)	7
New qualification in approved cell	Engineering: Mechatronics	NDip: Engineering (Mechatronics)	8
New qualification in approved cell	Correctional Services	NDip: Correctional Services	21
Change of name	Sport Management	NDip: Sport and Recreation Management	4
Change of name	Sport Management	B Tech: Sport and Recreation Management	4
New qualification in approved cell	Sport and Recreation Management	M Tech: Sport and Recreation Management (not accredited)	4
New qualification in approved cell	Multi Media	B Tech: Multimedia (conditional accredited)	3
New Application in approved cell	Architecture	B Tech: Architecture (Prof) (Submit to HEQC)	2
New qualification in approved cell	Traumatology	N.Dip: Traumatology (submit to HEQC)	21
Change of name	Operations Management	NDip, B Tech and M Tech: Operations Management	4

The following programmes were submitted to the DoE during the application cycles in 2005 and have already been approved through the institutional process via the EMC, Senate, and Quality Promotion. These programmes are listed as new qualifications in new or approved cells or as revised programmes (see Table D)

The financial implications to introduce these programmes are to be determined and will be done during 2006.

**Table D: Proposed new programmes to be submitted to the DoE**

CATEGORY	PROGRAMME	QUALIFICATION	CESM
2005			
New qualification in new cell	Traumatology	Ndip & B Tech: Traumatology	21
New qualification in approved cell	Interactive Marketing Communication	Postgraduate Diploma Interactive Marketing Communication	4,5
Revised programme	Economic Management Analysis	Ndip: Economic Management Analysis	4
New qualification in approved cell	Economic Management Analysis	B Tech: Economic Management Analysis	4
New qualification in new cell	Events Management and Planning	BTech: Events Management and Planning	5
Change of name	Business Communication	M Tech: Strategic Communication	5
Change of name	Business Communication	D Tech: Strategic communication	5
Change of name	Small Business Management	Ndip: Entrepreneurship	5
Reviewed course (not approved by DoE)	Architecture	D Tech: Architectural Technology	2
Resubmission	Mathematical Technology	B.Tech: Mathematical Technology	16
New qualification in approved cell	Physics / Industrial Physics	B.Tech: Physics / Industrial Physics	15
New qualification in approved cell	Ceramics Technology	B.Tech: Ceramics Technology	15
New qualification in approved cell	Explosives Technology	B.Tech: Explosives Technology	15
New qualification in approved cell	Industrial Chemistry	B.Tech: Industrial chemistry	15

2006			
New qualification in approved cell	Education	B Ed. (Hons) GET: Intermediate/Senior	7
Name Change	Doctorate in Business Administration	From D Tech to DBA	4
New programme	Engineering	N Dip: Engineering (Mechatronics)	8
New programme	Broadcasting	N Dip: Broadcasting	5
New programme	Pharmacy	N Dip: Pharmaceutical Sciences	9
New programme	Sport Sciences	B Tech: Biokinetics	9
New programme	Nutrition	Certificate in Nutrition	9
New programme	Tissue Engineering	B Tech: Tissue Engineering	9
New qualification in approved cell	Airport and Airline Management	NDip: Airport and Airline Management	4
Re-submission	Computer Sciences	D Tech: (CSDP) Computer Science and Data Processing	6
2007			
New programme	Manufacturing Engineering	N Dip: Manufacturing Engineering	8
New re-curriculated programme	Industrial Design	B Tech: Industrial Design	8

### 3.2 STUDENT ENROLMENT PLANNING AND STRATEGIES

IHL is a new institution with major challenges in ensuring a successful merger and contributing towards the restructured HE landscape. Advanced planning is one of the corner stones of the MTEF and the resulting funding framework. Future student enrolment, which forms part of the advanced planning mechanism, not only depends on the utilisation of the different learning sites, but also on students' acceptance of the new institution. In view of the planning parameters that the DoE introduced, IHL has developed various strategies with regard to student enrolment growth, as this affects future financial sustainability. IHL has also developed a student enrolment planning model, which will enable academic staff to plan within clusters of programmes, linked to the six delivery sites.

- *Institutional Student enrolment growth* (See Tables 3 – 9, Annexure E) - Based on the first approach of the DoE, as well as adhering to the capping of 60 000 headcounts

The Department of Education declared growth caps retrospectively, based on 2003 enrolments, without taking into account the actual enrolment statistics for 2004 of the merged institution. IHL proposes a status quo for the next three years, based on the actual enrolment statistics for 2004 with a strategy to manage it to the proposed enrolment cap of 60 000 headcount within five years.

No student growth at the undergraduate level will take place during the 2005 to 2007 period, based on the 2003 and projected 2004 student enrolments. Furthermore, the category of occasional students has been removed from the student projection figures and only enrolments for formal programmes have been taken into account. However, with the proposed decline in Distance Education and a possible increase in the success rate, a growth in undergraduate SET, B/C and teachers education programmes can take place.

At postgraduate level, the institution is planning to increase its enrolment by 2% per annum, with an output of one graduation unit per staff member with at least a master's degree every two years (Objective 2.4). This is due to the fact that IHL experienced a steady growth in B Tech

graduates over the past four to five years. This will also contribute to Objective 2.3 in achieving 0,18 publication output units annually per permanent academic.

Given the current staffing resources, the institution has resolved to **reduce the ratio of FTE students per FTE academic staff from the current 38:1 to 25:1 by 2009**, which, if translated into teaching input units (TIUs), implies a reduction from 78 TIU per senior lecturer equivalent (SLE) in 2005 to 57 TIU:1 SLE in 2009. This planning initiative will also have to be in line with the overall reduction in the staff cost from 71% in 2004 / 2005 to 62% in 2009. This strategy is only one of the mechanisms to improve student output rates (also see 3.7 on educational intervention strategies). As stated in Objective 1.2, IHL has identified this as a high priority for the next three years and will increase the student graduation rate with 2% per annum to reach the national benchmark of Undergraduate success rate average at 75%; Graduation rate in minimum time, with an average of 30%; Graduation rate for postgraduates, average of 20%. .

IHL is one of three HE institutions that will provide contact programmes for Mpumalanga through its campuses in **City and City** in the framework of the NIHE. Over the past two years, both campuses have shown significant growth in student headcount for contact undergraduate programmes, thereby addressing specific needs of the community and region. Consequently, these campuses should be allowed to have a student growth in line with the to-be-approved PQM for Mpumalanga as part of the NIHE in identified regional and provincial priorities and needs. For 2005, the growth for these campuses will be restricted to the no growth being placed on IHL. With identification of Focus areas for these campuses is it possible that a growth of 10% for 2006 be implemented.

- ***Size and shape with regard to CONTACT enrolments***

IHL will consolidate the **undergraduate headcount enrolment** in contact programmes at 49 000, as this will be more realistic for this triennium. This is due to the fact that the final figure for 2003 exceeded this total, and the projected 2004 enrolment also exceeds this total (see Table 3, Annexure E).

Due to the envisaged growth of 2% per annum in postgraduate enrolments, the target for the headcount **postgraduate** total will be set at 3 000 for 2007. This is taking into account the new B.Ed (Hons) programme in Education that has been approved by the DoE and is classified as a postgraduate programme (see Table 3, Annexure E).

Based on calculations done for 2003 and 2004, and taking into consideration the planned consolidated headcount enrolment of 49 000 in undergraduate programmes and the 3000 headcount enrolments in contact postgraduate programmes, the **FTE contact total will be set at 37 500 for this triennium** (see tables 5, 8 and 9, Annexure E).

- ***Size and shape with regard to DISTANCE enrolments***

The distance education programmes offered by IHL will be **scaled down** and will not exceed **4 000 headcount enrolments by 2009**. The **FTE total of distance students** will also be reduced to **3 000 by 2009**. This is due to the above-average growth in distance education programmes over the last four years, mainly in Education programmes for in-service training and upgrading of qualifications, the completion rates and

continued market needs. This implies a phasing out of the distance education programmes B Tech: Education Management by 2008 and the M Tech: Education by 2009. As teaching training is a national priority, the focus areas for IHL will move towards the training of Science, Mathematics and Technology teachers in a reconsidered contact mode (see tables 3 – 9, Annexure E).

However, the scaling down of programmes in Policing, Correctional Service Management and Road Traffic Safety, which are partially offered through the mixed mode offering type and reported as distance mode, should be reconsidered. These programmes, as a national priority, have been introduced at the request of the South African Police Service through a formal partnership agreement. The introduction of the mixed mode offering type was requested by police staff members and full-time employees to make education more accessible. As IHL is one of only three institutions in the country offering these programmes, and as the growing need is reflected in the enrolment growth, scaling down would have a national impact and should be thought through very carefully.

- ***Size and shape with regard to UNDERGRADUATE VS. POSTGRADUATE enrolments***

IHL is primarily offering undergraduate career-focused diploma and degree programmes. The composition of the headcount total (contact and distance students) has been set at 92% for undergraduate diploma and degree programmes, and at least at 8% for all postgraduate programmes. A breakdown of the planned 92% into 65% for undergraduate diploma programmes and 27% for undergraduate degree programmes is based on the data of the past three years, which indicated an unmistakable growth in the enrolment for the B Tech degrees. The calculation of 8% for postgraduate programme enrolment is based on projections over the last three years and on Objective 2.4.

- ***Size and shape with regard to FIELDS OF STUDY (SET: B/C: H)***

The current data for contact student headcount show that 39% of the contact students are enrolled in science, engineering and technology, and 36% in business and management programmes. The corresponding FTE figures for contact students are 38% for SET and 28% for business and management. Thus, at least 75% of the headcount total of contact students will be in science and technology and in business management, and at least 65% of FTE enrolments in contact programmes will be in courses in science and technology and in business management (see table 4 & 5, Annexure E). This corresponds with objective 1.1.

- ***Size and shape with regard to GENDER AND RACE EQUITY***

The targets that are set are for a minimum of 75% of students in contact programmes to be African (as defined by the DoE) and 50% of contact and distance students to be female although current enrolment statistics exceed these minimum targets.

- ***Teaching inputs units***

The proposed total of teaching input units is 79 000 for the period 2004 to 2007. This is due to the fact that the total teaching input units for 2003 were almost at 79 000, and the pipeline component for this group will be studying at IHL for another one to two years. To scale this total

down to 76 900 would mean a drastic reduction of first-time new entrants to IHL, *which would act completely against greater accessibility to higher education as a national goal.*

- **Teaching outputs units**

The proposed normative total of teaching output units will be set at 11 750. This is supported by the increase of 2% per annum in student graduation and an undergraduate average success rate of 70% (see Annexure B).

### **3.2.1 Recruitment and enrolment management strategy**

Recruitment and marketing are important activities to ensure that the proposed size and shape are implemented. This will be done through a student enrolment management model, which is seen as a business strategy where IHL's current and potential customers' needs are anticipated and managed accordingly. Symbolically, the student recruitment process is seen as the first of a series of Customer Relation Management initiatives within the Enrolment Management Model.

However, due to the abovementioned enrolment growth capping, it became imperative that IHL adopts a corporate approach towards marketing, recruitment, customer relationships and enrolment management. Thus, the marketing process will analyse, plan and implement carefully formulated processes to achieve the institution's growth with regard to size and shape targets, as stated above. The enrolment planning process will determine IHL's enrolment goals. This will inform the marketing and recruitment initiatives, since IHL will focus on increased enrolment in the SET fields and a growth in postgraduate programmes.

The management of student relationships and strategically maximising the relationships is also a strategy of the University to increase the retention rate of learners in the system, and consequently the success rate. This will be implemented through a **student life-cycle management process** where a relationship is formed with the student from the recruitment phase up to graduation and eventually alumni status. It is seen as a business system aligning business processes and technologies with each phase of the student life cycle. This will be done through the integration of recruitment services and marketing processes with the technological environment.

The focus of IHL will be to:

- Implement a focused institution-wide strategy of student enrolment planning, recruitment and management.
- Create an environment and platform that will be conducive to future institutional growth and excellence.
- Develop and manage a recruitment process through a corporate approach.
- Implement an institution-wide integrated and decentralised internationalisation process with a strategic thrust towards new partnerships.

### **3.2.2 International student exchange programme strategy**

IHL's vision is to provide professional career education of an international standard. This will be realised by establishing and maintaining a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners. It is also the objective (4.5) of IHL to increase the participation of learners in international exchange programmes from **18 learners to 30 learners per annum**.

Relationships will be with partners in developed countries that are equal or higher in standing with regard to R&D levels, master's and doctorate programmes, and staff competencies. The purpose of these partnerships will be to create opportunities for staff development, access to international funds and student and staff exchange programmes. The present standards of programme delivery will be improved through the quality review process, which would result in an international standing and acceptance. The advancement of R&D and innovation will be priorities in order to create information flow opportunities through publications and conference proceedings and to participate in joint research projects.

Relationships will also be formed with partners in developing countries especially in the SADC region. The purpose will be to actively participate in the African renaissance and NEPAD initiative where IHL can contribute in: development of appropriate educational programmes; establishment of R&D skills; create research opportunities which will lead to the application of applicable knowledge and technology; and provide student and staff exchange opportunities.

The focus areas at institutional level will be cooperation agreements; joint research and development projects; researcher and student exchange; the sharing of information and laboratories/facilities; postgraduate study (master's and doctorate levels); shared/joint qualifications and teaching; international examiners/leaders; telematic programmes presented internationally; the presentation of joint qualifications at undergraduate level; and staff exchange with regard to teaching, R&D and curriculum development. Other possible partnerships will be with regard to sport competitions, international games, coaching, shared facilities, leadership development programmes, cultural activities, choir visits, concerts, chess, community service, and education and training.

### **3.3 TEACHING AND LEARNING PHILOSOPHY AND STRATEGY**

The teaching and learning philosophy of IHL is a scientific, rational foundation that is governing the reasons for its existence, characteristics and purpose as stated in 2.2. This philosophy within the teaching and learning environment is intent on realising the institution's vision, mission, pillars and values, while adhering to national legislation and requirements and policy documents on HE, and ensuring international comparability. To achieve this, a re-think of HE responsibilities, the revision of course programmes and curricula, the establishment of flexible learning models and a new mode of knowledge production inform the philosophy.

The new and critical role that IHL has to play in South Africa is becoming more evident. The country has an urgent need for HE institutions with different academic cultures – institutions that focus on stimulating economic growth, increasing international competitiveness and improving quality of life, and that inject a new generation of highly skilled graduates into a generally unmotivated and poorly educated workforce. If these graduates have relevant specialised knowledge and skills, they will become essential tools of progress in a competitive workforce. Therefore, IHL, with a strong focus on the *changing needs of the labour market*, its *innovative and entrepreneurial mindset*, its *quality career-focused education* and the fact that it addresses the *needs of industry and society*, can make a major contribution.

The teaching and learning environment of IHL as a university of technology will be characterised, *inter alia*, by the following:

- o Responsiveness to and meeting the needs of industry and the community.
- o A learning culture and recognition of experts in industry and other partners as teachers of cutting-edge technology.
- o Emphasis on scholarship, R&D, innovation and focus areas.
- o The preparation of a new generation of knowledge workers who are able to face the challenges of the current world.
- o A prime concern with the development of professional education.
- o Regarding technological capabilities just as important as cognitive skills.
- o The extension of academic knowledge, through R&D, innovative thinking and entrepreneurial endeavours, to possible commercialisation
- o It will instil a love of learning in students as an activity of life itself.
- o Continuously teaching and refreshing skills that underpin professional practice.
- o Seeking ways to use human and physical assets to serve the needs of the community.

Fundamental approaches and strategies underpin the T&L philosophy as discussed below. The financial implication is indicated where new strategies are mentioned.

### 3.3.1 Discipline of specialisation in application

This is an overall description of the *new mode of knowledge production*, usually referred to as Mode 2 knowledge production. Knowledge production and utilisation within the discipline of specialisation in application has to be seen as a characteristic that cuts across education, research and development to capture the key aspects of the discipline of specialisation in application within the Southern African framework.

Specialisation in (knowledge) application is a fundamental approach that exploits useful knowledge to become applicable for the benefit of communities, the government and the industry, and for the overall socio-economic development of a country. It cuts across the total spectrum of the human, social and natural sciences and technology. Furthermore, it is *trans-disciplinary*, due to its *problem-based approach*, linked to relevant knowledge and the available skills. The *team concept* with specific knowledge contribution forms an integral part of this approach.

The impact of this approach on the key education functions is discussed in more detail below.

- **Education programmes**

The discipline of specialisation in application, with programmes that are relevant to the needs and priorities of the country, challenges the institution to become a learning organisation. Education programmes should ensure that qualifying students have extensive knowledge and skills that they can apply, but also an ethos to make knowledge useful. They will have to learn how to exploit knowledge and opportunities in an innovative and entrepreneurial manner, not only to help the country excel, but also to enhance international competitiveness.

This implies that the education programmes have to –

- o incorporate the needs of industry through pro-active engagement with industry;

- o be curriculated and set standards in harmony with industry;
- o exploit cooperative education and industrial attachment/exposure;
- o specialise in making knowledge useful and applicable;
- o incorporate different educational methodologies within the OBE philosophy and approach;
- o ensure effective processes for the collation and appropriate utilisation of information; and
- o develop value systems and an ethos that ensure that today's students will be equipped with knowledge and skills for tomorrow's changes.

The challenge will be to ensure leading-edge expertise across scientific and technological disciplines, together with a variety of other skills, including communication, computer literacy, motivation, commitment, multi-disciplinary cooperative skills, and a spirit of innovativeness and entrepreneurship.

- ***Research and development programmes***

Specialisation in knowledge application emphasises the importance of the relevance, appropriateness and applicability of the R&D that is undertaken. It promotes a new approach towards formulating projects, executing projects and utilising the created knowledge. Much of the knowledge production has its origins in the interaction of groups consisting of academic and other knowledge workers within the government, industry and society at large. This new mode of knowledge production and application does not only operate trans-disciplinarily and in the context of application, but also needs the heterogeneity in terms of skills and experience that people bring to it.

*Postgraduate* students play a very important role in these programmes. They will spend much of the formative part of their R&D training and practice working collaboratively in teams of various kinds, closely tied to a problem-solving context, and becoming skilled in handling more than one intellectual framework and relating it to the current R&D problem.

The main change is that knowledge production, transfer and diffusion are no longer self-contained activities, carried out in relative institutional isolation. The R&D outputs in the form of product and process development, adaptation and diffusion of technology, demonstration of results and the solutions to problems should be disseminated and implemented in appropriate environments. This approach will contribute to the economic development of the region and the improvement of the quality of life of people.

- ***Community development and upliftment***

The discipline of specialisation in application paves the way for incorporating the identified community priorities and needs into the educational and research and development programmes of the institution. This key function will no longer be an isolated, separate activity, but will be integrated into the programmes and projects of the institution. The involvement and participation of communities in identifying needs and priorities as well as their involvement as team members in activities such as curriculum review and innovation, the offering of training initiatives, adult lifelong learning, participation in the design and execution of R&D projects and the dissemination of research findings, will give the role and contribution of the higher education institution a new dimension.

### **3.3.2 Entrepreneurship**

Entrepreneurship is the ability to recognise possible business opportunities and ideas, and to transform them into value-added activities. The essence is “doing something different rather than doing better that which is already being done”. That is the reason why innovation is said to be the specific instrument of entrepreneurship. Within this framework, innovation and entrepreneurship have to be incorporated within the curriculum of the educational programmes. It will relate to the actual needs of society and the surrounding community and will involve application in scientific, technological, and commercial fields.

### **3.3.3 Partnerships network**

A partnerships network incorporates various partnership models, including cooperation, collaborative and joint-venture initiatives, and leads to a win-win situation for the parties involved. The development and promotion of partnerships with various groups in the public and private sectors are linked to the corporate goals and objectives of the institution and the various educational, R&D and community development programmes. On the international front, international recognition and accreditation of the diplomas and degrees that are offered, including the joint presentation of undergraduate and postgraduate programmes with similar types of universities in other parts of the world, will form part of guaranteeing the standing of our university of technology.

## **3.4 RESEARCH AND DEVELOPMENT STRATEGY**

Traditionally, most HE institutions have a model of knowledge production that is discipline-based. Due to major market shifts and globalisation, the bulk of new knowledge production lies outside the HE system and is geared towards addressing the needs, priorities and challenges of society and industry for the economic development of the country. This has resulted in a new mode of knowledge production (mode 2), which is characterised by the fact that it –

- is governed by a discipline of specialisation in application;
- is relevant, applied research, which is problem-based;
- is multi- and trans-disciplinary;
- aims to make knowledge useful;
- operates in collaboration with commerce and industry through partnerships; and
- relies on useful application as a measure of success.

This new mode of knowledge production has important consequences for higher education institutions in developing countries, and, more specifically, for IHL’s R&D environment. In the first place, it presents the contours of the intellectual landscape – the research and development environment – in which higher education institutions are going to operate in the future. Secondly, many other types of organisations, including business corporations, share this environment. Thirdly, if higher education institutions intend to practise research and development at the forefront of science and technology, they will have to organise themselves so that they can operate in this new mode.

IHL has initiated the establishment of a culture of research and development (R&D) that accommodates the abovementioned shifts.

In line with the second part of Goal 4 identified in the National Plan for Higher Education (February 2001), viz.

*"To secure and advance high-level capacity which can ensure ... the sustained application of research to technological improvement and social development",*

IHL promotes and is developing a limited number of R&D focus areas around themes that address some of the priorities and needs of South and Southern Africa. It will remain a challenge to develop these R&D focus areas to attain a critical mass of resources in respect of staff, students, facilities, equipment and financial resources.

### 3.4.1 Specific strategies

- ***Development and management of R&D focus areas and niche areas to promote an R&D culture***

Building on the existing capacity and capabilities of academic staff, IHL envisages the R&D focus and niche areas to be developed and directly linked to the needs, priorities and opportunities of South Africa. In this process, IHL also envisage building a critical mass within each focus area (and subsequent niche area), in keeping with the tenets of the highest standards of critical thinking and systematic research. The postgraduate training of students at master's and doctorate levels will, to a large extent, be linked to these R&D focus and niche areas.

- ***Staff development***

A high priority is placed on building the necessary staff capacity for conducting research. This includes correcting the imbalances of the past, equity and redress for previously disadvantaged communities and groups, and academic development through postgraduate training at doctorate level.

- ***Student involvement***

The strategy to involve undergraduate students in R&D-related activities during their study and experiential learning period, such as laboratory work, project work in industry or community development aspects, could create an interest in and enthusiasm for postgraduate studies. Traditionally, and currently still to a large extent, almost all postgraduate students have been actively involved in the labour market, with the result that they studied part-time and extended their studies over longer periods.

Special support and scholarship schemes – in partnership with foundations and industry – have been established to ensure larger numbers of full-time postgraduate students. IHL offers full-time postgraduate and post-doctorate scholarships.

- ***Facilities and equipment***

Keeping up to date with state-of-the-art scientific and technological equipment for R&D programmes is a complex problem, and one that involves the maintenance, upgrading and replacement of equipment. Current funding resources are restricted. Consequently, other innovative strategies have to be developed, such as the utilisation of equipment on a regional basis, access to equipment in industry, and access to equipment brought to the campuses by industrial and commercial agents for demonstration purposes (see also 6.3).

- ***Collaboration and partnerships***

Regional, national and international collaboration between higher education institutions should be expanded. In the case of IHL, through its constituent members, it has entered into joint R&D programmes with other higher education institutions in South Africa and with a number of universities in other countries. New strategies will be implemented to limit unnecessary duplication and to optimise the use of resources. IHL's unique approach to research and development makes it an important partner for other higher education institutions, thus ensuring that its R&D has an impact on the region and the country.

- ***Knowledge and technology-intensive enterprise development***

Experience has shown that major opportunities exist for directing R&D-related downstream activities of the University for the promotion, support and development of knowledge and technology-intensive enterprises. In this way, both large and small enterprises can become part of the IHL's envisaged network. It also focuses the activities towards knowledge-intensive and/or technology-intensive environments, which, in general, offer more opportunities for reaching export markets, improving world competitiveness, ensuring wealth creation and creating new jobs.

- ***Funding***

From the various aspects that have been highlighted, it is clear that different funding strategies and opportunities will be exploited to ensure the development of R&D activities, especially within the R&D focus and niche areas. The different funding streams, ranging from subsidies for R&D output and postgraduate student graduation, student fees, research funding agencies and third-stream funding possibilities, will be combined as an integral part of IHL's strategy to ensure long-term sustainability.

- ***R&D output***

The traditional research output in the form of publications in accredited journals will form part of a wider spectrum of R&D output. However, emphasis will be placed on research output in accredited journals to ensure that IHL meets national and international standards. Within the R&D focus areas, the whole spectrum of R&D output will be promoted. The focus on the transfer of technology will generate and ensure other types of output, such as new products, processes and services that could lead to patents, licenses, artifacts, commercialisation opportunities and manufacturing enterprises. Within the funding framework, the R&D output will also be linked to the number of postgraduate students graduating.

The following research niche areas have been supported by the NRF:

- Analytical separations and spectroscopy
- Cement technology
- Exercise and immunology for healthy adults
- Food, nutrition and livelihoods
- Food quality and safety
- ICT for empowering disadvantaged communities
- Mathematical technology modelling
- Radio and network planning for telecommunication development

- o Society, space and sustainability

A list of current and proposed R&D focus areas are portrayed in Table 13, Annexure F.

### **3.5 TECHNOLOGICAL INNOVATION (TI) AND TECHNOLOGY TRANSFER (TT) STRATEGY**

The **technology transfer strategy** for South Africa, which builds onto the research and development strategy, enables the higher education system to participate fully through revised legislation, financial incentives, and support schemes. This includes the transfer of knowledge and technology between higher education, industry and society, the development of innovation hubs and incubators, and support for the development of knowledge and technology-intensive enterprises. In view of the above, IHL developed and structured its strategy in order to participate in and support the technology transfer strategy of South Africa.

IHL, currently in a developmental phase with regard to innovation and technology transfer, therefore has a unique opportunity to position itself and to become a leading higher education institution in this regard.

#### **3.5.1 Defining technological innovation (TI) and technology transfer (TT)**

IHL uses the following definitions:

- **Innovation** is the process of creating new ideas or transforming and reconfiguring existing knowledge into new or improved products, processes and services or approaches. It relates to actual needs of the South African society and involves application in scientific, technological, organisational and commercial fields.
- **Technological innovation** is the process that transforms the development of new knowledge into technology and into new wealth. It covers the different steps, from the invention or idea and the development of technology, up to the ultimate successful commercialisation and/or implementation.
- **Technology transfer** is the formal transfer of new discoveries, innovations and technology that result from R&D activities at higher education institutions to the commercial and industrial sectors in the economy. Implicit in the term is the understanding that a tangible "intellectual asset" has been identified for transfer.

At IHL, these concepts incorporate the following (also see 3.4. R&D strategy):

- Enhancing downstream-related R&D activities such as patenting, licensing, commercialisation and marketing intellectual property (IP) and R&D results in the form of products, processes or services.
- Promoting and marketing a corporate culture for innovation, entrepreneurship and technology transfer.
- Developing appropriate policies, strategies and models for innovation and technology transfer.
- Promoting and developing knowledge and technology-intensive enterprises.
- Participating in the establishment of technology and business incubators as well as related support structures.

### 3.5.2 Specific TI and TT strategies

The strategy for TI and TT is being implemented separately from the R&D strategy; however, a combined strategy for R&D and TI & TT will be developed and implemented as one integrated strategy for research and innovation (R&I) at IHL.

In developing the strategic goals and objectives for the next three years, IHL's ultimate aim is to establish itself "*as a recognised institution for research and development, and technological innovation*", thereby contributing to economic development, job creation and the strengthening of institutional resources.

The focus will be on technological innovation and technology transfer, using technology within its broader context, which includes the "soft sciences", knowledge, and skills residing in people, tools, artifacts, products, processes, and services. A distinction should be made between two streams of technological innovation:

The **first is the stream** that is being created within the institution over time; in most cases forthcoming from R&D projects. For this to be successful, it is important that staff consider innovation and technology transfer opportunities at the start of an R&D project.

The **second stream** is an external stream of technological innovation opportunities, identified by external partners, and brought into the institution for joint development and exploitation, based on a MoU or signed contract. For both streams it is essential that the necessary institutional support structures be in place for advice and support.

The concept of innovation has also been incorporated into the strategies of IHL, as an entrepreneurial institution. Specific drivers to ensure the achievement of IHL's strategic objectives include:

- The promotion and establishment of a culture for innovation and technology transfer among the staff and students of IHL, to be measured by its incorporation into education and R&D programmes, the number of patents, licenses, spinout companies and financial benefits.
- The establishment of appropriate innovation and technology transfer strategies, policy, systems, support services, and infrastructure; to be measured by the optimal utilisation of tangible intellectual assets, and by client satisfaction.
- The development and implementation of specific models for establishing knowledge and technology-intensive enterprises, incubators, and SMME technology centres; to be measured by the financial sustainability of these entities.
- The formulation of the total value chain that has to link with the educational programmes and R&D projects

- **Competitive regional clusters**

Competitive regional clusters should be developed to attract trans-national corporations or investments. The establishment of such clusters in a region would bring benefits such as investment, job opportunities, technology transfer, new skills, and market access, and would have a marked effect on regional and technological growth. Capital and technology are mobile commodities, which are attracted by immobile factors such as

competitive locations (modern infrastructure, strong institutions, specialised skills, clusters of enterprises, providers of business support, etc.), political stability, and the absence of crime. The raising of a region's levels of technological development, as well as capacity development, can **only be effective under the leadership of dynamic institutions** specialising in technological education and transfer (technology interchange), which is the strategic direction of IHL.

- **Establishment and promotion of TI and TT culture**

The establishment and promotion of a TI and TT culture includes specific attention to the following list of requirements that need to be implemented as part of developing a culture for TI & TT: awareness creation, appointment of role models (innovators), establishing pre-incubator environments and promoting a passion for innovation.

- **Capacity development**

A high priority is placed on building staff capacity for TI and TT, since serious reservations and concerns about the current available capacity for TI & TT have been raised. This is mainly due to the existing high student:staff ratios, high teaching loads, and involvement in R&D. Capacity development will entail, *inter alia*, the launching of development programmes for staff and students; appointing relevant role models as professors for TI & TT; building capacity in communities for TI and TT; and recognising the diversity of people's capabilities in the areas of teaching and learning programmes, R&D, and TI and TT.

- **Learner involvement**

The strategy to involve undergraduate and postgraduate students during their formal programmes in R&D-related as well as TI and TT activities should create an interest and enthusiasm (see also 3.4). This entails initiatives such as the incorporation of aspects of TI and TT into curricula and exposing students to science and technology parks and incubators, as well as through work-integrated learning and pre-incubator environments on T&L delivery sites.

- **Creating an enabling environment**

It is important for IHL to establish an enabling environment through appropriate policies and procedures that will stimulate innovation and technology transfer. Successful case studies and regular and frequent road shows will be used to inform staff and students on the different opportunities and possibilities. The different institutional support services needs to be flexible and geared to accommodate new types of programmes, projects, and structures such as centres and incubators. The following need to be addressed as part of developing an enabling environment: high student:staff ratios; appropriate incentive schemes; and the establishment of innovation think tanks.

- **Partnerships network**

Regional collaboration between HE institutions, strong organizations, specialized skills, clusters of enterprises, providers of business support, needs to be established and expanded. In the case of IHL, it has entered into joint TI and TT programmes and projects as indicated in Table 14, Annexure F. However this network needs to be enhanced and expanded. This entails *inter alia* a team approach and community involvement to be established for successful TI & TT.

- **Funding**

Participation in TI and TT competitions and launching seed funding initiatives will be priorities.

- **Participation of IHL in national and regional initiatives**

A list of current national and regional initiatives is provided in Table 14, Annexure E, to give an indication of the spectrum of activities in which IHL is engaged. It distinguishes between initiatives, specific projects and support structures.

### 3.5.3 TI and TT output

It is envisaged that, over the next five to ten years, the following outcomes could be reached:

- Ten international patent registrations per annum, mainly derived from well-established R&D focus areas.
- Short training modules on technological innovation and technology transfer offered to all undergraduate students.
- Well-established master's programmes on technological innovation and technology transfer with an annual enrolment of 25 students.
- Formalised and full disclosure and utilisation of intellectual property developed by staff and students.
- An established pre-incubator linked to each R&D focus area.
- Five successful technology transfer projects per annum.
- Annual growth of at least 10% in the net income of the University, generated from technology transfer initiatives.

## 3.6 QUALITY PROMOTION (QP) STRATEGY

Quality promotion in South African higher education is founded on two equally important and complementary imperatives, namely accountability and development. These imperatives find expression in quality assurance and quality promotion respectively and are underpinned by external criteria regimes and internal developmental plans. Proactive higher education institutions have thus created central quality units to ensure institutional compliance with the external quality agenda whilst simultaneously promoting quality beyond minimum criteria and benchmarks internally.

Quality promotion at IHL is supported by an overall quality promotion strategy that is founded on a suite of quality related practices that encompasses the academic and support environments. The quality promotion strategy incorporates quality assurance and quality promotion thus ensuring a dynamic link with planning, resource allocation and minimising academic (and financial) risk.

IHL, via its central quality unit will focus on promoting practices that support and guide academic and non academic environments by establishing, maintaining and improving the institutional quality management system to ensure quality services and products. To ensure alignment with developments in the external quality environment (DOE, SAQA, and HEQC) the university will collate, analyse and disseminate information to all role players across the institution.

In addition IHL will conduct training in quality concepts across all its campuses, undertake subject, programme and campus reviews, and conduct audits in order to generate baseline information regarding quality at IHL. This will provide a factual basis for continuous improvement and subsequent cycles of strategic planning where the institution will continually assess its status with regard to performance and improvement when measured against the agreed upon benchmarks.

IHL will therefore actively promote quality and excellence in higher education in general and at IHL in particular through the promotion of quality practices that will contribute to the establishment of an institutional culture of excellence. The necessary support and guidance with regard to the implementation, maintenance and continuous improvement of quality management, services and products to ensure the effective implementation of the strategy will also be provided.

Quality management within the three core functions of IHL will be supported by the development and enhancement of the electronic quality management system, the development of appropriate self-assessment instruments, regular reviews, the generation of quality reports, surveys and impact studies and the tracking of quality improvements. In addition, quality management is supported by a newly developed, interactive, and user friendly Resource Allocation Model (RAM) that is based on the new funding framework for HE. The model is directly linked to the corporate goals and will be used for long and short term (financial) planning.

Equitable staffing is one of the major challenges in ensuring an improvement in quality within the teaching and learning programmes and R&D initiatives. Using the new funding grid, which takes into account the complexities of different study areas and levels, it is now possible to translate the IHL benchmark of 25 FTE students per FTE academic staff into teaching input units (TIU) per senior lecturer equivalent (SLE), which forms one of the key pillars of resource allocation (see Diagram 5).

### **3.6.1 Priority Areas and Core Activities**

In view of the transformation processes in South Africa, IHL faces the twin challenge of radical reconfiguration whilst simultaneously aiming to ensure compliance with standards driven by the external regulatory environment. As IHL seeks to reposition itself, it has to unequivocally demonstrate that the quality, integrity and appropriateness of its teaching and learning, research and community service is consistently maintained and enhanced to reassure and engender public confidence. Thus IHL aims to develop, expand and enhance its Quality Management System (QMS) to include mechanisms and instruments to monitor and report on quality and its improvement.

The primary aim of the QMS will be to ensure that all academic offerings at under- and postgraduate levels, research and community service are relevant, reflective of norms adopted by the institution and responsive to the needs of all its stakeholders within a context of intellectual, political and socio-economic transformation.

A secondary aim will be to anchor institutional transformation and ensure compliance with external regulatory frameworks. This will provide stakeholders with a basis for confidence in the functioning and effectiveness of IHL's newly developed policies, systems and processes. Thus the QMS will use reliable and valid information for internal quality management and external audit

The QP unit at IHL has a key role in firstly, the planning, implementation, monitoring, and audit of quality management, and secondly, the promotion of quality practices. The unit will coordinate the overall plans for quality assurance, facilitate the development, enhancement and monitoring of quality management activities and conduct selective audits. The unit will generate annual, on request and adhoc reports for management and governance structures, and to inform subsequent institutional planning cycles and quality improvement plans.

The IHL quality management system will incorporate institutional arrangements with regard to its policies, systems, strategies and resources to promote quality via the following processes and core activities:

- **Quality assurance** where quality is defined, a quality commitment statement and a quality assurance policy for IHL is developed; and a quality management system is designed and documented in a systematic manner, using templates for consistency, and making it available as an electronic QMS accessible to all staff; thus assuring the quality of all programme and accreditation applications.
- **Quality development, enhancement and support** – providing QMS training, orientating and training all staff on quality management in order to support, sustain and enhance existing levels of quality (also see Section 3.2); facilitating transformation through the implementation of improvement cycles in every environment of IHL (e.g. identifying gaps, assisting in the development of improvement plans).
- **Quality monitoring** – aligning the QMS with external policy and requirements and internal stakeholders (e.g. HEQC, DoE and SAQA requirements and policies); continually reviewing the status of the policies, procedures and guidelines and criteria of the various environments within IHL in order to update, maintain and improve the QMS; monitor quality system development in every environment; monitor policy and procedure implementation in teaching and learning (design, delivery, assessment and moderation in programmes, short course delivery, RPL, certification, experiential learning – now known as work-integrated learning), selectively, in a three-year cycle.

Financial implications to conduct the Institutional Audit still need to be determined.

### **3.7 ACADEMIC DEVELOPMENT SUPPORT STRATEGY**

Various drivers have been identified to ensure an increase in IHL's throughput, success and graduation rates towards the National Benchmarks as indicated in Annexure B. The following interventions within the Teaching and Learning environment are identified as drivers to deliver in minimum time competent graduates: Development of Instructional staff towards curriculum development specifically and Higher Education in general; Student development support initiatives, personal development modules, e-learning interventions, and co-operative opportunities.

#### **3.7.1 Cooperative education strategy**

Cooperative education is an integrated approach to teaching and learning for the attainment of qualifications. It specifically encourages and enhances learning by establishing partnerships / relationships between the primary and secondary partners, both nationally and internationally.

It involves active and effective participation by employers from the public and private sectors, the community, learners, professional bodies and all other stakeholders in the analysis, design and development of curricula as well as the delivery of professional, career-focused programmes. This is to ensure relevance of learning and qualifications, and the employability of learners and graduates, so that they can be competitive in the global market. It is linked to the needs of the private, public and community sectors and the learners through work-integrated learning (WIL), advisory committees (ACs), curriculum development groups (CDGs), research and development (R&D), and non-state-subsidised programmes (NSSPs).

IHL sees itself as a partner of industry in the development and delivery of competent graduates that will contribute to the South African economy. Hence, the implementation of cooperative education commits IHL to one of the founding pillars, namely providing **career-focused education through a philosophy of cooperative education**. This is portrayed in the mission as:

*“Create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels”.*

Work integrated learning (WIL), formerly known as experiential learning, is one of the elements of cooperative education. WIL is work-based learning and is a credit-bearing component of academic programmes. It refers to *specific skills* acquired through work and is directly related to classroom teaching. It may be defined as a form of education that integrates periods of academic study with periods of work experience in positions relating to the learners' studies. IHL supports the successful execution and implementation of WIL, which includes a quality assurance process. For the 2005 to 2007 period, emphasis will be placed on the following:

- Forming cooperative partnerships with the public and private sectors and local communities in order to deliver graduates that meet the needs of society and the economy. This entails national and international networks with companies and HE institutions, as well as participation in SASCE and WACE activities.
- Emphasising and promoting the importance of WIL in order to prepare the IHL graduate for a particular profession, based on the partnership between the learner, employer and industry. Continuously liaising with managers and senior management in the University and industry to identify training and research needs.
- Canvassing for new workstations in order to increase the placement of learners for WIL.
- Promotion and support of ACs in all academic programmes.
- The standard and quality management of WIL in academic programmes are ensured at the highest possible level.
- Promoting the implementation of learnerships within the University.
- Providing support for the placement of graduates.
- Determining the relevancy of the programmes according to the labour market needs of industry and commerce, which have to be incorporated in the curriculum. This includes programme design, planning and management, setting standards, programme delivery and assessment

**Other elements of cooperative education that are proposed for implementation are:**

- o **Community service learning:** This is applied learning that involves one or more outcomes of a learning programme, and is executed in a community as part of a project. Learners are placed in a community with the aim to contribute to social development, mentored by a professional in liaison with academic staff, and the assessment will be based on evidence of the benefit for the community.
- o **Learnerships** where professional and vocational education and training programmes can be accommodated by integrating education and training purposefully and meaningfully. To be a provider of learnerships is an opportunity, but its implications will still be investigated.

### 3.7.2 Curriculum Development support strategy

The overall goal will be to empower IHL's academic staff to contribute towards establishing IHL as the leading HE institution in South Africa, especially in light of the new HEQF. By providing educational interventions to improve the quality of teaching and learning, the role of such an intervention is crucial in the QA loop. Providing training, development and support at the implementation level means that the Academic development practitioners will operate at the interface between academic departments, the QA Unit, which will set quality standards within the HEQC framework and the staff development unit. The objective is to train and develop academic staff for managing, designing, reviewing, integrating, implementing and managing curriculum development in line with the institutional strategic plan, national higher education legislation and HEQC standards and requirements. All curricula must be reviewed to comply with the HE Qualifications Framework for SAQA registration in 2006. Partnerships with national and international entities already exist (such as TELP II), but will be strengthened and expanded to benchmark HE practices. Initiatives are in progress to establish new partnerships, such as that between UP, IHL and the University of Antwerp in a project to research innovative assessment in HE. The proposed *Centre for Curriculum development support* will focus on:

Developing, refining and aligning policies and procedures on curriculum development and quality assurance with the institutional strategic plan, new HEQF, HEQC and other higher education legislative requirements. This also entails the review, design and development of qualifications and learning programmes to meet HEQC requirements. It is imperative to build capacity in academic managers to manage curriculum development, implementation and evaluation within quality assurance frameworks and an institutional strategic plan.

These objectives will be aided by a project funded through TELP to the amount of R731 035. This project aims to address the needs for curriculum development, programme and qualifications design and quality assurance and promotion. It is envisaged that the project will build capacity, knowledge and skills among academic staff and managers in the focus area of curriculum development and quality assurance. The project will, furthermore, assist with the consolidation of the development, integration and refinement of policies guiding curriculum development, quality promotion and academic staff development in the merged institution. The activities related to the project will further strengthen the capacity of staff to achieve the institutional strategic goals of developing and offering career-focused programmes and qualifications that respond to regional and national needs. One of the main institutional strategic priorities calls for the review and redesign of all existing curricula, to bring them in line with national educational and quality assurance guidelines.

The expected outcomes and objectives of this project, which focuses mainly on curriculum review and design training and development, will bring IHL closer to realising this priority. Furthermore, the professional development of academic staff and students will be enhanced. Capacity building will focus on academic managers, curriculum development and quality assurance (QA) practitioners, and curriculum development task teams from selected programmes.

### **Financial implications: TELP funding of R 731 035**

One of the main aims will be to instil a culture of reflective practice in IHL. To achieve this, the intention is to promote the use of teaching portfolios as an instrument for encouraging reflective practice, and for possible application in the performance management system. A possible Centre for Higher Education Development (CHED) will act as an HE change and development agent, committed to promoting excellence in higher education practice through needs-driven and research-based high-quality services and resources within IHL and the wider community. Research conducted will focus, *inter alia*, on HE studies; learning; learning facilitation and assessment in HE; teaching and learning strategies; curriculum development; and recognition of prior learning (RPL).

The CHED's main focus will be to promote excellence in HE practice through teaching and learning development. The Unit intends offering a suite of accredited courses within three years. The envisaged accredited courses to be placed on the institution's PQM include the PGDHET and short learning programmes, e.g. an academic orientation programme for newly appointed staff, assessment and moderation, RPL, learner-centred teaching methodologies, portfolio development, learner-guide development, short-course and materials development, and the supervision of postgraduate research. Innovative and learner-centred teaching methodologies and assessment methods in line with an OBET philosophy and principles will be incorporated in the programmes and qualifications offered.

### **3.7.3 Multimode programme delivery (MMPD)**

The MMPD strategy emphasises the utilisation, management and integration of technology in the curriculum, in order to enhance the teaching and learning experience. It forms part of the overall educational model/T&L strategy of IHL. By utilising, managing and implementing appropriate technology in the T&L environment, the quality of education is enhanced and education is made accessible to more learners, and therefore diversity is increased. Telematic Education, including the proposed Centre for the Utilisation of Technology in Education (CUTE)) is an integrated partner of the academia and it is foreseen that the recent developments in ICT and other technological areas have the potential to contribute to the improvement of both the quality and the efficiency of the provision of HE at IHL.

This strategy of utilising and managing technology in the T&L environment is proposed to contribute to: increase the throughput rates; support learners with disabilities; the retention of students; the management of the teaching and learning process; the support of on-campus and off-campus students and other T&L delivery sites; and the research output of the institution, and will empower both staff and students. The biggest advantage of technology-enhanced learning programmes, in comparison to other technologies, is interactivity. This means enabling learners, lecturers and experts to share ideas in a virtual classroom and managing and empowering the learner to "talk" and write in the applicable scientific language from an early stage. This empowerment produces more active and independent learners. The e-assessment tools will enable learners to establish their competency levels and progress, and lecturers can derive management information on a regular basis to identify problems at an early stage to help and support where required. Telematic education also offers opportunities to capture economies of scale where student numbers are large and students tend to either fall through the cracks or just give up hope in large environments. Technology makes it possible to group students in smaller groups, give them access to information, experts or tutors, and support them where and when necessary. The physical repetition of lectures on all campuses can now be minimised. Video and audiotapes make the lecture available 24 hours a day, seven days a week in the library or wherever, and can be watched over and over and at the convenience and pace of

the individual student. Video conferencing breaks down the physical barriers by connecting in real time to any other site of delivery and interacting with students and their needs.

### **3.7.3.1 Priority areas**

The utilisation and management of technology-enhanced T&L will be used as a “change agent”. It will also be used to manage learning in a new generation of knowledge workers, which includes a shift towards new markets of learners, incorporating adult and lifelong learners. IHL is therefore committed to:

- Developing and implementing effective teaching and learning opportunities for learners through the utilisation and management of technology and multimode (blended) learning systems.
- Implementing an awareness programme to establish a presence and awareness on all six learning sites, and providing a helpdesk to accommodate pipeline and ad hoc projects.
- Designing, acquiring and maintaining the necessary technological infrastructure to implement, support and manage the multimode teaching and learning academic strategy effectively and efficiently. Applying instructional design principles to ensure programmes of the highest quality and international standards.
- Increasing the retention and throughput of students by means of remedial, technological interventions.
- Increasing the postgraduate market share by utilising, managing and implementing an appropriate technological infrastructure to ensure and open up access.
- Promoting innovative research on multimode programme delivery (MMPD).
- Capacity building and personal development through programmes such as *Partners@Work* and other staff development and individual training programmes and workshops within the faculties on the academic and technical aspects of introducing and managing technology-enhanced learning.

### **3.7.3.2 New initiatives**

IHL integrates technology's “Big Five” (web-enhanced learning, video and audio programmes, video and audio conferencing, interactive multimedia simulations, and electronic assessment) into the learning environment. This technology-enhanced teaching and learning approach will be available to all our students to ensure the creation of lifelong learners. The following initiatives are in progress or in the planning phase (financial implications are listed in brackets after description of the initiative):

- **Partners@Work:** In 2004, a partnership-based initiative called Partners@Work was launched, in terms of which lecturing staff from each of the faculties are released from their normal lecturing duties for a period of six months. That time is then spent on developing technology-enhanced teaching and learning material for a particular subject. Time is also invested in training and professional development activities. The next six months will be used for implementing the newly developed learning materials and mining research data. This phase will be concluded with the writing of a scientific article and presenting the research findings. The outcomes of this

programme will be tangible research outputs, an educationally well-designed subject, the appropriate introduction of a high level of educational technologies, and improved conditions for learning (**R2 million**).

- The implementation of new **video conferencing infrastructure** at the City and City campuses. New infrastructure is required to ensure that these delivery sites are included in the existing video conferencing network. Audiovisual and video conferencing codecs are required in order to provide professional services and to link the staff members concerned to the existing network (**R1, 2 million**).
- Reliable, **high-bandwidth Internet access** with a disaster recovery plan for all staff and students, with residences as a priority (**approximately R5 million**).
- **Wireless network and “hot spots”**: PDA technology can be connected to existing data networks to enable Internet access for downloading and uploading study material to WebCT and the Internet (**R2 million**).
- The extension of the **electronic resource centres (ERCs) and i-Centres** as open- access computer laboratories at the six sites of delivery where access to study material, general internet usage or typing and printing facilities are provided (**R5, 5 million funded from the student levy , which amounts to R150 per student per year**).
- Equipping lecture halls with the necessary digital equipment (financial implications depend on the technology starting from **R1 million**).
- Developing and implementing a **mobile e-Learning strategy (me-Learning)**. To realise the dream of access to technology for all students and staff, the inclusion of mobile technology will be essential. Developments in mobile devices are of such a standard that it might be an alternative to the current fixed technologies (**R800 000 as seed money**).
- **Computer-based assessment (e-assessment)**, utilising the WWW for continuous assessment and self-evaluation. This initiative has been implemented only in some subjects. These assessments should be integrated into the ITS system so that a student can monitor his/her progress online (**R250 000**).
- **Interactive specialist video feed (mobile video unit)**: A mobile video unit could include students in an interactive and live learning experience without putting them in danger. The provision of an outside broadcasting van with live satellite video links to the students and interaction with audio could make this a learning experience to remember (**R4, 5 million**).
- **WebCT VISTA**: The current campus edition of WebCT is starting to experience difficulties with IHL and its 63 000 students. WebCT VISTA is an enterprise system designed to overcome the limitations of the current edition. Negotiations are currently underway to look into acquiring this system in partnership with other HEIs (**R1, 8 million**).

#### 3.7.4 Student academic development strategy

A HE institution aspiring for sustainability, academic excellence, quality and improvement of graduation and success rates has no alternative but to plan and invest in the development and support of students. Academics and student development and support practitioners have become increasingly aware of the changing needs of students at all levels. Important indicators are the high dropout rates, low throughput rates and general poor performance levels of students (success rate). Factors contributing towards these trends are identified as *changing academic requirements* (transformation to outcomes-based educational models, progress towards student-centred learning and facilitation); *the changing requirements of industry and the employment sector* (referring to the advanced skills requirements in the employment and entrepreneurial markets); and *the changing paradigms in education*. This is especially applicable to South Africa, where a rapid change was made from a highly structured and content-driven system to an outcomes-based system, with the implied changed emphasis.

IHL has set a firm strategic direction towards holistic student development through, *inter alia*, the implementation of student development programmes in the academic curriculum (objectives 4.1 and 4.3) and to increase the graduation rate by 2% per annum (Objective 1.2). This strategic position represents a shift from the traditional peripheral function of student development to a structured, integrated, developmental approach and supportive actions that will have to become part of the institutional curriculum. It is therefore the aim of IHL to increase student success in the academic development programmes by 5% (Objective 4.3) through skills development and support services in twelve service areas and to facilitate holistic student development and support to the student as a learner, the student as a person and the student as a prospective worker. This is in line with the identified outcomes inferred by the NPHE, namely, increased graduate outputs; academic development; broadened social base of students; changed enrolments by field of study; enhanced cognitive skills of graduates; and increased equity in access and success rates.

Student development and support within IHL may be defined as the activities focused on the well-being and academic success of the student and will therefore include all services, programmes and actions that are integrated into, aligned or supportive to teaching and, especially, learning activities. This definition implies proactively / developmental, reactivity / supportive, academic orientation in content and purpose, individual and group focus, multidisciplinary approach and teamwork (seamlessness), collaboration and integration with mainstream curriculum activities, customisation and flexibility (client orientation), professionalism and expertise, multimode programme delivery, and quality orientation.

To ensure that the services rendered are relevant and functional, the following cornerstones in student development and support are required:

- **Holistic student wellness approach**, where the service offered are interrelated and clustered according to their developmental and supportive nature. This coordinated approach will ensure that services for developmental and supportive purposes are focused on the needs of the student. The student should receive a comprehensive service, integrated into and aligned with academic activities.
- **Institutional, national and global needs and priorities** will inform the role of student development and support services in facilitating academic success and the development of personal and social skills.
- **Service and customer orientation**, where client-centeredness implies that accessibility, functionality, professionalism and customisation will be core to the structuring and operation of student development and support.
- **Quality and standards** will be achieved through the provision of services with high professional and ethical standards, credibility and impact and quality control mechanisms.

- **Professionalism and expertise**, anchored within the disciplines of education, psychology, didactics, and remedial and academic development.

#### **3.7.4.1 Educational intervention strategies**

The following interventions and programmes, which are totally interrelated and interdependent, will be implemented:

- Programmes for potential assessment; career counselling; study and personal counselling; therapy and support to students with serious personal problems; students with disabilities; academic skills assessment and comprehensive assessments; reading skills development for language proficiency; student employment; multimode service delivery; life skills training; and social support.

It will be a priority to set up a student development and support service that is equitable in range and scope of services and accessibility, and offers services of a high quality and standard on all campuses. Service delivery in student development and support will rely on equipped, multifunctional service points at all primary delivery sites. Student Development and Support Centres at the six learning centres will ensure service delivery and will facilitate:

- Skills development programmes: reading skills and language proficiency.
- Academic skills assessment.
- Assessment for potential, career counselling, diagnostic tests, etc.
- Computer access for students with disabilities or special needs.
- Facilitation of Peer Education training and communication (tutors, etc.).
- Study facilities for multimode delivery options (life skills material, study support, etc.).
- Career-information library.

The above facilities will function as fully computerised laboratories with workstations to accommodate students in facilitating development programmes (reading skills, language proficiency, study support, interactive life skills, WebCT service delivery, etc.) and diagnostic software (counselling, career guidance, special needs, etc.).

**Financial implications:** An amount of **R750 000** was projected to develop the multifunctional laboratory facilities at the City and City campuses, R560 000 of which had already been approved by the DoE as a merger cost. A further **R190 000** is still needed.

## **SECTION B**

### **3.8 HUMAN RESOURCE MANAGEMENT STRATEGY**

The following strategies, underpinned by specific principles, will be applied to achieve IHL's future human resources profile, as targeted in the goals and objectives.

- ***Recruitment Strategy***

IHL's vision of being the leading HE institution relies, *inter alia*, on the recruitment and selection of qualified and skilled staff in order to achieve an academic profile where 40% of staff members have master's degrees and 15% have doctorates. This approach will be in the context that values both excellence and equity and supports the EEP. Recruitment will also be focused on recruiting competent black instructional staff to reach the 40% black ratio.

- ***Employment Strategy***

In order to meet the staffing needs and the ratio of one academic staff member per 25 FTE students, as well as the equity and gender ratios of 40% within the Professional Category (see Annexure B), a flexible employment approach will be followed, which incorporates a cost-effective mix of permanent, temporary, part-time and fixed-term contract appointment categories. Outsourcing of non-core functions will be considered if deemed to be the more cost-effective alternative. The development of the Staff Allocation and Costing Model underpins this strategy.

- ***Succession Planning Strategy***

It is the objective (see objectives 3.1, 3.2) of IHL to build capacity within the institution. This will be done through the professional development of academic staff, skills development programmes and/or learner ships for support staff and the implementation of a personal career development plan for each permanent staff member. IHL is also committed to identify high-potential staff, with specific reference to black and female, and to build capacity within the institution in order to ensure a continuum of sound leadership for the future.

- ***Retention Strategy***

The Remuneration Strategy, Performance Management Strategy, Training and Development Strategy and mentoring initiative will support the Retention Strategy, whereby IHL will retain identified key staff who have significant skills, knowledge and abilities within a sound salary expenditure percentage. This strategy will only apply if their departure would have a detrimental effect on the short- and medium-term functioning of the institution.

- ***Remuneration Strategy***

Flexible, market-related approaches based on national remuneration surveys are being implemented to meet the staffing needs of IHL. Internal equity will be ensured by evaluating jobs according to the Peromnes evaluation system, which systematically recognises differences in job value. Adequate resources should be provided at an institutional level for the purpose of transformation within IHL.

- **Performance Management Strategy**

For IHL identifies high-performance teams as essential building blocks, where performance is enabled through effective relationships, high-performance individuals, effective leadership and development programmes. The management of performance will be focused on the achievement of the strategic and business objectives of IHL, the continuous monitoring of the level of achievement, and providing competency based training where identified.

- **Staff Well-being Strategy**

The University recognises the need to provide adequate support for staff experiencing personal or work-related problems, through the Employee Assistance Programme and Wellness Centres. The University will monitor and improve staff satisfaction through appropriate mechanisms (Objective 3.5) and also monitor the implementation of a new culture, by conducting at least four climate studies per annum (Objective 3.7). The University is also committed to promoting the constitutional rights of staff, as required by the Constitution, the Labour Relations Act and the Employment Equity Act. In this regard, IHL will not allow discrimination against staff members who are, or are perceived to be, HIV positive or who have AIDS. Similarly, the University will take the necessary steps to assist staff members in minimising the risk of HIV infection and transmission. IHL will also participate in the HEAIDS programme that is a national initiative with an overall goal to reduce the threat and spread of HIV/Aids in HE.

- **Development and Training Strategy**

IHL is committed to ensure that all staff gain competencies and skills to realise their potential. Individuals, groups and teams will be: enabled to carry out their duties effectively; prepared for changes that could affect their roles and tasks; and equipped to meet the challenges of transformation and the demands of the institutional objectives.

### **3.8.1 Employment Equity (EE) Strategy**

As stated in the NPHE, staff profiles have to reflect the demographic realities of the South African society progressively. This will be achieved by increasing the representation of blacks and women in academic and administrative posts, especially at senior level. IHL is therefore committed to implement the Employment Equity Plan and Policy as a measurable action plan that will provide focus and direction in achieving the desired staff profile. The Employment Equity Plan (to be finalised in January 2006) will be closely linked to the general Human Resources Strategy, as stated above. However, general employment equity strategies will include, *inter alia*, the following:

- To continue with affirmative action intervention until the set targets stated in the EEP are achieved.
- To implement the mentorship programme with the reintroduction of the cadet scheme.
- To develop and implement a plan for the development of the next generation of leadership, with a focus on building black leadership (see 3.2.2).

- To identify staff development priorities that will ensure the succession, retention and performance of blacks and women, especially at senior levels.
- To ensure continuous upgrading of competencies and enhancement of the skills of blacks and women in the context of the Skills Development Act and the Workplace Skills Plan.

### **3.8.1.1 Institutional benchmarks**

The institutional benchmarks and targets that are applicable to the three-year period from 2005 to 2007 were used as a departure point in the formulation of the EE Strategy. They are as follows (see Annexure B):

- 40% black and 40% female in the Professional Category
- A staff:student FTE ratio of 1:25
- Qualifications of staff – master's degrees 40% and doctorates 15%

The following planning parameters with regard to student growth, as proposed by the DoE, are also applicable:

- An undergraduate headcount enrolment growth of zero per cent (0%). This is based on the current staff resources and the below-target student output rates.
- A progressive decrease in distance education programmes to a headcount of 4 000 (3 000 FTE), to be reached in 2009. The areas targeted are the Masters programme in Educational Management.
- An enrolment shape where at least 75% of contact headcount totals are in the fields of SET (40%) and Business Management (35%).
- A postgraduate enrolment growth of 2%, to reach an 8% enrolment in postgraduate programmes.
- The PQM composition, with the introduction of new approved programmes.

These benchmarks and parameters will influence the recruitment, succession, employment and staff development strategy and priorities. Therefore the staff projections for the period 2005 to 2007 have to be supported by the strategies mentioned.

### **3.8.1.2 Staff projection targets**

Female and black professionals (instruction and research professionals, according to the HEMIS classification) are the primary focus of the national benchmarking exercise. The Institutional Operating Plan uses HEMIS categories, while legislation governing the employment equity targets of the institution prescribes that occupational categories are used for this purpose. Institutional targets have not yet been set for the occupational categories, i.e. technicians and associated professionals, clerks, service workers, crafts and related trade workers, plant and machine operators, and labourers and related workers. When the Employment Equity Plan is drawn up by all the stakeholders in IHL, these targets will receive the necessary attention and will move towards a more demographic representation.

The targets detailed below are based on occupational categories. The current percentage of females within the instruction and research professionals' category, according to the HEMIS classification for 2004, is 39%, but reflects as 38% within the occupational category. The proposed target for female representation is 40%. However, the issue of gender within the senior official and manager occupational category needs a particular focus within IHL, and a target of 40% is set to be reached in 2007 (see Table E). It is recommended that the female ratio to a possible 50% be revisited on a strategic level. This will be a closer reflection of the demographics. The current percentage of blacks ("black" includes only Africans) within the instruction and research professionals category, according to the HEMIS classification for 2004, is 35%, but reflects as 34% within the occupational category (see Table F). It is imperative that IHL increase that representation to 40% for the period 2005 to 2007 once the final structure is in place. The proposed targets will reflect the demographics of the Gauteng province.

**Table E: Female projected targets (%)**

OCCUPATIONAL CATEGORIES	2004*	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	16%	24%	33%	40%	95
<i>Professionals</i>	38%	40%	40%	40%	897
Technicians and associated professionals **	46%	47%	49%	50%	333
Clerks	65%	65%	65%	65%	865
Service (and sales) workers	34%	34%	34%	34%	83
Crafts and related trade workers	16%	16%	16%	16%	63
Plant and machine operators	0 %	0 %	0 %	0 %	70
Labourers and related workers	57%	57%	57%	57%	334
<b>OVERALL %</b>	<b>48,5 %</b>	<b>49%</b>	<b>49,5%</b>	<b>50%</b>	<b>2 740</b>

\*2004 represents the current actual permanent staff (%) figure as portrayed in HEMIS 2004.

\*\* Technician and associated professionals, among others, represent middle management

**Table F: Projected targets (%) for black staff**

OCCUPATIONAL CATEGORIES	2004**	2005	2006	2007	Current (n) of permanent staff
<i>Senior officials and managers</i>	32%	40%	45%	50%	95
<i>Professionals</i>	34 %	38%	39%	40%	897
Technicians and associated professionals**	47 %	54%	57%	60%	333
Clerks	56%	56%	56%	56%	865
Service (and sales) workers	87%	87%	87%	87%	83
Crafts and related trade workers	58%	58%	58%	58%	63
Plant and machine operators	90%	90%	90%	90%	70
Labourers and related workers	99%	99%	99%	99%	334
<b>OVERALL %</b>	<b>54%</b>	<b>60%</b>	<b>65%</b>	<b>70%</b>	<b>2 740</b>

\*2004 represents the current actual figure (%) as portrayed in HEMIS 2004.

\*\* Technician and Associated Professionals, amongst others, represent middle management

Disability has not received the attention required by the Department of Labour. Targets for people with disabilities will be addressed when the Employment Equity Plan for IHL is developed.

### **3.8.1.3 Specific strategies and priority areas to address stated targets**

- ***Strategic institutional commitment***

Commitment, cooperation and public support by the VC and EMC for strategies for employment equity and diversity management by means of transformational leadership are necessary elements in addressing the institutional targets. Another factor regarding commitment is the provision of adequate resources for the purpose of addressing employment equity.

- ***Employment Equity and Training Committee (EETC)***

The proposed EETC will be a representative forum where all stakeholders in IHL will be consulted on the composition and direction of the Employment Equity Plan. The process of developing the Employment Equity Plan will commence as soon as the Employment Equity and Training Committee is constituted. Through this Plan, it will be possible to develop realistic affirmative action targets, using the national benchmarks as a starting point. Target setting beyond the professional level, as stated in the national benchmarking, will be addressed through the Plan. This will be a key strategy in providing a framework for achieving the 40% targets in respect of black and female professionals within three years.

The presence of blacks and females in middle management, in the technicians and associated professionals category, is another focus area in IHL's target setting.

- ***Mandatory affirmative action***

Mandatory affirmative action measures include preferential treatment and numerical targets, and are supported by an employment equity policy and practice.

Affirmative action measures, as part of the strategies to address the stated targets, should be communicated well to all staff, and should include a thorough explanation of the rationale and proposed outcome.

- ***Building Black Leadership Programme***

Building Black Leadership is a programme that focuses specifically on developing and retaining black professionals in the HE environment. It will, through experiential learning experiences, engage black undergraduate students in a process that will create and stimulate an interest in the world of research and development (see 3.4). As part of this programme, there is a possibility of permanent employment and an academic career.

Black academic leaders that are specialists in their disciplines or fields will be recruited. They should also understand the world of knowledge creation and application. Hence, participation in multidisciplinary research and development projects, covering the range of the innovation process, in partnership with industry and commerce, forms an important component of such a strategy. Possible strategies that will be applied to achieve Employment Equity and that are linked to Building Black Leadership Programme are the following: voluntary retirement schemes; contract appointments; staff and management development programmes; postgraduate study opportunities for staff, both locally and abroad to enable them to improve their academic qualifications; the provision of scholarships to encourage postgraduate students to pursue academic careers; and the establishment of development posts.

- **Student enrolment planning model**

No student growth will be permitted at IHL for the next three years if the status quo of the success rate is to be kept. This will affect the number and ratio of lecturing to non-lecturing staff. The Student Enrolment Planning Model, which indicates the projection figures for 2005 to 2007 according to CESM categories, gives an indication of the lecturing staff force (see tables 10 – 12, Annexure E). In addition, the academic and support staff profile will also be considered, notwithstanding the fact that the current ratio, i.e. 1:2.1, that is according to international benchmarking will be reconsidered. The Staff Allocation Model and Resource Allocation Model (RAM) will be used as tools to link planning and finances.

- **Natural attrition**

The creation of "space" within the system remains a critical priority area and can be addressed by means of natural attrition, although it is not the only possible solution (see Building Black Leadership Programme). Natural attrition as a means to create space includes resignations, retirements and death. Some staff members in each occupational category are due for retirement, in view of their appointment dates. Each of the previous technikons had its own policy on retirement dates. Table G indicates the number of white staff retirements within each occupational category.

Table G: Projected number of white (male and female) retirements

OCCUPATIONAL CATEGORIES	2004	2005	2006	2007	Current (n) of permanent staff
Senior officials and managers	3	7	2	2	95
Professionals	2	1	2	2	897
Technicians and associated professionals	1	1	1		333
Clerks	1	1	1	1	865
Service (and sales) workers	0	1	0	0	83
Crafts and related trade workers	0	2	0	0	63
Plant and machine operators	0	0	0	0	70
Labourers and related workers	0	0	0	0	334
<b>Current staff total</b>					<b>2 740</b>

2005 and 2006 will provide significant opportunities in the pursuit of reaching IHL's institutional target within the category for senior officials and managers. Seven retirements are expected in that year, which would provide space for an 8% growth in senior black leadership.

- **Staff development and training**

In its Annual Report for 2002/2003, a priority noted by the Commission for Employment Equity is that HE institutions such as IHL should ensure that the workplace is conducive to valuing diversity. Mandatory employment equity and diversity management training were identified as a means to address this issue and were therefore identified as a priority in the staff development strategy (see 3.8.2).

To enable staff to function effectively and to prepare them for the challenges they will meet in their roles and tasks, a comprehensive training and development programme, which includes a personal and career development plan, will provide the link between the Employment Equity Act and the Skills Development Act within IHL.

Incentives and opportunities will be provided for all staff, in particular black and female staff, to improve the academic staff qualification profile, as set out in the institutional targets for master's and doctoral qualifications. The incentive policy for master's and doctoral studies are in the process of revision, and a more flexible approach to study and sabbatical benefits will have to be implemented.

The EE Strategy, as proposed, will serve as a valuable framework to ensure that IHL achieves its objectives in terms of the set national benchmarks. Compliance with legislation should be accomplished as a moral imperative, i.e. that it is the right thing to do, and not merely to comply with the set national benchmarks. Successful implementation of the EE Strategy makes sound business sense and contributes to the sustainability of IHL and the development of the broader community. Strategic institutional commitment is essential to implement the strategies detailed above throughout the institution.

### **3.8.2 Professional/Non-Professional Staff Development Strategy**

IHL is focused to become a learning organisation, meaning an organisation that "*facilitates the learning of all its members and continually transforms itself*". As an HE institution, IHL has a dual role to play in this regard; firstly, to provide high-quality education for the workplace, and, secondly, to contribute, as employer, to the workplace being used as an environment for active learning to take place.

IHL will therefore create opportunities to increase the unique body of knowledge through a critical and analytical process of acquiring, adopting and practising new knowledge. It is important for all staff to be able to contribute to the objectives of the institution effectively. They should therefore be equipped with the necessary skills and competencies to provide learners with a high-quality product. The Higher Education Act, the Skills Development Act and the Skills Levies Act contextualise the importance of the training and development of staff in and for industry.

#### **3.8.2.1 Interventions**

The annual workplace skills plan is the point of departure and is embedded in relevant legislation and regulations, and in the strategic goals of the institution. The main strategy is to align all training and development interventions with the National Skills Development Strategy, Employment Equity Strategy, the institutional cultural change that should take place, change management, the performance appraisal system as a developmental tool, the promotion policy of IHL and the new demands involved in becoming a university of technology in the context of the new proposed Higher Education Qualifications Framework.

Lifelong learning and continuous professional development (CPD) for employees will be used as strategic tools because of their potential to improve quality and performance. This will result in continuous growth and development for individuals and the organisation. The training and development strategy is derived from the Organisational and Human Resources Strategy (see 3.1) to ensure that the organisation has people with the necessary skills and knowledge to achieve its strategic objectives.

The holistic development and empowerment of staff is a priority for IHL. The needs of the individual and those of the organisation will be priorities. Individuals should undergo behavioural changes to overcome the merger divide, such as changes in attitudes (personal qualities) and

skills, and enhanced understanding of related issues. However, the needs of the institution and those of individuals should be kept in mind, as well as those of the broader higher education environment and learners.

As a provider of lifelong learning opportunities, IHL is committed to the education, training and development of all staff in the HETD sector by means of the facilitation and assessment of research-based programmes in the HE environment and promoting and conducting research in the HETD sector for external customers, where appropriate, within the framework of the following:

- **Adult Learning**

Skills programmes, learnerships and non-accredited programmes to be offered in a proposed *Adult Learning Centre* addressing the training needs of all staff (at GET, FET and HET levels) are, among others, the following:

- ABET: assessors in the workplace at NQF Level 5; assertiveness, change management, client service, conflict management, motivation, computer end-user training, diversity management, time management, emotional intelligence, life enrichment towards empowerment; and functional training such as ITS, first-aid, labour relations, mentorship, professional etiquette, Research Toolbox, targeted selection, and whole brain creativity.

- **Strategic Alignment and Development**

A consultancy service will be provided by a proposed *Centre for Strategic Alignment and Development* to facilitate planning sessions in order to align departmental goals and objectives to those of the institution.

- **Leadership Studies**

Management and leadership development, especially black leadership, is one of the key dimensions identified as a national and institutional priority for staff development. Where applicable, management assessment centres will form the point of departure for the compilation of personal development plans (proposed as a *Centre for Leadership Studies*). The chosen People Model for effective leadership contains attributes such as principled, engaging, credible, passionate, transformational and future-directed.

*(These programmes are offered by the "Centre for Continuing Professional Development (CCPD)")*

**Financial implications:** *The generated skills development levy of R2, 8 million will be applied to ensure further training and development, assisted by an operational budget of R500 000.*

### **3.9 ORGANISATIONAL CULTURAL AND CHANGE MANAGEMENT**

The organisational culture of an organisation is defined as the shared way in which people think and behave, and is reflected in its patterns of behaviour, values/beliefs and basic underlying assumptions. Establishing the culture for a "new" institution is a complex, long-term activity. At the core of establishing such a culture lie principles chosen through the motto, vision, mission, values, goals and objectives of the institution. All of these **culture-bearing principles** have been analysed with regard to their philosophy and translated into practices, policies, symbols,

systems of behaviours, and procedures. The culture-bearing principles that have been identified are *“leading, knowledge and technology; professional career education; international standards; serving, empowering, quality and professionalism; caring; ethics and integrity; holistic development; valuing diversity; teaching and learning; R&D; entrepreneurship; and cooperative education”*. Organisational culture manifests itself in the following **cultural dimensions**: communication; human resource management; leadership; customer focus; participation; decision-making; conflict management; fun; organisational goal integration; and innovation.

IHL's value statements, vision and mission will inform the organisational cultural change drivers – driving the values and mission statements deep into the institution so that they are tangible, real and meaningful to every single employee. The cultural challenge facing IHL's leaders is to manage the establishment of a new culture from divergent organisational cultures into a coherent educational community, loyal to IHL.

### 3.9.1 Process towards organisational change

- ***Cultural audit***

The preliminary findings of the cultural analysis of the previous three institutions' organisational cultures were documented. The analysis indicated the differences and the weaknesses within the various cultural elements. Currently these cultural elements, although they belong to the past, are still a reality and are being maintained in the “new” institution, contributing to the current conflicts and dissatisfaction. Thus, a change towards a newly defined culture, as stated above, has to be managed. A project plan was developed.

- ***The Project plan*** is divided into three phases over the two-year period from 2004 to 2006:

***Phase I:*** Establishing a sound and solid basis for implementing a new organisational culture. This phase started in 2004 already, when an audit of the previous organisational cultures was conducted. The desired institutional culture for IHL is currently being developed.

***Phase II:*** Developing, monitoring and implementing the new organisational culture. This phase will last for 18 months, during which the identified *change agents will undergo training* to manage the implementation of the new organisational culture on an operational level. This will entail change management; team-building exercises; strategic planning; problem solving; and people management. The strategy will be to generate short-term wins that will foster commitment to the new organisational culture. The risk to this approach is that identified change agents are in interim positions.

***Phase III:*** Institutionalising the new organisational culture. This will be done through the implementation of a newly proposed organisational structure, new systems, and new policies and procedures.

### 3.9.2 Change management strategy

*A proactive strategy for dealing with organisational culture is fundamental to the success of the merger. A strategy for the effective management of a new culture will be developed through the relevant managers, who will act as change agents and have been identified as the champions of change. The change agents will be made up of approximately 200 staff members from post levels 1 to 6 and will be responsible*

for making the changes happen in their respective departments and divisions. Therefore, change will be a management-facilitated process. The use of groups and teams in change implementation is a critical lever for achieving successful transformation.

### 3.9.3 Culture model

A new culture will be achieved by living and instilling the IHL values in the staff and students. It entails the way staff members choose to think about things at IHL and the practices that will be adopted. This “thinking” model that has been adopted to “grow” a new IHL culture comprises three drivers, a set of enablers, and components of the culture that will be seen as evidence of success. The model identifies the key components on which the focus will be to bring about change and the successful integration of the three organisational cultures. This model of “growing” a new culture at IHL is a never-ending, dynamic process. See the diagram below.

#### DIAGRAM 2: ADOPTED CULTURE MODEL FOR IHL

**Drivers:** IHL's values, which determine what IHL believe in and which inform the staff's actions; the chosen models (see “People Model”, Diagram 6 for Scenario A) which give form to IHL's thinking; and practices, which determine how things are done. Practices relate to the practical implementation of thinking models and lead to the processes required to manage an organisation.

**Enablers:** Leaders who are passionate about the vision and values and who engage and mobilise people to realise the vision. Organisational structures are the essential relationship frameworks in which people get work done. At IHL the organisational structure should reflect best practice in the design and, most importantly, be aligned to IHL's vision of becoming the leader in higher education. Assets and resources are not only required to implement a new culture, but should also be deployed in such a way that the desired new culture is promoted. Appropriate learning processes that will enable people to adapt to the new practices and to deal with the rapidly changing environment are important enablers of a new culture. IHL should become a learning organisation in all aspects of its operations if it is to realise its vision and gain and maintain a leading position in its field. Another essential component in “growing” a new culture is a communication infrastructure, without which the implementation of a new culture cannot succeed.

**Evidence:** Should IHL achieve all the aforementioned, it will be reflected in the climate; in the behaviour, even in the language; as well as in symbols and icons. The cumulative result would be a significant impact on organisational and individual competence, adding value not only to the institution, but also to its community.

### 3.9.4 Training

Change management and change leadership training are critical ways of affecting the culture-change strategy at IHL. Staff development opportunities will ensure the timely development of a multi-tiered training strategy. A new type of leader is required. The leaders have to be able to cope with challenges and to manage change constructively. Training will have to empower leaders to facilitate and manage the dynamics of the change processes; understand and support the development of the new organisational culture; and develop supportive, customer-focused teamwork within their teams.

### 3.9.5 Organisational climate

In developing a new culture, the organisational climate, which is based on staff's perceptions of the institution, has to be considered. A wellness survey and climate study will be conducted on a regular basis (Objective 3.7). Climate measurement is an essential instrument in managing change. It tracks critical issues such as trust, learning, gratification, language, ownership, change, interaction, creativity, and communication.

## 3.10 STUDENT-RELATED SUPPORT SERVICES

### 3.10.1 Residences

IHL is the largest residential HE institution in South Africa, with a current capacity to accommodate 10 513 students and 228 staff members. The students are accommodated in 14 residences (4 092) in City, eight residences (2 073) in City, and nine residences (4292) in City. The residences form the backbone of student life on campus and contribute to the effectiveness of the teaching and learning environment, as well as sport and leadership development. Residences are to the advantage of the institution, as they have the tendency to attract the best students from all over Southern Africa. However, the loss of the Government subsidy for 2004 leaves IHL with a deficit of R11million and is identified as one of the major risk areas.

IHL strives to create a high-quality residence environment and will encourage an ethos of community sharing and cohesiveness in the residences. Furthermore, a positive culture of learning and critical thinking in the residences will be promoted and a common ground of enriching culture and a social environment in which diversity is respected and celebrated will be created. It is a priority to overcome the legacy of discrimination through access and equity. IHL will strongly oppose any discrimination on the grounds of gender, race, and nationality, sexual or religious orientation within the residence environment. An ethos of mutual respect between staff and residents regarding their respective needs, duties and responsibilities will be encouraged and promoted.

IHL is committed to: offer a personal and affordable service and to provide opportunities for individual growth in a comfortable, clean environment and caring community; to provide a safe environment in each residence; to provide adequate resources and support for resident development and resident leadership in the residences; to promote an effective working relationship and communication with all internal and external customers; to evaluate and carry out an audit of all operations and functions regarding residence accommodation regularly; and to being customer-satisfaction driven. Income generated through the residences is projected at 5,7% of the total income of IHL.

- **Strategies and priorities areas**

- **Budgeting process.** One budget and new fee structure for all IHL residences will be implemented as from 2005. This will provide central financial control to ensure that the deficit of R11 million is decreased. A grading system has been developed for residences that will assist management to identify and prioritise residences that need maintenance and equipment.

- **Maintenance, upgrading and new facilities.** Maintenance and upgrading plan for all residences to be implemented will have a total financial implication of **R53 million** (see 3.12.2). An urgent priority is the upgrading of the City residences to address the backlog and has a financial implication of **R18,165,493** (see Table 16). New residence at City for 243 students will have a cost implication of **R27 million**. The new residences at City Campus have a financial implication for IHL of **R1 million**.
- **Cleaning services.** A Cleaning Service Plan for 2005 has been developed, where it is proposed that cleaners be appointed at a ratio of one cleaner for every 35 students; cleaners will be distributed to other services such as offices and lecture halls; the remaining cleaners will be divided between the residences on every campus; and the shortfall of cleaning services will be outsourced or appointed on contractual agreement.
- **Catering services** on all three campuses are outsourced. One tender will be compiled for IHL catering, with the implementation date in April 2005, for a period of three years. There is no catering service available at the City off-campus residences at this stage, but facilities are available for such a service, catering for 512 students at each residence.
- **Meal systems.** The status quo will be maintained for the next two years. Systems will be integrated as from 2007.
- **Bus transport** between residences and classrooms will be determined when the academic topography is in place.
- **Security:** In 2005, six and nine access control points will be established at the City and City residences, respectively. Financial cost implications for the infrastructure and security guards still has to be determined, as it will differ from one residence to another, depending on the set-up and structure of the residence.
- **Admissions and allocations office** to be established on every T&L delivery site.
- **Residence governance structures** proposed for 2006 are one residence committee member for every 25 to 75 students and a united residence council (URC).

### 3.10.2 Health services

The three health centers of IHL provide a primary health service to staff and students. This will be done through counseling, crisis intervention and community outreach programmes. Patient centered medicine will be practiced according to the principles of primary health care which entails health assessment, management of ailments, and a support and referral system.

IHL endeavors to provide effective health care by drawing up specific and achievable primary health care legislation, guidelines and protocol. In keeping abreast with changes, staff will be networking with nearby hospitals, clinics and other HE institutions. Service delivery is continuously monitored and evaluated through feedback from clients and statistical trend analysis in order to reduce the gap between client's expectations,

needs and service provision. A priority for IHL is to support the AIDS consultancy centre's programmes on HIV. A holistic HIV service is provided to students and staff. The core strategies are based on the principle of the development of an institutional response and hence focus not only on the care and support of those infected and affected by the disease, but also on knowledge generation, skills development and proactive activities around prevention. IHL will:

- o Develop and implement a **workplace programme** that will improve the capacity of staff in preventing, managing and mitigating the impact of HIV/AIDS epidemic
- o Establish a **peer education programme** in order to train and support members of a given group to effect change among members of the same group, targeting both staff and students of IHL
- o Ensure that staff and students interact with HIV/Aids related issues through a **teaching, training and skills development programme** by integrating HIV/AIDS into existing curriculum and training materials
- o Launch a **HIV/Aids website** that will ensure that relevant material is developed and updated
- o Provide effective care through a **care, support and management programme**
- o Create a partnership with surrounding communities by providing services/programmes within scope of the centre – a **community outreach programme**.
- o Create a healthy and safe residential environment for IHL students, by providing education, awareness and prevention programme – a **residence programme**
- o Ensure the establishment of **prevention programmes** aimed at reducing the rate of infection of all staff and students of IHL.
- o Continuously endeavour to acquire updated knowledge and information on HIV and aids through a **research programme**
- o Acquire supplementary **donor funding** in order to support our programmes and initiatives

IHL's institutional response to HIV/AIDS is in line with the HEAIDS programme.

### 3.10.3 Student financial aid

Financial aid has become a very important tool in HE for providing deserving students with access and for ensuring that academically able students who do not have the required financial resources are not prevented from pursuing HE studies. Financial aid is provided through scholarships, bursaries and loans. The most prominent is the Government's contribution through the National Student Financial Aid Scheme (NSFAS), of which IHL received a total of R112 million during 2004. This enabled IHL to recruit, empower and retain excellent students and constitutes an average increase of 26, 7% over a six-year period. An amount of R112 million is earmarked for 2005 (see Table J).

Although the Government's contribution has been increased annually, it is still inadequate to meet the needs of all students. For this reason, other organisations, such as Edu-loan, have seized the opportunity to fill the gap and a large number of students are also being supported through this loan scheme.

Another form of financial assistance is merit awards for recognising academic, sport and leadership achievements. Merit awards also provide a tool for recruiting and retaining quality students. Corporate funding and internal sources have become essential to supplement the shortfall in

funding from the Government. Strategic partnerships with organisations like Edu-loan and using their Smart Card system to facilitate study-related costs such as books and allowances will become more important in the future.

IHL will, therefore, assist students financially at undergraduate and postgraduate levels; reward academic, sport, cultural and leadership achievements; secure future funding; and assist with the financial viability of the institution and reducing debt.

- **Priorities will be to:**

- Provide additional office space for Edu-loan on the City and City campuses.
- Implement a financial aid intervention strategy for under-prepared learners by assisting academics and the IHL Foundation to identify potential donors.
- Attract at least 20 new postgraduate bursaries, as IHL plans an annual 2% growth in postgraduate enrolment.
- Implement a new work-study programme.
- Develop an online application process.

### 3.10.4 Sport and Recreation Strategy

IHL can become a leader in sport at local, provincial, national and international levels by maximising its resources, opportunities and potential through sound sport management principles. IHL will recognise and nurture the sporting aspirations of individuals, develop them to their fullest potential and establish sport as a valuable asset in the quest to promote the image of the institution as a leader in HE in Southern Africa.

Therefore, IHL will –

- promote excellence in sports persons; and use external attributes that will help promote and develop sport;
- establish and maintain partnerships locally and internationally for the benefit of sport;
- promote participation in a variety of recreational sports activities that will meet the diverse needs of students and staff;
- create, apply and transfer skills, knowledge and technology of an international standard through cooperative, accredited professional sport education programmes;
- provide a platform for the advancement of student sport at the highest level and for staff development in all possible ways;
- create and supply facilities and equipment of an international standard to students and staff to participate at all levels; and
- provide opportunities for student athletes to participate in broad-based programmes and competitions at all levels.

This will be achieved by providing, *inter alia*, the following:

- Sports bursaries for elite athletes, recognising and rewarding student achievers.
- A high standard of suitable facilities and equipment, and access and transportation to all sports facilities and events, as well as travel and subsistence allowances to participants.
- Affiliation with all relevant sports organisations and exposure to workshops and formal training.
- Qualified coaches for all sport codes throughout the year, creating and promoting internal leagues as well as support and community outreach programmes.

- Medical assistance and opportunities for student administrators to participate.

#### **3.10.4.1 Sport codes**

IHL offers 24 sport codes, 18 of which participate in the SASSU Games at national level. Thirteen of them are offered at one or two campuses. The codes are athletics, basketball, chess, football, karate, netball, rugby, softball, table-tennis, tennis, volleyball, aerobics, badminton, body-building, boxing, cricket, cycling, dance, darts, fencing, golf, hockey, rowing and squash.

#### **3.10.4.2 Future participation**

- **Internal leagues**

Participation will be through inter-campus leagues and internal leagues on each T&L delivery site. The introduction and viability of new codes will be investigated. The proposed structuring of the internal leagues is categorised as follows: An inter-campus super league, inter-campus league, internal league and a development league. The internal, inter-campus and club championship type competitions will act as trials for specific representative teams. Challenges facing the implementation of these leagues are the different sporting codes on the campuses, the number of students that participate and the time frame of participation. This has an impact on the logistics (administration, equipment and transport) and the finances that should be available to facilitate the internal league activities. Financial implications: total proposed budget for internal leagues - R535 200

- **External leagues**

Combined teams as well as separate campus teams are proposed, depending on the code. This will entail the sharing of expertise such as coaches and technical officials. A total of 21 sport codes will participate in the external leagues of the Northern Gauteng associations, federations and unions. The selection of teams will first be based on the strongest players and individuals representing the institution's highest level of competition. It is proposed that the training of teams should be conducted at a central venue, which has a financial implication of an additional R300 000 for transport.

The use of transport for sport is one of the main considerations when planning and organising sport at a HE institution. Participation in external leagues, whether they are local, provincial, regional or national, implies transporting the players to the venue of the competition. The major limiting factor for participating, especially for the disadvantaged students, is travelling to and from the competition. Providing transport for all the additional combined activities would demand drastically increased funding and the availability of drivers and vehicles, and has a financial implication of R172 000 per annum. Training at central venues would entail an additional cost of R150 000.

- **National participation**

Notice was taken of a new ruling for SASSU participation that was approved at a Council meeting, namely that "*Merged institutions will be allowed to enter a said number of teams according to or depending on the size of the institutions*". Therefore, it is proposed that the same number of teams be retained, but, not as teams from the separate campuses, but as merit teams, where the selection of participants will be based on merit, irrespective of the campus they come from. This will assist in the unification of athletes from the three campuses, offer equal

chances to all athletes at IHL, and provide an opportunity for the best athletes to represent the institution and enable selectors to select the best available athletes. The financial implication for 16 teams is R406 400, which includes accommodation, transport and meals. Participation in provincial tournaments will have a financial implication of R80 000.

- Participation at *international level*, such as, *inter alia*, FISU and CUCSA, will have a total financial implication of R660 000.

#### **3.10.4.3 Management principles**

**The following principles to ensure integration within the Sport environment will be adopted:**

- All sporting codes will be offered on all delivery sites where possible, within financial constraints
- Participation is based on performance and developmental needs of each specific delivery site
- Unity is created through sport, and in the sport environment
- Developmental approach forms an integral part on all delivery sites
- Mass participation is created through various activities.
- Interaction between campuses is a priority
- Community involvement is created through participation
- Role of each delivery site dependant on needs
- Representation and composition of teams to represent IHL is selected based on high performance
- Sport to be utilised as a major marketing and liaison tool for IHL
- Programmes and projects for capacity building in sport is provided

The following are priorities:

- Marketing and branding of the new institution through sport (R 200 000).
- Analysing existing sponsorships or donors and identifying potential sponsors or donors.
- Participating in internal or external leagues and SASSU activities (provincial and national) – R2,41 million.
- Recruiting USSASA provincial and national athletes to study and participate in sport at IHL – R750 000.

#### **3.10.4.4 Sporting facilities**

An audit has been conducted with regard to upgrading the sporting facilities. The outcome and financial implications are portrayed in Table 17, Annexure G. A cost implication of R15 million to upgrade facilities and built new facilities on the City Campus was determined. If the upgrading is not seen as a priority, it would have a detrimental effect on inter-campus and internal campus leagues.

#### **3.10.4.5 Strategic priority for 2005 to 2009**

The establishment of an Institute for Leadership Development in Sport (ILDS) is proposed. The main objective is to establish the institute as vehicle for the provision of specific need-driven programmes and services to the broader sport and recreation industry, through the facilitation, management and organisation of the mobilisation of external and internal expertise and resources; thereby creating an additional source of revenue for IHL (financial implication R45 000). The main activities will be focused on skills enhancement and performance-focused projects and programmes for sport practitioners. It will address all leadership development and training needs of the sport industry not catered for by the formal undergraduate and postgraduate academic programmes.

Key performance areas for the institute are to establish a database of expertise and registered associate service providers; implement community projects such as the Sport Village concept; facilitate the offering of student development programmes and opportunities; establish national and international strategic partnerships that will ensure sport bursaries for local students and broaden the sport exchange programme; obtain accreditation as service provider through SAQA and SASC; and establish itself as a consultancy service to the sport industry. Through the process of facilitation and project management, this unit will mobilise expertise to address the short-term practical needs of the industry, while creating a platform to generate income and provide a passage with multiple entry and exit points to ensure continuous growth. The establishment of this unit will contribute towards unity in the new institution and to the enhancement of the institution's image in Southern Africa.

### **3.11 INSTITUTIONAL SUPPORT SERVICES PLAN**

Specific reference will be made to the Library and Information services and the Information and Communication Technology services

#### **3.11.1 Current Library and Information Services (LIS)**

In order to gain a competitive advantage, as well as maintain relevancy in the field of information delivery, it is the strategy of the LIS to respond with urgency to the changes in the social and economic landscape, the information industry and environment, service delivery models, information technology, and the restructuring of the HE landscape in South Africa.

##### ***3.11.1.1 Geographical distribution and provision***

The IHL Library and Information Services are linked to the six University T&L delivery sites, i.e. City, City, City, City, City, City, as well as the branch libraries at the City, City, City and City North campuses. The professional services of the LIS are targeted at the following client categories: students, academics and their support staff, senior management, researchers, administrative staff, industry, community members and alumni. All main services will be provided at the six University sites; namely, printing, audiovisual and electronic information resources and services, circulation/loan of information resources, multimedia and photocopying services, information literacy training, reading/study facilities, interlibrary loans, and electronic resource centres (ERCs)/Internet Centres.

IHL views the library and information services as an integral part of the T&L environment and it should, therefore, have a strong information resource base, in order to succeed in its mission. To render a service that is efficient, effective and client-centred, the LIS will acquire, process, organise and make accessible information resources in various formats, provide reading/study space for at least six (6) days a week for up to thirteen (13) hours a day, during contact periods, and five (5) days a week, during vacations, for up to eight (8) hours a day. A variety of electronic information services will be rendered.

Twenty-four-hour reading rooms will be provided, where possible. The libraries at City, City, City, Metro-Skinner and City are assessing the need to extend the service hours. Students with different levels of information needs will be accommodated in the LIS.

### **3.11.1.2 Factors influencing the current LIS environment**

The IHL Library and Information Services environment is currently influenced by the following:

- Factors within the social environment; e.g. digital and Internet convergence, Internet access and bandwidth, the information explosion, the profile of the information user.
- Factors within the economic environment; e.g. worldwide education and library spending, information technology.
- Advances in the information technology arena and the opportunities that these afford the LIS to deliver a personalised and pertinent information service.
- Current trends in information management and models of service delivery.
- The higher education landscape, with special reference to the new strategies and policies of IHL; e.g. as a learning organisation.
- Inadequate library buildings and space at the City, City, City and City campuses.
- Inadequate IT infrastructure and support at the City and City campuses, as well as the present uneven infrastructure, which do not give students and staff equal access to facilities.
- The lack of disaster recovery measures and inadequate safety and security measures at some campuses.

### **3.11.1.3 Priority areas and core activities**

It is the mission of the LIS to form an integral part of academic activities; to render, via high-quality information resources and facilities, innovative, excellent library and information services and access; to develop, to organise, to preserve and to secure information resources through multi-skilled, competent and caring staff using cutting-edge technology; relevant resources, and cultural diversity in a creative way in a multi-campus and virtual/global environment. The purpose is to meet the educational, training and research needs of our clients; support research and development; and enable life-long learning.

Therefore, the priority areas for the Library and Information Services are the following:

- Realignment of LIS to IHL goals and environmental factors as well as the approved academic topography
- Ensuring that the content, resources and services are pertinent to the new PQM, as well as to the type of student that IHL serves. The

content of the information resources will be refocused according to the proposed growth in SET and postgraduate programmes. Services and delivery mechanisms based on IHL's academic topography will be refined and structured according to the service delivery model where all core and support functions (client services, marketing, logistics and facility management) will be decentralised, and where the strategic functions (IT & Systems, Information Resources Management and Electronic Resource Centres Management) will be centralised. Provision of information resources will have a financial implication of **R38 million for a three-year period**

- Integrating the LIS as an indispensable partner within the R&D focus areas and IT activities by providing an enabling environment through sustained resources and infrastructure. Financial implications for the above: **R7 million**
- Expanding the ERCs at the City and City campuses: It is the objective of the LIS environment to provide all students with equalised services in the ERCs. This means the upgrading of the ERC facilities at the City and City campuses, which involves a backlog of computers and printers. (Financial implications of **R 720 000**)
- Upgrading the library facilities at the City Campus. (Financial implications of **R35 million**)
- Expanding the information technology equipment and ICT infrastructure at all libraries and ERCs: The following systems will be used to run operations: INNOPAC (library administrative system); Library and Information Services' Administration Portal; Event Management System; Library and Information Services' Intranet; Online Public Access Catalogue; Web-based Continuing Resources Database; Electronic Resources Portal; Library and Information Services' Homepage; network and e-mail services and systems; Internet access, and the Request System for interlibrary loans. The provision of IT infrastructure has a financial implication of **R3 million**.
- Contributing to the community development programmes of faculties.
- Developing a curriculum for the Information Literacy Programme by liaising with Telematic Education in order to assist the holistic development of the learner.
- The provision and upgrading of physical space and facilities: Libraries require space to seat at least 25% of the student body at any one time. At the libraries of the City, City, City and City campuses there is a high demand for more space, owing to their locations and student numbers. The majority of students that are served in City, City and City come from poorer backgrounds and they, therefore, need space to study away from their home environments. Plans for the extension of the City library and construction of new libraries at the City and City Campuses are being finalised. The financial implications are to be submitted in due course.
- Expansion of the ERC facilities for the City campus: Financial implications of **R2 million**.

**TOTAL FINANCIAL IMPLICATION:** Total financial implication for LIS, including construction of the new buildings is **R83.72 million**.

### **3.11.2 Information and Communication Technology Service Strategy**

The information and communication technology (ICT) environment will be exposed to numerous, fast-developing technologies and initiatives, such as the convergence of networks, the newly developed wireless environment, and invisible electronic borders, which will improve communication between the staff and students, at any time, anywhere. Other environmental factors that will inform the quality of service delivery through the ICT environment will be, for example, the securing of networks, increasing inter-organisational networks, establishing a CRM, using

the WEB as ICT platform, increasing the bandwidth, 24/7 service delivery, sending bulk SMSs to all registered students, and investigating the relevant Enterprise Resource Planning (ERP) system which will, *inter alia*, enable online transactions to take place.

It will therefore be IHL's core strategy to drive the enabling of ICT, passionately, not only by lending support, and enabling and guiding users, but also by creating an environment conducive to teaching and learning through the use of information and communication technology. The ICT environment will achieve a competitive edge through certain core capabilities, such as "fit for purpose" and leading technology, the application of best practices based on research, quality assurance through documented policies, procedures and processes, and knowledge management.

The following are identified critical performance areas in measured domains:

- **Financial performance/Return on investment**
- **Customer satisfaction**, which refers to SLA requirements, student, vendor and staff satisfaction
- **Internal efficiencies**, which will be measured against project performance, ICT cost per capita, quick turnaround time with respect to work done, uptime of network performance, speed of recovery, and the percentage utilisation of technology
- **Growth and innovation** (future focus), which will be determined by skills availability and capacity building for the future, rate of technology innovation/obsolescence, ability to meet and satisfy the future ICT needs of clients, and readiness for change management

The following strategic priorities are identified:

- Provide and support the infrastructure to establish IHL as a recognised institution for R&D and technology innovation. This will be achieved through the maintenance and ongoing replacement of infrastructure at state-of-the-art levels, measuring the utilisation of the ICT infrastructure, and the provisioning and facilitating of seamless electronic access on and off campus.
- Create a technology-friendly culture within IHL through the establishment, expansion and maintaining of e-forums, ICT communities of practice and an expertise database, virtual community for staff, faculties, and students, and establishing the "as is" and "to be" cultures.
- Ensure an effective and efficient ICT services component by rendering top-quality support through the setting of standards for hardware and software, entering into SLAs with all clients and vendors and having regular feedback with regard to performance, establishing and maintaining a central services Helpdesk for IHL, building and implementing an ICT services- balanced score card and activating a project management office.
- Implement and maintain an effective and efficient ***Integrated Technology Plan*** (ITP). This will be achieved through the establishing of ICT forums that will assist with building and implementing the ITP, including a technology life-cycle plan at each level, and ensuring common ICT standards for IHL hardware and software. An annual needs analysis will determine the appropriateness of the current technology and ICT technology needs of faculties, staff and students. The concept of the ITP is discussed in the following section.

### **3.11.2.1 Integrated Technology Plan (ITP)**

The aim of the Integrated Technology Plan (ITP) will be to outline the various technologies and the implementation thereof in order to meet the University's strategic objectives. The ITP does not just "integrate" technology with the University's strategic objectives; it also effects the integration of different technologies to obtain greater efficiency and cost-effectiveness.

The Plan will outline the integration of: strategy and technology; technology and technology; and technology and strategy with the external (technological) environment. The Plan will also provide a framework and clearly identify the end-state and key performance areas; the key values that are in line with the strategic objectives; and the objectives and milestones to be reached.

**IHL recognises the fact that new technology will drastically impact on the way the core business will be conducted in the future, and the application of technology should lead to –**

- o higher efficiency and effectiveness;
- o enabling academia to become managers of the teaching and learning process through utilising and managing technology solutions;
- o providing better teaching facilities;
- o fulfilling the need for access to educational programmes and considering adequate media to operate in this fast expanding environment;
- o fulfilling the need for throughput and retention; and
- o enabling IHL to function as one institution (taking down the physical boundaries of distance between the six sites of delivery).

**The following specialist technology application areas will be outlined:** Technology in support of teaching and learning and research and innovation; technology for information delivery and information management and business systems; technology for the implementation of organisational development; technology for effective and efficient communication (call centre) and support of marketing and external communication; technology for planning, e-commerce, knowledge management and safety and security.

**Key issues that will be addressed in the ITP:**

- The convergence of data, voice and video
- The quality and speed of connectivity on campuses (LAN – local area networks), and the quality and speed of connectivity between IHL sites (WAN – wide-area networks), providing for data, voice and video
- Storage, backups, the availability of information and redundancy
- Increasing the number of computer workstations available for students
- Technology that will provide better communication with students, such as bulk SMSs and a new e-mail system for students
- The upgrading of the call centre to a full customer relationship management system
- The acquisition and implementation of document and image management systems
- The introduction of wireless technologies to allow communication with hand-held/mobile electronic devices
- Technology to enable the multimode teaching and learning academic strategy (see 2.3.4.2)

**FINANCIAL IMPLICATIONS:** To be determined

### **3.12. SPACE-, INFRASTRUCTURE-RELATED and LOGISTICAL SERVICES**

#### **3.12.1 Maintenance, Management and Upgrading of Facilities**

The value of all the buildings of IHL is R2,1 billion, and the replacement value is R3,9 billion, with a gross building area of 510 000 m<sup>2</sup>. These figures do not include the value of the land. A comprehensive audit was conducted to produce a renovation plan within a time frame of five years and a maintenance plan for all the buildings over a seven-year cycle.

#### **3.12.2 Audit of IHL's physical facilities**

The comprehensive surveying audit and evaluation of all IHL's buildings gives an indication of the market value, as well as the replacement value of each building in the IHL property portfolio. A major maintenance backlog at all IHL campuses was reported (see Table 16). The backlog identified was investigated with regard to the external envelope (structures, walls, windows, roofs, balustrades, and signage) and the internal elements (doors and windows, partitions, floor finishes, ceilings, electrical installations, plumbing, fire services, lifts, air-conditioners and ventilation).

The objective of the audit and valuation was to assess the worth and serviceability of all the buildings of IHL and to produce an effective maintenance plan for the integrated and holistic management of all the buildings of IHL.

#### **3.12.3 Maintenance plan**

The purpose of the maintenance plan is to bring all the buildings of IHL to a habitable, acceptable standard, within five years, incorporating facilities for people with disabilities, health and safety aspects, as well as signage (i.e. general directional signage, fire signage).

The renovation/maintenance plan for all the buildings of IHL indicates a projected cost cash flow over five years where the estimated renovation cost of each building is categorised according to the following priorities:

- Urgent (U) – to be completed in Year 1 to 3
- Intermediate (I) – to be completed in Year 3 and 4
- Long term (LT) – to be completed in Year 5

To bring all the buildings of IHL to a habitable, acceptable standard will cost IHL ± R149 million (VAT inclusive). The total renovation cost of buildings within the "urgent" category amounts to R75 million, **R53 million of which is earmarked for residences**, since they are identified as a priority. Buildings within the "intermediate" category will be renovated at a cost of R40 million, while the total amount for buildings within the "long-term" category amounts to R16 million. An estimated renovation cost has also been calculated per campus, as indicated in Table 16. A

total amount of R26 245 534 is needed for the City Campus, and R47 116 191 for the City Campus. The renovation costs are calculated according to current building costs, escalated to June 2005.

**The five-year renovation plan envisages a cost implication of R26 million per annum.** This implies that, within the first year, 27 properties of IHL would be renovated at a cost of R26,448 million, with renovations at the City Campus having priority, at a cost of R20,620 million. The second year will also have a renovation cost implication of R26 million for 51 properties of IHL, but the priority area would then be the City Campus, with a cost implication of R19, 275 million. The majority of improvements at the City, City, City and City delivery sites will be a priority only in the fifth year, with a renovation cost of R23, 387 million, since these are fairly new buildings.

At the end of the five-year period, all buildings will have been renovated to their original standard/condition as at the time of construction. The buildings will then be maintained according to a seven-year cycle in the same sequence as when they were upgraded, in order to prevent deferred maintenance. It is imperative that IHL attend immediately, within the first three years, to buildings listed in the "urgent" category, failing which, some of the buildings would have to be demolished and rebuilt, since they would no longer be repairable or upgradeable.

### **3.12.4 Facility Master Plan**

The development of a facility master plan is dependent on the distribution, and offering of academic programmes at all the delivery sites. Therefore, the new academic topography will inform the provision and management of all support services. As the restructuring processes are in the process of development, the facility master plan would be drawn up only after the final recommendation of the new academic topography has been approved and the physical facility needs have been determined. This will be completed during 2005.

The proposal of additional new facilities for the City, City and City delivery sites is provided in Table 18, Annexure G.

A strategic objective for the next three to five years is related to the Arts faculty where the relocation of the Motion Picture Academy and School of Music is proposed. A new Resources Centre, branch library, auditoria, gallery and new studio's for the performing arts are future initiatives.

### **3.12.5 Equipment Replacement Strategy and Plan**

A significant backlog of property, plant and equipment has built up as a result of the merger. The backlog that is apparent with regard to property and plant is discussed in Section 3.12.2. However, a backlog has also been identified with regard to equipment. The backlog was created through, *inter alia*, deferred maintenance, specifications within the previous institutions' policies and the application of those policies, the harmonisation of certain academic departments and consolidation of some academic programmes, and the re-organisation of systems, processes and procedures. Backlog was also created by the rapid changes in technology and consequent outdated S&T equipment. Due to restricted budgets over the past four to five years, S&T laboratory equipment could not be replaced in time and thus a serious shortage of state-of-the-art equipment in all SET-related faculties are evident. Some of the equipment is totally outdated and inappropriate for simulation and application at a university of technology. Certain science and technology equipment lacks the modern ICT components. However, a

comprehensive audit on the current available equipment will be done to identify additional and changed needs due to the merger, and to assess the financial implications of those needs.

A preliminary equipment audit is being undertaken to formulate a replacement strategy for IHL to eliminate this backlog. For the purpose of this document, equipment refers to any furniture, computers or other assets such as laboratory scientific equipment that need to be replaced or upgraded or acquired as a result of the merger. Costs arising from the re-designing of, additions and alterations to, and the implementation of systems and processes with regard to the telephone and networking facilities were dealt with during the pre-merger phase. The costs indicated in this section refer to specialised equipment that is essential for operational and academic activities, the refurbishing of student residences, and additional furniture and appliances.

The following categories need urgent attention:

- ***The ITP and ICT environment (see Section 3.11.2)***

The Integrated Technology Plan is being developed that will include all the needs for computer equipment, networks, databases, etc. The estimated additional cost based on previous experience amounts to **R15 million**, annually, for four to five years, for IHL. It should be the policy of IHL to extend the effective life of personal computers used in the University as long as possible and not to replace equipment unnecessarily. Therefore, IHL will lengthen the useful life of computers by re-deploying those computers in areas where cutting-edge technology, such as in the electronic resource centres (ERCs), is not required. The unnecessary replacement of computers as a result of technology improvement should be avoided and a computer should be replaced only if it has outlived its usefulness in its area of application, or cannot be repaired, or the cost of maintenance exceeds the cost of a new computer. However, information technology depends on platform software that changes significantly within a relatively short cycle.

In the academic environment where cutting-edge technology is essential, a computer replacement and technology upgrading strategy will amount to an additional cost of **R4 million**, annually, in order to catch up on the backlog in the different environments, such as the LIS, ERC, IT laboratories and the academic environment of the six T&L sites.

- ***Teaching and learning environment***

Science- and technology-related equipment, especially at the SET faculties, should be replaced / upgraded. An estimated **R20 million per annum for four years** to cover the backlog is currently proposed; however, the comprehensive audit and a report (2005) will provide a more thorough indication. A preliminary assessment within Natural Sciences indicated the upgrading of laboratories for Physics, Chemistry, Environmental Sciences and Water Care as priority areas, with an estimated financial cost implication of **R3 million**. This will be due to the rationalisation of programmes at certain sites, with the implementation of focus areas in a specific discipline at a specific site. Within the disciplines of Civil, Mechanical, and Electrical Engineering, an estimated backlog of **R8 million** has been identified in a preliminary assessment.

A preliminary analysis of the significant backlog due to the merging of the departments and/or consolidation of academic programmes, where the point of departure is to provide top-quality education to all learners, were made within the fields of Fashion Design, Tourism, and Hospitality Management (see 2.2.1 – Academic programme topography). A three-year operational plan is proposed where a preliminary inventory of

equipment that should be replaced / upgraded or acquired in order to catch up on the backlog has already been drawn up. Currently, financial implications are assessed at **R2, 1 million** (Table 15). This does not include the upgrading of multimedia facilities in lecture rooms, connectivity, etc, which are estimated at approximately **R10 million per annum for four to five years** (see 3.7.3 on MMPD). The DoE will be provided with a full comprehensive audit and plan.

- ***Accommodation within student residences***

To upgrade all residences with the needed furniture, a three-year operations plan will be followed in order to catch up on the backlog. **(Financial implications for 2005 are estimated at 15% of the projected income for residences – R11, 85 million)**. The purpose of this will be to equip residences with the needed furniture, to replace old and worn furniture/equipment with new ones within a three-year cycle, to supply cleaning material/equipment, and to manage all assets and depreciations. The latter will include furniture, equipment and appliances, such as beds, mattresses, curtains, shower curtains, brooms, room dustbins, and chairs for rooms, study desks, and bookshelves, washing machines and tumble driers. The cut in subsidy for residences is also contributing to this backlog that has been built up over the years, especially at the City and City campuses. This is a serious problem that needs urgent attention.

### **3.12.6 Logistical Support Services**

IHL will aim to render, ultimately, a high-quality, cost-effective and highly efficient support service, through continuous self-evaluation, external benchmarking and the realignment of services enhanced by technological support.

It will be the aim of IHL to plan and implement relevant operational support services that will ensure the provision of related facilities and services in a cost-effective way at all sites. Systems and processes will be developed that will enhance the functional capacity and effectiveness of the related services according to the newly developed academic programme topography. A Safety and Security Plan that supports and ensures an environment that is conducive to all corporate activities will be implemented with a strategy of handling unlawful conduct with zero tolerance. The main function will be to coordinate and render Publication and Design Services, Transport Services, Campus Protection Services and Facility Management Services, which will, ultimately, contribute to the creation of an environment that is conducive to all academic activities.

A management model will be developed that supports the newly developed academic topography. National trends indicate models where services that are managed centrally, enhance the quality control of the end product and the cost-effectiveness of the capital investment. However, certain services in IHL will be offered in a decentralised facility environment and the standardisation of, for example, fleet services, will ensure cost savings in respect of maintenance and insurance.

#### **3.12.6.1 *Priority areas and core activities***

The integration of the following services has taken place:

- *Publication and Design Services*: this involves printing, copying, design, and typing.
- *Transport Services*: this involves fleet vehicles, bus transport, workshop, car washing, and breakdown recovery.

- *Campus Protection Services*: this involves guarding, traffic control, investigations, ID cards, electronic support services, parking control, and fire prevention.
- *Facility Management Services*: this involves centralised time-tabling, centralised venue booking, engraving services, cleaning services, support team services, audiovisual services, rental services.

Service delivery will be improved by 5% per annum in order to render effective and efficient logistical services. This will be done by conducting a quality audit, customer survey, and benchmarking. It will ensure the realignment of services according to customer requirements and national standards. Service delivery will be re-evaluated on an annual basis to measure progress. Five security mechanisms will be implemented to reduce preventable crime by 10% per annum (see Safety and Security Plan), where the upgrading and the installation of a **surveillance system will be a priority (R2 million)**.

Linking the transport vehicle booking program, venue bookings, time-tables, access control and traffic fines databases to the integrated technology plan will increase the service delivery by 5%. An internal audit of existing facilities and infrastructure will be conducted to determine the capacity of all facilities.

### **3.13 MANAGEMENT AND GOVERNANCE PLAN**

#### **3.13.1 Statutory Bodies (Committees) and Governance**

The Standard Institutional Statutes (SIS), as stated in the Higher Education Act, 1997 (Act No. 101 of 1997), define the current statutory and governance bodies. However, IHL aims at finalising new Statutes for the Institution for Higher Learning, by December 2005. This will lead to the constitution of a new Senate according to the new approved Statutes of IHL, by January 2006. The new Statutes would also regulate the constitution of the Council of the University. Proposals are currently being formulated that will inform the new institutional Statutes, and which will be submitted to the new Council.

The organisational development process, which will be finalised in December 2005, will inform the committee structures. By December 2005, the Institutional Rules for IHL would be created and a sound Student Judicial Services would be implemented at all IHL campuses.

#### **3.13.2 University Administration**

The integration of all administrative processes, procedures, and structures relating to academic issues took place during 2004. This involved the alignment and conversion of the qualification and subject code structures, bringing the new faculties and departmental structures in line, the integration of all first-year and prerequisite subjects, as well as modes of delivery, and the alignment of examination criteria. The integration of all second-year subjects will be implemented during 2005, and third year subjects during 2006.

Although new admission and selection criteria have been developed and implemented, the standardisation of the processing of applications takes place through a central database. The integration of the examination process is finalised and standardised services have been extended

to all learning sites. The confirmation of assessment methods, study periods and examination criteria has been completed but not standardised. An ABACUS O'Exam system was purchased to assist with standardisation into one exam timetable. Converting the GIL program to Web application will assist the monitoring of the graduation processes. This will be extended to all sites. The integration of the registration process, procedures and structures is also finalised, however, a one-stop registration process at all campuses is being phased in from 2005. A centralised registration audit process, integrated software and standardised registration processes will be introduced with effect from 2005.

### 3.13.3 Priorities for 2005 to 2007

As the vision of IHL is to be the leading higher education institution in Southern Africa, it is imperative to improve all student services rendered at all sites. This will be achieved by implementing the following:

- A state-of-the-art contact centre with an in-time, right-time, all-the-time unit for information on activities of the University.
- A recruitment strategy that ensures that the institution attracts applicants that meet and exceed the minimum admission requirements.
- User-friendly technology-driven application, selection, and registration services.
- A one-stop registration service at all delivery sites of the University.
- Graduation ceremonies at all delivery sites of the University.
- A University Secretariat and Legal Services that ensure a full support service to the executive management of the university.

Within the next three years, supportive technology and facilities need to be in operation to ensure the implementation of the proposed *"Enrolment management model"* which may be defined as *"a process, or an activity, that influences the size, shape, and the characteristics of the student body by directing institutional efforts in marketing, recruitment, and admission as well as pricing and financial aid"*. The supportive technology and facilities are:

- o A fully integrated data system, web-based application and registration system, electronic work-flow system, operational integrated contact centre, electronic document management system, Smart Card technology implemented, dedicated registration facilities at the City Campus, and a dedicated multifunctional recreational hall for examination purposes. The financial implications are indicated in Section 5.2.2 as part of the Integrated Technology Plan. This involves a "one-stop service" extended to all delivery sites, the improvement of the queue management infrastructure, the introduction of a 48-hour turnover service in respect of applications, enlarging the number of service counters for a one-stop service at the City delivery site from twenty to thirty, the installation of an electronic facility for online registration, and the electronic publication of the Prospectus.

## 3.14 CORPORATE COMMUNICATION AND MARKETING PLAN

IHL has to build the image and reputation of the new institution and establish a unique brand in the marketplace – that of a true university of technology, in South Africa for Southern Africa. This will be done through dynamic, active and effective communication, marketing and relationship-building processes.

**The strategic focuses have been identified:**

- Position the institution favourably with its internal and external stakeholders (twelve identified market segments) in terms of its vision, mission and strategic goals, by doing the following:
  - Ensuring that the vision, mission, core values, messages and strategic intent of the institution are communicated, understood and emphasised, on a regular basis.
  - Establishing positive, friendly, service-orientated relationships with all stakeholders through relationship marketing.
  - Providing multidirectional communication channels and ensuring a free flow of information between the institution and its stakeholders.

Establish the institution at the forefront of electronic communication and marketing.

Disseminate and popularise research, development and innovation.

Recruit sufficient numbers of adult learners and postgraduate students to meet the targets of a university of technology.

Help to support third-income stream through image, reputation and relationship-building.

Establish a life-long relationship between IHL and its alumni (including the alumni of the former technikons).

Involve and serve the community.

Reputation management is used as the core strategic enabler regarding the above. The organisation's reputation is the point of convergence of its identity, image and performance. By activating these three elements through planned, targeted communication interventions, internally and externally, a favourable outcome is brought about. This will be done through continuous publicity and advertising, the development and management of an integrated network of channels/media, media liaison, environmental scanning, relationship marketing, as well as the management of functions. To complete the continuous learning circle, all initiatives will be analysed, evaluated and reviewed to establish the best practices.

### **3.14.1 Internal Communication Strategy**

Effective channel management is the key to an organisation that maintains its equilibrium within a stable environment where change is limited. However, when revolutionary change, such as the establishment of the IHL, occurs, the recipients of such change not only experience an enhanced information need, but the internal communication function also becomes central to managing the change constructively. Change being directional, internal communication has a strategic role to play in moving the organisation, as a whole, towards this desired future, helping to establish a new organisational culture, and combating escalating anxiety among stakeholders during the process. To achieve this, it cannot be "business as usual" for the IHL internal communication function.

Branding activities for 2004/2005 will initially be focused internally, since staff need to believe in this new institution (brand), first, before it can actually be implemented externally. Therefore, all the communication and advertising that will happen internally will first have to be communicated internally through all the internal communication channels.

Additional challenges presented by the merger, the resulting integration, and the positioning of the new institution in a severely competitive market place include the following:

- Establishing an extended, diverse and targeted network of integrated mass communication channels to reach all internal audiences, effectively. These should include backup measures to prevent certain stakeholders from being excluded from receiving messages, to provide for maximum interaction and feedback, and to maximise the potential of line communication.
- Ensuring effective news coverage of all organisational units.
- Supporting the attaining of the organisation's vision, mission and strategic objectives by translating them into messages all stakeholders can relate to. In this regard, it will be important to facilitate understanding with regard to individual roles in attaining specific objectives, to reinforce desired behaviour through communication, and to link the celebration of success to organisational objectives.
- Actively participating in setting the change management agenda through formulating the strategy, selecting the content and presenting it.
- Not only constantly surveying the effectiveness of channels, but also periodically surveying the organisational climate – to ensure that the bigger picture is taken into account in formulating messages, meeting the needs, and seeing to it that the change agenda is based and focused on reality.

### **3.14.2 External Communication and Marketing**

The main focus will be to enhance the image of IHL, as a whole, and to create a strong “brand” awareness of IHL amongst all its stakeholders in the most cost-effective manner. The primary objectives are to create awareness among all external stakeholders regarding the existence of IHL in a long-term effort to establish a firm reputation for the institution. As secondary objectives, context should be created (where the new institution originated from) to ensure that target audiences understand that top-quality education will be provided, and the concept of “university of technology” should be explained.

## **3.15 FINANCIAL ESTIMATIONS AND BENCHMARKS**

### **3.15.1 Financial Growth Strategy**

Alternative sources of funding and third stream opportunities of income will form part of IHL's financial growth strategy. This includes Research and Development projects, THRIP projects, the Innovation Fund, Government Initiatives such as Godisa and Tshumisano projects, Non-State Subsidised Programmes and strategic business development projects. The Foundation plays a part in accessing funding from identified donors.

### 3.15.2 IHL Foundation

The core function of the IHL Foundation is aimed at securing third-stream income for the institution to ensure an effective and efficient entrepreneurial organisation. This process is spearheaded by mobilising sufficient resources and sustainable funding partnerships in order to address the numerous needs and challenges that the institution is faced with. Securing third-stream income is executed in partnership with the relevant teaching and support service units of IHL.

Various categories of donors exist, of which **corporate donors** have always had a major role to play in the support of educational causes in South Africa. An increasingly larger number of grants are project-orientated, and the projects that receive the greatest support are those that match the corporation's objectives and interests, as well as the priorities of the Government. In seeking greater corporate support, it is important for IHL to maintain an ongoing programme of cultivating the interest and understanding of corporate executives. The basic IHL strategies for soliciting corporate support will be donor research through the media, Internet and direct telephonic enquiries, a resource centre where material on fund-raising is available for easy reference, the preparation of a proposal document and the matching of the proposal with the potential providers of funds in the focus areas.

**International grant makers** represent an enormously rich funding source for grants. The potential of international funding warrants whatever expenditure of time and effort mustered to research, cultivate, explore and, finally, properly identify those foundations whose interests match the strategic objectives of IHL. At HE level, several American foundations are helping to strengthen teaching and research capacities, providing facilities and equipment in fields of special programmatic interest at higher education institutions throughout the region. In an effort to penetrate the American funding scene, the IHL Foundation acquired membership of the American Fund for Charities through a United Kingdom-based company called Chapel and York.

The majority of **local grant-making trusts** and foundations that exist in SA sprang up in the 1990s to support the process of change in SA, such as, *inter alia*, the Eskom Development Foundation, Donald Gordon Foundation, Transnet Foundation, Nedcor Foundation, etc. **Foreign government agencies** support development initiatives through their overseas development agency programmes. The **South African Government-sponsored agencies**, such as the National Development Agency (NDA), the Umsobomvu Youth Fund, the Job Creation Trust, The Tourism Poverty Relief Programme and National Business Initiative provide useful resources for development, as well.

Benchmarking exercises have confirmed that IHL should start approaching its alumni to contribute to the advancement of the institution. Future strategies for alumni fund-raising should include active research on alumni and their position in industry; a focused strategy to attract and engage new alumni in the donor activities; and the publication of journals and other publications specifically aimed at alumni.

Resource mobilisation at IHL is needed to assist the institution to live up to its mission and to support the move towards a new and transformed higher education institution of technology. Key donors and sources, such as international foundations, local grant-making trusts, foreign government agencies, the South African Government (excluding subsidies), empowerment companies and alumni should still be further tapped. A more vigorous solicitation process to secure more such donations should be adopted.

The following categories of donors will especially be focused on empowerment groups: corporations with a strong focus on development, parastatals geared towards research interventions, international donor agencies, foundations, trusts, individuals (bequests) and long-term donors, and alumni.

The identified focus areas necessitate an identification portfolio of projects related to the following:

- o Academic and student support programmes
- o Mathematics and science development
- o Skills, technology transfer and innovation
- o Information and communication technology
- o Environment and nature conservation
- o HIV/AIDS
- o Agriculture and food security
- o Women and youth empowerment
- o Research and development
- o Capacity building
- o Institutional development
- o Promotion of the arts
- o Entrepreneurship education

### **3.15.3 Financial Budget and Projections**

As part of the development of an Institutional Operating Plan for 2005 to 2009, the Merger Guidelines suggest a financial projection for the next four to five years in order to show the financial sustainability of the institution and its planned strategy to adhere to the financial benchmarks set for higher education institutions.

It has been agreed that this exercise will consist of two components:

- The first one based on the new funding framework for higher education by using, as far as possible, the Resource Allocation Model (RAM) of IHL, which will guide the financial budget process. However due to the zero deficit approach that had to be followed, the RAM was adapted to suit the current needs of IHL which relates to the merger.
- The second component will consist of a list of major envisaged expenditure - partly linked to the merger – that can not be accommodated in the normal annual budget and is indicated in Chapter 6.

In applying the RAM for this exercise, the following assumptions were made:

- The division of the different streams of income between Earmarked, Distributable and Incentive was done according to the percentages agreed upon by the Executive Management Committee (EMC) for 2005.
- Provision has been made for an annual increase of 6% in the different income streams, after inflation has been taken into account.
- With regard to the five major expenditure categories, the targets for 2009 were set according to the previously agreed targets for IHL, and this has to be phased in over the next five years.
- In particular, the benchmark of the ratio of Teaching Input Units per Senior Lecturer Equivalent has also been incorporated in order to reach the said target in 2009.
- The student enrolment planning was done according to the response from IHL to the Department of Education in this regard.
- Final figures on interest and loan redemption have been incorporated into the model.

### 3.15.4 Income and expenditure from primary activities and support services

#### **INCOME:**

The following tables show the projected total and distributable income until 2009 as well as the expenditure bench's marks and projected expenditure until 2009.

**Table H: Projected total income for the period 2005 – 2009**

TOTAL INCOME	2005	2006	2007	2008	2009 <sup>b</sup>
<b>GOVERNMENT SUBSIDY</b>	<b>R 707,445,253</b>	<b>R 761,861,080</b>	<b>R 771,777,181</b>	<b>R 832,350,763</b>	<b>R 897,661,075</b>
Teaching Input	R 483,316,339	R 521,981,646	R 563,740,178	R 608,839,392	R 657,546,543
Teaching Output Grant	R 106,604,400	R 115,132,752	R 124,343,372	R 134,290,842	R 145,034,109
Teaching Output Development	R 27,995,310	R 30,234,935	R 0	R 0	R 0
Research Output Grant	R 10,745,910	R 11,605,583	R 12,534,029	R 13,536,752	R 14,619,692
Research Output Development	R 14,704,725	R 15,881,103	R 0	R 0	R 0
Institutional Factors	R 56,735,569	R 61,274,414	R 66,176,367	R 71,470,477	R 77,188,115
Long term Liabilities	R 7,343,000	R 5,750,647	R 4,983,235	R 4,213,300	R 3,272,616
Residence	R 0	R 0	R 0	R 0	R 0
<b>TUITION FEES</b>	<b>R 436,254,423</b>	<b>R 471,154,777</b>	<b>R 508,847,159</b>	<b>R 549,554,932</b>	<b>R 593,519,327</b>
Class Fee	R 347,532,190	R 375,334,766	R 405,361,547	R 437,790,471	R 472,813,708
Levy Fee	R 62,580,000	R 67,586,400	R 72,993,312	R 78,832,777	R 85,139,399
Registration Fee	R 15,366,661	R 16,595,994	R 17,923,673	R 19,357,567	R 20,906,173
Computer Equipment Levy	R 6,292,000	R 6,795,360	R 7,338,989	R 7,926,108	R 8,560,197
Bus Tickets	R 0	R 0	R 0	R 0	R 0
Exam Levy	R 4,483,572	R 4,842,258	R 5,229,638	R 5,648,009	R 6,099,850

NON SUBSIDIZED PROGRAMMES		R 31,842,750	R 34,390,170	R 37,141,384	R 40,112,694	R 43,321,710
RESIDENCES		R 79,000,000	R 85,320,000	R 92,145,600	R 99,517,248	R 107,478,628
FOUNDATION DONATIONS		R 9,300,000	R 10,044,000	R 10,847,520	R 11,715,322	R 12,652,547
RESEARCH CONTRACTS		R 7,700,000	R 8,316,000	R 8,981,280	R 9,699,782	R 10,475,765
INVESTMENT INCOME		R 7,239,000	R 6,193,000	R 5,760,000	R 5,267,000	R 4,659,000
NSFAS		R 112,000,000	R 120,960,000	R 130,636,800	R 141,087,744	R 152,374,764
MISCELLANEOUS		R 10,503,774	R 11,344,076	R 12,251,602	R 13,231,730	R 14,290,269
<b>TOTAL INCOME</b>		<b>R 1,401,784,888</b>	<b>R 1,509,583,103</b>	<b>R 1,578,388,526</b>	<b>R 1,702,537,215</b>	<b>R 1,836,433,084</b>

Table I: Projected distributable income for the period 2005 – 2009

DISTRIBUTABLE INCOME	2003	2004	2005	2006	2007	2008	2009
<b>GOVERNMENT SUBSIDY</b>	<b>R 588,991,927</b>	<b>R 614,998,274</b>	<b>R 677,470,147</b>	<b>R 729,487,966</b>	<b>R 760,496,555</b>	<b>R 820,167,686</b>	<b>R 884,503,352</b>
Teaching Input	R 0	R 0	R 483,316,339	R 521,981,646	R 563,740,178	R 608,839,392	R 657,546,543
Teaching Output Grant	R 0	R 0	R 106,604,400	R 115,132,752	R 124,343,372	R 134,290,842	R 145,034,109
Teaching Output Development	R 0	R 0	R 22,396,248	R 24,187,948	R 0	R 0	R 0
Research Output Grant	R 0	R 0	R 1,074,591	R 1,160,558	R 1,253,403	R 1,353,675	R 1,461,969
Research Output Development	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Institutional Factors	R 0	R 0	R 56,735,569	R 61,274,414	R 66,176,367	R 71,470,477	R 77,188,115
Long term Liabilities	R 0	R 0	R 7,343,000	R 5,750,647	R 4,983,235	R 4,213,300	R 3,272,616
Residence	R 0	R 0	R 0	R 0	R 0	R 0	R 0
<b>TUITION FEES</b>	<b>R 299,529,737</b>	<b>R 346,587,192</b>	<b>R 363,907,102</b>	<b>R 393,019,670</b>	<b>R 424,461,243</b>	<b>R 458,418,143</b>	<b>R 495,091,594</b>
Class Fee	R 286,138,000	R 327,860,557	R 344,056,869	R 371,581,418	R 401,307,931	R 433,412,566	R 468,085,571
Levy Fee	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Registration Fee	R 12,960,269	R 18,192,004	R 15,366,661	R 16,595,994	R 17,923,673	R 19,357,567	R 20,906,173
Computer Equipment Levy	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Bus Tickets	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Exam Levy	R 431,468	R 534,631	R 4,483,572	R 4,842,258	R 5,229,638	R 5,648,009	R 6,099,850
<b>NON SUBSIDIZED PROGRAMMES</b>	<b>R 2,101,622</b>	<b>R 2,244,914</b>	<b>R 2,388,206</b>	<b>R 2,579,263</b>	<b>R 2,785,604</b>	<b>R 3,008,452</b>	<b>R 3,249,128</b>
RESIDENCES	R 0	R 0	R 0	R 0	R 0	R 0	R 0
FOUNDATION DONATIONS	R 0	R 0	R 0	R 0	R 0	R 0	R 0
RESEARCH CONTRACTS	R 0	R 0	R 0	R 0	R 0	R 0	R 0
INVESTMENT INCOME	R 12,976,500	R 3,719,000	R 3,655,695	R 3,127,465	R 2,908,800	R 2,659,835	R 2,352,795
NSFAS	R 0	R 0	R 0	R 0	R 0	R 0	R 0
MISCELLANEOUS	R 8,017,106	R 9,909,220	R 10,503,774	R 11,344,076	R 12,251,602	R 13,231,730	R 14,290,269
<b>TOTAL INCOME</b>	<b>R 911,616,892</b>	<b>R 977,458,600</b>	<b>R 1,058,409,426</b>	<b>R 1,139,558,439</b>	<b>R 1,202,903,804</b>	<b>R 1,297,485,846</b>	<b>R 1,399,487,138</b>

**EXPENDITURE BENCHMARKS**

In Tables J, and the graphs, the projections and benchmarks for expenditure are outlined for the different years in the different categories. This is based on the merger guidelines and IHL targets for 2009.

**Table J: Projected expenditure benchmarks for the period 2005 – 2009**

EXPENDITURE CATEGORY	MERGER GUIDELINES	BENCH MARK	IHL 2009 TARGET	IHL 2004 ESTIMATE	2005	2006	2007	2008	2009
PERSONNEL (Include provision for employee benefits)	55% - 62.5%	62.50%	62.00%	67.06%	71.00%	68.75%	66.50%	64.25%	62.00%
GOODS & SERVICES (Include operational, corporate and strategic projects expenditure)	35.5% - 29%	30.00%	31.50%	27.34%	25.45%	26.96%	28.48%	29.99%	31.50%
FINANCE COST (Include Interest & Loan Redemption)	2% - 3%	2.00%	2.50%	4.59%	2.88%	2.79%	2.69%	2.60%	2.50%
CAPITAL EXPENDITURE (Link to depreciation)	6.5% - 4.5%	4.50%	3.00%	1.00%	0.62%	1.21%	1.81%	2.40%	3.00%
SURPLUS	1.0%	1.00%	1.00%	0.00%	0.06%	0.29%	0.53%	0.76%	1.00%
TOTAL	100%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**EXPENDITURE AMOUNTS**

Based on the outlined benchmarks for the different years as stated above, Table K and Table L provides the Projected Rand values attached to the main categories as well as a breakdown into sub-categories.

**Table K: Projected expenditure for the period 2005 – 2009 in rand value**

PERSONNEL EXPENDITURE	2003	2004	2005	2006	2007	2008	2009
REMUNERATION OF STAFF	R 603,505,000	R 635,880,822	R 625,411,484	R 657,458,448	R 676,841,642	R 711,142,464	R 746,206,542
HARMONIZATION	R 0	R 0	R 30,960,593	R 0	R 0	R 0	R 0
PROVISION FOR LEAVE PRE-FUNDING	R 1,644,052	R 4,267,000	R 3,607,059	R 4,779,023	R 5,919,490	R 7,252,622	R 8,676,820
PROVISION FOR MEDICAL PRE-FUNDING & INCREASES	R 54,596,315	R 22,025,000	R 17,283,826	R 21,348,915	R 25,197,827	R 29,802,439	R 34,707,281
PROVISION FOR SALARY ADJUSTMENTS	R 0	R 0	R 69,135,304	R 69,726,732	R 68,794,069	R 69,191,676	R 69,414,562
PROVISION FOR NTRF DEFICIT	R 2,900,000	R 24,500,000	R 5,072,427	R 5,924,814	R 6,699,422	R 7,659,018	R 8,676,820
TOTAL	R 662,645,367	R 686,672,822	R 751,470,693	R 783,446,427	R 799,931,030	R 833,634,656	R 867,682,026

GOODS & SERVICES	2003	2004	2005	2006	2007	2008	2009
OPERATIONAL COSTS	R 156,072,000	R 136,013,090	R 126,871,009	R 146,943,960	R 166,296,790	R 191,720,928	R 220,419,224
CORPORATE ACCOUNTS	R 58,518,144	R 98,079,870	R 115,827,036	R 129,814,580	R 142,148,646	R 158,551,554	R 176,335,379
STRATEGIC PROJECTS	R 25,328,486	R 45,861,796	R 26,773,823	R 30,494,904	R 34,081,422	R 38,811,086	R 44,083,845
EMC Projects & Reserve	R 25,328,486	R 31,348,796	R 15,466,950	R 20,889,009	R 26,924,324	R 34,735,922	R 44,083,845
Residence deficit funding		R 14,513,000	R 11,306,874	R 9,697,380	R 7,225,262	R 4,113,975	R 0
<b>TOTAL</b>	<b>R 239,918,630</b>	<b>R 279,954,756</b>	<b>R 269,471,868</b>	<b>R 307,253,444</b>	<b>R 342,526,858</b>	<b>R 389,083,568</b>	<b>R 440,838,449</b>
FINANCE COST	2003	2004	2005	2006	2007	2008	2009
INTEREST & LOAN REDEMPTION	R 41,722,793	R 47,016,000	R 30,482,191	R 31,736,703	R 32,358,112	R 33,669,758	R 34,987,178
CAPITAL EXPENDITURE	2003	2004	2005	2006	2007	2008	2009
CAPITAL EXPENDITURE (Link to depreciation)	R 13,900,000	R 10,270,000	R 6,509,218	R 13,802,902	R 21,742,486	R 31,188,316	R 41,984,614
SURPLUS	2003	2004	2005	2006	2007	2008	2009
SURPLUS	R 7,500,000	R 0	R 582,125	R 3,318,964	R 6,345,318	R 9,909,548	R 13,994,871

The following diagrams indicate the expenditure relating to the percentage budget allocation for salary and allocation for Goods and Services, Capital Expenditure, Finance cost and surplus.

**DIAGRAM 3: PERCENTAGE BUDGET ALLOCATION FOR SALARY**      **DIAGRAM 4: PERCENTAGE BUDGET ALLOCATION OTHER THAN SALARY**

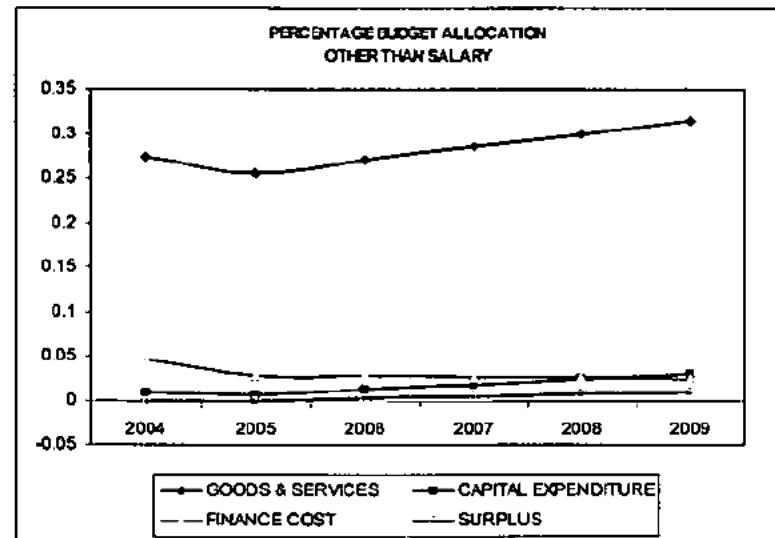
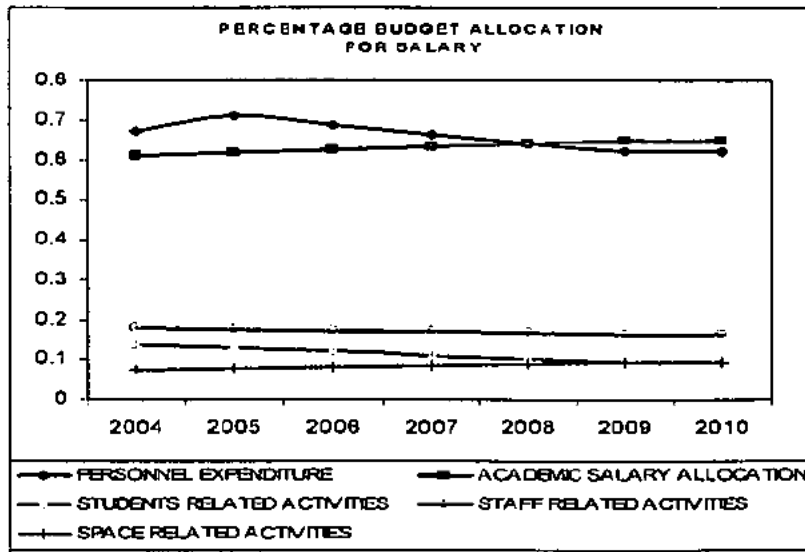
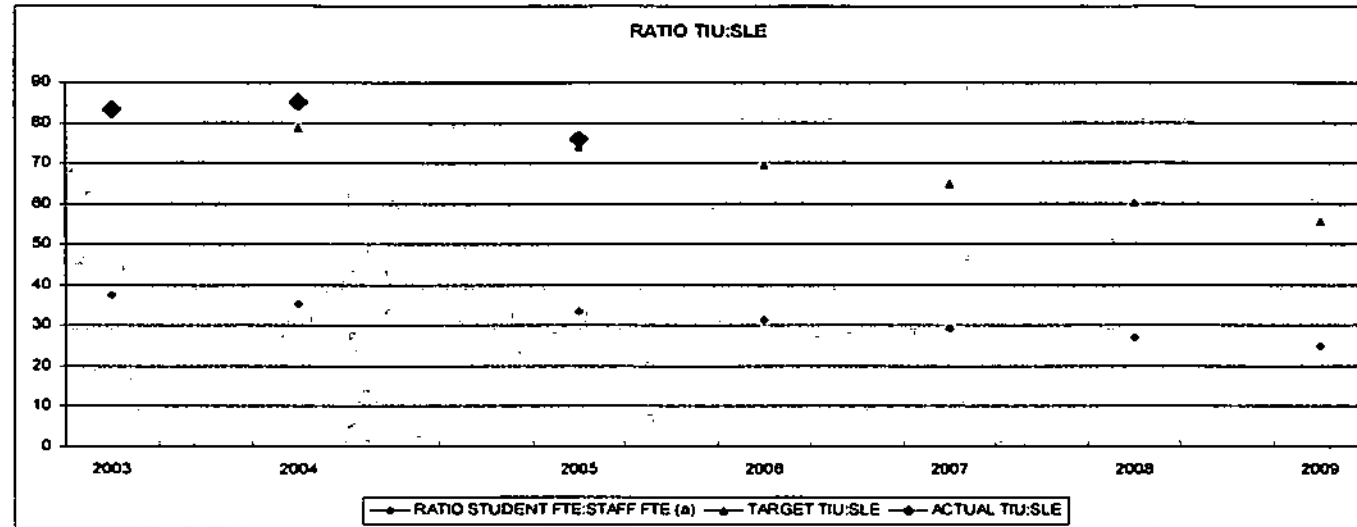


DIAGRAM 5: RATIO OF TEACHING INPUT UNITS: SENIOR LECTURE EQUIVALENT



The following financial table is an indication of financial estimations which are based on the Merger guidelines and IHL targets for the year 2009. It is indicating the current situation in 2005, recommended allocation in Rand values for 2005. These estimations do not take into consideration the additional financial costs as indicated in Chapter 3, and therefore portrays an ideal situation within the current financial Income.

Table L: Expenditure benchmarks, Targets for 2009 and estimated needs

EXPENDITURE CATEGORY	MERGER GUIDELINES	BENCH MARK	IHL 2009 TARGET	IHL 2004 ESTIMATE	RECOMMENDED IHL 2005 ALLOC	2005 R VALUES	ESTIMATED NEEDS
PERSONNEL (Include provision for employee benefits)	55% - 62.5%	62.50%	62.00%	67.06%	71.00%	R 751,470,693	R 782,089,822
GOODS & SERVICES (Include operational, corporate and strategic projects expenditure)	35.5% - 29%	30.00%	31.50%	27.34%	25.45%	R 269,365,199	R 385,661,939
FINANCE COST (Include Interest & Loan Redemption)	2% - 3%	2.00%	2.50%	4.59%	2.88%	R 30,482,191	R 34,551,708

<b>CAPITAL EXPENDITURE</b> (Link to depreciation)	6.5% - 4.5%	4.50%	3.00%	1.00%	0.62%	R 6,509,218	R 10,185,000
<b>SURPLUS</b>	1.0%	1.00%	1.00%	0.00%	0.00%	R 0	R 10,149,860
<b>TOTAL</b>	100%	100.00%	100.00%	100.00%	99.95%	R 1,057,827,301	R 1,222,638,329

## 1.6 Research Statement

# **EMPLOYMENT EQUITY AND MANAGING DIVERSITY AT IHL**



**Planning, implementation and  
monitoring**

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The implementation of Employment Equity at IHL is summed up in the following message from the Vice-Chancellor as well as stating IHL'S commitment to the advancement of human rights and diversity at IHL.

## **UNITY IN DIVERSITY, OUR CHOSEN PATH**

As an institution, our vision is to lead in higher education in South Africa. To achieve this vision, we have to become truly relevant in serving the needs of our society. A key aspect of this is not only to reflect the demographics of this society, but also to harness the strength of diversity as a competitive advantage in our quest for excellence.

Achieving equity in higher education is about extending opportunities to participate and progress, by using all possible and ethically sound avenues to advance equity. The opening up of opportunities in higher education serves many purposes; it strengthens our democracy, it assists in achieving our economic and social goals, it advances the promotion of human rights, and it impacts on the quality and performance of the broader educational system.

At IHL, we should bring about an enabling environment for the benefit of all our stakeholders – an environment in which all are secure in the knowledge that their unique contributions are valued. We need to respond to the aspirations of our staff with opportunities for them to maximise their potential. In recruiting new staff members, we should open our doors to all and serve as a point of convergence for the diverse talents of the Rainbow Nation.

Key to our character as an institution is our commitment to human rights. We believe that our diversity is a source of social strength and cultural enrichment. We believe that gender equality is an important expression of our quest for a diverse and inclusive community. We believe that members of the IHL community should be able to study, work and live with dignity and respect in an environment that promotes inclusiveness and never marginalises anybody.

Unity in diversity is the path IHL has chosen for achieving its vision. My senior management team and I are committed to ensuring that IHL achieves its broader transformation goals. Therefore, the implementation of employment equity, as part of the broader transformation agenda at IHL, is a matter of priority.

Vice-Chancellor and Principal

## **CHANGE AT IHL**

What is change? Change is an abstract concept if not clarified to state change in a specific sense. The abstract nature of the concept needs to be clarified. Whether or not change is accepted, it will happen. If an individual resists change, the world will continue to change, in spite of any form of hesitation.

The most apparent variable in higher education at the moment is the process of change. Many attempts to define the concept of 'change' have been made at IHL in order to understand the context in which IHL is operating.

IHL, like the other universities, are undergoing changes to meet differing governmental and societal expectations, changes in funding, and changes in world views and practices about equitable societies. Sometimes changes at the individual level are slower than at the institutional level.

For change to succeed, we need to ensure that attitudinal change throughout an organisation occurs, such as IHL, and especially amongst opinion leaders, and all those who are able to exercise power, and to enlist their support for the change proposals.

People who manage change, should work on planning and introducing the change, overcoming the resistance to change, educating and persuading people to accept the change, and identifying the need for and the benefits from the change.

IHL has undergone change, is undergoing change and will undergo change – we all have a role to play in this dynamic process.

## **PROCESS TO ACHIEVE EMPLOYMENT EQUITY AT IHL**

The Employment Equity Act provides clear procedures for achieving equity in employment for IHL, that includes submitting employment equity plan as well as to report on progress made in achieving its goals to the Minister of Labour.

The process to achieve employment equity has three distinct elements, each with its own clear requirements and practical implications.

### **Audits and Equity Goals**

IHL is required to determine its baseline situation, i.e. the starting point for its process of change. The audits include that of the workforce profile, of policies and procedures, as well as of attitudes and perceptions. The audit aims to establish the difference between the present situation and the ultimate goal of appropriate representivity.

## Equity targets

The audit of the baseline situation will determine which designated group<sup>1</sup> members are underrepresented. The Act requires that the Employment Equity Plan sets specific targets, intended to contribute to the correction of identified disparities for a specific period. The Act requires that IHL make 'reasonable progress' towards employment equity and to report on its progress.

## Equity, Diversity and the work environment

Over and above the setting of numerical goals and specific targets, an Employment Equity Plan must indicate how it will ensure the 'promotion of a work environment that values its diverse workforce, based on equal dignity and respect for all people'. It should also indicate what 'measures to identify and eliminate employment barriers, including unfair discrimination, which adversely affect people from designated groups'. IHL should make 'reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities' and implement measures to 'retain, and develop people from designated groups'.

Institutional culture relates to the work environment. Is the IHL culture one that values its diverse workforce, provides opportunities for staff to achieve their full potential, and one that eliminates any barriers. Relevant and pertinent issues that would need addressing regarding the IHL institutional culture includes the following:

- Measures to address ALL forms of racism within IHL
- All forms of sexism, ranging from explicit sexual harassment to implicit assumptions of men about women AND women about men.
- Assumptions about physical disabilities
- All forms of unfair discrimination - a zero tolerance approach
- Diversity Orientation Training for all staff and students

# EMPLOYMENT EQUITY STRATEGIC FRAMEWORK

## BACKGROUND

IHL is committed to the achievement of employment equity and the equality of opportunity for staff. The University is actively engaged in working towards ensuring a fair and equitable working environment that is free from all forms of unfair discrimination and harassment.

IHL recognises that employment equity and the valuing of its diversity make business sense that will assist IHL in achieving its broader strategic goals and vision. Employment equity in the workplace is vital in the achievement of excellence and quality throughout the University.

---

<sup>1</sup> Designated Group members include Blacks, Women and People with Disabilities

IHL must comply with Employment Equity legislation and develop an Employment Equity Plan. These strategies should be read in the context of achieving the overall employment equity targets for IHL.

## **ALIGNMENT WITH OTHER STRATEGIC OBJECTIVES**

The effective implementation of employment equity requires the alignment of all IHL'S strategic objectives. A clear message from senior management needs to be communicated to all staff regarding their 'business reasons' as well as the moral imperative, in implementing an effective employment equity strategy. Employment Equity should be mainstreamed to the extent that it is aligned with other strategic matters such as budgets, research, merger issues, staffing issues and the implementation of the Institutional Operating Plan.

IHL will align it's institutional, strategic and employment equity plans in order to demonstrate the institutions commitment to achieving all its overall strategic objectives. A well coordinated and mainstreamed approach will provide the framework for the successful implementation of employment equity at IHL. This will ensure that duplication and variances in interpretations are eliminated as much as possible.

Employment equity principles and practices must be accepted and promoted at the highest levels within the University, and at managerial levels (whether academic or administrative) throughout IHL.

## **POLICY FRAMEWORK**

A policy framework pertaining to the implementation of employment equity includes the following policy documents:

- Policy on Employment Equity
- Policy on Racism
- Policy on People with Disabilities in the Workplace
- Policy on Gender Equality
- Policy on Unfair Discrimination
- Policy on Affirmative Action

The implementation of employment equity at IHL is also linked to other Human Resource as well as Staff Development policies at IHL.

## **REQUIREMENTS OF IHL IN TERMS OF THE EMPLOYMENT EQUITY ACT NO. 55 OF 1998**

IHL is required to implement affirmative action measures (see affirmative action measures) in order to achieve employment equity in the workplace.

IHL is required to consult with relevant stakeholders:

- On the conducting of an audit or analysis, the preparation and implementation of the EE Plan.

Good reasons to consult include:

- Create common understanding of what EE is and how it can be achieved
- Issues are aired and good ideas are listened to
- Tailor the implementation of EE to suit IHL'S challenges and needs
- Address fears and concerns in order to increase the commitment to EE
- Forum pressure line management to ensure meaningful progress
- Issues addressed continuously rather than at report-writing stage
- All IHL staff have right to be respected and listened to, even if there are disagreements
- Underscores good faith and commitment to the process by top management.

IHL is required to conduct Employment Equity Audits:

- Three audits – Workforce Composition, Policies & Procedures and Attitudes and Perceptions
- Act does not prescribe format of audits
- Workforce Composition
  - Two outputs – framework for setting goals and targets to improve the representivity at various occupational categories/levels AND benchmark information so that progress can be monitored over time
- Review HR Policies and Procedures
  - Identify policies and practices that act as barriers to the appointment, development, promotion and retention of designated group members, or which lead to indirect discrimination
- Attitudes and Perceptions
  - Attempt to assess attitudes towards, and perceptions of, the organisation regarding the areas of critical importance to the success of an employment equity programme (areas include strategic commitment to EE, staffing, role of line management, organisational culture and the role of HR).
  - Provides valuable information with respect to the formulation of strategy.

IHL is required to develop an EE Plan and report on the progress or lack thereof.

IHL is required to submit an annual report to the Department of Labour on the 1<sup>st</sup> October each year.

IHL is required to ensure that adequate resources be allocated institutionally to the implementation of EE.

IHL is required to ensure that the Employment Equity Office is well-resourced in order to execute their function within the system.

## **TARGETS**

Overall targets that have been developed will undergo a process of broad consultation with the various stakeholders during the implementation process.

## **AFFIRMATIVE ACTION MEASURES**

IHL will use as its guideline the affirmative action measures provided by the Employment Equity Act to develop its strategies to achieve employment equity in the workplace.

- The identification and removal of barriers to implementing employment equity in the workplace;
- The promotion of diversity in the workplace;
- Making of reasonable accommodation for people from designated groups in the workplace;
- Setting numerical targets to achieve representivity;
- Ensure the retention and development of staff within IHL.

## **PROPOSED STRATEGIES TO ACHIEVE AFFIRMATIVE ACTION TARGETS**

Affirmative Action Measure number one relates to the identification of barriers and then to devise strategies to 'remove' these barriers. Each environment will have to identify their barriers relevant to their circumstance and then develop strategies to overcome these barriers. The following are ideas/proposals that may be used. These are strategies that may be used

- Cooperation should be encouraged between national government, the private sector, the donor sector and IHL
- Programmes should be designed to encourage and support individual academics in their pursuit of an academic career.
- Opportunistic strategies could be developed such as modifying current procedures, develop unique alternative procedures and establish new alliances or co-operative relationships that permit IHL to tap into existing talent.
- **Strategic alignment of Employment Equity**
  - Strong focus on employment equity by VC and EMC
  - Employment Equity included in PDMS of all senior managers
- **Recruitment and Attracting Staff to IHL**
  - Treat all appointments as EE opportunities
  - Be more creative about advertising – both in wording and placement to attract targeted designated group members
  - Contract appointments
- **Promotion / Succession Planning**
  - Introduce structured succession planning, predict upcoming retirements and resignations and plan to develop designated groups for promotion
- **Retention of staff**
  - Ensure IHL is environment conducive to valuing diversity
  - Ensure junior lecturers are able to devote adequate time to research and studies, by alleviating teaching and administrative workload

- Remuneration, performance management, training and development, mentoring to retain identified staff with significant skills, knowledge and abilities.
- Personal and career development plans for staff members
- Mechanisms to be put in place to monitor and improve staff satisfaction through appropriate mechanisms .
- Monitor institutional culture
- Flexible and market related approach to remuneration in order to meet staffing needs
- Establishment of developmental posts
- Succession Planning - Identification of high potential staff and build capacity within IHL to ensure a continuum of sound leadership for the future, with reference to Black and Female staff
- **Performance Development Management System**
  - Review and update relevant job descriptions
  - All advertisements for Deans, Heads of Department and Managers should contain a selection criteria that requires a demonstrated ability for implementation of and commitment to IHL'S policies relating to employment equity
  - Measurables for senior managers should include: Achievement of EE targets, The promotion of Diversity and Training / Development of Staff
- **Training and Development Opportunities**
  - Provide training on EE Act re. Recruitment and Selection processes
  - Provide diversity training for all staff (in particular, those managers responsible for implementing employment equity)
  - Management and leadership development
  - Adult learning opportunities for staff / ABET
  - To meet the needs of all staff, and especially designated group members
  - Career Planning
  - Implement structured mentorship programmes specific groups of staff
  - Staff post graduate study opportunities both locally and abroad to enable staff to enhance their academic qualifications
  - Provision of scholarships to encourage post graduate students to pursue academic careers
- **Special Programmes**
  - Building Black Leadership – special focus on developing and retaining black professionals in the higher education environment
- **Monitoring**
  - A dedicated structure to Employment Equity at IHL
    - EETC
    - DVC/Registrar EE Committees
    - Faculties/Support Service EE Committees
    - EE and Diversity Office

## **MEASURING RESULTS**

IHL will ensure that its performance in its quest to achieve employment equity in the workplace is measured and monitored.

Frequent surveys will be conducted in order to measure the state of diversity issues within the working environment at IHL. Comparisons will be made and interventions implemented in specific problem areas within the University community.

Over and above reporting to the Department of Labour, IHL will monitor the progress (or lack thereof) in the achievement of its numerical targets. Where necessary, problem areas will be assisted to ensure progress.

## **FINAL NOTE**

The strategic implementation of employment equity principles and practices is a challenging and a rewarding task. It can provide clear benefits to the University with commitment to its implementation. A greater range of diverse knowledge, skills and attributes are available to the University. If these are valued and used, they will enable the University to better position itself in the constantly changing, better educated and increasingly interactive world environment.

## **IHL EMPLOYMENT EQUITY AND TRAINING COMMITTEE**

### **A. LEGISLATIVE RATIONALE FOR THE COMMITTEE**

The Employment Equity Act requires that IHL have an overall representative consultative forum in place to consult on the following matters:

- Conduct of the analysis (audits of workforce profile, policies and procedures, and attitudes and perceptions)
- Development, preparation and implementation of the employment equity plan
- Annual EE report submitted to the Department of Labour.

According to the Regulations (7 February 2000) of the Skills Development Act No 97 of 1998, employers with more than 50 employees must establish an in-company forum for consultation with regards to the development of skills.

A guideline for how IHL approaches consultation should take the following into account:

- IHL must take reasonable steps to consult and reach agreement on the abovementioned matters:
  - With a representative trade union representing members of the workplace and its employees / representatives nominated by them;
- The employees or their nominated representatives with whom IHL consults and must reflect the interests of:
  - Employees from across all occupational categories and levels in IHL
  - Employees from designated groups
  - Employees who are not from designated groups

## **B. THE ISSUE OF REPRESENTIVITY**

In line with the requirements of the Act, i.e. broad representation, a wide-scale nomination and voting process needs to be completed. The intention is to ensure the representivity in the permanent EETC based on the newly approved structure for IHL. The voting procedure to be followed for this is the same as the Independent Election Committee used for the national elections.

In order to ensure broad representation, accountability and responsibility, each of the DVC'S / Registrar will be required to have a sub-committee that deals solely with issues of employment equity within their environment. Training will be provided for the committees and their members throughout IHL. Arrangements should be made with the Employment Equity Office.

Broad representation will be achieved from the broad voting procedure that IHL will embark on. Voting lists will indicate on which occupational category and level staff in each constituency is categorised.

Staff will be able to 'vote' for a representative in each constituency that will present the mandate necessary for representation on this committee.

Voting will follow the national electoral committee voting standards.

## **C. COMPOSITION OF THE IHL'S PERMANENT STRUCTURE**

The composition of the EETC will be based very much on the permanent structure of IHL, including those senior line managers who will be required to develop an employment equity plan. Refer to the Guideline for Developing an Employment Equity Plan in this document.

### **DVC: Teaching, Learning and Technology**

- Academic Support Units
- Foundation Programmes
- Faculty Arts
- Faculty Engineering and Built Environment
- Faculty Information and communication technology
- Faculty Management Sciences
- Faculty Economics & Finance
- Faculty Agriculture, Health and Natural Sciences
- Faculty Humanities

### **DVC: Research, Innovation and Partnerships**

- Research Administration
- IP, TT and Innovation
- Library Information Services (LIS)
- International Office
- Outreach and Partnerships
- City
- City

City

**DVC: Finance and Business Development**

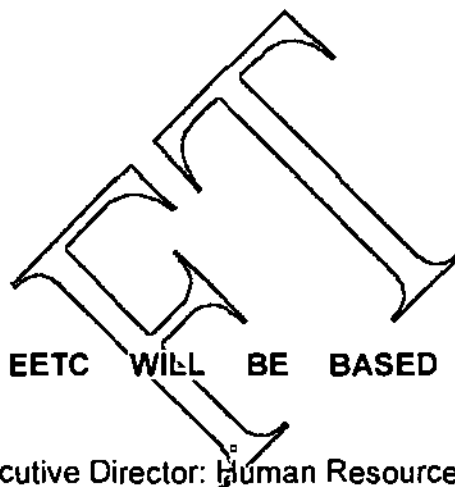
Finance Division  
Business Development  
Advancement Office  
Public Affairs & Marketing  
Student Affairs / Residence Operations

**DVC: Institutional Planning and Operations**

Strategic Planning and MIS  
Quality Promotion  
Merger Implementation  
Operations  
Human Resources

**Registrar**

Judicial Services & Secretariat  
Academic Administration



**D. REPRESENTATION ON THE EETC WILL BE BASED ON THE FOLLOWING:**

- Assigned Senior Manager is the Executive Director: Human Resources
- Two representatives from the EE Office
- Two representatives from the CCPD
- Each of the seven faculties will have a representative
- A representative for the DVC: Teaching & Learning Technology
- A representative for the DVC: Research, Innovation & Partnerships
- A representative for the DVC: Finance & Business Development
- A representative for the DVC: Institutional Planning & Operations
- A representative for the Registrar
- A representative for each of the Distant Campus
  - City
  - City
  - City
- Unions (representatives as per the agreement with IHL)
  - Nehawu
  - Nutesa
- Ex-officio
  - Advancement Office
  - HR
  - Organisational Development
  - Public Marketing and Relations
  - Quality Promotion
  - Strategic Planning

**Deleted committee structure as it contained the institutions name.**

## **EMPLOYMENT EQUITY PLANS**

### **GUIDELINE FOR PLANNING**

#### **Introduction**

An employment equity plan must be prepared and implemented, which will assist IHL and its faculties and departments to achieve employment equity in the work environment. Refer to legislation in *Section 20* of the Employment Equity Act. Employment Equity Plans are linked to the overall IHL Planning Framework for 2006.

It is critical that senior managers ensure continuous communication and consultation with staff within faculty/department about the details of the plan as well as its progress or lack thereof.

Performance management objectives of line managers should be directly linked to the employment equity planning process.

Employment Equity Plans are linked to Faculty and Departmental Strategic Plans.

#### **Who should complete an Employment Equity Plan?**

Reference is made to Diagram 14 contained in the Institutional Operation Plan for the Organogram and Reporting Units for Post-Levels 1 – 4.

Each entity reporting to one of the four DVC'S and Registrar are required to develop an employment equity plan for their environment. The DVC/Registrar responsible will take responsibility to hold each of their senior line managers accountable for the development, implementation and monitoring of their employment equity plans. There will be 29 Plans in total (see below).

IHL will have an overall Plan that will become the responsibility of the Vice-Chancellor.

#### **DVC: Teaching, Learning and Technology (9 Plans)**

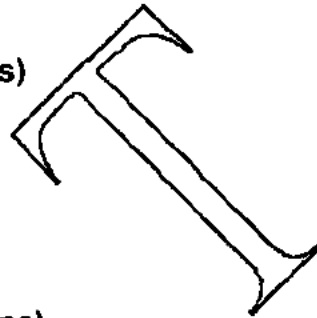
1. Academic Support Units
2. Foundation Programmes
3. Faculty Arts
4. Faculty Engineering and Built Environment
5. Faculty Information and communication technology
6. Faculty Management Sciences
7. Faculty Economics & Finance
8. Faculty Agriculture, Health and Natural Sciences
9. Faculty Humanities

**DVC: Research, Innovation and Partnerships (8 Plans)**

1. Research Administration
2. IP, TT and Innovation
3. Library Information Services (LIS)
4. International Office
5. Outreach and Partnerships
6. City
7. City
8. City

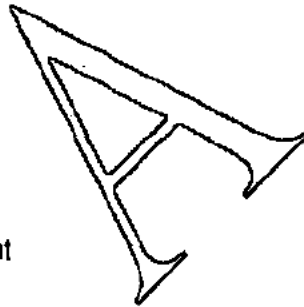
**DVC: Finance and Business Development (5 Plans)**

1. Finance Division
2. Business Development
3. Advancement Office
4. Public Affairs & Marketing
5. Student Affairs / Residence Operations



**DVC: Institutional Planning and Operations (5 Plans)**

1. Strategic Planning and MIS
2. Quality Promotion
3. Merger Implementation
4. Operations
5. Human Resources



**Registrar (2 Plans)**

1. Judicial Services & Secretariat
2. Academic Administration

All 29 employment equity plans must be submitted to the Employment Equity Office for consolidation into a IHL Employment Equity Plan. This Plan will be submitted to the Council for approval. Thereafter, Council would be provided with regular reports on the implementation of employment equity plan per designated (29) faculties and support service departments.

Employment Equity Plan templates will be provided to each of the 29 designated faculties and support service departments to ensure uniformity for purposes of consolidating the data into the IHL-wide Plan and help meet reporting requirements.

The templates require consideration be given to both qualitative and quantitative processes when developing the plans. Details of the qualitative and developmental aspects of employment equity will be required clearly indicating the interventions (i.e. the removal of barriers) they would be implementing to support their employment equity objectives.

Departments should provide quantitative data on their existing staff profile, retirement data and employment equity targets set out for each year of the plan.

**Overview of what should be included in the Employment Equity Plans? (For details see Appendix 1)**

1. Objectives for every year
2. Affirmative action measures that will be implemented
3. Where Black people, women and people with disabilities are not represented
  - Targets to reach this
  - Time frames
  - Strategies
4. Timetables for annual objectives
5. Duration of the Plan
6. Procedures that will be used to monitor and evaluated the implementation of the Plan
7. Ways to resolve disputes about the Plan
8. People responsible for implementing the Plan

**The following provide useful background information needed for this process.**

Appendix 1 - Summarized Guideline on How to Develop an Employment Equity (EE) Plan for a Faculty or Support Services Department.

Appendix 2 - A Detailed Guideline to developing an EE Plan for a Faculty/Department

Appendix 3 - Developing a workforce profile and setting numerical goals for equitable representivity

Appendix 4 – Accessing employment equity data from MIS

## **INSTITUTIONAL EMPLOYMENT EQUITY TARGETS 2006-2010**

### **1. INTRODUCTION**

This section of the EE plan serves as a guideline for the development of faculty/ departmental/ operational unit employment equity (EE) targets and is therefore part of the broader institutional EE strategy.

The rationale for the institutional EE targets is explained after the basic assumptions underlying the specific targets are presented. The most recent national and regional demographics are demonstrated and this is followed by a demonstration of the status of employment equity in the institution for 2005 and the divisional employment equity in 2006. In the final part of this section, a detailed proposal for institutional EE targets for the 15 reporting structures in the institution is presented.

#### **1.1 Employment equity targets assumptions**

The EE targets contained in this document were developed with due consideration to the following general assumptions. In the approach to the development of the institutional EE targets, it was assumed that:

- the EE ratios and targets are meant to be for permanent academic and support staff only,

- institutional EE ratios are to be based on **national** benchmarks, but regional (Gauteng) demographics are taken into consideration
- the EE ratios refer mainly to ratios between **Black/White** ethnic groups but the current Gauteng demographics are taken into account in the determination of ratios for Coloured and Indian groups,
- representative percentages for black women will be **aligned with** the national benchmarked ratios,
- all occupational categories at the institution are in need of appropriate EE targets but the 3 occupational categories "Instructional/Research Professional", "Executive/Administrative Management" and "Specialized Support" are regarded as being **priority areas**, and
- although no national benchmarked targets exist for **disabled employees**, IHL will continue its non-discriminatory practices in terms of disabled employees/ prospective employees and suitable targets will be developed for this designated group.

## 2. RATIONALE FOR INSTITUTIONAL EE TARGETS

The White Paper 3: A Programme for Higher Education Transformation (1997) states that the composition of staff in higher education ~~does not reflect~~ demographic realities, and that Black people and women are severely underrepresented in higher education institutions, particularly at senior academic and management positions. The DoE acknowledges that the barriers to access are complex in that there are two main challenges to the building of human resource capacity, namely equity and development but that the problem is broader than merely redressing the apartheid legacy. It is therefore required of higher education institutions to submit human resource development plans, including equity goals, as part of their Institutional Operating Plans (DoE, 1997: 28).

IHL took up these challenges and addresses them in its Institutional Operating Plan (IOP). One of the strategic goals of IHL is "to be the preferred higher education employer with reputable and satisfied staff". In terms of development, a number of institutional objectives are stated in the IOP, e.g. improving the academic staff qualifications; improving the support staff skills profile; and implementing a personal and career development plan for each permanent staff member. In terms of equity, the institution intends to address this challenge as reflected in the institutional objective, namely to achieve "national employment equity targets according to the employment equity plan of IHL" (IOP, 2005:16).

While minimum national employment equity targets for Higher Education are set at employing at least 40% Africans in the Instructional/Research employment category and at least 40% women in the workforce, ideally institutional targets should reflect the demographics of the country or at least the demographics of the region. Although the institutional EE targets stated in the IOP are aimed at compliance with the minimum national employment equity targets, the institution would like to improve on these targets and opts to align its employment equity profile with the regional demographics (IOP, 2005: 45). What do the national and regional demographics look like and are they useful in determining institutional EE targets?

## 2.1 Demographics of South Africa

The population demographics and the distribution of the people of South Africa are important aspects to consider in the strategic planning of institutions and business enterprises in terms of compliance with the Employment Equity Act and other transformational initiatives of the post-apartheid Government. Compliance with the Employment Equity Act in particular, requires that transformation in institutions and business enterprises should heed to employment equity targets as set out in the Act, and implies that employment practices should be based on national and/or regional demographics. One of the basic assumptions of this document is that institutional EE ratios should reflect the demographics of the Gauteng region. Information to this effect, which is presented in this section, was obtained from Statistics South Africa (Stats SA).

Stats SA publishes yearly reports on population demographic projections which contain a wide range of estimates, based on the most recent national census figures. From these figures, taking a number of factors into account, yearly population estimates are made and published. Tables 2a – 2c depict the population status of South Africa according to the 2001 census and 2005 mid-year population estimates provided by Stats SA. Table 2a represents the mid-year population estimates for South Africa for 2006. Table 2b shows the percentage distribution of the projected provincial share of the total estimated population for 2006. Table 2c depicts the population distribution for the Gauteng Province in 2001 by population group.

**Table 2a: 2006 Mid-year population estimates by race and gender (South Africa)**

Population Group	Male		Female		Total	
	Number	% of total male population	Number	% of total female population	Number	% of total population
Black (African)	18,558,500	79,6	19,104,400	79,4	37,662,900	79,5
Coloured	2,060,000	8,8	2,138,800	8,9	4,198,800	8,9
Indian	570,200	2,4	593,700	2,5	1,163,900	2,5
White	2,138,900	9,2	2,226,400	9,3	4,365,300	9,2
<b>Total</b>	<b>23,327,600</b>	<b>100</b>	<b>24,063,300</b>	<b>100</b>	<b>47,390,900</b>	<b>100,0</b>

**Table 2b: Percentage distribution (estimated) of the provincial share of the total population (2006)**

Province	%
Eastern Cape	14,9
Free State	6,2
Gauteng	19,4
KZN	20,5
Limpopo	12,0
Mpumalanga	6,9
Northern Cape	1,9
North-West	8,1
Western Cape	10,0
<b>TOTAL</b>	<b>100,0</b>

## 2.2 Province population distribution

The latest available figures on the population distribution in the Province province, are those provided by Stats SA and were obtained from the most recent national census. Table 2c shows the proportional race distribution for the province as per the 2001 census, published in 2003.

**Table 2c: Province population distribution by population group (2001 Census)**

Population Group	Number (million)	%
Black (African)	6,522,792	73,8
Coloured	337,974	3,8
Indian	218,015	2,5
White	1,758,398	19,9
<b>Total</b>	<b>8,837,179</b>	<b>100,0</b>

## 2.3 EE ratios for IHL

As a point of departure in the determination of the institutional EE targets, the demographics of Province were considered. Determining institutional EE targets along the regional demographics, however, proves to be a difficult exercise in terms of finding a fair basis for equitable distribution of the different ethnic groups based on such statistics. For instance, basing EE targets on qualifications may disadvantage Blacks since only 288,733 Blacks (0,82% of the total Black Province population) had qualifications higher than Grade 12 in 2001, while 416,549 Whites (9,7% of the total White Province population) had qualifications higher than Grade 12 in the same year. To calculate equitable distribution of different ethnic groups in the institution by using statistics concerning the economically-active (aged 15-65 years) in the province, proved to be equally problematic. While 38,6% of Blacks in Province are economically active, almost half (45%) are unemployed as opposed to whites, which constitute only 10% of the economically active, but of which only 6,6% are unemployed.

In light of the above it is proposed that IHL's overall EE targets are based on the provincial statistics and to improve on these targets where they do not meet the benchmark as set out in the IOP (2005:46), over a 4-5 year period. That is, at least 70% African and at least 50% women representation in most categories (See Tables 2d and 2e). In the Instructional/Research Professional category of the institution, the Higher Education national benchmarks are followed, namely at least 50% women and 40% African representation. The projections used in the IOP, however, were based on the 2004 figures and need to be adjusted to reflect the current staff profile within the new organisational structure of the institution as in 2006. Subsequent calculations of the EE targets in the different environments are therefore based on the current (2006) staff profile at the institution. The following tables portray the status and targets as proposed during 2004 in the IOP:

**Table 2d: Female projected targets (%)**

OCCUPATIONAL CATEGORIES	2004*	2005	2006	2007
Senior officials and managers	16%	24%	33%	40%

<b>Professionals</b>	<b>38%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>
Technicians and associated professionals **	46%	47%	49%	50%
Clerks	65%	65%	65%	65%
Service (and sales) workers	34%	34%	34%	34%
Crafts and related trade workers	16%	16%	16%	16%
Plant and machine operators	0 %	0 %	0 %	0 %
Labourers and related workers	57%	57%	57%	57%
<b>OVERALL %</b>	<b>48,5 %</b>	<b>49%</b>	<b>49,5%</b>	<b>50%</b>

\*2004 represents the actual permanent staff (%) figure as portrayed in HEMIS 2004.

\*\* Technician and associated professionals, among others, represent middle management

**Table 2e: Projected targets (%) for black staff**

OCCUPATIONAL CATEGORIES	2004**	2005	2006	2007
<b>Senior officials and managers</b>	<b>32%</b>	<b>40%</b>	<b>45%</b>	<b>50%</b>
<b>Professionals</b>	<b>34 %</b>	<b>38%</b>	<b>39%</b>	<b>40%</b>
Technicians and associated professionals**	47 %	54%	57%	60%
Clerks	56%	56%	56%	56%
Service (and sales) workers	87%	87%	87%	87%
Crafts and related trade workers	58%	58%	58%	58%
Plant and machine operators	90%	90%	90%	90%
Labourers and related workers	99%	99%	99%	99%
<b>OVERALL %</b>	<b>54%</b>	<b>60%</b>	<b>65%</b>	<b>70%</b>

\*2004 represents the actual figure (%) as portrayed in HEMIS 2004.

\*\* Technician and Associated Professionals, amongst others, represent middle management

### 3. CURRENT AND PROJECTED HR PROFILE OF IHL

The current Human Resource profile of IHL is demonstrated, by Tables 3a and 3b. Table 3a shows the distribution of permanent staff per HEMIS categories by race and gender, while Table 3b shows the distribution of permanent staff per reporting structure by race and gender.

#### 3.1 Institutional profile (HEMIS 2005)

Analysis of Table 3a reveals that, of the total workforce of the institution in 2005, total Black representation was 56,6% (White=43,4%). Total male representation (all races) was 50,5% and that of females (all races) was 49,5%. Total Black male representation was 31,2% and total White male representation 19,3%. The total representations for Black and White females were 25,4% and 24,2% respectively.

In the three HEMIS categories (Instructional/Research Professional, Executive/Administrative Managerial/Professional and Specialist/Support Professional) in which 42,7% of the total workforce of the institution was employed, the representation by Blacks was 36,4% (Whites=63,6%). Total male representation (all races) was 59,5%. Representation of Black males in the three categories was 24,1% (White males=35,5%). Total female representation (all races) was 40,5%. Black female representation was 12,4% and that of White females 28,1%.

In the category Instructional/Research Professional, Blacks were represented at 38,7% (Whites=61,3%). Males (all races) were represented at 60,3% and females (all races) at 39,7%. Black males constituted 25,4% of this category and White males 34,9%. Black females in this category were represented at 13,2% and White females at 26,5%.

In the category Executive/Admin./Managerial Professional, Blacks were represented at 42,0% (Whites=58,0%). Males (all races) were represented at 75,3% and females (all races) and females (all races) at 24,7%. Black males were represented at 33,3% (White males=42,0%). Black female representation was 8,6% (White females+16,0%).

Black representation in the category Specialist/Support Professional was 21,4% (Whites=78,6%). Males (all races) were represented at 47,2% and females (all races) at 52,9%. Black male representation in this category was 11,9% (white males=35,2% and that of Black females 9,4% (White females=52,8%).

Further analysis of Table 3a shows that 57,3% of the total workforce of the institution was employed in non-professional HEMIS categories during 2005, of which 71,6% of the share was held by Blacks, 35,0% by Black females (White females=21,3%) and 56,3% by females of all races. Males (all races) constituted 43,7% of the staff in non-professional categories. Black males were represented at 36,5% and white males at 19,3%.

In the category Non-professional Administrative, Black representation was 61,1% (Whites=38,9%). Males (all races) were represented at 40,0% and females (all races) at 60,0%. Black males were represented at 31,9% (White males=8,1%) and Black females were represented at 29,2% (White females=30,8%).

Black representation in the category Technical was 53,3% (Whites=46,7%). Male representation (all races) was 93,3%, of which Black males represented 46,7% (White males=46,7%. Female representation was 6,7%, all of which were Black.

No females were employed in the category Crafts/Trades. Black male representation was 51,7% and white males were represented at 48,3%

In the category Service Employees, Black representation was 98,4% (White=1,6%). Male representation (all races) was 47,0% of which 46,0% were Black (White males=0,9%). Female representation was 53,0% of which 52,3 was Black (White females=0,7%).

**Table 3a: Distribution of permanent staff per HEMIS categories by race and gender (2005)**

HEMIS CATEGORY	FEMALE			MALE			TOTAL	% FEMALE	% MALE	% BLACK	% WHITE
	Black	White	Total	Black	White	Total					
Instruction / Research Professional	116 13,2%	232 26,5%	348	223 25,4%	306 34,9%	529	877 100%	39,7	60,3	38,7	61,3
Executive / Admin. / Man. Professional	7 8,6%	13 16,0%	20	27 33,3%	34 42,0%	61	81 100%	24,7	75,3	42,0	58,0
Specialist / Support Professional	15 9,4%	69 52,8%	84	19 11,9%	56 35,2%	75	159 100%	52,8	47,2	21,4	78,6
<b>Total Professional</b>	<b>138</b>	<b>314</b>	<b>452</b>	<b>269</b>	<b>396</b>	<b>665</b>	<b>1117</b> 42,7%	<b>40,5</b>	<b>59,5</b>	<b>36,4</b>	<b>63,6</b>
<b>% Professional</b>	<b>12,4</b>	<b>28,1</b>	<b>40,5</b>	<b>24,1</b>	<b>35,5</b>	<b>59,5</b>	<b>100</b>	<b>100</b>		<b>100</b>	
Non-Professional Administrative	300 29,2%	316 30,8%	616	328 31,9%	83 8,1%	411	1027 100%	60,0	40,0	61,1	38,9
Technical Employee	1 6,6%	0 0,0%	1	7 46,7%	7 46,7%	14	15 100%	6,7	93,3	53,3	46,7
Crafts / Trades	0 0,0%	0 0,0%	0	15 51,7%	14 48,3%	29	29 100%	0,0	100,0	51,7	48,3
Service Employee	225 52,3%	3 0,7%	228	198 46,0%	4 0,9%	202	430 100%	53,0	47,0	98,4	1,6
<b>Total Non-professional</b>	<b>526</b>	<b>319</b>	<b>845</b>	<b>548</b>	<b>108</b>	<b>656</b>	<b>1501</b> 57,3%	<b>56,3</b>	<b>43,7</b>	<b>71,6</b>	<b>28,4</b>
<b>% Non-professional</b>	<b>35,0</b>	<b>21,3</b>	<b>56,3</b>	<b>36,5</b>	<b>7,2</b>	<b>43,7</b>	<b>100</b>	<b>100</b>		<b>100</b>	
<b>Grand Total</b>	<b>664</b>	<b>633</b>	<b>1297</b>	<b>817</b>	<b>504</b>	<b>1321</b>	<b>2618</b> 100%	<b>49,5</b>	<b>50,5</b>	<b>56,6</b>	<b>43,4</b>
<b>% Grand Total</b>	<b>25,4</b>	<b>24,2</b>	<b>49,5</b>	<b>31,2</b>	<b>19,3</b>	<b>50,5</b>	<b>100</b>	<b>100</b>		<b>100</b>	

Figures from Table 3a were used to calculate the proposed EE targets and growth projections in Section 5 (Tables 5a – 5g). The current (2006) distribution of permanent staff of the institution is summed up in Table 3b and looks as follows:

The current (2006) distribution of permanent staff within the new organizational structures of the institution in the 15 reporting structures is summarized in Table 3b and looks as follows:

### 3.2 Divisional profile per reporting line (2006)

In the reporting structure **DVC Finance & Business Development**, of a total of 326 employees, Africans are represented at 67,8% and Whites at 32,2%. The male/female ratio is 42%:58%. African females comprise 34,0% of the staff in this structure, while White females are represented at 24,2%. African males make up 33,7% of the staff in this structure, with White males at 8,0%.

African representation in the reporting structure **DVC Research, Innovation & Partnerships**, with 120 employees, is 65,0% while Whites are represented at 35,0%. The male/female ratio is 33%:67%. African females are represented at 37,5% and White females at 30,0%. African males make up 27,5% and White males 5,0% of the total male representation.

**DVC Institutional Planning & Operations** (697 employees). In this reporting structure the total African representation is 78,5%, with White representation at 21,5%. The male/female ratio for this structure is 57%:43%. African females are represented at 34,0%, white females at 9,0%. African male representation dominates in the structure at 44,5%, followed by White male representation at 12,5%.

In the reporting structure **DVC Teaching, Learning & Technology** with its 1043 employees and including the Academic Support Directorates, representation by Whites is 58,9%, while African representation is 41,1%. The male/female ratio for the structure is 53,7%:46,3%. African female representation is 16,4%, White females are represented at 29,9%. Male representivity for Africans is 24,7% and 28,9% for Whites.

In the office of the Registrar (137 employees), African representation is 51,1% and White representation is 48,9%. The male/female ratio is 31%:69%. African females are represented at 26,3% and White females at 42,3%. African males represent 24,8% of the staff and White males 6,5%.

### 3.3 Faculty profiles (2006)

In the **Science Faculty** (260 employees), total African representivity is 36,5%, that of Whites is 63,5%. The male/female ratio for the faculty is 52%:48%. African females are represented at 16,9% with White females at 31,2%. African males are represented at 19,6% and White males at 32,3%.

African representation in the **Arts Faculty** (99 employees) is 23,2%, while that of Whites is 76,8%. The male/female ratio is 48,0%:52,0%. African females are represented at 12,1% and White females at 40,4%. African males are represented in the faculty at 11,1% and White males at 36,4%.

In the faculty **Economics & Finance** with 53 employees, Africans are represented at 56,6%, Whites at 43,4%. The male/female ratio is 51%:49%. African females are

represented in the faculty at 28,3% with White females at 20,8%. African males are represented at 28,3% and White males at 22,6%.

The **Engineering & Built Environment Faculty** (180 employees) has an African representation of 40,0%. White representation is 60,0%. The male/female ratio for this faculty is 78%:22%. African female representation is currently at 6,7% and White female representation at 15,6%. African male representation is 33,3% with a White male representation of 44,4%.

Africans represent 47,8% of the staff compliment of the **Faculty Humanities** (138 employees) where Whites are represented at 52,2%. The male/female ratio for this faculty is 49%:51%. African females are represented at 17,4% with a White female representation of 34,1%. African males represent 30,4% of the staff and White male representation is 18,1%.

In the **Faculty Information & Communication Technology** (97 employees), African representation is currently 52,6% and White representation is 48,4%. The male/female ratio for the faculty is 62%:38%. African females are represented at 9,3% and White females at 28,9%. African males are represented at 42,3% with a White male representation at 19,6%.

Africans constitute 36,8% of the staff compliment of the faculty **Management Sciences** (144 employees). Whites make up 63,2% of the staff complement. The male/female ratio in the faculty is 43%:57%. African females are represented at 21,5% and white females at 38,9%. African males represent 15,3% of the staff and White males 24,3%.

In the office of the **Campus Director City** (51 employees), Africans are represented at 33,3% and Whites at 66,7%. The male/female ratio at the campus is 43%:57%. African females are represented at 9,8% and White females at 47,0%. African males make up 23,5% and White males 19,6% of the staff compliment.

Total African representation in the office of the **Campus Director City** (27 employees) is 74,1%, with a total White representation of 25,9%. The male/female ratio is 33%:67%. African females are represented at 44,4%, white females at 22,2%. African male representation on the campus is 29,6%, while that of White males is 3,7%.

In the office of the **Campus Director City** (37 employees), African representation is 35,1% and whites are represented at 64,9%. The male/female ratio is 38%: 62%. African female representation is 18,9% and that of White females 43,2%. African males are represented on the campus at 16,2% and white males at 21,6%.

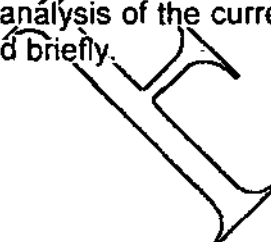
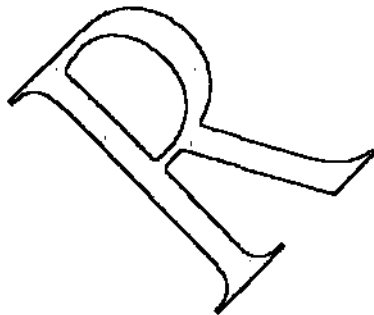
#### 4. SUMMARY

This section presented the general assumptions that underpin the development of institutional EE targets. It was stated that it had been assumed that EE ratios and targets are intended for permanent academic and support staff and that the proposed ratios (mainly between black and white employees) are based on, and should thus reflect, the Province demographics without compromising the ratios for Coloured and Indian groups. It was further assumed that representative ratios for black women will be

developed in line with minimum national ratios, and that suitable targets for disabled employees will be developed. Lastly, it was assumed that although three occupational categories are to be regarded as priority areas in which EE implementation is critical, all occupational categories will be aligned with the institutional EE targets (IOP, 2005: 45).

To show cause for the institutional ratios and targets, the legislation governing transformation in higher education was cited. In terms of representivity, for instance, the White Paper states that the composition of staff in HE does not reflect demographic realities and that black people and women are severely underrepresented in senior and management positions in particular.

It was argued that IHL intends to take up the challenges of employment equity and staff development as expressed in the IOP. Particularly, IHL wishes to align its EE targets with the profile of provincial demographics. As a background to this rationale, a "snapshot" view of the national and regional (Province) demographics was provided and it was indicated why the proposed EE ratios could not be readily based on regional demographics. It was proposed that the EE targets as set out originally in the IOP should be used as a point of departure. An analysis of the current HR profile of IHL was presented and some aspects were discussed briefly.



**Table 3b: Distribution of permanent staff per reporting structure by race and gender (2006)**

REPORTING STRUCTURE	FEMALE					MALE					Grand Total	% African
	African	%	White	Total	% Female	African	%	White	Total	% Male		
DVC: Finance & Business Development	111	34,0	79	190	58,3	110	33,7	26	136	41,7	326	67,8
DVC: Research, Innovation & Partnerships	45	37,5	36	81	67,5	33	27,5	6	39	32,5	120	65,0
DVC: Institutional Planning & Operations	237	34,0	63	300	43,0	310	44,5	87	397	57,0	697	78,5
DVC: Teaching, Learning & Technology	171	16,4	312	483	46,3	258	24,7	302	560	53,7	1043	41,1
Registrar	36	26,3	58	94	68,6	34	24,8	9	43	31,4	137	51,1
<b>ACADEMIC FACULTIES</b>												
Agriculture, Health & Natural Sciences	44	16,9	81	125	48,1	51	19,6	84	135	51,9	260	36,5
Arts	12	12,1	40	52	52,5	11	11,1	36	47	47,5	99	23,2
Economics and Finance	15	28,3	11	26	49,1	15	28,3	12	27	50,9	53	56,6
Engineering & Built Environment	12	6,7	28	40	22,2	60	33,3	80	140	77,8	180	40,0
Humanities	24	17,4	47	71	51,4	42	30,4	25	67	48,6	138	47,8
Information and Communication Technology	9	9,3	28	37	38,1	41	42,3	19	60	61,9	97	52,6
Management Sciences	31	21,5	56	87	60,4	22	15,3	35	57	39,6	144	36,8
Academic Support Directorates	24	33,3	21	45	62,5	16	22,2	11	27	37,5	72	55,6
<b>TOTAL ACADEMIC FACULTIES</b>	<b>171</b>	<b>16,4</b>	<b>312</b>	<b>483</b>	<b>46,3</b>	<b>258</b>	<b>24,7</b>	<b>302</b>	<b>560</b>	<b>53,7</b>	<b>1043</b>	<b>41,1</b>
<b>DISTANT CAMPUSES</b>												
City Campus	5	9,8	24	29	56,9	12	23,5	10	22	43,1	51	33,3
City Campus	12	44,4	6	18	66,7	8	29,6	1	9	33,3	27	74,1
City Campus	7	18,9	16	23	62,2	6	16,2	8	14	37,8	37	35,1
<b>OTHER</b>	<b>7</b>	<b>35,0</b>	<b>1</b>	<b>8</b>	<b>40,0</b>	<b>7</b>	<b>35,0</b>	<b>5</b>	<b>12</b>	<b>60,0</b>	<b>20</b>	<b>70,0</b>

Note: Faculty profiles include the Instructional/Research staff at the distance campuses

Figures (Gender and Race<sup>2</sup> totals) from Table 3b, which reflect the current (2006) status of permanent staff in the 15 reporting structures, were used to calculate the projected EE targets presented in Section 6 for these 15 structures in the institution to be attained by 2010 (Tables 6a- 6o).

<sup>2</sup> The term "African" includes the races Black, Coloured and Indian unless otherwise specified.

## 5. PROPOSED INSTITUTIONAL EE TARGETS AND GROWTH PROJECTIONS

Tables 5a-5g show the proposed growth rates and associated EE targets for Race (Black and White) and Gender in the different HEMIS categories of the institution as a whole, based on the proposed targets as stipulated in the IOP (Tables 2e and 2d), and assuming that the current number of posts will be maintained. These targets do not take into account the proposed growth of Instructional/researchers and support Professionals as proposed in the SEP. The growth targets are proposed to accommodate the envisaged and planned student growth in the SET fields of study.

**Table 5a: Projected growth (Gender & Race) Instructional/Research Professionals**

Gender	2005 (current) HEMIS	2010 (proposed target)	% change required
Female All races	39,7	50,0%	+10,3%
Female African	13,2%	14,0%	+0,8%
Female White	26,5%	26,5%	0,0%
Male All races	60,3%	50,0%	-10,3%
Male African	25,4%	25,9%	+0,5%
Male White	34,9%	33,6%	-1,3%
African M&F	38,7%	40,0%*	+1,3%
White M&F	61,3%	60,0%*	-1,3%

The national benchmark of at least 40% African and at least 50% female representation is applied to the HEMIS category Instructional/Research Professional. Evident from Table 5a, is the fact that in this category, Whites exceeds the 60%:40% White/African ratio by 1,3% and that Africans are under-represented by 1,3%. This implies that White representation in this category should be decreased by 1,3% over a 5-year period and African representation should increase with the same % over the same period. Furthermore, a male/female ratio of 50%:50% is suggested for this category, which implies that, currently, females are under-represented by 10,3% and males are over-represented by 10,3%. Currently, African female representation in this category is 13,2%, which implies a 0,8% increase over the next 5 years to achieve 14,0% representivity. Consequently, White females are slightly over-represented by 0,5%. On the other hand, African males are under-represented in this category by 0,5% and should be increased accordingly, while white males are over-represented by 1,3%.

**Table 5b: Projected growth (Gender & Race) Executive/Admin./Managerial Professionals**

Gender	2005 (current)	2010 (proposed target)	% change required
Female All races	24,7%	50,0%	+25,3%
Female	8,6%	35,0%	+26,4%

African			
Female White	16,0%	15,0%	-1,0%
Male All races	75,3%	50,0%	-25,3%
Male African	33,3%	35,0%	+1,7%
Male white	42,0%	15,0%	-27,0%
African M&F	42,0%	70,0%	+28,0%
White M&F	58,0%	30,0%	-28,0%

The proposed White/African and male/female ratios for the category Executive/Admin./Managerial Professionals are 30%:70% and 50%:50% respectively.<sup>3</sup> However, Table 5b shows that in this category Whites are over-represented by 28,0% and Africans are under-represented by the equivalent percentage. Females (all races) are under-represented by 25,3% but White females are slightly over-represented. White female representation should therefore be reduced by 1,0% and African female representation should be increased by 25,3% to effect a 50%:50% female/male ratio and a 30%:70% White/African ratio. On the other hand, male representation (all races) is 25,3% over-supplied. White male representation should proportionally be reduced by 27,0% and Africans male representation should be increased by 1,7% to effect a 50%:50% female/male ratio and a 30%:70% White/African ratio.

**Table 5c: Projected growth (Gender & Race) Specialist/Support Professionals (including Technicians)**

Gender	2005 (current)	2010 (proposed target)	% change required
Female All races	52,8%	50,0%	-2,8%
Female African	9,4%	35,0%	+25,6%
Female White	43,4%	15,0%	-28,4%
Male All races	47,2%	50,0%	+2,8%
Male African	12,0%	35,0%	+23,0%
Male white	35,2%	15,0%	-20,2%
African M&F	21,4%	70,0%	+48,6%
White M&F	78,6%	30,0%	-48,6%

<sup>3</sup> The White/African and male/female ratios for all the HEMIS categories except Instructional/Research Professional are taken to be 30%:70% and 50%:50% respectively

The proposed ratios for White/African and male/female for the category Specialist/Support Professionals are 30%:70% and 50%:50% respectively (See footnote<sup>2</sup>) In this category, Whites are over-represented by 48,6% and Africans are under-represented by the same percentage. Females (all races) are over-represented in this category by 2,8%. However, African females are under-represented and, therefore, needs to be increased by 25,6% while White female, who are over-represented, should be reduced by 28,4% to effect a female/male ratio of 50%:50% and a White/African ratio of 30%:70%. Subsequently, males (all races) are under-represented by 2,8% but the African/White ratio is skewed towards the White male gender. White male representation, therefore, should be decreased by 20,2% and African male representation should be increased by 23,0% to effect both a 50%:50% female/male ratio and a 30%:70% African/White ratio.(Table 5c)

The proposed White/African and male/female ratios for the category Non-professional Administrative Support are 30%:70% and 50%:50% respectively. Whites are over-represented by 8,9% in this category while Africans are under-represented by the same percentage. Female representation (all races) is 10,0% in excess of the benchmark. White female representation, however is in excess of 15,8% and needs to be decreased while African female representation needs to be increased by 5,8% to effect the desired benchmarks. Male representation (all races) is in deficit of 10,0% of the institutional benchmark of 50,0% while at the same time, African male representation is at a deficit of 3,0% and white male representation is at a deficit of 6,9%. Therefore, African male representation should be increased by 3,0% and white male representation increased by 6,9% (Table 5d).

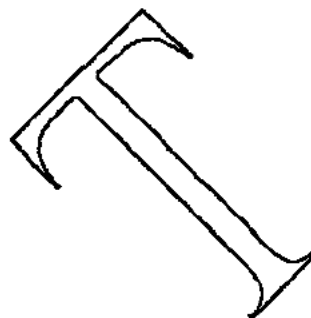
**Table 5d: Projected growth (Gender & Race) Non-professional Administrative**

Gender	2005 (current)	2010 (proposed target)	% change required
Female All races	60,0%	50,0%	-10,0%
Female African	29,2%	35,0%	+5,8%
Female White	30,8%	15,0%	-15,8%
Male All races	40,0%	50,0%	+10,0%
Male African	32,0%	35,0%	+3,0%
Male white	8,1%	15,0%	+6,9%
African M&F	61,1%	70,0%	+8,9%
White M&F	38,9%	30,0%	-8,9%

**Table 5e: Projected growth (Gender & Race) Technical**

Gender	2006 (current)	2010 (proposed target)	% change required
Female All races	6,7%	50,0%	+43,3%
Female African	6,7%	35%	+28,3%
Female White	0,0%	15,0%	+15,0%
Male All races	93,3%	50,0%	-43,3%
Male African	46,7%	35,0%	-11,7%
Male white	46,7%	15,0%	-31,7%
African M&F	53,3%	70,0%	+16,7%
White M&F	46,7%	30,0%	-16,7%

\* Actual ratios for the different reporting structures will be slightly lower due to provision for Coloured and Indian ethnic groups (See Tables 6a-6c)



If the White/African and male/female ratios of 30%:70% and 50%:50% is to be followed through in the category Technical (Table 5e), then major adjustments are required. African representation in this category is under-represented by 16,7% and Whites are over-represented by the same percentage. Females are grossly under-represented by 43,3%. Thus, the female representation needs to be adjusted to account for a 50% overall representation, implying an upward adjustment in African female representation of 28,3% and the inclusion of White females in the category to the sum of 15,0%. Likewise, male representation should decrease by 43,3%. In order to establish the desired benchmarks, it implies that African male representation should decrease by 11,7% and White male representation by as much as 31,7%.

**Table 5f: Projected growth (Gender & Race) Crafts and related trade workers**

Gender	2006 (current)	2010 (proposed target)	% change required
Female All races	0,0%	50,0%	0,0%
Female African	0,0%	35,0%	0,0%
Female White	0,0%	15,0%	0,0%
Male All races	100,0%	50,0%	0,0%
Male African	57,1%	35,0%	0,0%
Male white	42,9%	15,0%	0,0%
African M&F	57,1%	70,0%	0,0%
White M&F	42,9%	30,0%	0,0%

In the category Crafts and related trade workers (Table 5f) no adjustments are necessary unless provision is to be made for the appointment of females in the category. Currently, no females are appointed in this category and it seems unlikely that females will apply for positions in the category in the future. However, should the need arise to appoint females in the future, there is ample scope within the category without a need to alter the current male profile.

**Table 5g: Projected growth (Gender & Race) Service workers**

Gender	2006 (current)	2010 (proposed target)	% change required
Female All races	53,0%	50,0%	-3,0%
Female African	52,3%	35,0%	-17,3%
Female White	0,7%	15,0%	+14,3%
Male All races	47,0%	50,0%	+3,0%
Male African	46,0%	35,0%	-11,0%
Male white	0,9%	15,0%	+14,1%
African M&F	98,4%	70,0%	-28,4%
White M&F	1,6%	30,0%	+28,4%

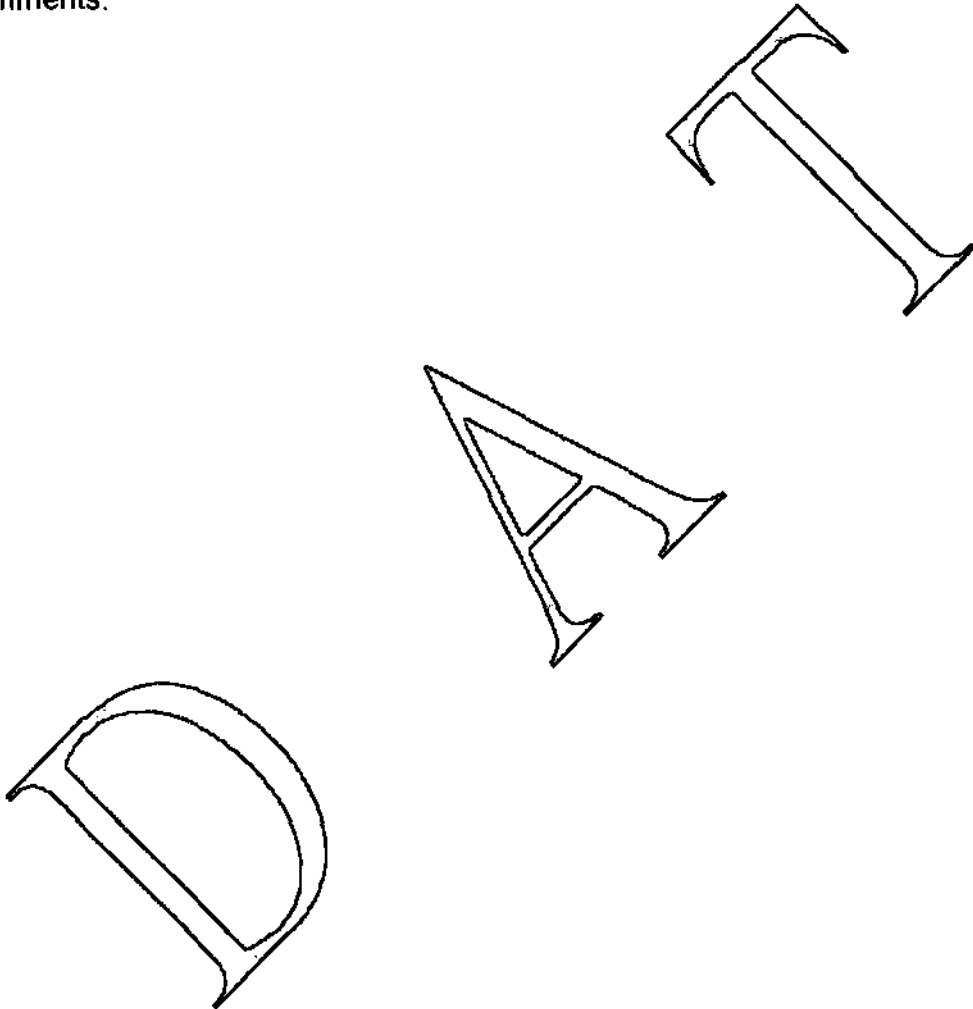
The institutional benchmark ratios for the category Service Workers (Table 5g) should not be different from any other category and by implication the White/African and male/female ratios of 30%:70% and 50%:50% respectively, should apply. White representation in this category currently is 1,6% and needs to increase by 28,4% to the benchmark of 30% white representivity. Consequently, African representation, which is over-supplied by 28,4% should be decreased from the current 98,4% to the desired 70,0%. The female gender is over-represented by 3,0% and should be reduced accordingly. However, African female representation should be reduced by 17,3% while White female representation should be increased by 14,3% to obtain the desired ratios in this category. The male gender is under-represented in the category by 3,0% and both African and White male representation should be adjusted. Thus, White male representation should increase by 14,15% and African male representation decreased by 11,0%.

## 6. PROPOSED EE TARGETS FOR DIVISIONS AND FACULTIES

In this section of the document, the proposed EE targets for 15 reporting structures, which collectively constitute IHL's entire workforce, are depicted in (Tables 6a- 6o). As a point of departure, the current (2006) permanent staff component is used as a basis for

projected targets for 2010. It is assumed that the number of posts will not change substantially between 2006 and 2010. Baseline figures were extracted from the Management Information System (MIS) database as on August 02, 2006.

It is important to note that the targets proposed below are broad guidelines for the different reporting structures to follow and encompass the entire staff component within each structure. Since it is not known what the composition of the structures are in terms of the employment categories, Managers of the reporting structures must keep the institutional EE targets and growth projections for the different employment categories, as proposed in Tables 5a-5g above, in mind when calculating targets for their environments.



## 6.1 DIVISIONAL PROFILES (current and projected)

**Table 6a: Finance & Business Development**  
**Priorities: African males and thereafter White males**

Management Level	2006 (Current)							2010 (Proposed)						
	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
DVC: Finance & Business Development	African	110	33,7	111	34,0	221	67,8	114	35,0	114	35,0	228	70,0	
	White	26	8,0	79	24,2	105	32,2	49	15,0	49	15,0	98	30,0	
	Total	136	41,7	190	58,3	326	100,0	163	50,0	163	50,0	326	100	

**Table 6b: Research, Innovation & Partnerships**

Management Level	2006 (Current)							2010 (Proposed)						
	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
DVC: Research, Innovation & Partnerships	African	33	27,5	45	37,5	78	65,0	42	35,0	42	35,0	84	70,0	
	White	6	5,0	36	30,0	42	35,0	18	15,0	18	15,0	36	30,0	
	Total	39	32,5	81	67,5	120	100,0	60	50,0	60	50,0	120	100	

Priorities: African males and thereafter White males

**Table 6c: Institutional Planning & Operations**

Management Level	2006 (Current)							2010 (Proposed)						
	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
DVC: Institutional planning & Operations	African	310	44,4	237	34,0	547	78,5	244	35,0	244	35,0	488	70,0	
	White	87	12,5	63	9,0	150	21,5	104	15,0	105	15,0	209	30,0	
	Total	397	57,0	300	43,0	697	100,0	348	49,9	349	50,1	697	100	

Priorities: White females and thereafter White males \*Note the impact of 100% Service Workers

**Table 6d: Teaching, Learning & Technology**

Management Level	2006 (Current)							2010 (Proposed)						
	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
DVC: Teaching, Learning & Technology	African	258	24,7	171	16,4	429	41,1	264	25,3	179	17,2	416	40,0	
	White	302	28,9	312	29,9	614	58,9	288	27,6	312	29,9	626	60,0	
	Total	560	53,7	483	46,3	1043	100,0	552	52,9	491	47,1	1043	100	

Priorities: African females and thereafter African males

**Table 6e: Registrar**

Management Level	2006 (Current)							2010 (Proposed)					
Registrar	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	African	33	24,1	36	26,3	70	51,1	48	35,0	48	35,0	96	70,0
	White	9	6,6	58	42,3	67	48,9	20	15,0	21	15,0	41	30,0
	Total	43	31,4	94	68,6	137	100	68	49,6	69	50,4	137	100

Priorities: African males and females

## 6.2 FACULTY PROFILES (current and projected)

**Table 6f: Agriculture, Health & Natural Sciences**

Management Level	2006 (Current)							2010 (Proposed)					
Dean: Sciences	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	African	51	19,6	44	16,9	95	36,5	52	20,0	52	20,0	104	40,0
	White	84	32,3	81	31,1	165	63,5	78	30,0	78	30,0	156	60,0
	Total	135	51,9	125	48,1	260	100,0	130	50,0	130	50,0	260	100

Priorities: African males and females

**Table 6g: Arts**

Management Level	2006 (Current)							2010 (Proposed)					
Dean: Arts	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	African	11	11,1	12	12,1	23	23,2	20	20,0	20	20,0	40	40,0
	White	36	36,4	40	40,4	76	76,8	29	30,0	30	30,0	59	60,0
	Total	47	47,5	52	52,5	99	100,0	49	49,5	50	50,5	99	100

Priorities: African males and females

**Table 6h: Economics & Finance**

Management Level	2006 (Current)							2010 (Proposed)					
Dean: Economics & Finance	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	African	15	28,3	15	28,3	30	56,6	10	20,0	11	20,0	21	40,0
	White	12	22,6	11	20,8	23	43,4	16	30,0	16	30,0	32	60,0
	Total	27	50,9	26	49,1	53	100,0	26	49,1	27	50,9	53	100

Priorities: African representivity is in the majority and above the 40% target

**Table 6i: Engineering & Built Environment**

Management Level	2006 (Current)							2010 (Proposed)						
Dean: Engineering & Built Environment	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
	African	60	33,3	12	6,7	72	40,0	36	20,0	36	20,0	72	40,0	
	White	80	44,4	28	15,6	108	60,0	54	30,0	54	30,0	108	60,0	
	Total	140	77,8	40	22,2	180	100	90	50,0	90	50,0	180	100	

Priorities: African and white females

**Table 6j: Humanities**

Management Level	2006 (Current)							2010 (Proposed)						
Dean: Humanities	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
	African	42	30,4	24	17,4	66	47,8	28	20,0	28	20,0	56	40,0	
	White	25	18,1	47	34,1	72	52,2	41	30,0	41	30,0	82	60,0	
	Total	67	48,5	71	51,5	138	100	69	50,0	69	50,0	138	100	

Priorities: African females

**Table 6k: Information & Communication Technology**

Management Level	2006 (Current)							2010 (Proposed)						
Dean: Information & Communication Technology	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
	Black	41	42,3	9	9,2	50	51,5	19	20,0	19	20,0	38	40,0	
	White	19	19,6	28	28,9	47	48,5	29	30,0	29	30,0	58	60,0	
	Total	60	61,9	37	38,1	97	100	48	49,5	48	49,5	97	100	

Priorities: African females

**Table 6l: Management Sciences**

Management Level	2006 (Current)							2010 (Proposed)						
Dean: Management Sciences	Race	M	%	F	%	Total	%	M	%	F	%	Total	%	
	Black	22	15,3	31	21,5	53	36,8	29	20,0	29	20,0	58	40,0	
	White	35	24,3	56	38,9	91	63,2	43	30,0	43	30,0	86	60,0	
	Total	57	39,6	87	60,4	144	100	72	50,0	72	50,0	144	100	

Priorities: African females

### 6.3 DISTANCE CAMPUSES PROFILES (current and projected)

**Table 6m: City Campus**

Management Level		2006 (Current)						2010 (Proposed)					
Campus Director	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	Black	12	23,5	5	9,8	17	33,3	18	35,0	18	35,0	36	70,0
	White	10	19,6	24	47,1	34	66,7	7	15,0	8	15,0	15	30,0
	Total	22	43,1	29	56,9	51	100	25	49,0	26	51,0	51	100

**Priorities: African females**

**Table 6n: City Campus**

Management Level		2006 (Current)						2010 (Proposed)					
Campus Director	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	Black	8	29,6	12	40,7	20	70,4	9	35,0	9	35,0	18	70,0
	White	1	3,7	6	22,2	7	25,9	4	15,0	5	15,0	9	30,0
	Total	9	33,3	18	66,6	27	100	13	48,1	14	50,9	27	100

**Priorities: White males**

**Table 6o: City Campus**

Management Level		2006 (Current)						2010 (Proposed)					
Campus Director	Race	M	%	F	%	Total	%	M	%	F	%	Total	%
	Black	6	16,2	7	18,9	13	35,1	13	35,0	13	35,0	26	70,0
	White	8	21,6	16	43,2	24	64,9	5	15,0	6	15,0	11	30,0
	Total	14	37,8	23	62,2	37	100	18	48,6	19	51,4	37	100

**Priorities: African males and females**

## 7. CONCLUSION

As was stated elsewhere in this document, the EEP targets and ratios that are proposed are guidelines only, based on national and regional demographics. Managers will, therefore, take note of the proposed targets in future HR planning in their environments. It is, however, highly unlikely that some of the targets and ratios in certain employment categories will be attained due to the fact that such categories may not be desirable for certain race and/or gender groups. It is also concluded that, where major adjustments in terms of race and gender are proposed, it may be unrealistic to expect that change in these categories will take effect within a short period of time. Many factors need to be taken into consideration, such as natural attrition rates, resignation rates, retirement rates, normal staff turn-over trends, etc.

## **MANAGING DIVERSITY AT IHL**

### **WHAT IS DIVERSITY?**

IHL should see diversity as a source of strength and a powerful key to its success

The focus is on people (staff and students) as a strategic resource to achieve its strategic goals.

Diversity is far more than the race and gender profile of IHL.

### **MANAGING DIVERSITY AT IHL**

Individual staff members should take responsibility on how they interact with each other as well as with students. It is not about 'them' or about people out there.

### **DIVERSITY MANAGEMENT AT IHL**

The work environment at IHL should be such that it maximises the contributions of all staff members in order to achieve its goals. IHL can do this by:

### **VALUING DIVERSITY AT IHL**

IHL values the richness and contributions of all its diverse body of staff and students.

Creativity is enhanced and encouraged

Better decision-making is guaranteed

Differences between individuals are recognised and acknowledged. There is the accommodation of the different needs and expectations of staff members.

These differing needs are based on any characteristic that helps shape the staff member's attitudes, behaviour and perspective.

- By recognising and accounting for differences between individual staff members
- By reducing any obstacles for staff members to participate in decision-making and broad consultation
- By increasing opportunities for development and growth in the work environment
- By capitalising on the benefits of IHL'S workforce diversity
- By recognising that diversity is an opportunity and can enhance creativity in the workplace.

### **BENEFITS OF MANAGING DIVERSITY TO IHL**

- An ability to achieve the strategic foci the institution has set itself.
- The inclusion and acceptance of the institution in both the local and international academic community.
- Increasing support from the government and the accompanying favourable publicity and impact on the institution's reputation.
- Increasing attraction and retention of locally and internationally recognised academic staff.

- Ability to meet demographic transformation targets.
- Ability to attract high calibre externally- focussed students at all levels.
- Ability to attract a broad variety of locally and internationally reputable local and international donors, sponsorships and other stakeholders.

## **UNITY IN DIVERSITY**

This phrase has been adopted for IHL by our Vice-Chancellor, Professor xx

It basically alludes to the following:

IHL staff is a heterogeneous group of individuals and yet, are united in sharing the common values of IHL as well as a common commitment to achieve IHL'S overall goals.

## **DIVERSITY TRAINING AVAILABLE FOR STAFF**

### **Who should be trained?**

#### **EVERYBODY AT IHL!**

Senior Management  
Line Management  
All staff  
All students

### **Why training?**

- As an intervention in a time of radical change
- Assist senior management in their understanding of the dynamics of a diverse workforce
- Assist senior management in their strategic outlook in defining the business reason for managing diversity
- Assume transformational leadership status amongst staff members
- Assist line managers in their endeavour to understand and implement diversity management at IHL
- Assist in conflict situations in certain work environments
- Building a trusting environment and a productive team spirit
- Assist in promoting the spirit of dialogue and debate on diversity issues
- Teach staff members the benefits of engaging with each other in matters such as culture, sexism, racism, ethnicity, disability, language, etc.
- Increase motivation levels of staff members

## **RESPONSIBILITY, ACCOUNTABILITY AND THE EE OFFICE**

Reference is made to the Policy on Employment Equity wherein clear guidance is given regarding how the issue of responsibility and accountability is shared within IHL.

The Vice-Chancellor (CEO) is ultimately responsible for the implementation of employment equity at IHL.

An Assigned Senior Manager (as required by the Act) should take overall responsibility to ensure the effective implementation of employment equity. This should be linked to his/her key performance areas. The Assigned Senior Manager should have (at least) a direct link to the Vice-Chancellor in employment equity implementation. Employment Equity should not be permitted to compete with this managers other strategic objectives (hence the alignment with other strategic issues in IHL).

The Manager should have a clear mandate from senior management to influence and advise other senior managers in their implementation of employment equity and the promotion of diversity in the workplace. The EE office is expected to be present at many Forums and meetings, be involved in institutional audits and surveys, and be involved in strategic planning at the institution, to provide employment equity and diversity training, as required by the EE Act. The Manager should be in a position to initiate surveys on attitudes and perceptions of staff, be directly involved in the overall monitoring of the organisational climate, ensure a link with CC&PD and Academic / Curriculum Development (link between EE and the Skills Act), the provision of diversity management training for staff, the provision of employment equity training for managers, be involved in benchmarking exercises and research on employment equity implementation in higher education

#### **Work involved in the Employment Equity and Diversity Office:**

- Develop innovative strategies and practices to raise awareness of equity issues
- Plan new initiatives
- Monitor the implementation and development of the EE Plans
- To keep profile of activities high among senior staff and opinion leaders/stakeholders
- Convene the EETC
- Diversity management at IHL
- Attendance at numerous committee meetings
- Provide support for introduction of new ideas and practices in faculties and departments
- Offering training programmes
- Making presentations on employment equity
- Collecting and analyzing data
- Monitoring recruitment and selection, and promotion procedures
- Find ways to increase pool of candidates
- Building Black Leadership fund raising project
- Review HR procedures
- Surveys of attitudes and perceptions
- Assist with development of faculty and department targets
- Establish and maintain dedicated employment equity monitoring framework
- Ensure auditing of HR data on which employment equity is based at IHL

All EE activities should be in the mainstream of activities at IHL with all concerned sharing the responsibility to achieve IHL'S goal of employment equity

To win the hearts AND minds of university decision-makers and community is essential if IHL is to gain the benefit of the diverse resources that are available to it.

The Performance Management Development System will also provide all line managers, through their key performance areas, a clear indication of what is expected of them in terms of implementing employment equity and developing their employment equity plan.

## Appendix 1

### SUMMARISED GUIDELINE ON HOW TO DEVELOP AN EMPLOYMENT EQUITY (EE) PLAN FOR A FACULTY OR SUPPORT SERVICES DEPARTMENT

Details of what is required in the Plan (refer to the Code of Good Practice: Preparation, implementation of Employment Equity Plans)

#### 1. Objectives for every year

These are broad objectives that should take into account the particular circumstances and environment of the faculty/department and be aligned with the broader business strategy of IHL.

Faculties/departments should provide details of the challenges they face within their environments and where possible, give details of how they will overcome these.

#### 2. Affirmative action measures that will be implemented

Affirmative action measures relate to, but are *not limited* to the following:

- Appoint members from designated groups (blacks, women and people with disabilities) – includes transparent recruitment strategies such as unbiased selection criteria and selection panels, and targeted selection.
- Increase pool of available candidates – includes community investment and bridging programmes
- Training and development of people from designated groups – learnerships and internships, mentoring, coaching, diversity training for responsible managers
- Promotion of people from designated groups – could form part of structured succession planning
- Retention of people from designated groups – promoted diverse organisational culture, an interactive communication and feedback strategy, ongoing labour turnover
- Reasonable accommodation for people from designated groups – enabling environment
- Steps to ensure that people from designated groups are appointed in positions that they are able to meaningfully participate in corporate decision-making processes – no tokenism
- Steps to ensure that the work environment/culture is one that affirms diversity in the workplace and harnesses the potential of all staff
- Any other matter arising from the consultative process

#### 3. Where Black people, women and people with disabilities are not represented

- Targets to reach this

- Time frames
- Strategies – appointments, promotions

**4. Timetables for annual objectives**

Aligned to the strategic plans of IHL

**5. Duration of the Plan**

Aligned to the strategic plans of IHL

**6. Procedures that will be used to monitor and evaluate the implementation of the Plan**

Each faculty/department assigned to develop a plan should nominate a representative to sit on the EETC of IHL

**7. Ways to resolve disputes about the Plan**

Internal procedures for resolving any dispute; use existing dispute resolution procedures (adapt to suit employment equity)

**8. People responsible for implementing the Plan**

Dean/Executive Director/Senior manager charged with the development of an EE Plan

Exco of faculty/department or special faculty/departmental EE committee

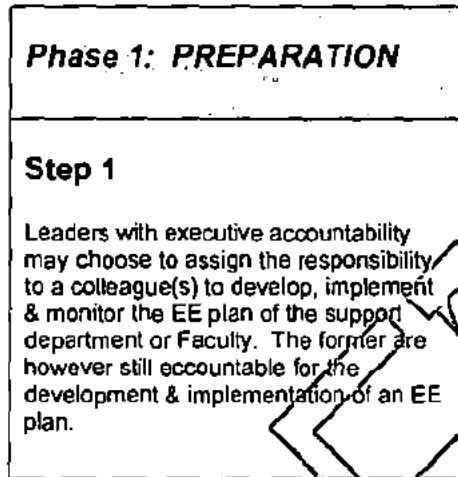
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## SUMMARISED GUIDELINE ON HOW TO DEVELOP AN EMPLOYMENT EQUITY (EE) PLAN FOR A FACULTY OR SUPPORT SERVICES DEPARTMENT

<i>Phase 1: PREPARATION</i>	<i>Phase 2: IMPLEMENTATION</i>	<i>Phase 3: MONITORING</i>
<p><b>Step 1</b></p> <p>Leaders with executive accountability may choose to assign the responsibility to a colleague(s) to develop, implement &amp; monitor the EE plan of the support department or Faculty. The former are however still accountable for the development &amp; implementation of an EE plan</p>	<p><b>Step 5</b></p> <p>Set realistic EE targets to strive for during the duration of each year of the plan. EE targets must be set for available posts that result due to resignations, retirements, &amp; the anticipated termination of senior contract posts that are not due for renewal. Remedial steps for meeting these targets must also be specified (e.g. the use of succession planning)</p>	<p><b>Step 9</b></p> <p>The EE plan must be monitored and evaluated at least twice a year. An evaluation of the progress of the plan must include a critical analysis of the reasons why EE targets were not met.</p>
<p><b>Step 2</b></p> <p>Embark on a communication, awareness campaign. All staff should be informed on the process to be followed, &amp; understand the importance of their participation in the process of preparing an EE plan</p>	<p><b>Step 6</b></p> <p>Also outline in the EE plan the barriers or challenges for meeting EE targets and overall objectives &amp; the remedial action which will be taken to deal with them.</p>	<p><b>Step 10</b></p> <p>Provide a report on the plan's progress to the support department or Faculty's Exco acting as the consultative forum. If the plan's progress is flawed, review and revise it through the consultation process. A report on the plan's progress must also be provided twice a year to the DVC nominated by the VC to monitor employment equity</p>
<p><b>Step 3</b></p> <p>A consultative forum must be established and should include all relevant stakeholders. In Faculties, this forum should also include representatives of support staff. Meetings should take place on a regular basis during the development of the EE Plan. Employment equity should be a standing item on the Faculty/Departments Exco agenda.</p>	<p><b>Step 7</b></p> <p>The EE plan should also review &amp; outline redress measures for practices &amp; working conditions which may be adversely affecting employees from designated groups (e.g. Institutional climate, inadequate staff development opportunities, lack of mentors etc).</p>	<p><b>Step 11</b></p> <p>To enable the University's EE manager to meet the University's legislative and reporting requirements, ensure that the EE plan is up to date and available by the 15<sup>th</sup> July of each year</p>
<p><b>Step 4</b></p> <p>Ask the EE Manager to provide a report (or refer to MIS) on the equity profile of all staff. Conduct an analysis per department, of both the current staff profile &amp; expected future changes to the staff profile due to anticipated resignations, retirements and vacant posts. This process should provide an understanding of each department's organisational profile in respect of diversity</p>	<p><b>Step 8</b></p> <p><i>A timeframe for achieving EE goals on a yearly basis must be established &amp; incorporated into the EE plan. The duration of the plan should be a minimum of 3 years. Before the end of the term for a current EE plan, a subsequent plan must be developed. The objectives &amp; duration of an EE plan must be communicated to all staff</i></p>	<p><b>Step 12</b></p> <p>A representative of the consultative EE forum from each Faculty /support department will be required to attend all meetings held by the EETC, IHL'S consultative forum.</p>

## Appendix 2

### DETAILED GUIDELINE TO DEVELOPING AN EMPLOYMENT EQUITY PLAN FOR A FACULTY OR SUPPORT DEPARTMENT



- Executive leaders may assign the responsibility to a colleague, to ensure that an EE committee is formed; an EE plan is developed, and implemented.
- Executive leaders are however still accountable to their direct line managers (i.e. the VC /DVC/S) for the development and implementation of their EE plan. It is crucial in this regard those EE representatives from faculties and Departments who serve on the Employment Equity and Training Committee provide detailed feedback on the progress of EE in their faculty or department. This information in turn will be fed-back to structures such as the EMC and the Council.

**Phase 1: PREPARATION**

**Step 2**

Embark on a communication, awareness campaign. All staff should be informed on the process to be followed, & understand the importance of their participation in the process of preparing an EE plan

- ↓
- Leaders with executive accountability/their nominee must embark on a communication awareness campaign where all staff is informed of the University's EE policy which requires that an EE plan be developed in each faculty or support department through consultation with all staff.
  - Faculty and Support staff must be informed of the process that will be followed which will lead to the development of the EE plan and the implementation thereof. For example:
    - First an internal EE committee needs to be formed (the Faculty's / Department's Exco could be used in this respect).
    - This committee would then develop a draft EE plan.
    - The draft EE plan would need to be communicated to all staff and feedback received would then result in the development adoption of a final EE plan.
    - The EE committee must also share with staff what their plan of action will be to monitor the progress of EE during the duration of the EE plan. This action plan should include timelines and identify the individuals who will implement the action plan

**Phase 1: PREPARATION**

**Step 3**

A consultative forum must be established and should include all relevant stakeholders. In Faculties, this forum should also include representatives of support staff. Meetings should take place on a regular basis during the development of the EE Plan. Employment equity should be a standing item on the Faculty/Departments Exco agenda.

- Staff must be asked to nominate themselves or others to serve as representatives on the internal EE committee (or use the Faculty/Department Exco). Through consensus an EE committee representative of all staff must be formed.
- The EE committee/Faculty/Department Exco must then meet to reach agreement on and draw up for inclusion in its EE plan, the committee's purpose, roles and responsibilities. These should ideally make reference to the following:
  - The election of a Chairperson/use existing Chairperson
  - The responsibilities of all EE committee/Exco members
  - A clear understanding of the interface between the EE committee & other existing committees in the faculty/department.
  - The inclusion and role of EE representatives on all<sup>4</sup> selection committees from the search committee phase to the recommendation of a candidate for the post.
  - An endorsing statement from the Dean/Director who is accountable for the implementation of EE.
  - Interventions which are planned to build the capacity of EE committee members on an ongoing basis. Examples here would include seeking training on the recruitment and selection process<sup>5</sup>, skills development legislation<sup>6</sup> and processes leadership development courses<sup>7</sup>, understanding BEE<sup>8</sup>, etc.
  - The number of times the committee will meet each year and the communication strategy it will use to provide feedback to all staff on the progress of EE in the faculty/department.

<sup>4</sup> This must include posts that are advertised as well as those that will be filled without advertisement.

<sup>5</sup> The Recruitment office in the HR department provides training workshop for this. Also visit the HR website for all recruitment & selection policies & procedures & ensure that all EE committee members understand & apply these policies and procedures.

<sup>6</sup> The Skills Development Facilitator at CCPD must be contacted.

<sup>7</sup> The CCPD must be referred to for information.

<sup>8</sup> The Finance Department may be contacted for more information.

- A work plan outlining the Committees key areas of focus. These should also include an indication of how the committee will address wider Transformation related issues<sup>9</sup> of which EE is one of many sub-sets.

**Phase 1: PREPARATION**

**Step 4**

Ask the EE Manager to provide a report (or refer to MIS) on the equity profile of all staff. Conduct an analysis per department of both the current staff profile & expected future changes to the staff profile due to anticipated resignations, retirements and vacant posts. This process should provide an understanding of each department's organisational profile in respect of diversity

- For your analysis:
  - Ensure that you obtain EE data for all permanent posts for the analysis of the workforce profile
  - Identify any early or retirement posts and appointments, or staff movements
  - Populate this profile data onto the template provided by Strategic Planning

**Phase 2:  
IMPLEMENTATION**

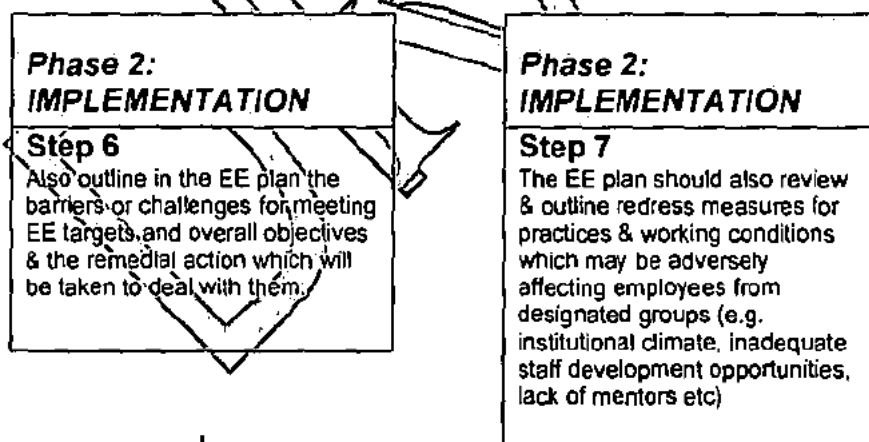
**Step 5**

Set realistic EE targets to strive for during the duration of each year of the plan. EE targets must be set for available posts that result due to resignations, retirements, & the anticipated termination of senior contract posts that are not due for renewal. Remedial steps for meeting these targets must also be specified(e.g. the use of succession planning)

<sup>9</sup> For example, institutional climate, retention strategies, mentoring, diversity programmes and sensitisation, etc.

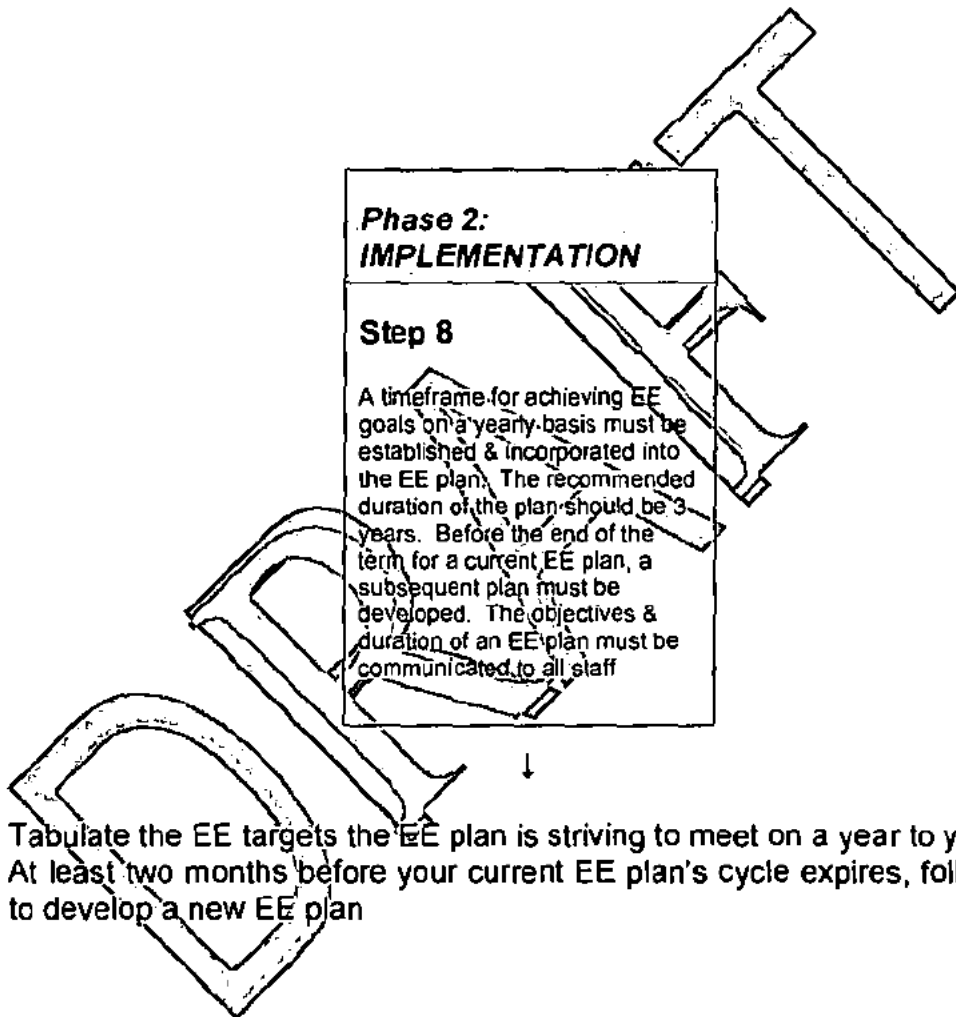


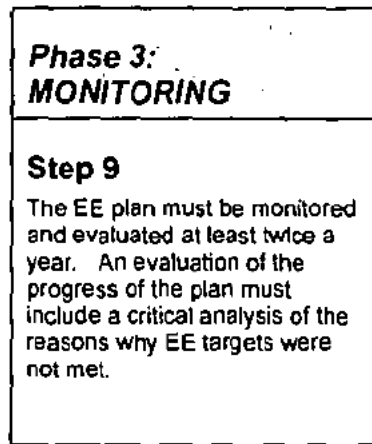
- Refer to Appendix 2 for some the factors which should be considered when setting numerical targets.
- The overall IHL targets should provide a guideline for the development of Faculty/Departmental targets.
- Each unit preparing an EE Plan should take into account their circumstances unique to their environment and plan accordingly.
- Get an understanding of which practices/working conditions adversely affect members of designated groups.
- Ask are the practices and working conditions within the department/faculty conducive (or not) to valuing diversity?
- Take into consideration the internal statistics regarding staff turnover at the various levels.
- Appointments, promotions, etc. should be directed towards rectification of profiles.
- Take into consideration staff movements such as transfers at the various levels.
- EE targets must also be set for increasing the number of staff members who have a disability. To make this EE objective sustainable, a commitment to adopting an integrated approach when undertaking EE planning for disability is crucial.
- Foreign nationals (staff who have work permits) may not be taken into consideration when developing targets for the Plan



- Identify the barriers to achieving the plan's EE targets and objectives. It is important that the EE committee also ask all staff for feedback on what the perceived barriers are.
- An instrument may be provided to assist in determining what the perceived barriers are.

- Specify what forms of remedial action will be taken to meet the EE plan's objectives. This action plan should include clear timelines, the proposed action-steps and the person(s) responsible for achieving each step.
- This list of barriers must be regularly reviewed and updated if necessary.





- The EE committee must decide how many times a year it will meet to monitor the EE plan and the Chair must ensure that these meetings take place and are minuted for future reference.
- Monitoring of the plan must involve an analysis of:
  - Shifts in the staff profile in relation to set EE targets. Establish why targets were not met and identify measures that will be put in place to prevent this from happening in the future. Also ascertain what contributed to the meeting of EE targets and share this information with other selection committees and or line managers in your department/faculty.
  - The progress of qualitative EE interventions which have been implemented. Evaluate the success and failure of these interventions and implement the correct remedial measures where necessary.
  - EE committees must provide the head of their faculty or department with feedback on the monitoring exercise undertaken.

Steps 10-12 are self explanatory. Note however, that Faculty/Support Committees may be approached by the EE manager for EE progress reports over and above the number of times stated in steps 10-12, as required by the Office of the Vice-Chancellor.

## Appendix 3

### DEVELOPING A WORKFORCE PROFILE AND SETTING NUMERICAL GOALS FOR EQUITABLE REPRESENTIVITY

#### TERMINOLOGY

“Occupational Category” refers to the job title and what the main tasks of the job are.

“Occupational Level” refers to the peromnes level/grading system of the job.

“Under-representation” refers to the statistical disparity in the representation of designated groups in the workplace compared to their representation in the labour market.

“Skills Pool Availability” refers to what is possible in terms of recruitment of designated groups over the next year of the plan. This pool can also include a development or talent pool that is created internally and consists of staff that is being developed or fast-tracked for positions to which they can be promoted, transferred or recruited when they have acquired the skills and competencies that make them suitably qualified for the position. The development pool can be created as part of IHL’S Growing our own Timber strategy that fulfils the function of building and growing talent in IHL through proactive means.

“Suitably qualified person” has the following elements: formal qualification, prior learning, relevant experience and potential capacity.

“Foreign national” means a national from a country other than South Africa, who possesses a work permit to enable them to obtain employment in the South African workplace. Such work permits are administered in terms of legislation at the Department of Home Affairs.

#### WORKFORCE PROFILE

The workforce profile is a snapshot of an organisation, based on identifying the occupational categories and levels where designated groups are under-represented.

The workforce profile should indicate the extent which designated groups are under-represented in that workforce in terms of occupational categories and levels compared to their external availability in the national, provincial or regional, or metropolitan economically active population.

The profile could be used to compare IHL to other higher education institutions, taking into account factors such as size and structure – this would require sectoral research to benchmark against.

Numerical goals should be based on a bottom up approach from where Faculties and Directorate levels determine their specific under-representation, skills pool constraints and other relevant factors and then set goals based on appropriate strategies.

Line managers who are designated to compile an employment equity plan should link this process to their business plan and budgeting process.

Legislation does not prescribe on methodology to be used in setting numerical targets, but does recommend that a practical approach in line with their particular industry and context be used, i.e. higher education.

The benchmark for equitable representation in the Employment Equity Act is the economically active population.

The Act also promotes the use of flexible numerical targets and not fixed prescribed targets for which specific penalties are imposed, and requires employers and employees to consult about the ideal representation of the different demographic groups they aspire to achieve in the workplace.

This process of self-regulation requires that the organisation monitor itself in the achievement of its numerical goals.

The Act requires that the working environment within IHL is one that is conducive to valuing diversity. (Diversity Management workshops can be arranged upon request at IHL).

Foreign nationals may not be taken into consideration in the development of numerical targets.

## **NUMERICAL GOALS**

Important factors to consider when setting and revising numerical goals:

- The current workforce profile
- The anticipated rate of natural attrition
- The anticipated rate of termination of employment arising from disciplinary action, staff approaching retirement age, staff taking long leave/maternity leave with limited prospects of returning to work and other factors specific to the workplace
- The likely impact of the current workforce profile if current recruitment rates continue over the following year (or relevant period)
- Historical turnover of designated groups in different occupational categories and levels, as well as the merger, and the impact this has had on the current workforce profile
- The pool of suitably qualified persons from designated groups, from which the employer may be reasonably expected to draw for recruitment purposes. Consideration should be given to the potential to develop staff from designated groups in terms of skills development training and recognising these staff's prior learning

## **INTERVENTIONS**

Interventions to achieve targets could include an appropriate retention strategy that could include the following:

- Continuous staff development
- The provision of mentoring
- Diversity Management Training to focus on the institutional climate of the unit (and overall IHL) concerned

Line managers are encouraged to be 'creative' in applying new and innovative interventions applicable in achieving their Faculty / Directorate's targets.

## **RESPONSIBILITIES**

IHL and its line managers responsible for developing an employment equity plan are required to make reasonable progress towards achieving numerical targets to achieve equitable representation.

IHL is required to track and monitor progress on a regular basis and update its profile continuously to reflect the demographic changes – refer to the IHL MIS system.

Responsibility for implementing the Employment Equity Policy as well as the Employment Equity Plan, rests with the Vice-Chancellor, Deputy Vice-Chancellors, Deans, the Registrar, Executive Directors and Directors of support services, and will be evaluated in individual performance objectives. The responsibility of monitoring equity will primarily rest with these individuals, but progress will be reviewed by the Deputy Vice-Chancellor appointed by the Vice-Chancellor, who reports to the Senate and Council.

## **Appendix 4**

### **Accessing employment equity data from MIS**

You will need to assess your workforce profile within your Faculty/Directorate per race, gender and disability.

These statistics will be your Plan's starting point, i.e. what your current demographic status is within your unit.

Relevant data pertaining to employment equity demographics is available on the MIS management tool.

Employment equity demographical data may be accessed as follows:

My portal  
Login

Under Main Menu

**MIS**

**Login at Executive Information System**

**For user name and pass word**

**(Contact Thea Neethling x5891 for assistance if necessary)**

**Management Information System**

**Detail (MIS)**

**Human Resources**

**Number of Personnel**

**Here you will find a number of standard reports that are useful.**

**Number of current personnel per occupational category**

**Number of current personnel per SAPSE category**

**Number of current personnel per post level (disability data included)**

**Number of personnel per entity**

**DRAFT**



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section A: Employer Details

Employer:	
Registration No:	is a higher education institution. It was established in terms of the HIGHER EDUCATION ACT and is, therefore, not required to register as an entity with the registrar of companies.
SARS Registration No:	
UIF Number	
Industry Sector:	HIGHER EDUCATION
Contact Person:	
Address:	
Town/City	
Postal Code	
Telephone No:	
Fax No:	
E-Mail Address:	
Date of Submission:	

Organ of state:

Yes	No	<input checked="" type="checkbox"/>
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Are you voluntarily complying with this Act as specified in section 14:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section B: Workforce Profile

1. Date of workforce profile: January to December 2004

2. Please report the number of employees(including employees with disabilities) in each of the following occupational categories:

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Officials and Managers	26	2	4	46	4	0	0	11	93
Professionals	209	3	13	315	97	6	14	240	897
Technicians and Associated Professionals	88	0	5	89	68	2	4	77	333
Clerks	233	2	0	43	252	8	12	308	858
Service (& Sales) Workers	48	1	0	5	24	1	0	4	83
Skilled Agricultural Workers	0	0	0	0	0	0	0	0	0
Crafts and Related Trade Workers	27	1	0	25	10	0	0	0	63
Plant and Machine Operators	63	0	0	7	0	0	0	0	70
Labourers and Related Workers	143	1	1	0	189	0	0	1	334
<b>TOTAL PERMANENT</b>	<b>837</b>	<b>10</b>	<b>22</b>	<b>530</b>	<b>644</b>	<b>17</b>	<b>30</b>	<b>641</b>	<b>2731</b>
Non-permanent employees	825	12	36	974	573	22	22	971	3435
<b>TOTAL</b>	<b>1662</b>	<b>22</b>	<b>58</b>	<b>1504</b>	<b>1217</b>	<b>39</b>	<b>52</b>	<b>1612</b>	<b>6166</b>

\*Note: The 3435 non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

3. Please report the number of employees with disabilities in each of the following occupational categories:

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Officials and Managers	0	0	0	1	0	0	0	0	1
Professionals	0	0	0	4	0	0	0	1	5
Technicians and Associated Professionals	1	0	0	4	0	0	0	2	7
Clerks	1	0	0	1	2	0	0	3	7
Service (& Sales) Workers	2	0	0	0	0	0	0	0	2
Skilled Agricultural Workers	0	0	0	0	0	0	0	0	0
Crafts and Related Trade Workers	0	0	0	1	0	0	0	0	1
Plant and Machine Operators	1	0	0	1	0	0	0	0	2
Labourers and Related Workers	2	0	0	0	0	0	0	0	2
<b>TOTAL PERMANENT</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>27</b>
Non-permanent employees	0	0	0	1	0	0	1	2	4
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>31</b>



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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4. Please report the number of employees(including employees with disabilities) in each of the following occupational levels:

Occupational Levels	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	9	0	0	8	1	0	0	0	18
Senior management	12	2	0	30	3	0	0	8	55
Professionally qualified and experienced specialists and mid-management	112	3	10	332	56	5	12	289	819
Skilled technical and academically qualified workers and junior management	252	3	10	137	182	10	18	309	921
Semi-skilled and discretionary decision making	364	2	2	23	216	2	0	35	644
Unskilled and defined decision making	88	0	0	0	186	0	0	0	274
<b>TOTAL PERMANENT</b>	<b>837</b>	<b>10</b>	<b>22</b>	<b>530</b>	<b>644</b>	<b>17</b>	<b>30</b>	<b>641</b>	<b>2731</b>
Non-permanent employees	825	12	36	974	573	22	22	971	3435
<b>TOTAL</b>	<b>1662</b>	<b>22</b>	<b>58</b>	<b>1504</b>	<b>1217</b>	<b>39</b>	<b>52</b>	<b>1612</b>	<b>6166</b>



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

5. Please report the number of employees with disabilities in each of the following occupational levels:

Occupational Levels	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	1	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	0	0	0	7	0	0	0	4	11
Skilled technical and academically qualified workers and junior management	2	0	0	2	0	0	0	2	6
Semi-skilled and discretionary decision making	5	0	0	2	2	0	0	0	9
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>27</b>
Non-permanent employees	0	0	0	1	0	0	1	2	4
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>34</b>







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## EMPLOYMENT EQUITY REPORT

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## Section C: Workforce movement - continued

## 8. Termination

8.1 Termination: (report the number of terminations in each occupational level during the twelve months preceding this report)

Occupational Levels	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management*	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	4	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	4	0	0	15	1	1	0	19	40
Skilled technical and academically qualified workers and junior management	3	1	1	8	2	0	1	17	33
Semi-skilled and discretionary decision making	8	0	0	1	3	0	0	5	17
Unskilled and defined decision making	3	0	0	0	7	0	0	0	10
<b>TOTAL PERMANENT</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>28</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>41</b>	<b>104</b>

Terminations include: resignations, retirements, rationalisation, rationalisation with package, death and dismissal.

People with disabilities	0	0	0	1	0	0	0	0	0
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## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section E: Skills Development

0. Training: (report the total number of people who received training in each occupational category during the twelve months preceding this report)

Occupational Categories	FEMALE				MALE				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Officials and Managers	8	0	0	17	15	2	5	37	84
Professionals	78	3	8	271	108	2	5	199	874
Technicians and Associated Professionals	58	4	10	69	48	0	3	49	241
Clerks	169	15	13	278	136	2	0	37	650
Service (&Sales) Workers	6	0	0	9	14	1	0	4	34
Crafts and Related Trade Workers	0	0	0	0	8	0	0	1	9
Plant and Machine Operators	0	0	0	0	12	0	0	5	17
Labourers and Related Workers	15	0	0	0	21	0	0	0	38
<b>Total</b>	<b>334</b>	<b>22</b>	<b>31</b>	<b>644</b>	<b>362</b>	<b>7</b>	<b>13</b>	<b>332</b>	<b>1745</b>

Note: Non-permanent staff included in table.

In total 1915 staff members were trained but due to Human Resource data problem after and during the merge 170 staff members could not be classified.



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## EMPLOYMENT EQUITY REPORT

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## Section F: Qualitative Assessment

## 1. Awareness of Employment Equity

11.1 Please indicate which of the following awareness measures were implemented by your organization:

	Yes	No
Formal written communication	✓	
Policy statement includes reference to employment equity	✓	
Summary of the Act displayed		✓
Employment Equity training	✓	
Diversity management programmes	✓	
Discrimination awareness programmes	✓	
Other (please specify): Climate study		✓

11.2 Please indicate how many employees received employment equity / non-discrimination / diversity training during the past year:

Number of employees trained	77
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## 2. Consultation

12.1 Please indicate which stakeholders were involved in the consultation process prior to the development of your employment equity plan:

The merged TUT is in the process of developing an Employment Equity plan.

	Yes	No
Workplace forum		✓
Consultative body or forum	✓	
Registered trade union (s)	✓	
Employees	✓	
Other (please specify) Ex-officio representation	✓	

12.2 What was the level of agreement reached in the formulation of the plan:

Total	Sufficient	Some	None	In Process
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12.3 How regularly do you meet with the stakeholders mentioned in 12.1:

Weekly	Monthly ✓	Quarterly	Yearly	Other
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## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section F: Qualitative Assessment - continued

## 3. Analysis

Please indicate in which categories of employment policy or practices *barriers* to employment equity were identified:

Categories	Yes	No	If yes, specify
Recruitment procedures*	✓		Formal AA strategy in progress.
Advertising positions		✓	
Selection criteria		✓	
Appointments		✓	
Job classification and grading	✓		To be reviewed.
Remuneration and benefits	✓		Under review.
Terms and conditions of employment		✓	
Job assignments		✓	
Work environment and facilities		✓	
Training and development		✓	
Performance and evaluation systems	✓		Still in development.
Promotions	✓		Formal AA strategy in progress.
Transfers	✓		Formal AA strategy in progress.
Demotions		✓	
Succession and experience planning	✓		Not available
Disciplinary measures	✓		Measures in place but not practiced
Dismissals		✓	
Corporate culture	✓		CorpCulture Project in process.
HIV/Aids education and prevention prog	✓		To be reviewed.
Other (please specify):			

\*Note: While not exactly a barrier we are of the opinion that where "YES" is ticked the practice/policies are not facilitating/promoting Employment Equity.



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section F: Qualitative Assessment - continued

## 4. Employment Equity Plan:

Please indicate in which categories affirmative action measures have been implemented:

Categories	Yes	No	If yes, specify
Recruitment procedures		✓	
Reasonable accommodation		✓	
Selection criteria		✓	
Appointments		✓	
Job classification and grading		✓	
Remuneration and benefits		✓	
Terms and conditions of employment		✓	
Job assignments		✓	
Work environment and facilities		✓	
Training and development		✓	
Performance and evaluation systems		✓	
Setting numerical goals		✓	
Promotions		✓	
Transfers		✓	
Demotions		✓	
Succession and experience planning		✓	
Disciplinary measures		✓	
Diversity programme and sensitisation	✓		Training being conducted.
Retention measures		✓	
Community investment and bridging programme	✓		TUT is engaging in upliftment programs especially in, amongst others, maths and science programs.
Advertising positions	✓		Statement in external advertisements that preference will be given to previously disadvantaged groups.
Other (please specify)			

In the post-merger phase during 2004, no Employment Equity plan was yet in place. Factors such as the TUT structure (topography), long interim phase of the merger and the integration of the various databases all impacted on the Employment Equity plan development.



## DEPARTMENT OF LABOUR

## EMPLOYMENT EQUITY REPORT

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## Section F: Qualitative Assessment - continued

## 15. Numerical goals:

15.1 Please use the table below to indicate the numerical goals you have set for your current employment equity plan:

is in the process of developing an Employment Equity plan as well as numerical targets for the institution.

## 15.1(n) Race Composition

Occupational Categories	African, Coloured and Indian	TOTAL
Senior Officials and Managers	0	0
Professionals	0	0
Technicians and Associated Professional	0	0
Clerks	0	0
Crafts and Related Trade Workers	0	0
Labourers and Related Workers	0	0
Plant and machine Operators	0	0
Service (and sales) Workers	0	0
TOTAL	0	0

Occupational Categories	Female	TOTAL
Senior Officials and Managers	0	0
Professionals	0	0
Technicians and Associated Professional	0	0
Clerks	0	0
Crafts and Related Trade Workers	0	0
Labourers and Related Workers	0	0
Plant and machine Operators	0	0
Service (and sales) Workers	0	0
TOTAL	0	0

15.2 By which year do you plan to achieve the above numerical goals:

## 16. Resources:

Please indicate what resources have been allocated to the implementation of employment equity during the past year:

Allocation of Resources	Yes	No
Appointed a designated officer to manage the implementation	✓	
Allocated a budget to support the implementation goals of employment equity		✓
Time off for employment equity consultative committee (or equivalent) to meet on a regular basis	✓	
Other: Lack of administrative support and office space for Employment Equity department.	✓	

## 17. Monitoring and evaluation of implementation:

How regularly do you monitor progress on the implementation of the employment equity plan:

Weekly	Monthly	Quarterly	Yearly	Other
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This is not applicable because the TUT Employment Equity plan was not yet in place in 2004.



DEPARTMENT OF LABOUR

EMPLOYMENT EQUITY REPORT

Section G: Progress Report

Section G (to be completed for the second cycle of reporting onwards)

8. Reporting period: From 01/01/2004 to 31/12/2004

9. Did you achieve the numerical goals as set out in your employment equity plan for this period:

Yes	No <input checked="" type="checkbox"/>	Not available yet
-----	--	-------------------

10. Did you achieve the affirmative action objectives as set out in your employment equity plan for this period:

Yes	No <input checked="" type="checkbox"/>	Not available yet
-----	--	-------------------

0.1 if not, what were the obstacles you experienced:

Obstacles to the employment equity goals and objectives during the past year

1. Not applicable - Employment Equity plan not yet in place.

0.2 If yes, what factors promoted the accomplishment of your goals and objectives:

Factors contributing to the accomplishment of the employment equity goals and objectives during the past year

1. Not applicable - Employment Equity plan not yet in place.

Section H: Signature of Chief Executive Officer

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ year \_\_\_\_\_ at place: \_\_\_\_\_

\_\_\_\_\_  
Signature Full Name



DEPARTMENT OF LABOUR

EMPLOYMENT EQUITY REPORT

Section G: Progress Report

Section G (to be completed for the second cycle of reporting onwards)

18. Reporting period: From 01/01/2004 to 31/12/2004

19. Did you achieve the numerical goals as set out in your employment equity plan for this period:

Yes	No	Not available yet
-----	----	-------------------

20. Did you achieve the affirmative action objectives as set out in your employment equity plan for this period:

Yes	No	Not available yet
-----	----	-------------------

20.1 if not, what were the obstacles you experienced:

Obstacles to the employment equity goals and objectives during the past year
1. Not applicable - Employment Equity plan not yet in place.

20.2 If yes, what factors promoted the accomplishment of your goals and objectives:

Factors contributing to the accomplishment of the employment equity goals and objectives during the past year
1. Not applicable - Employment Equity plan not yet in place.

Section H: Signature of Chief Executive Officer

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ year \_\_\_\_\_ at place: \_\_\_\_\_

Signature

Full Name

**PLEASE READ THIS FIRST****SECTION A: EMPLOYER DETAILS**

**WHAT IS THE PURPOSE OF THIS FORM?**  
This form contains the format for reporting income differentials to the Employment Conditions Commission.

**WHO FILLS IN THIS FORM?**  
All designated employers must complete every section of this statement.

**SEND TO:**  
Employment Equity Registry  
The Department of Labour  
Private Bag X117  
Pretoria 0001  
Telephone: 012 3094000  
Facsimile: 012 3094737 / 3094182  
e-mail: [ee@labour.gov.za](mailto:ee@labour.gov.za)

Trade name	
DTI registration name	N/A
DTI registration number	N/A
PAYE/SARS number	
UIF reference number	
EE reference number	
Industry/Sector	Higher Education
Seta classification	ETDP
Telephone number	Tel:
Fax number	Tel:
Email address	
Postal address	
Postal code	
City/Town	
Province	
Physical address	
Postal code	
City/Town	
Province	
<b>Details of CEO at the time of submitting this report</b>	
Name and surname	
Telephone number	
Fax number	
Email address	
<b>Details of Senior Manager for Employment Equity at the time of submitting this report</b>	
Name and surname	
Telephone number	Tel:
Fax number	Tel:
Email address	
<b>Business type</b>	
<input type="checkbox"/> Private Sector <input type="checkbox"/> Parastatal <input type="checkbox"/> National Government <input type="checkbox"/> Provincial Government <input type="checkbox"/> Local Government <input checked="" type="checkbox"/> Educational Institution <input type="checkbox"/> Non-profit Organization	
<b>Information about the organization at the time of submitting this report</b>	
Number of employees in the organization	<input type="checkbox"/> 0 to 49 <input type="checkbox"/> 50 to 149 <input checked="" type="checkbox"/> 150 or more
In terms of Section 14 of the Act, are you voluntary complying?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is your organization an organ of State?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Date of submitting this report	1 October 2006

**Section B: Workforce Profile****1. Occupational Categories**

1.1 Please report the total number of employees (including employees with disabilities) in each of the following occupational categories.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Categories	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, Senior Officials and Managers	25	2	4	5	0	0	11	36	0	0	83
Professionals	195	5	13	84	5	15	233	303	8	3	864
Technicians and Associate Professionals	78	1	4	60	2	4	71	84	1	0	305
Clerks	213	3	0	251	10	13	310	47	0	0	847
Service and Sales Workers	47	0	0	24	1	0	6	3	0	0	81
Skilled Agricultural and Fishery Workers	0	0	0	0	0	0	0	0	0	0	0
Craft and Related Trades Workers	34	1	0	0	0	0	0	21	0	0	56
Plant and Machine Operators and Assemblers	56	0	0	0	0	0	1	6	0	0	63
Elementary Occupations	126	1	0	187	0	0	1	4	0	0	319
<b>TOTAL PERMANENT</b>	<b>774</b>	<b>13</b>	<b>21</b>	<b>611</b>	<b>18</b>	<b>32</b>	<b>633</b>	<b>504</b>	<b>9</b>	<b>3</b>	<b>2618</b>
<b>Non-permanent Employees</b>	<b>1386</b>	<b>12</b>	<b>30</b>	<b>995</b>	<b>25</b>	<b>22</b>	<b>1048</b>	<b>961</b>	<b>0</b>	<b>0</b>	<b>4479</b>
<b>GRAND TOTAL</b>	<b>2160</b>	<b>25</b>	<b>51</b>	<b>1606</b>	<b>43</b>	<b>54</b>	<b>1681</b>	<b>1465</b>	<b>9</b>	<b>3</b>	<b>7097</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- Foreign nationals include all staff who have work permits.

1.2 Please report the total number of employees with disabilities only in each of the following occupational categories:

Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Categories	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Legislators, Senior Officials and Managers	1	0	0	2	1	0	0	0	0	0	4
Professionals	4	0	2	6	0	1	1	3	0	0	17
Technicians and Associate Professionals	6	0	0	6	1	0	0	3	0	0	16
Clerks	7	0	0	2	13	0	0	9	0	0	31
Service and Sales Workers	2	0	0	0	0	0	0	0	0	0	2
Craft and Related Trades Workers	0	0	0	1	0	0	0	0	0	0	1
Plant and Machine Operators and Assemblers	1	0	0	1	0	0	0	0	0	0	2
Elementary Occupations	2	0	0	0	0	0	0	0	0	0	2
<b>TOTAL PERMANENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
<b>Non-permanent Employees</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

**2. Occupational Levels**

2.1 Please report the total number of employees (including employees with disabilities) in each of the following occupational levels.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	7	0	0	0	0	0	0	3	0	0	10
Senior Management	20	1	3	5	0	0	9	29	0	0	67
Professionally qualified and experienced specialists and mid-management	210	9	17	117	6	17	319	379	8	3	1085
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	195	1	1	151	10	15	283	79	1	0	736
Semi-skilled and discretionary decision making	259	2	0	162	2	0	21	14	0	0	460
Unskilled and defined decision making	83	0	0	176	0	0	1	0	0	0	260
<b>TOTAL PERMANENT</b>	<b>774</b>	<b>13</b>	<b>21</b>	<b>611</b>	<b>18</b>	<b>32</b>	<b>633</b>	<b>504</b>	<b>9</b>	<b>3</b>	<b>2618</b>
<b>Non-permanent Employees</b>	<b>1386</b>	<b>12</b>	<b>30</b>	<b>995</b>	<b>25</b>	<b>22</b>	<b>1048</b>	<b>961</b>	<b>0</b>	<b>0</b>	<b>4479</b>
<b>GRAND TOTAL</b>	<b>2160</b>	<b>25</b>	<b>51</b>	<b>1606</b>	<b>43</b>	<b>54</b>	<b>1681</b>	<b>1465</b>	<b>9</b>	<b>3</b>	<b>7097</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.  
- Foreign nationals include all staff who have work permits.

2.2 Please report the total number of employees with disabilities only in each of the following occupational levels:  
 Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	1	0	0	2	1	0	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	8	0	2	12	1	0	1	8	0	0	32
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	8	0	0	2	6	1	0	7	0	0	24
Semi-skilled end discretionary decision making	6	0	0	2	7	0	0	0	0	0	15
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
<b>Non-permanent Employees</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

2.3 Core operational functions and Support functions by occupational level

Job evaluation or grading system, as illustrated in the EEA9, are used to measure a job in terms of content in order to establish its worth or value in relation to other jobs in an organization. The worth or value of a job is represented on a vertical axis as an occupational level. A job could either be a Core operation function or a Support Function. Core Operation Function positions are those that directly relate to the core business of an organization and may lead to revenue generation, e.g. sales, production, etc. Whereas Support Functions positions provide infrastructure and other enabling conditions for revenue generation, e.g. human resources, corporate services, est. Please indicate on table 2.3.1 the number of employees that are in Core Operation Function positions and in table 2.3.2 the number of employees that are in Support Function positions at each occupational level.

**2. Occupational Levels**

2.3.1 Please report the total number of employees (including employees with disabilities) that are involved in Core Operation Function positions at each level in your organization. Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	161	6	15	77	5	13	219	298	8	3	805
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	33	0	0	13	1	2	13	8	0	0	70
Semi-skilled and discretionary decision making	0	0	0	2	0	0	0	0	0	0	2
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>194</b>	<b>6</b>	<b>15</b>	<b>92</b>	<b>6</b>	<b>15</b>	<b>232</b>	<b>306</b>	<b>8</b>	<b>3</b>	<b>877</b>
<b>Non-permanent Employees</b>	<b>268</b>	<b>5</b>	<b>19</b>	<b>131</b>	<b>4</b>	<b>10</b>	<b>411</b>	<b>520</b>	<b>0</b>	<b>0</b>	<b>1368</b>
<b>GRAND TOTAL</b>	<b>462</b>	<b>11</b>	<b>34</b>	<b>223</b>	<b>10</b>	<b>25</b>	<b>643</b>	<b>826</b>	<b>8</b>	<b>3</b>	<b>2245</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.  
 - Foreign nationals include all staff who have work permits.  
 - Core Operation Function = Person Category: Instruction/Research Professionals (1)

**2. Occupational Levels**

2.3.2 Please report the total number of employees (including employees with disabilities) that are involved in Support Function positions at each level in your organization. Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	7	0	0	0	0	0	0	3	0	0	10
Senior Management	20	1	3	5	0	0	9	29	0	0	67
Professionally qualified and experienced specialists and mid-management	49	3	2	40	1	4	100	81	0	0	280
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	162	1	1	138	9	13	270	71	1	0	666
Semi-skilled and discretionary decision making	259	2	0	160	2	0	21	14	0	0	458
Unskilled and defined decision making	83	0	0	176	0	0	1	0	0	0	260
<b>TOTAL PERMANENT</b>	<b>580</b>	<b>7</b>	<b>6</b>	<b>519</b>	<b>12</b>	<b>17</b>	<b>401</b>	<b>198</b>	<b>1</b>	<b>0</b>	<b>1741</b>
<b>Non-permanent Employees</b>	<b>1118</b>	<b>7</b>	<b>11</b>	<b>864</b>	<b>21</b>	<b>12</b>	<b>637</b>	<b>441</b>	<b>0</b>	<b>0</b>	<b>3111</b>
<b>GRAND TOTAL</b>	<b>1698</b>	<b>14</b>	<b>17</b>	<b>1383</b>	<b>33</b>	<b>29</b>	<b>1038</b>	<b>639</b>	<b>1</b>	<b>0</b>	<b>4852</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- Foreign nationals include all staff who have work permits.

- Support Function positions = Includes the following Person Categories: Specialist/Support Professional (3), Crafts/Trades (6), Non-Professional Administrative (5), Service Employee (7), Executive/Administrative/Managerial Professional (2), Technical Employee (4)

**Section C: Workforce movement****3. Recruitment**

3.1 Please report the total number of new recruits (including employees with disabilities).

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	1	0	0	0	0	0	0	0	0	0	1
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	8	3	0	1	0	1	9	8	0	0	30
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	8	0	0	7	1	0	1	2	0	0	19
Semi-skilled and discretionary decision making	5	0	0	3	0	0	0	0	0	0	8
Unskilled and defined decision making	0	0	0	2	0	0	0	0	0	0	2
<b>TOTAL PERMANENT</b>	<b>22</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>60</b>
<b>Non-permanent Employees</b>	<b>885</b>	<b>5</b>	<b>19</b>	<b>693</b>	<b>11</b>	<b>11</b>	<b>532</b>	<b>498</b>	<b>0</b>	<b>0</b>	<b>2654</b>
<b>GRAND TOTAL</b>	<b>907</b>	<b>8</b>	<b>19</b>	<b>706</b>	<b>12</b>	<b>12</b>	<b>542</b>	<b>508</b>	<b>0</b>	<b>0</b>	<b>2714</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

**3. Recruitment**

3.2 Please report the total number of new recruits with disabilities only in each of the following occupational levels:

Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	0	0	0	0	1	1	0	0	0	0	2
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Non-permanent Employees</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>GRAND TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

**I. Promotion**

i.1 Please report the total number of promotions into each occupational level, including people with disabilities.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	3	0	1	1	0	0	5	2	0	0	12
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	9	0	0	7	0	0	9	1	0	0	26
Semi-skilled and discretionary decision making	3	0	0	2	0	0	0	0	0	0	5
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>43</b>
<b>Non-permanent Employees</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>GRAND TOTAL</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>46</b>

Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- Includes post level and notch corrections as well as post level corrections.

## 4. Promotion

4.2 Please report the total number of promotions involving people with disabilities only in each of the following occupational levels.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	0	0	0	0	0	0	0	1	0	0	1
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Non-permanent Employees</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.  
- Includes post level and notch corrections as well as post level corrections.

**5. Termination**

5.1 Please report the total number of terminations in each occupational level, including people with disabilities.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	1	0	0	0	0	0	1	0	0	0	2
Professionally qualified and experienced specialists and mid-management	4	1	0	1	0	1	9	12	0	1	29
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	3	1	0	8	0	1	7	6	0	0	26
Semi-skilled and discretionary decision making	10	0	0	4	0	0	0	0	0	0	14
Unskilled and defined decision making	0	0	0	4	0	0	0	0	0	0	4
<b>TOTAL PERMANENT</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>2</b>	<b>17</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>75</b>
<b>Non-permanent Employees</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>18</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>79</b>
<b>GRAND TOTAL</b>	<b>37</b>	<b>3</b>	<b>1</b>	<b>33</b>	<b>1</b>	<b>2</b>	<b>35</b>	<b>41</b>	<b>0</b>	<b>1</b>	<b>154</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

**5. Termination**

5.2 Please report the total number of terminations involving people with disabilities only in each of the following occupational levels.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	1	0	0	0	0	0	0	0	0	0	1
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Non-permanent Employees</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

**5. Termination**

5.3 Please report the total number of terminations in each termination category, including people with disabilities.

Note: A = African, C = Coloured, I = Indians and W = Whites

Terminations	Male				Female				Male	Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	W	Male	Female	
Resignation	24	3	1		24	1	2	26	32	0	1	114
Dismissal - misconduct	3	0	0		1	0	0	0	0	0	0	4
Other	10	0	0		8	0	0	9	9	0	0	36
<b>GRAND TOTAL</b>	<b>37</b>	<b>3</b>	<b>1</b>		<b>33</b>	<b>1</b>	<b>2</b>	<b>35</b>	<b>41</b>	<b>0</b>	<b>1</b>	<b>154</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- Other includes Retirements and Deaths

**5. Termination**

5.4 Please report the total number of terminations involving people with disabilities only in each termination category below.

Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Resignation	0	0	0	0	0	0	0	0	0	0	0
Dismissal - misconduct	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

\*Note: Other includes Retirements and Deaths

**Section D: Disciplinary Action** (This section is not applicable to small employees)

5. Disciplinary action: (report the total number of disciplinary actions during the twelve months preceding this report).

Report on formal outcomes only. Note: A = African, C = Coloured, I = Indians and W = Whites

Disciplinary Action	Male				Female				Male	Foreign Nationals		Total
	A	C	I	W	A	C	I	W	W	Male	Female	
	5	0	0		3	0	0	0	1	0	0	

## Section E: Skills Development

## 7. Training

7.1 Please report the total number of employees who received training (including employees with disabilities) and not the number of training courses attended, in each of the following occupational categories. Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Categories	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, Senior Officials and Managers	13	0	2	2	0	0	7	16	0	0	40
Professionals	39	3	5	25	2	2	98	88	3	1	266
Technicians and Associate Professionals	24	1	1	24	1	2	26	13	0	0	92
Clerks	74	2	0	95	2	7	113	16	0	0	309
Service and Sales Workers	13	0	0	8	1	0	3	0	0	0	25
Craft and Related Trades Workers	3	0	0	0	0	0	0	3	0	0	6
Plant and Machine Operators and Assemblers	3	0	0	0	0	0	1	3	0	0	7
Elementary Occupations	8	0	0	26	0	0	1	0	0	0	35
<b>TOTAL PERMANENT</b>	<b>177</b>	<b>6</b>	<b>8</b>	<b>180</b>	<b>6</b>	<b>11</b>	<b>249</b>	<b>139</b>	<b>3</b>	<b>1</b>	<b>780</b>
<b>Non-permanent Employees</b>	<b>60</b>	<b>1</b>	<b>3</b>	<b>71</b>	<b>1</b>	<b>4</b>	<b>75</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>259</b>
<b>GRAND TOTAL</b>	<b>237</b>	<b>7</b>	<b>11</b>	<b>251</b>	<b>7</b>	<b>15</b>	<b>324</b>	<b>183</b>	<b>3</b>	<b>1</b>	<b>1039</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- This is the actual number of individual staff members who attended training. An individual staff member could attend more than one training session during the year.

## 7. Training

7.2 Please report the total number of employees with disabilities only, and not the number of training courses attended, who received training in each of the following occupational categories. Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Categories	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Legislators, Senior Officials and Managers	0	0	0	1	0	0	0	0	0	0	1
Professionals	1	0	1	0	0	1	0	1	0	0	4
Technicians and Associate Professionals	1	0	0	2	1	0	0	0	0	0	4
Clerks	3	0	0	0	10	0	0	4	0	0	17
Service and Sales Workers	0	0	0	0	0	0	0	0	0	0	0
Craft and Related Trades Workers	0	0	0	1	0	0	0	0	0	0	1
Plant and Machine Operators and Assemblers	0	0	0	1	0	0	0	0	0	0	1
Elementary Occupations	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>Non-permanent Employees</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>GRAND TOTAL</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>31</b>

\*Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- This is the actual number of individual staff members who attended training. An individual staff member could attend more than one training session during the year.

## 7. Training

7.3 Please report the total number of employees (including employees with disabilities), and not number of training courses attended, who received training in each of the following occupational levels. Note: A = African, C = Coloured, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	4	0	0	0	0	0	0	2	0	0	6
Senior Management	9	0	1	1	0	0	5	10	0	0	26
Professionally qualified and experienced specialists and mid-management	51	6	7	40	2	5	133	104	3	1	352
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	69	0	0	63	3	6	104	21	0	0	266
Semi-skilled and discretionary decision making	32	0	0	48	1	0	7	2	0	0	90
Unskilled and defined decision making	12	0	0	28	0	0	0	0	0	0	40
<b>TOTAL PERMANENT</b>	<b>177</b>	<b>6</b>	<b>8</b>	<b>180</b>	<b>6</b>	<b>11</b>	<b>249</b>	<b>139</b>	<b>3</b>	<b>1</b>	<b>780</b>
<b>Non-permanent Employees</b>	<b>60</b>	<b>1</b>	<b>3</b>	<b>71</b>	<b>1</b>	<b>4</b>	<b>75</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>259</b>
<b>GRAND TOTAL</b>	<b>237</b>	<b>7</b>	<b>11</b>	<b>251</b>	<b>7</b>	<b>15</b>	<b>324</b>	<b>183</b>	<b>3</b>	<b>1</b>	<b>1039</b>

Note: - The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- This is the actual number of individual staff members who attended training. An individual staff member could attend more than one training session during the year.

## 7. Training

7.4 Please report the total number of employees with disabilities only, and not the number of training courses attended, who received training in each of the following occupational levels. Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	1	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	4	0	1	1	1	0	0	2	0	0	9
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	0	0	0	2	5	1	0	3	0	0	11
Semi-skilled and discretionary decision making	1	0	0	1	5	0	0	0	0	0	7
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>Non-permanent Employees</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>GRAND TOTAL</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>31</b>

\*Note: The non-permanent staff comprise of all part time lecturers, student assistants and part time support staff.

- This is the actual number of individual staff members who attended training. An individual staff member could attend more than one training session during the year.

**Section F: Qualitative Assessment** (This section is not applicable to small employers)

8. Awareness of Employment Equity

8.1 Please indicate which of the following awareness measures were implemented by your organization:

	No. of employees covered	Yes	No	Please explain
Formal written communication	2356	X		Estimated 90% of permanent staff
Policy statement includes reference to employment equity	2356	X		Estimated 90% of permanent staff
Summary of the Act displayed.		X		Act displayed at all campuses
Employment Equity training	223	X		Voluntary training at present
Diversity management programmes	223	X		Voluntary training at present
Discrimination awareness programmes	223	X		Voluntary training at present
Other (Please specify):				
Total				

9. Consultation

9.1 Please indicate which stakeholders were involved in the consultation process prior to the development of your employment equity plan and in preparing this Employment Equity Report:

	Yes	No	Please explain
Workplace forum (in terms of the LRA)		X	
Consultative body or employment equity forum	X		
Registered trade union (s)	X		
Employees	X		
Other (Please specify): Ex-officio representation	X		Members of the committee who are involved in the process by virtue of their position at , i.e. Skills Development Facilitator, etc.

9.2 What was the level of agreement reached in the formulation of the plan? Please choose one.  
**TUT IS STILL DEVELOPING ITS EE PLAN**

Total	Sufficient	Some	None

9.3 How regularly do you meet with the stakeholders mentioned in 9.1? Please choose one.

Weekly	Monthly	Quarterly	Yearly	Other
	X			

## 10. Analysis

10.1 Please indicate in which categories of employment policy or practices barriers to employment equity were identified:

Categories	Yes	No	Please explain
Recruitment procedures	X		At this stage, the formal AA strategy was still in process
Advertising positions	X		Post our merger, preference has been given to internal candidates in accordance with the Labour Act, over and above the requirements for EE.
Selection criteria		X	
Appointments		X	
Job classification and grading	X		Still under review
Remuneration and benefits	X		Still under review
Terms and conditions of employment		X	
Job assignments		X	
Work environment and facilities		X	
Training and development		X	
Performance and evaluation systems	X		Still in development
Promotions	X		Formal AA strategy in progress
Transfers	X		Formal AA strategy in progress
Demotions		X	
Succession and experience planning	X		Not available yet
Disciplinary measures		X	
Dismissals		X	
Corporate culture	X		Still in process of identifying issues, survey under development, that will indicate the barriers in culture in the post merged .
HIV and AIDS education and prevention programmes		X	
Other (please specify):			

## 11. Affirmative Action Measures

11.1 Please indicate in which categories affirmative action measures have been implemented:

Categories	Yes	No	Please explain
Recruitment procedures		X	AA Policy still in progress at this stage.
Advertising positions		X	AA Policy still in progress at this stage.
Selection criteria		X	AA Policy still in progress at this stage.
Appointments		X	AA Policy still in progress at this stage.
Job classification and grading		X	AA Policy still in progress at this stage.
Remuneration and benefits		X	AA Policy still in progress at this stage.
Terms and conditions of employment		X	AA Policy still in progress at this stage.
Job assignments		X	AA Policy still in progress at this stage.
Work environment and facilities		X	AA Policy still in progress at this stage.
Training and development		X	AA Policy still in progress at this stage.
Performance and evaluation systems		X	AA Policy still in progress at this stage.
Promotions		X	AA Policy still in progress at this stage.
Transfers		X	AA Policy still in progress at this stage.
Demotions		X	AA Policy still in progress at this stage.
Succession and experience planning		X	AA Policy still in progress at this stage.
Disciplinary measures		X	AA Policy still in progress at this stage.
Diversity programme and sensitization	X		Training being conducted
Community investment and bridging programme		X	TUT is engaging in development programmes especially in, and amongst others, mathematics and science programmes.
Retention measures		X	AA Policy still in progress at this stage.
Reasonable accommodation	X		Statement in external advertisements that preference will be given to previously disadvantaged groups.
Other (please specify):			

In the post-merger phase during 2004-2005, no EE Plan was in place yet. Factors such as the finalization of the organisational structure, the long interim phase of the merger and the integration of the various campuses databases, all impacted on the EE Plan development.

## 12. Resources

12.1 Please indicate what resources have been allocated to the implementation of employment equity during the past year:

Allocation of Resources	Yes	No	Please explain
Appointed a senior manager/s to manage the implementation and monitoring progress	X		The DVC HR was also the ASM
Allocated a budget to support the implementation goals of employment equity	X		
Time for employment equity consultative committee (or equivalent) to meet on a regular basis	X		
Other (Please specify): Administrative support and adequate office space arrangement for the EE office		X	

## 13. Monitoring and evaluation of implementation:

13.1 How regularly do you monitor progress on the implementation of the employment equity plan? Please choose one. When our plan is in place we will consult on this question, i.e. how regularly the Plan should be monitored.

Weekly	Monthly	Quarterly	Yearly	Other

**Section G: Progress Report**

14. Reporting period: From 01 January 2005 to 31 December 2005

14.1 Did you achieve the numerical targets as set out in your employment equity plan for this period?

Yes	No
	X

14.2 Did you achieve the affirmative action objectives as set out in your employment equity plan for this period?

Yes	No
	X

14.3 If not, what were the obstacles you experienced: We are still in the process of developing our Plan. We have the Policy on Affirmative Action, we have targets that emanated from our strategic plan, but are not yet in our EE Plan.

<p><b>What were the obstacles to reaching the employment equity goals and objectives during the past year?</b></p> <p>The finalization of the overall structure will only be completed in January 2007. We are, in the meantime, developing an EE plan on a Faculty and overall level. The organisational structure has a major impact on the planning, accountability and responsibility of the plan, especially in terms of line management.</p> <p>Major factors that have impacted on the implementation of employment equity and the development of an EE Plan</p> <ul style="list-style-type: none"> <li>• Institutional permanent structures not finalized                     <ul style="list-style-type: none"> <li>o Database (HR) dependant on permanent structures</li> <li>o Impact on EE data</li> <li>o Impact on voting role for EETC</li> <li>o Academic departmental structures to be finalized in January 2007</li> <li>o Anticipated finalization date is 31 January 2007</li> </ul> </li> <li>• Performance Management and Development Systems                     <ul style="list-style-type: none"> <li>o Dependant on finalization of permanent structures</li> <li>o Anticipated date of implementation is 31 January 2007</li> </ul> </li> <li>• Human Resources Plan not in place                     <ul style="list-style-type: none"> <li>o Anticipated finalization date is 31 December 2006</li> </ul> </li> <li>• Union issues regarding concerns about employment equity with Senior Management                     <ul style="list-style-type: none"> <li>o A meeting between Union and Senior Management is pending</li> </ul> </li> <li>• Management model outstanding for campuses                     <ul style="list-style-type: none"> <li>o Service Level Agreements in process of being finalized</li> <li>o Impact on EE Plans for Distant Campuses</li> <li>o Anticipated management model finalized 30 November 2006</li> </ul> </li> </ul>
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14.4 If yes, what factors promoted the accomplishment of your goals and objectives:

<p><b>What were the factors that contributed to the accomplishment of the employment equity goals and objectives during the past year?</b></p>

- 14.5 Please indicate the numerical goals you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of occupational categories.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites.

Occupational Categories	Male			Female				Male	Foreign Nationals		Total
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, senior officials and Managers	22	2	1	15	2	1	16	25	0	0	83
Professionals	181	16	10	121	10	7	207	311	8	3	864
Technicians and associate professionals	84	5	3	84	5	3	60	60	1	0	304
Clerks	152	9	7	281	17	11	242	130	0	0	847
Service and sales workers	43	2	1	23	1	1	3	7	0	0	81
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	25	1	1	5	0	0	4	20	0	0	56
Plant and machine operators and assembles	52	3	2	0	0	0	0	6	0	0	63
Elementary occupations	129	4	3	170	5	3	2	1	0	0	319
<b>TOTAL PERMENENT</b>	<b>688</b>	<b>42</b>	<b>28</b>	<b>699</b>	<b>40</b>	<b>26</b>	<b>534</b>	<b>560</b>	<b>9</b>	<b>3</b>	<b>2617</b>
Non-Permanent employees	1386	12	30	995	25	22	1048	961	0	0	4479
<b>GRAND TOTAL</b>	<b>2074</b>	<b>54</b>	<b>58</b>	<b>1694</b>	<b>65</b>	<b>48</b>	<b>1582</b>	<b>1521</b>	<b>9</b>	<b>3</b>	<b>7096</b>

- 14.6 Please indicate the numerical goals you have set to achieve for the total number of employees with disabilities at the end of your current employment equity plan in terms of occupational categories.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites.

Occupational Categories	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Legislators, senior officials and Managers	1	0	0	2	1	0	0	0	0	0	4
Professionals	4	0	2	6	0	1	1	3	0	0	17
Technicians and associate professionals	6	0	0	6	1	0	0	3	0	0	16
Clerks	7	0	0	2	13	0	0	9	0	0	31
Service and sales workers	2	0	0	0	0	0	0	0	0	0	2
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	1	0	0	0	0	0	0	1
Plant and machine operators and assembles	1	0	0	1	0	0	0	0	0	0	2
Elementary occupations	2	0	0	0	0	0	0	0	0	0	2
<b>TOTAL PERMENENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
Non-Permanent employees	3	0	0	1	0	0	1	3	0	0	8
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

Note: does not have EE targets for disabled staff but that we do not discriminate against them.

- 14.7 Please indicate the numerical goals you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of Occupational levels.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		Total
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	3	0	0	1	1	0	2	3	0	0	10
Senior management	20	2	1	9	2	1	11	21	0	0	67
Professionally qualified and experienced specialists and mid-management	228	20	13	152	13	9	260	390	8	3	1085
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintends	202	11	7	129	12	7	147	220	0	0	735
Semi-skilled and discretionary decision making	82	5	4	153	9	6	130	71	0	0	460
Unskilled and defined decision making	105	3	2	139	5	3	2	1	0	0	260
<b>TOTAL PERMENENT</b>	<b>640</b>	<b>41</b>	<b>27</b>	<b>583</b>	<b>42</b>	<b>26</b>	<b>552</b>	<b>706</b>	<b>8</b>	<b>3</b>	<b>2617</b>
Non-Permanent employees	1386	12	30	995	25	22	1048	961	0	0	4479
<b>GRAND TOTAL</b>	<b>2026</b>	<b>53</b>	<b>57</b>	<b>1578</b>	<b>67</b>	<b>48</b>	<b>1600</b>	<b>1667</b>	<b>8</b>	<b>3</b>	<b>7096</b>

- 14.8 Please indicate the numerical goals you have set to achieve for the total number of employees with disabilities at the end of your current employment equity plan in terms of occupational categories.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites.

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior management	1	0	0	2	1	0	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	8	0	2	12	1	0	1	8	0	0	32
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintends	8	0	0	2	6	1	0	7	0	0	24
Semi-skilled and discretionary decision making	6	0	0	2	7	0	0	0	0	0	15
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMENENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
Non-Permanent employees	3	0	0	1	0	0	1	3	0	0	8
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

Note: does not have EE targets for disabled staff but that we do not discriminate against them.

- 14.9 Please indicate the numerical targets you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of Occupational categories.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Categories	Male			Female				Male	Foreign Nationals		Total
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, senior officials and Managers	24	2	2	7	1	1	13	33	0	0	83
Professionals	192	7	12	91	7	13	227	304	8	3	864
Technicians and associate professionals	78	2	4	65	3	4	69	78	1	0	304
Clerks	201	4	2	258	12	13	293	64	0	0	847
Service and sales workers	46	1	1	23	1	1	4	4	0	0	81
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	32	1	1	1	0	0	1	20	0	0	56
Plant and machine operators and assembles	55	1	1	0	0	0	0	6	0	0	63
Elementary occupations	127	2	1	183	1	1	1	3	0	0	319
<b>TOTAL PERMENENT</b>	<b>755</b>	<b>20</b>	<b>24</b>	<b>628</b>	<b>25</b>	<b>33</b>	<b>608</b>	<b>512</b>	<b>9</b>	<b>3</b>	<b>2617</b>
Non-Permanent employees	1386	12	30	995	25	22	1048	961	0	0	4479
<b>GRAND TOTAL</b>	<b>2141</b>	<b>32</b>	<b>54</b>	<b>1623</b>	<b>50</b>	<b>55</b>	<b>1656</b>	<b>1473</b>	<b>9</b>	<b>3</b>	<b>7096</b>

- 14.10 Please indicate the numerical targets you have set to achieve for the total number of employees with disabilities at the end of your current employment equity plan in terms of occupational categories.  
Note: A = Africans, C = Coloureds, I = Indians and W = Whites.

Occupational Categories	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Legislators, senior officials and Managers	1	0	0	2	1	0	0	0	0	0	4
Professionals	4	0	2	6	0	1	1	3	0	0	17
Technicians and associate professionals	6	0	0	6	1	0	0	3	0	0	16
Clerks	7	0	0	2	13	0	0	9	0	0	31
Service and sales workers	2	0	0	0	0	0	0	0	0	0	2
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	1	0	0	0	0	0	0	1
Plant and machine operators and assembles	1	0	0	1	0	0	0	0	0	0	2
Elementary occupations	2	0	0	0	0	0	0	0	0	0	2
<b>TOTAL PERMENENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
Non-Permanent employees	3	0	0	1	0	0	1	3	0	0	8
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

Note: does not have EE targets for disabled staff but that we do not discriminate against them.

14.11 Please indicate the numerical goals you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of Occupational levels.

Note: A = Africans, C = Coloureds, I = Indians and W = Whites

Occupational Levels	Male			Female				Male	Foreign Nationals		Total
	A	C	I	A	C	I	W	W	Male	Female	
Top Management	4	0	0	1	1	0	1	3	0	0	10
Senior management	20	2	1	6	1	1	10	26	0	0	67
Professionally qualified and experienced specialists and mid-management	214	11	16	124	7	15	307	381	8	3	1085
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintends	196	3	2	147	11	13	256	107	1	0	735
Semi-skilled and discretionary decision making	224	3	1	160	3	1	43	25	0	0	460
Unskilled and defined decision making	87	1	1	167	1	1	1	1	0	0	260
<b>TOTAL PERMENENT</b>	<b>745</b>	<b>20</b>	<b>21</b>	<b>605</b>	<b>24</b>	<b>31</b>	<b>618</b>	<b>543</b>	<b>9</b>	<b>3</b>	<b>2617</b>
Non-Permanent employees	1386	12	30	995	25	22	1048	961	0	0	4479
<b>GRAND TOTAL</b>	<b>2131</b>	<b>32</b>	<b>51</b>	<b>1600</b>	<b>49</b>	<b>53</b>	<b>1666</b>	<b>1504</b>	<b>9</b>	<b>3</b>	<b>7096</b>

14.12 Please indicate the numerical goals you have set to achieve for the total number of employees with disabilities at the end of your current employment equity plan in terms of occupational levels.

Note: A = Africans, C = Coloureds, I = Indians and W = Whites.

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	0	0	0	0	0	0	0	0	0	0	0
Senior management	1	0	0	2	1	0	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	8	0	2	12	1	0	1	8	0	0	32
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintends	8	0	0	2	6	1	0	7	0	0	24
Semi-skilled and discretionary decision making	6	0	0	2	7	0	0	0	0	0	15
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMENENT</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>75</b>
Non-Permanent employees	3	0	0	1	0	0	1	3	0	0	8
<b>GRAND TOTAL</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>83</b>

Note: does not have EE targets for disabled staff but that we do not discriminate against them.

**Section H: Signature of the Chief Executive Officer**

Chief Executive Officer

I hereby declare that I have read, approved and authorized this report.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ year \_\_\_\_\_

At place: \_\_\_\_\_

\_\_\_\_\_  
Signature: Chief Executive Officer

\_\_\_\_\_  
Full Name

***Annual Faculty report: 2004***

## 1. INTRODUCTION

The Faculty was established January 2004 as a result of a strategic decision taken during the merger process. The Faculty sees its role not only in providing quality training of international standard but is also committed to playing a role in the development and or involvement in projects and/or training with an entrepreneurial focus that would contribute to the development of all the communities of IHL.

The Faculty has three Departments:

- Course Management operating on City, City, City and City
- Course Management operating on and City
- Course Management operating on City

The challenges identified by the Faculty at a strategic planning session during 2004 were:

- To establish the image of the Faculty through the product delivered to the labour market
- To ensure growth through the offering and alignment of programmes and quality
- To optimize staff potential through an enabling environment
- To implement an effective management model to overcome the demographic divide
- To establish staff resources in relevant projects of common purpose without compromising the students
- To ensure culture integration through transparency, honesty and communication.

The merger and its related implications have not made it easy the faculty. The following are some of the real constraints experienced working towards to the above challenges:

- The RAM does not make provision for the cost with respect to the establishing a new Faculty.
- An infrastructure similar to established faculties have not been provided.
- The capping of student numbers hampers growth
- The provision of an enabling environment is negatively affected due to budget constraints, the long interim period and uncertainty regarding structure and topography
- Providing quality training is hampered due to unequal infrastructure and facilities on the four sites on which this faculty operates
- Staff is still scattered within their original faculties no offices as requested has yet been allocated to this faculty.

On the positive side however, I wish to report that it has been a pleasure working with a team of people as dedicated and committed as the staff of this faculty. The team spirit is improving steadily and all actions are always tested against the best interests of the faculty and the institution.

I herewith submit the results of the 2004 academic year.

## 2. VISION AND MISSION

In line with vision mission and values of the University , the Faculty strives to become a leader in the educational fields of Course, Course and Course in pace with the global trends and needs of South Africa through the provision of quality professional career focused education of international standards while promoting an ethos of entrepreneurship

### 3. OVERVIEW OF EDUCATION PROVISION

*Deleted by researcher*

#### 3.1 The external factors influencing the programmes offered in this Faculty are:

- The capping of student numbers in a newly established faculty thereby hampering any growth envisaged or providing in the local, regional and national needs.
- The time period to restructure and approve programmes require to answer the demand of industry is too long.

### 4. STAFF PROFILE AND PERFORMANCE

#### 4.1 Gender and race

##### 4.1.1 Permanent Staff: Gender and race per site

###### DEPT: COURSE A

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	3	0	8	2	0	0	0	0	11	2	13
COURSE MANAGEMENT	3	0	8	2	0	0	0	0	11	2	13
Academic Staff	2	0	6	0	0	0	0	0	8	0	8
Support Staff	1	0	2	2	0	0	0	0	3	2	5
CITY CAMPUSES	8	1	2	1	2	0	0	0	12	2	14
COURSE MANAGEMENT	8	1	2	1	2	0	0	0	12	2	14
Academic Staff	5	1	2	1	2	0	0	0	9	2	11
Support Staff	3	0	0	0	0	0	0	0	3	0	3

###### DEPT: COURSE B

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	1	2	1	0	0	0	0	2	2	4
COURSE MANAGEMENT	0	1	2	1	0	0	0	0	2	2	4
Academic Staff	0	1	2	1	0	0	0	0	2	2	4
Support Staff	0	0	0	0	0	0	0	0	0	0	0

###### DEPT: COURSE C

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	3	6	3	0	0	0	0	6	6	12
COURSE MANAGEMENT	0	3	6	3	0	0	0	0	6	6	12
Academic Staff	0	2	5	3		0	0	0	5	5	10
Support Staff	0	1	1	0	0	0	0	0	1	1	2
CITY CAMPUSES	0	0	2	0	0	0	0	0	2	0	2
COURSE MANAGEMENT	0	0	2	0	0	0	0	0	2	0	2
Academic Staff	0	0	2	0	0	0	0	0	2	0	2
Support Staff	0	0	0	0	0	0	0	0	0	0	0
CITY CAMPUSES	1	2	1	0	0	0	0	0	2	2	4
COURSE MANAGEMENT	1	2	1	0	0	0	0	0	2	2	4

Academic Staff	1	2	1	0	0	0	0	0	2	2	4
Support Staff	0	0	0	0	0	0	0	0	0	0	0
CITY CAMPUSES	0	0	2	1	0	0	0	0	2	1	3
COURSE MANAGEMENT	0	0	2	1	0	0	0	0	2	1	3
Academic Staff	0	0	2	1	0	0	0	0	2	1	2
Support Staff	0	0	0	0	0	0	0	0	0	0	0

### Faculty equity plan

The employment equity plan of the institution is planned to be finalised in December 2005. The EE plan of the faculty will then be finalized. The institutional benchmarks as contained in our institutional plan are 40% black and 40% female in the professional category. The statistic for the faculty is as follows:

#### **Permanent academic staff**

Black 41%

Female 62%

#### **Temporary and part time staff**

Black 11%

Female 67%

### 4.1.2 Temporary staff: Gender and race

#### **DEPT: COURSE A**

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	0	1	0	0	0	0	0	1	0	1
COURSE MANAGEMENT	0	0	1	0	0	0	0	0	1	0	1
Academic Staff	0	0	0	0	0	0	0	0	0	0	0
Support Staff	0	0	1	0	0	0	0	0	1	0	1

#### **DEPT: COURSE B**

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	0	2	0	0	0	0	0	2	0	2
COURSE MANAGEMENT	0	0	2	0	0	0	0	0	2	0	2
Academic Staff	0	0	0	0	0	0	0	0	0	0	0
Support Staff	0	0	2	0	0	0	0	0	2	0	2
CITY CAMPUSES	0	1	0	0	0	0	0	0	0	1	1
COURSE MANAGEMENT	0	1	0	0	0	0	0	0	0	1	1
Academic Staff	0	1	0	0	0	0	0	0	0	1	1
Support Staff	0	0	0	0	0	0	0	0	0	0	0

### 4.1.3 Part-time staff: Gender and race

#### **DEPT: COURSE A**

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	0	1	2	0	0	0	0	1	2	3

COURSE MANAGEMENT	0	0	1	2	0	0	0	0	1	2	3
Academic Staff	0	0	1	2	0	0	0	0	1	2	3
Support Staff	0	0	0	0	0	0	0	0	0	0	0

**DEPT: COURSE B**

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
CITY CAMPUSES	0	0	2	2	0	0	0	0	2	2	4
COURSE MANAGEMENT	0	0	2	2	0	0	0	0	2	2	4
Academic Staff	0	0	2	2	0	0	0	0	2	2	4
Support Staff	0	0	0	0	0	0	0	0	0	0	0
CITY CAMPUSES	0	0	1	0	0	0	0	0	1	0	1
COURSE MANAGEMENT	0	0	1	0	0	0	0	0	1	0	1
Academic Staff	0	0	1	0	0	0	0	0	1	0	1
Support Staff	0	0	0	0	0	0	0	0	0	0	0
CITY CAMPUSES	0	0	2	0	0	0	0	0	2	0	2
COURSE MANAGEMENT	0	0	2	0	0	0	0	0	2	0	2
Academic Staff	0	0	2	0	0	0	0	0	2	0	2
Support Staff	0	0	0	0	0	0	0	0	0	0	0

**4.2 QUALIFICATIONS****4.2.1 Permanent Staff: Qualifications**

	Certificate/ Diploma	First Degree	Honours	Masters	Doctorates
CITY CAMPUSES	6	4	5	7	4
Course management	3	0	2	3	1
Course Management	0	2	1	1	0
Course Management	3	2	2	3	3
CITY CAMPUSES	2	4	2	5	1
Course Management	1	4	1	4	1
Course Management	1	0	1	1	0
CITY CAMPUSES	0	3	0	0	1
Course Management	0	3	0	0	1
CITY CAMPUS	0	1	1	0	1
Course Management	0	1	1	0	1
<b>TOTAL</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>7</b>

**The institutional target is:**

Masters degree 40%

Doctorates 15%

**The Faculty statistics are:**

Based on the total number of permanent staff

Masters 27%

Doctorates 12%

Based on the total number of permanent academic staff

Master 36%

Doctorates 16%

The faculty has stated as a priority to support staff to at least have a Masters qualification. The funds to support this initiative is however limited at this stage.

#### 4.2.2 Temporary staff: Qualification

	Certificate/ Diploma	First Degree	Honours	Masters	Doctorates
<b>CITY CAMPUSES</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course management	0	1	0	0	0
Course Management	1	0	0	0	0
Course Management	2	0	0	0	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Course Management	0	0	0	0	0
Course Management	0	0	0	1	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management	0	0	0	0	0
<b>CITY CAMPUS</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
Course Management	0	0	2	0	0
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>

#### 4.2.3 Part – time staff: Qualification

	Certificate/ Diploma	First Degree	Honours	Masters	Doctorates
<b>CITY CAMPUSES</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>
Course management	0	3	0	0	0
Course Management	1	1	0	1	0
Course Management	2	0	0	1	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Course Management	0	0	0	0	0
Course Management	0	0	1	0	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management	0	0	0	0	0
<b>CITY CAMPUS</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
Course Management	0	0	2	0	0
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>

#### 4.3 Permanent Staff: Appointment levels

	Junior Lecturer	Lecturer	Senior Lecturer	Principal Lecturer	HOD	Professor
<b>CITY CAMPUSES</b>	<b>3</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>0</b>
Course management	3	2	2	1	1	0
Course Management	0	3	1	0	1 (Acting)	0
Course Management	0	8	3	1	1	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>
Course Management	0	5	3	0	1(HOD)	0
Course Management	0	3	0	0	0	0
<b>CITY CAMPUSES</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Course Management	0	3	1	0	0	0
CITY CAMPUS	0	3	0	0	0	0
Course Management	0	3	0	0	0	0
TOTAL	3	27	10	2	4	0

#### 4.4 Mobility

##### 4.4.1 Permanent Staff Mobility

	New App.		Terminations		Retirements		Transfers		Promotions	
	Perm	Temp	Perm	Temp	Perm	Temp	Perm	Temp	Perm	Temp
CITY CAMPUSES	2	6	0	2	0	0	1	0	1	0
Course management	0	2	0	1	0	0	0	0	0	0
Course Management	0	0	0	0	0	0	0	0	1	0
Course Management	2	4	0	1	0	0	1	0	0	0
CITY CAMPUSES	0	1	0	0	0	0	0	0	1	0
Course Management	0	0	0	0	0	0	0	0	1	0
Course Management	0	1	0	0	0	0	0	0	0	0
CITY CAMPUSES	0	0	0	0	0	0	0	0	2	0
Course Management	0	0	0	0	0	0	0	0	2	0
CITY CAMPUS	1	0	0	0	0	0	1	0	1	0
Course Management	1	0	0	0	0	0	1	0	1	0
TOTAL	3	7	0	2	0	0	2	0	5	0

The Faculty embarked on an equalization of workload per campus. The department Course experiences difficulties and selection of suitable qualified staff especially for temporary and part-time positions.

#### 4.5 Staff Development

##### 4.5.1 Permanent Staff

###### DEPT: COURSE MANAGEMENT

Name of Staff member	Staff Development Actions	Comments
----------------------	---------------------------	----------

###### DEPT: COURSE MANAGEMENT

Name of Staff member	Staff Development Actions	Comments
----------------------	---------------------------	----------

###### DEPT: COURSE MANAGEMENT

Name of Staff member	Staff Development Actions	Comments
----------------------	---------------------------	----------

##### 4.5.2 Temporary staff

###### DEPT: COURSE MANAGEMENT

Name of Staff member	Staff Development Actions	Comments
----------------------	---------------------------	----------

The temporary/part-time staff does not get training/orientation equal to that of permanent staff. Although we accept that this has budget implications we recommend that the University embark on an institutional strategy for this.

#### 4.6 Research

##### 4.6.1 Permanent staff: Current Research

	Number of staff enrolled in Post Grad Studies		Staff supervising post graduate students		Number of staff engaged in IHL Niche Areas (indicate staff numbers and the niche area)
	Masters	Doctorates	Masters	Doctorates	
<b>CITY CAMPUSES</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>
Course management	2	0	1	0	0
Course Management	1	0	1	0	0
Course Management	2	1	3	1	1
<b>CITY CAMPUSES</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management	3	0	0	0	0
Course Management	1	0	0	0	0
<b>CITY CAMPUS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management	2	0	0	0	0
<b>CITY CAMPUS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management	0	0	0	0	0
<b>TOTAL</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>

Due to recommendation to limit the number of focus areas for the institution this Faculty is involved in the planned focus area and specifically within the niche area.

**The Faculty had identified two priorities:**

- Supporting staff in the Faculty to at least obtain a Masters qualification within the next 5 years. This is severely influenced by the limited funds allocated to this Faculty.
- Supporting staff to publish

#### 4.6.2 Part-Time Staff: Current Research

	Number of staff enrolled in Post Grad Studies		Staff supervising post graduate students		Number of staff engaged in IHL Niche Areas (indicate staff numbers and the niche area)
	Masters	Doctorates	Masters	Doctorates	
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course management					
Course Management					
Course Management					
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management					
Course Management					
<b>CITY CAMPUSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management					
<b>CITY CAMPUS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Course Management					
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### 4.6.3 Research outputs: Paper and Conferences

	Numbers of papers in accredited journals	Number of Paper in popular journals	Number of contributions to international conferences	Number of contributions to national conferences	Number of Guest lecturers delivered at other institutions
Course Management	0	0	1	2	0
Course Management	0	0	2	1	0
Course Management	0	0	4	2	0

Although the output with regard to the number of papers in accredited journals is currently zero, a number of articles have been submitted for publication.

#### 4.6.4 Patents, artworks, creative productions and other outputs

	Patents	Technology innovation projects	Creative production	Artworks	Other

#### 4.6.5 Research funding

Faculty	NRF	THRIP	Bursaries/Scholarships	INDUSTRY	IHL	TOTAL
					R22 590	R22 590
					R63 307	R63 307
	R30,000.00	0.00	0.00	0.00	R4,269.44	R34,269.44
			900 Euro		R16 500 R15 000 R10 000	R41 500 900 Euro

#### 4.7 Achievements and awards

##### 4.7.1 Permanent staff: Achievements and awards

### 5. STUDENT PROFILE AND PERFORMANCE

#### 5.1 Gender and race (undergraduate)

	African		White		Coloured		Asian		Total		
	F	M	F	M	F	M	F	M	F	M	T
<b>CITY CAMPUS</b>	<b>382</b>	<b>238</b>	<b>299</b>	<b>240</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>695</b>	<b>490</b>	<b>1185</b>
<b>COURSE MANAGEMENT</b>	<b>104</b>	<b>17</b>	<b>119</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>227</b>	<b>73</b>	<b>300</b>
National Diploma	83	13	95	43	0	0	3	1	181	57	238
Baccalaureus Technology Degree	21	4	24	12	0	0	1	0	46	16	62
<b>COURSE MANAGEMENT</b>	<b>57</b>	<b>136</b>	<b>22</b>	<b>72</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>81</b>	<b>212</b>	<b>293</b>
National Diploma	51	124	14	64	1	3	0	1	66	192	258
Baccalaureus Technology Degree	6	12	8	8	1	0	0	0	15	20	35
<b>COURSE MANAGEMENT</b>	<b>221</b>	<b>85</b>	<b>158</b>	<b>113</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>387</b>	<b>205</b>	<b>592</b>
National Diploma	209	77	145	110	7	2	0	5	361	194	555
Baccalaureus Technology Degree	12	8	13	3	0	0	1	0	26	11	37
<b>CITY CAMPUS</b>	<b>366</b>	<b>209</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>368</b>	<b>209</b>	<b>577</b>

<b>COURSE MANAGEMENT</b>	<b>148</b>	<b>41</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>150</b>	<b>41</b>	<b>191</b>
National Diploma	138	38	0	0	0	0	0	0	138	38	176
Baccalaureus Technology Degree	10	3	2	0	0	0	0	0	12	3	15
<b>COURSE MANAGEMENT</b>	<b>218</b>	<b>168</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>218</b>	<b>168</b>	<b>386</b>
National Diploma	218	168	0	0	0	0	0	0	218	168	386
<b>CITY CAMPUS</b>	<b>184</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>184</b>	<b>78</b>	<b>262</b>
<b>COURSE MANAGEMENT</b>	<b>184</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>184</b>	<b>78</b>	<b>262</b>
National Diploma	184	78	0	0	0	0	0	0	184	78	262
<b>CITY CAMPUSES</b>	<b>62</b>	<b>53</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>55</b>	<b>123</b>
<b>COURSE MANAGEMENT</b>	<b>62</b>	<b>53</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>55</b>	<b>123</b>
National Diploma	58	53	5	2	1	0	0	0	64	55	119
Baccalaureus Technology degree	4	0	0	0	0	0	0	0	4	0	4
<b>TOTALS</b>	<b>994</b>	<b>578</b>	<b>306</b>	<b>242</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>1315</b>	<b>832</b>	<b>2147</b>

In all departments within this Faculty the number of female students is more than the number of male student.

## 5.2 Student Performance (under-graduate): (a) by subject:

### 5.2.1 High performing subjects (Average above 75%)

#### (CITY CAMPUS)

(DEPARTMENT: COURSE MANAGEMENT)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	26	26	20	77%
	26	26	25	96%
	29	29	29	100%
	25	25	19	76%
	40	40	40	100%
	41	41	38	93%
	39	39	38	97%
	18	18	15	83%
	41	41	31	76%
	28	28	28	100%
	37	36	34	92%
	39	38	34	87%
	43	42	37	86%
	24	24	21	88%
	41	40	36	88%
	32	32	30	94%
	45	45	41	91%
	30	30	27	90%
	28	28	26	93%
	35	35	31	89%
	35	35	35	100%
	30	30	28	93%
	36	34	33	92%
	39	39	36	92%
	1	1	1	100%
	40	40	32	80%
	33	33	29	88%

	22	22	20	91%
	36	36	33	92%
	38	38	36	95%
	37	37	34	92%
	25	25	23	92%
	38	37	31	82%
	37	37	37	100%
	45	45	41	91%
	24	24	23	96%
	18	16	16	89%
	17	17	17	100%
	26	26	24	92%
	28	28	28	100%
	24	24	20	83%
	23	23	21	91%
	34	34	28	82%
	30	29	28	93%
	24	24	23	96%
	15	15	15	100%
	30	30	27	90%
	29	28	28	97%
	26	26	25	96%
	27	27	23	85%
	30	30	25	83%
	27	27	24	89%
	58	58	58	100%

**(CITY CAMPUSES)**

<b>COURSE MANAGEMENT</b>	<b>Subject Registrations</b>	<b>Exam Admissions</b>	<b>Subjects Passed</b>	<b>Subjects Rate</b>
	45	45	45	100%
	63	61	57	90%
	2	2	2	100%
	52	52	50	96%
	47	42	40	85%
	42	40	36	86%
	54	53	47	87%
	48	48	40	83%
	54	53	51	98%
	54	53	51	94%
	48	46	46	96%
	15	13	12	80%
	52	50	41	79%
	54	53	51	94%
	44	44	44	100%
	57	56	53	93%
	2	2	2	100%
	56	53	44	79%

(DEPARTMENT: COURSE MANAGEMENT)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	9	9	8	89%
	29	29	25	86%
	19	19	16	84%

(DEPARTMENT: COURSE MANAGEMENT)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	26	26	20	77%
	18	18	14	78%
	19	19	15	79%
	47	47	38	81%
	26	21	17	81%
	20	20	18	90%
	12	12	11	92%
	13	13	12	92%
	12	12	11	92%
	2	2	2	100%
	2	2	2	100%
	1	1	1	100%
	2	2	2	100%
	16	16	16	100%
	2	2	2	100%
	3	3	3	100%

**(CITY CAMPUS)**

(DEPARTMENT OF COURSE MANAGEMENT)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	24	21	21	78%
	122	120	101	81%
	103	87	87	84%
	150	146	124	85%
	93	93	85	90%
	112	112	105	93%
	121	121	116	94%
	108	107	104	96%

**(CITY CAMPUS)**

(DEPARTMENT OF COURSE MANAGEMENT)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	63	63	50	78%
	80	74	68	83%
	63	63	52	83%
	71	71	68	96%
	60	60	55	90%
	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	23	23	18	78%
	13	13	11	85%
	13	13	11	85%

	20	20	18	90%
	21	21	19	90%
	27	27	25	93%
	1	1	1	100%

### 5.2.2 Under performing subjects (Average below 50%)

#### (CITY CAMPUS)

(DEPARTMENT OF MANAGEMENT)	COURSE	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
		1	0	0	0%
		21	19	10	48%

(DEPARTMENT OF MANAGEMENT)	COURSE	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
		4	4	0	0%

(DEPARTMENT OF COURSE COURSE)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	26	26	6	23%
	62	62	14	23%
	123	123	33	27%
	65	65	21	32%
	81	81	26	32%
	17	17	6	35%
	175	175	63	36%
	32	32	12	38%
	66	66	29	44%
	56	56	26	46%
	44	43	20	47%
	149	149	71	48%

#### (CITY CAMPUS)

(DEPARTMENT OF COURSE COURSE)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	85	85	5	6%
	115	107	22	18%
	101	101	38	38%
	93	93	44	46%

#### CITY CAMPUS

(DEPARTMENT OF COURSE COURSE)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	115	115	23	20%
	103	102	28	27%
	105	81	37	35%
	82	49	33	35%
	121	121	46	38%
	59	26	26	44%

#### (CITY CAMPUS)

(DEPARTMENT OF COURSE COURSE)	Subject Registration	Exam Admission	Subjects Passed	Subject Pass Rate
	58	57	18	31%
	67	66	31	46%
	72	71	34	47%

This Faculty will be investigating all subjects with pass rates below 50% and above 90% to ensure teaching at a required quality level is taking place. Statistics on a three-year tendency is in the process of being compiled. The CCPD and Student Development Section will be requested to assist with a developmental plan where problem areas have been identified.

## 5.6 Student Achievement and Awards

### 6. MANAGEMENT OF ACADEMIC DELIVERY

#### 6.1 Programme design and development (undergraduate programmes)

##### 6.1.1 Future Provisioning: Programmes to be introduced

Qual Code	Qualification name	Date of Introduction	Phase out Date	Campus
-----------	--------------------	----------------------	----------------	--------

##### 6.1.2 Future Provisioning: Programmes to be phased out

## 6.2 Faculty Quality System

The departments within the Faculty adhere to the criteria set down by the Directorate Quality Management. All submission for new qualifications follows the normal route via the Departmental Committee, Exco of Faculty and Faculty Board prior to submission to Senate.

During the process the input from industry and the advisory board are also considered.

The Faculty has established a Quality Committee to ensure all departments within the Faculty is equally prepared for the scheduled self-assessment scheduled within the Directorate Quality Management.

The effectiveness of the academic administration in the Faculty is negatively influenced by the lack of a support infrastructure equal to existing faculties. Although we accept that this is due to the interim period, it does severely hamper the Faculty in realising its objectives in delivering quality service.

## 6.3 Teaching mode

The programmes in the Faculty are mainly offered through contact delivery. The Department Course use Telematic education for some of its BTech courses. The Course Department is using PBL as a teaching method and plans have been drafted to ensure equalisation and integration of this activity on both campuses. The budget constraints are also hampering this activity.

Although students do WIL at different time during their studies, all departments apply the same monitoring process namely providing a logbook, communicating with the supervisor, assisting and/or providing information regarding workstations, lecturer monitoring and assessing.

#### **6.4 Non-State-Subsidized programmes**

The Department Course Management is providing Responsible Course Training for provincial government officials. This is mainly done to maintain the normal operation of the department due to the limited budget provided.

#### **6.5 Partnerships and Cross-border provision**

### **7. MONITORING AND EVALUATION**

#### **7.1 Monitoring of teaching and learning**

Evaluation of students of lecturing is done twice a year. Through PBL students evaluate the lecturer and the modules which is use to improve the modules.

### **8. COMMUNITY SERVICE**

### **9. FACULTY OWN AFFAIRS**

At the beginning of 2004 no integration in the faculty had been implemented. An overview of the progress made during 2004 is as follow:

Course

Integrated all first years as from June 2004 and 1<sup>st</sup> and 2<sup>nd</sup> years as from January 2005.

Course

Integration of the new qualification in Course will be effective as from January 2005 for first year. All other qualifications will be phasing out

Course

No integration applicable

Although we appreciate the vision of the university to establish a Faculty of Course, Course and Course, we are concerned about the support provided to establish this faculty, which we feel, can be a Course tool for the institution. We realise and understand the arguments relating to the merger and the interim phase but it must also be understood that as a new faculty there is no "reserve funds" available. Where staff was part of other departments across the campuses, the staff was relocated without the required support/infrastructure or a fair ratio thereof moving with them. They are current still "squatting" within their previous structures having to use infrastructure and administrative support of those departments.

This faculty has a dedicated and committed team of staff members willing to contribute in making a success and flagship of this faculty. I trust that establishing this faculty was a considered decision, which follows that support in realizing that decision should be provided.

**ANNUAL FACULTY REPORT  
2005**

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**ANNUAL FACULTY REPORT**  
**Report on: January – December 2005**

**COURSE, COURSE AND COURSE**

This report covers the activities of the Faculty during 2005 and is submitted for approval to the first Senate meeting of 2006.

**1. INTRODUCTION**

This Faculty operates on four learning sites namely City, City, City and City. The departments within this Faculty are:

- Department Course
- Department Course
- Department Course

The number of active programmes is as follow:

- 8 National Diplomas
- 9 B Tech programmes
- 7 Masters programmes
- 3 Doctoral programmes

The headcount enrolment for the year under review was:

Course Department	1 317
Course Department	472
Course Department	255
<b>Total</b>	<b>2 044</b>

The Course Center is linked to the Faculty Course, Course and Course

The faculty has a total staff complement of:

Permanent academic	40
Permanent administrative	12
Temporary	21
<b>Total</b>	<b>73</b>

## 2. ASSESSMENT OF THE STRATEGIC PLAN OF THE FACULTY

### 2.1 Assessment of Strategic objectives

**Table 2a: Progress with regard to Strategic Objectives**

OBJECTIVES (Example)	TARGET FOR 2005	STATUS OF PERFORMANCE
<p>1.1 To deliver competent graduates with an entrepreneurial focus who actively contribute to the economy and society.</p>	<p>Continuous revision of programme content in liaison with industry.</p> <p>Planning, applying and obtaining approval for new programmes.</p> <p>Requested a mock self-assessment. The Directorate Quality Assurance advised against it for 2005.</p> <p>Implementing an educational strategy for under-prepared learners.</p> <p>Establish strategic partnerships to promote programmes.</p> <p>Implementing at least one community engagement project.</p>	<p>Continuous process</p> <p>Business plan for Course drafted. Consultation process to be followed. Other new programmes identified in consultation with industry – awaiting the approval of IOP.</p> <p>Gathering evidence in accordance with HEQC requirements. Self assessment will be done according to schedule of Quality Management</p> <p>Not yet finalised. Ad hoc remedial actions currently applied.</p> <p>Ongoing process. No formal agreements yet.</p> <p>Department of Course and Course has completed a project with schools in the community. The Center for Course is involved in a community project with the school for the death in Worcester.</p>
<p>1.2 To establish the Faculty as a recognised unit for research and development and technological innovation.</p>	<p>Development of a niche area: Responsible Course</p> <p>Support staff to publish</p>	<p>Linked to primary Faculty: The proposal approved at FRC in June 2005. Awaiting approval of Agriculture FRC</p> <p>Arranged "Writing for Publication" workshop. 10 Members' articles currently under final review</p> <p>Due to staff shortages</p>

<p>1.3 To improve the skills and competencies of all staff in the faculty</p>	<p>Support staff to at least M level.</p> <p>Implement PMS</p> <p>Actively pursuing a new culture within the faculty; managing change to establish a positive environment</p>	<p>cannot provide sabbatical leave. Majority of staff busy with further qualification</p> <p>Institutional policy/procedures not yet finalized.</p> <p>Overall a positive spirit in all departments with integration achieved.</p> <p>Still in process</p>
<p>1.4 To holistically develop The learners registered in The Faculty</p>	<p>Establish compulsory personal development modules within each academic programme</p>	<p>Achieved. Lack of infrastructure and staff still problematic</p>
<p>1.5 Contributing to an Effective and efficient Institution of Higher Learning.</p>	<p>Applying a process of integration to unify faculty</p> <p>Continuously evaluate and identify areas for improvement</p>	<p>Currently only addressing pressing needs that affects the staff and students within the faculty negatively.</p> <p>The Course Center has been involved in a community project with the Institute for the Deaf in Worcester.</p>

## 2.2 Recommendations

With the two years of operating as a Faculty, a process of evaluating the strategic plan of

2004 – 2007 can now be done based on the past two years' report. The strategic plan was very ambitious and assumed total support regarding the finances, growth, infrastructure and human resource implications required to achieve all the objectives and related activities. Objectives will be revised within the boundaries of the support available. This process will be completed before the submission required to Senate regarding the strategic plans for the next phase.

A concrete statement of the institution regarding the importance of developing this new "cluster" is required. Although the Faculty is merging with Course, the identity of the cluster can be maintained and given the national importance of this field, with the relevant support, this cluster can achieve national recognition as a unit providing quality training. With the new programmes envisaged, IHL will be the only one providing in the training needs of industry in those fields.

### 3. OVERVIEW OF EDUCATIONAL PROVISION AND ENROLMENT PLANNING

#### 3.1 Faculty Profile with regard to educational provision.

**Table 3a: Headcount enrolment per programme, department and learning site.**

City	City	City	City	City	City	City	Off-campus (Specify)	Total
179	157	0	1098	433	0	0	0	1867
0	0	0	156	10	0	0	0	166
0	0	0	10	0	0	0	0	10
0	0	0	1	0	0	0	0	1
179	157	0	1265	443	0	0	0	2044

The diploma qualifications in Course have been evolving in order to respond to national and global needs. This led to the name change of the qualification from Course and Course to Course. The Department Course is in the process of phasing out the qualifications, which used old terminology. Within a space of three years there will be a complete progression of the new qualification from National Diploma to D. Tech Course with two electives, Course and Course and Course.

All programmes of the Course and Course Department are currently in review to reflect the needs of industry. The merger has had major influences on the application rate and marketing of the new institution is of the utmost importance.

The South African Government has identified Course as a national priority. The white Paper on Course and the Sector Skills Plan indicates that both private and public Higher Education Institutions in South Africa provide in less than 10% of the industry's HR needs. IHL houses the largest Course Department in higher education. This is also the only institution that offers three specializations in Course. The Department has identified four other Course programmes that can contribute significantly to job creation and transformation of the industry.

The moratorium on new programmes and the capping of student numbers negatively impacts on the growth of the departments within this faculty.

### 3.2 Enrolment Planning

**Table 3b: Actual and projected enrolment per mode of delivery and level**

Mode of delivery	CONTACT		DISTANCE		TOTAL	
	Target 2005	Actual 2005	Target 2005	Actual 2005	Target 2005	Actual 2005
Under graduate	2033	2033		0		2033
Post graduate	11	11		0		11
<b>TOTAL</b>	<b>2044</b>	<b>2044</b>		<b>0</b>		<b>2044</b>

Due to the capping no increase in student numbers was affected. The target and actual statistics are therefore the same. Since distance education is not within the vision of IHL no target was set for this. Telematic education is seen as supportive to contact students.

### 3.3 Service Delivery

**Table 3c: Percentage (%) Service Delivery to other Faculties**

Mainstream Faculty		Service delivery		
Course, Course and Course		Agricultural Sciences	Health Sciences	Education
Course	96.39%	0.0%	0.0%	3.61%
Course	96.40%	0.0%	3.60%	0.0%
Course	87.18%	2.56%	10.26%	0.0%

The percentage of subjects serviced to other departments by the Course Department is very low due to the uniqueness of subjects specific to the industry.

The following subjects are serviced to the Course Department:  
Course

The following subjects are serviced to the Course Department:

Course

The National Diploma and B. Tech Course is a shared qualification between the Departments Course, Course and Course.

The Course and Course Department experiences difficulty with service subjects offered by other Departments. Subjects are not always on standard and do not reflect the Department's needs.

### 3.4 Recommendations:

The implementation of the service subject policy and the SLA's will address the challenges experienced, quality control and needs of the receiving department.

## 4. STAFF PROFILE

### 4.1 Race and Gender per employment status

**Table 4a: Permanent staff: Race and Gender (2005)**

African		Indian		Coloured		White		TOTAL GENDER		Projected Gender		Grand Total
F	M	F	M	F	M	F	M	F	M	Black Female	White Female	
0	0	0	0	0	0	1	0	1				1
5	6	0	0	2	0	2	5	31	8			42
						4						
1	0	0	0	0	0	1	0	1	1			2
1	2	0	0	0	0	2	2	3	4			7

The institutional benchmarks for staff are 40% black and 40% female.

For the Faculty as a whole the statistics are:

Blacks 33%  
Female 70%

#### Course Department

46% of the staff members are black and 81% are female. This is higher than the benchmark set by the University.

#### Course

25% of the staff is black and 50% are women

#### Course Department

26% of the staff is from previously disadvantaged groups and 65% are women

**Table 4b: Temporary staff: Race and Gender (2005)**

African		Indian		Coloured		White		TOTAL GENDER		Projected Gender		Grand Total
F	M	F	M	F	M	F	M	F	M	Black Female	White Female	
						3	2	3	2			5
1	2					2	1	3	3			6
3		0		0		8		6	5			11

**Table 4c: Part-time staff: Race and Gender (2005)**

African		Indian		Coloured		White		TOTAL GENDER		Total Projected		Grand Total
F	M	F	M	F	M	F	M	F	M	Black Female	White Female	
						4	6					10
						10						10

The Employment Equity plan of the Faculty is not yet finalized.

During 2005 the Course and Course Department had to make use of several part-time appointments. It is preferred that permanent appointments are made. EMC has approved one post at the end of 2005.

The Course Department has to rely on part-time staff in order to address the workload of academic staff.

The part-time workload is similar to the workload of a permanent lecturer at a fraction of the cost. If not for this the department will need the following permanent positions on the following sites:

City	5
City	2
City	1

**Table 4d: Percentage (%) salary expenditure per employment category.**

CATEGORY	PERMANENT	TEMPORARY/PART	TOTAL
Salary expenditure (Rand value)	18,203,874.13	1,075,537.20	20,576,262.72
Salary expenditure (%)	88.47%	5.23%	100%

**Table 4e: Appointment levels of Permanent staff.**

PROFESSOR						
Junior Lecturer	Lecturer	Senior Lecturer	Principal Lecturer	Associate Professor	Full Professor	Research Fellow
3	13	3	1	0	0	0
3	7	7	1	0	0	0
0	3	1	0	0	0	0

The Department of Course has three staff members appointed at Junior Lecturers who qualify to be appointed as lecturers. Due to financial constraints this could not yet be corrected, but is urgently required. Course is labour intensive and has more than the average subjects per level of study.

Course and Course at Department. In March 2004 the Department was split into two Departments. On the City Campus two permanent positions and one temporary position (MoU) was awarded to Course. These three staff members have to serve more than 400 students over three levels of study. Two staff members do not have relevant qualifications. This situation creates enormous pressure at City Campus and generally on staff members on the other Province sites.

Apart from the City Campus none of the other sites have administrative staff in the Course department. The administrative staff at the City campus has to deal with the bulk of the administrative functions of the other sites.

**Table 4: Mobility of Permanent staff.**

New Appointments	Resignations	Retirements	Transfers / Redeployment	Promotions
1	1			
	1			
		1		

The Faculty has a high retention rate with no resignations except for the effect of the closure of the business unit at the end of 2004.

#### 4.2 Recommendations

Attending to outstanding promotions within the Faculty.

To alleviate the workload of the current permanent staff in the Course Department, and to work towards a better staff/students ratio, at least 6 permanent academic positions should be approved and funded as well as administrative support for City, City and City.

The appointment of administrative staff within the Department of Course and Course to alleviate the administrative workload.

### 5. STAFF DEVELOPMENT AND CAPACITY BUILDING

#### 5.1 Qualifications

**Table 5a: Permanent staff: Highest Qualifications - Profile per Employment category**

Employment Category	First Degree/ N.Dip		Honours/ B Tech		Masters		Professional Certificate Diploma		Doctorates		Total	
	Target	'05	Target	'05	Target	'05	Target	'05	Target	'05	Target	'05

Permanent	9	11	14	6	40
	4	2	2	0	8
Temporary	2	0	0	0	2
	0	0	0	0	0
Part-time	2	0	0	0	2
	0	0	0	0	0
<b>TOTAL</b>	<b>17</b>	<b>12</b>	<b>16</b>	<b>6</b>	<b>52</b>

The institutional targets for staff qualifications are:

Masters            40 %  
 Doctorates        15 %

The statistics for the Faculty based on permanent academic staff are:

Masters            35 %  
 Doctorates        15 %

The statistics for the Faculty based on total academic staff are:

Masters            32 %  
 Doctorates        14 %

To assist staff in approving their qualifications, lectures are scheduled in such a way that each academic staff member, especially those enrolled for post graduate studies, have one day per week free to work on their dissertations. The HOD negotiates and monitors the progress. This was necessary because study leave could not be approved due to staff shortage.

## 5.2 Academic Development of Staff

**Table 5b: Academic Development per Employment category (number of staff)**

	Curriculum Development	Teaching, Learning & Assessment	Quality	Technology Innovation	Academic Specialization	Management & Leadership
Permanent	2	32	1	1	5	
Temporary		1				
Part-time					2	

The development had an overall positive impact on the activities of the Departments.

## 5.3 Recommendations:

The shortage of staff and workload limits the time available for staff to make use of

These opportunities

## 6. RESEARCH AND INNOVATION

### 6.1 Postgraduate studies, supervision and rated professors

**Table 6a: Staff enrolled for postgraduate studies**

		Number of staff enrolled for postgraduate studies*	
		Masters	Doctorates
Permanent staff	Instructional/ Research	11	1
	Admin/support	0	0
	TOTAL	11	1
Part-time	Instructional/ Research	0	0
	Admin/support	0	0
	TOTAL	0	0
<b>GRAND TOTAL</b>		<b>11</b>	<b>1</b>

The staff currently enrolled for higher qualifications devotes their time to their own research studies within the constraints of the current workload. Once they have completed their studies and the workload is equalised, the departments will have potential to contribute extensively to research output of the institution.

**Table 6b: Current postgraduate supervision (Permanent and Part-time Staff)**

		Number of staff supervising postgraduate students			Number of postgraduate students enrolled		
		Masters	Doctorate	Total	Masters	Doctorate	Total
Permanent Staff	Instructional / Research	7	2	9	10	1	11
	Admin support	0	0	0	0	0	0
	TOTAL	7	2	9	10	1	11
Part-time	Instructional/ Research	1	0	1	0	0	0
	Admin support	0	0	0	0	0	0
<b>GRAND TOTAL</b>		<b>8</b>	<b>2</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>11</b>

The Department Course is increasingly attracting post-graduate students from other institutions. At least 50% of the current post-graduate students have under-graduate qualifications from other institutions. Because of the interdisciplinary nature of the Course industry increasing number of applications for granting status as received. There is also a need for structured master degrees especially an executive leadership programme at a BTech and MTech level.

The Department Course has set the following targets:

Growth in MTech students to 20 by 2008

Growth in DTech students to 5 by 2008

A workshop on supervision training is planned for the first term of 2006, being a need identified by all departments.

**Table 6c: Rated researchers**

Rating category	Number of staff
-----------------	-----------------


## 6.2 R&I focus areas and outputs

**Table 6d: Participation in IHL R&I focus and niche areas**

Title of R&I focus area	Title of R&I Niche area	Number of actively participating staff		Site
		Permanent	Part-time	

Although other possible niche areas have been identified at a workshop during 2004, based on discussions with the Directorate Research and the approval of Focus and niche areas for IHL, it was decided to focus on only one niche area to positively contribute to capacity building within the faculty.

**Table 6e: R&I outputs: Accredited research outputs.**

	Number of peer-reviewed articles in journals	Number of books/chapters in books	Number of peer reviewed conference proceedings
Faculty total	1		4
<b>TOTAL</b>			

- Trends, indicating how participation promotes the image of IHL, bring curriculum innovations, leads to improve technology transfer, etc.

**Table 6f: R&I output: Additional output**

Site	Number of patents registered	Number of products/artifacts/prototypes	Number of technical/policy reports	Number of keynote/plenary addresses	Number of published conference proceedings (not peer-reviewed)	Number of published abstracts of conference proceedings (peer-reviewed)
	0	0	0	0	4	0
<b>TOTAL</b>	0	0	0	0	4	0

**Table 6g: R&I output: Other (MRS)**

Site	Type of output	Number
	Publication	2
<b>TOTAL</b>		

## PUBLICATIONS

## TEXTBOOKS

## 6.3 R&amp;I funding, achievements and awards

Table 6h: R&amp;I funding

	Internal (IHL) funding		External Funding	
	Type	Amount	Type	Amount
	FRC Funding	102 517.00	NRF Scare Skills	75 000.00
<b>TOTAL</b>				

A " Writing for Publication" Workshop facilitated by Prof Kapp was arranged with funds allocated for research during October 2005. Ten members attended and all finished their articles, which are in different stages for submission. The outcome will be recorded in the 2006 report.

## Conference attendance

Table 6i: Achievements and awards of Permanent staff

	Internal (IHL) awards		External Awards	
	Type	Number of staff	Type	Number of staff
	Long service	2		
<b>TOTAL</b>				

## 6.4 Recommendations

**Recommendations for research development:****Skills training of staff**

Staff who are responsible for research development in the faculty are committed but not all are competent to drive research in their different environments. It is recommended that:

- All FRC members attend the short-course on how to supervise post-graduate students
- At least two staff members of each campus attend the short-course on how to supervise post-graduate students

**Strategic research plan**

The faculty would like to ensure that each academic staff member within the faculty should be involved in research, but with the limited number of experienced lecturers in the faculty it is often the same staff members that are interested in research, that are also involved with post-graduate supervising as well having a lecturing load similar as all other staff in the faculty.

It is recommended that the Faculty revises its strategic research plan to incorporate a research roadmap for the faculty and that staff members familiarize themselves with such a roadmap. Staff should be measured against generic specific benchmark and those that reach the faculty benchmark should be awarded.

### Research professor

That the Course Research Professor be advertise and filled

### Host a conference

The faculty is in an ideal position to host an international conference for Course, Course and Course. This would be an ideal opportunity for staff and students to part-take in such an event.

## 7. STUDENT PROFILE AND PERFORMANCE

### 7.1 Student Profile

**Table 7a: Race and Gender (Undergraduate)**

African		Indian		Coloured		White		TOTAL GENDER		Grand Total
F	M	F	M	F	M	F	M	F	M	
292	145	2	1	3	2	48	58	345	206	551
628	371	3	5	7	4	207	157	845	537	1382
920	516	5	6	10	6	255	215	1190	743	1933

The students' profile is representative of the population of South Africa. More females tend to study Course. Male representation in the department has increased considerably in the past 5 years.

### 7.2 Student performance (undergraduate) by subject

**Table 7b: Summary of Student Performance for the faculty**

Department	FTE enrolled	FTE Credited	Success rate
------------	--------------	--------------	--------------

### Factors identified influencing performance:

- Lack of writing and reading skills.
- Large classes
- Staff problems on City Campus (Course)
- Facility problems (Course)

Remedial action (Departmental):

- Student's reading and writing skills are tested during orientation (first years). At risk students are referred to Student Development to attend the programmes offered there. The Department of Course identifies students to go on these courses based on June results.
- The Course has invested in a Media Site. Lectures will be available on CD in future.
- WebCT support on Culinary Studies I was developed in 2005. Cd's will be Available to students in 2006.

Faculty proposals to address under performance in general:

- Extract two years statistics and investigate trends
  - Discuss in departments with involving student body
  - Collaborate with CCPD regarding possible training/ assistance required for staff
- Based on identified needs.
- Draft an action plan for remedial activities.

**Table 7e: Student performance (under-graduate) by qualification awarded**

Qualifications Awarded	African		Indian		Coloured		White		Total Awarded		Graduation Rate
	F	M	F	M	F	M	F	M	F	M	
Foundation Cert. awarded											
N Cert awarded	8	2	0	0	0	0	5	0	13	2	0.0%
NH Cert awarded	1	3	0	0	0	0	0	1	1	4	0.0%
N Dip awarded	139	75	0	1	1	0	52	20	192	96	14.4%
B Tech awarded	14	8	0	0	0	0	19	16	33	24	36.8%
<b>TOTAL FACULTY</b>	<b>162</b>	<b>88</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>76</b>	<b>37</b>	<b>239</b>	<b>126</b>	<b>17.0%</b>

### 7.3 Student retention, development and support

**Table 7g: Student retention, development and support**

Strategy applied	Participation				Credit bearing/ incentive/ curriculum integration	Site(s)
	Groups (n)	Individuals (n)	Compulsory	Non-compulsory		
E.g. Language proficiency	2	60 per group	Yes	N/a	No	Arcadia & City
Reading skills	2	60 per group	Yes	N/a	No	Arcadia & City
Study skill development	2	60 per group	Yes	N/a	No	Arcadia & City
Life skills, etc.	2	60 per group	Yes	N/a	No	Arcadia & City

**Table 7h: Foundation programmes**

Name of programme	Headcount enrolment	Subject pass	Success rate

**Table 7i: Co-operative Education opportunities**

Name of programme	Credit bearing		(n) Of students registered	(n) Of students prepared	(n) Of students placed	(n) Of students monitored	(n) Of students assessed	(n) Of Students Completed
	Y	N						
Course	X		8	8	8	8	8	8
Course	X		30	30	30	18	17	17
Course	X		40	40	40	40	40	40
Course	X		30	30	30	30	30	30
Percentage								

No reports were received from the Co-operative co-coordinator from City. Departments reported no visibility from the co-coordinator in either meeting with departments and/or staff and students. No reports on contact and/or feedback from industry were also received. This was discussed with the head of the section.

At Campus the Course Department in contrast has build good relations with industry and regular monthly reports were received from supervisors in industry.

No serious problems were experienced on the City campus regarding the placement of students.

**Table 7j: Advisory Committee Meeting**

DEPARTMENT	PROGRAMME	NUMBER OF MEETINGS	DATE OF MEETINGS
COURSE	3 YEARS		No formal meetings took place as the Department continuously meets with industry regarding subject specific consultation
COURSE	3 YEARS	3	10,11 May 2005 9 September 2005 31 October 2005
COURSE	3 YEARS	1	24 May 2005

#### 7.4 Student achievements and awards

**Table 7k: Student achievement and awards**

Site	IHL awards				External awards (specify)	Total

The City Campus made the following awards:

Best First Year: Course Department  
Best Second Year: Course Department

Best Third Year: Course Department  
 Student with the Best Potential: Course Department

## 8. MANAGEMENT OF EDUCATION DELIVERY

### 8.1 Programme design and development (undergraduate programmes)

**Table 8a: New programmes introduced for this specific year**

Qualification	Category	Programme	CESM
N. Dip		Course	
		Course	
B. Tech		Course	
Masters		Course	
Doctorates			
Other			

- Course.

The new programmes were introduced due to the re-curriculation of the programme as well as aligning the programme with industry from Course and Course to Course.

The introduction of the new Course programmes has no resource implication for the immediate future. There will however be an infrastructure implication with the consolidation of the offerings on one site. The human capital will however still be sufficient.

**Table 8b: Programmes to be phased out**

Qualification	Programme	CESM	Reason
N. Dip			
B. Tech			
Masters			
Doctorates			
Other			

### 8.2 Faculty Quality System

The Departments within the Faculty adhere to the criteria set down by the Directorate Quality Management. All submission for new qualifications follows the normal route via the Departmental Committee, Executive of the Faculty and Faculty Board prior to submission to Senate. During this period a process of consultation with internal and external stakeholders are also done.

The Faculty has a Quality Committee represented by all Departments.

For the duration of the interim period this Faculty has not had a sufficient administrative structure, which negatively influences realizing delivering of quality service and efficient and effective operation.

### 8.2.1 Quality Promotion and Assurance

During the Strategic planning session, a quality control team has been appointed for the Department of Course.

### 8.2.3 Programme Reviews and Audit

The Faculty requested the Directorate Quality Assurance to undertake a mock self-assessment during 2005 but was advised that a schedule has been drafted and the Faculty is only scheduled for 2006. Two Hods' have undergone the audit assessment training by the HEQC.

### 8.2.1 Curriculum Development

Curriculum Development is done on an ongoing basis. The finalization of the NQF impacts on this activity. Relevant stakeholders are consulted on a continuous basis.

The Department of Course forms part of South Africa Association of Hotel Schools that replaced the old CTP that coordinated programme re-curriculation.

### 8.3 Teaching Mode

The majority of programmes offered are done through contact sessions.

### 8.4 Non-State-Subsidized Programmes (NSSP's)

Table 8c: Offering of NSSP's

	Mode of delivery	Credit-bearing		Access to formal programme		Total number delivered	Income generated
		Yes	No	Yes	No		
Certificate level			X		X	14	R67200.00
Diploma level							
Degree-level							
Post-graduate level							

### 8.5 Partnerships and Internationalisation

Table 8d:

Nature of partnership			Name of programme	Partner HE Institution	Industry partner	International partner (Name and country)
Exchange programme	Learner ships	Other				

Because of the merger activities valuable contracts were lost with Machau, Seychelles, France and Holland. Partnerships have to be reviewed and revitalized.

### 8.6 Recognition of prior learning

When request for recognition of prior learning is received, IHL policy is followed.

### 8.7 Infrastructure

#### Course and Course

Infrastructure is a major problem on the City Campus. The Department Course and Course are still using the offices of other Department and no administrative staff could be appointed due to a lack of space and funds. Effective management of the Department is hampered due to the scattering of staff and academic time is spending on attending to administrative matters.

#### Course

Additional office space on the City, City and City campuses are required. Lecture rooms are shared with other departments. Additional time on the timetable will assist in increasing the pass rate but due to a lack of lecture rooms and staff this cannot be done. The computer facilities at City campus is sufficient for the registered number of students but the City and City campus do not have the required facilities to offer industry licensed courses such as Galileo, These students have to be accommodated on the City Campus. The infrastructure on City and City meet HEQC requirements but not those on City and City campuses.

#### Course

Uncertainty in establishing the final site of this cluster makes the present limitations encountered invalid. The need for a new school remains with modern facilities such as canteens, conference venues, cooking labs etc.

### 8.8 Recommendation

Providing the required infrastructure to ensure effective operation of all the departments.

Clarity regarding the site of the Faculty will ensure efficient planning.

## 9. MONITORING AND EVALUATION

## 9.1 Monitoring of teaching and learning

### 9.1.1 Student satisfaction

#### Course

The Department makes use of lecture evaluation by students once a year. IHL evaluation forms are used. Problems identified are discussed with the relevant lecturer. The student associations within this Department are also actively involved and problems are communicated and attended to.

#### Department Course

Students are satisfied with the level of teaching

### 9.1.1 Teaching methodology, assessment and moderation practices

- IHL policies are followed.
- The Department of Course and Course reported concerns about the quality of assessment due to the staff shortage and use of part-time staff during the maternity leave of two staff members.

## 9.2 Recommendation

The security of continuous evaluation on the different sites does create challenges. Assessment has to take place on all campuses at the same time. The scheduling of tests given the infrastructure situation creates problems in this regard

The shortage of staff in two of the Departments need urgent attention as it influence quality negatively and is unfair to the staff as their workload makes time for research impossible but is part of the KPA's.

## 10. COMMUNITY ENGAGEMENT

### 10.1 Community engagement projects

**Table 10a: Community engagement projects of the Faculty**

Department	(n) Of projects	Staff and students involved (n)	Type of project	Stakeholders Beneficiaries	Monetary value

## 11. FACULTY OWN AFFAIRS

The limited budget provided to the Faculty inhibits the appointment of staff to bring the workload of staff members to an acceptable level where research and community engagement can be expected. Currently it is a matter of survival and although many positive ideas can be considered, the development and implementation is limited due to the majority of time that is spent on teaching and learning and administrative matters.

Course is a national priority of the government of South Africa. It is the 3<sup>rd</sup> largest contributor to the GDP. While the Course industry has tremendous potential to create jobs, the government recognises that appropriate skills and experience are necessary to facilitate employment growth as well as international competitiveness. With the projected staffing needs of the Course industry and the current lack of physical and financial capacity to deliver education and training, the industry will increasingly be faced by a critical shortage of skills. Course education and training is one of the fundamental pillars of the development of a new responsible Course in South Africa. IHL is the only Institution that offers different specializations and have a D Tech approved by the DoE (under dispute). The institution has the opportunity to develop this department as a Course Centre of Excellence in Africa for Africa. This however, require attending to the lack of infrastructure and the shortage of staff creating a workload in excess of what is reasonable

The Department Course has identified at least four new qualifications which are needed by the relevant industry but which are not yet offered by any institution namely:

- Degree in Course
- ND Course
- ND Course
- ND Course

The following possible programmes are also considered:

- Structured Masters in Course
- BTech and MTech Course (for discussion with Faculty)

## 12 SUMMARY OF RECOMMENDATIONS

- Revised the strategic objectives of the Faculty
- Support for the development of new qualifications in the Course Department
- Provision of infrastructure and offices to Course and Course and Course
- Equalization of workload within the Faculty as well as compared to other Faculties. Approval and appointment of staff to achieve equalization.
- Provision of adequate administrative support within departments.
- The decision on the future site of the Faculty influences meaningful planning.

- Finalising outstanding promotions within the Faculty
- Revising the Strategic Research plan of the Faculty to ensure participation of all staff and rewarding performing staff.
- Hosting an International conference for Course, Course and Course.

In conclusion, I would like to thank the staff of this Faculty, who under difficult circumstances has remained committed, dedicated and loyal to the interest of the relevant Departments, Faculty and Institution. The assistance and support from the various support departments are appreciated.

DEAN

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# POLICY ON EMPLOYMENT EQUITY

**Date first issued:** 21 July 2004

**Date reviewed:** 13 January 2006

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to employment equity.

## 1. POLICY ON EMPLOYMENT EQUITY

It is the policy of the Institution of Higher Learning (IHL) – to promote equal employment opportunities in the workplace through the elimination of unfair discrimination in its employment policies and practices, by committing itself to a programme of positive redress based on employment equity and affirmative action measures within the institution.

## 2. DEFINITIONS

In this document, unless otherwise indicated –

**“affirmative action measures”** means measures promoting employment equity, such as the identification and removal of barriers, the promotion of diversity, the making of reasonable accommodation for staff in designated groups, and the retaining, training and development of staff to ensure that suitably qualified persons in designated groups have equal job opportunities and are equitably represented in all occupational categories;

**“black”** means any person of colour, including African, Coloured and Asian persons;

**“designated employer”** means an employer who employs 50 or more staff members;

**"designated groups"** means blacks, women and persons with disabilities;

**"employment equity"** means equal job opportunities that enhance the spirit of transformation by means of a commitment to equity, efficiency and effectiveness in the workplace;

**"foreign national"** means a national from a country other than South Africa, who possesses a work permit to enable him or her to obtain employment in the South African workplace;

**"non-designated groups"** means those groups that are not included in the designated group categories;

**"preference categories"** means categories of members of designated groups that need special preferential treatment when appointments and promotions are made;

**"suitably qualified person"** means a person suitably qualified for a job as a result of any one of or a combination of that person's formal qualifications, prior learning, relevant experience; and potential capacity;

**"CCPD"** means Centre for Continuing Professional Development;

**"IHL"** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

**"University"** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

### **3. RULES**

3.1 The objectives of the implementation of this policy shall be as follows:

- to ensure that IHL is a non-racial, non-sexist institution;
- to address imbalances in the composition of the workforce with regard to race, gender and disability;
- to guide all policies and procedures for recruitment, selection, appointment, training and development, and promotions;
- to facilitate the development of equitable human resource policies, procedures and best practices; and
- to encourage all individuals to value and respect a diverse staff profile.

3.2 IHL has identified the following strategic indicators and areas of intervention for the implementation of affirmative action and the achievement of employment equity:

- *People Plan* – strategic indicator
- *Recruitment* – comprehensive policy document developed for that purpose
- *Training and development* – training given to enhance the skills and competencies of all staff at all levels, and the enhancement of the potential of individuals from designated groups, in particular
- *Performance Management* – evaluation of current job requirements, and training and developmental needs to be identified via such evaluation
- *Promotions* – internal candidates from designated groups should be encouraged to develop appropriate competencies in order to conform with the criteria needed to be considered for promotion

3.3 The responsibility to implement this policy and to achieve the objectives set in the Employment Equity Plan is assigned as the executive accountability of the Vice-Chancellor, Executive Management Committee, Executive Deans, Heads of Departments and Directors of Support Services. This responsibility and accountability shall be evaluated as the individual performance objectives of the above line managers.

- 3.4 Executive accountability, in the respective faculties or departments of those line managers, shall include communicating to all staff, and consulting them about the Policy on Employment Equity, the Employment Equity Plan, and programmes developed for the accelerated development or advancement of designated groups. Progress made with the Employment Equity Plan should be communicated to all staff.
- 3.5 The responsibility of monitoring the progress rests with the assigned senior manager, viz. the Executive Director: Human Resources and the Employment Equity Manager.
- 3.6 During the year, the Employment Equity Manager shall report to the EMC and the Council about the progress made in achieving the set objectives. The Council shall review the policy and the plan on a regular basis.
- 3.7 The University shall, on an annual basis, report explicitly to the Department of Labour, about the continuous development of strategies to ensure progress.
- 3.8 IHL shall, in compliance with the Employment Equity Act, take reasonable steps to consult  
on matters, as required by the Act, by creating forums for that purpose. The Employment Equity and Training Committee shall meet at regular intervals to monitor the overall progress made by the University to achieve its employment equity objectives and implement its Employment Equity Plan.
- 3.9 The overall IHL Employment Equity Plan shall set and reflect the numerical targets that each unit should strive to reach during each year of the Plan.
- 3.10 The numerical targets set in the Employment Equity Plan shall be derived from an in-depth  
analysis of the constraints and opportunities for redress that will impact on the achievement of the University's employment equity objectives.
- 3.11 Using the University's Recruitment Policy and Procedure as a framework, every reasonable effort shall be made to appoint to the vacant posts suitably

- 3.12 The University is committed, in the spirit of the audit principle of the Employment Equity Act,  
to review all its policies and related procedures to ensure that they follow the Employment Equity Policy. The purpose is to identify and eliminate all barriers that may have a detrimental effect on the recruitment, development or promotion of members of designated groups.
- 3.13 The University should broadly reflect appropriate South African demographics. The immediate objective of the University shall be to ensure a equitable representation of black staff, of women and persons with disabilities, at all levels.
- 3.14 The University acknowledges that the criteria for appointment should be academic and professional excellence, and that any suitably qualified candidate should meet the requirements of a post before he or she may be appointed.
- 3.15 The University acknowledges that affirmative action measures are necessary to achieve equity in the workplace.
- 3.16 The University should continuously strive to promote its diversity as having intrinsic value, and ensure that it provides an environment that is conducive to the value of diversity, in terms of the Employment Equity Act.
- 3.17 The Employment Equity Manager shall give support and guidance to role players in the implementation of the Employment Equity Plan.
- 3.18 The Employment Equity Manager should ensure compliance to the Employment Equity Act at IHL and monitor the achievement of the objectives set in the Employment Equity Plan.
- 3.19 The University acknowledges that foreign nationals could be appointed in exceptional cases. Appointment may be made on a fixed-term contract in

cases such as the following: when a suitable South African candidate could not be recruited and appointed, for sabbatical leave replacements, for succession planning purposes, to provide role models in terms of research, etc., only if numerous fruitless attempts have been made (providing proof of such efforts) to recruit a suitable South African candidate from the designated groups and non-designated groups (see Policy on Affirmative Action 3.9 for hierarchy).

- 3.20 Black foreign nationals are not eligible for "redress" in the context of affirmative action. Foreign nationals may be included in the overall workforce profile audit of the University. They should not, however, be taken into consideration when targets are developed for the Employment Equity Plan.
- 3.21 Training shall be provided by CCPD.
- 3.22 Resources should be made available to make reasonable accommodation in terms of employment equity initiatives from a strategic perspective.

#### **4. PROCEDURES**

Employment Equity implementation will be guided by the Employment Equity Plans of the Faculties and Departments as well as the overall Plan for the institution.

#### **5. DOCUMENTS**

##### **5.1 LEGISLATION**

Employment Equity Act, 1998 (Act No. 55 of 1998)

Labour Relations Act, 1995 (Act No. 66 of 1995)

Black Economic Empowerment Act, 2003 (Act No. 53 of 2003)

Skills Development Act, 1998 (Act No. 97 of 1998)

##### **5.2 RELATED POLICY DOCUMENTS**

Policy on Appointments

Policy on Recruitment

Policy on Promotion

Policy on Racism

Policy on Sexual Harassment

Policy on Unfair Discrimination

Policy on Persons with Disabilities in the Workplace

Policy on Staff Development

Policy on Mentorship

Policy on Gender Equality

IHL Code of Conduct

Succession Planning

### **5.3 EMPLOYMENT EQUITY PLAN GUIDELINE DOCUMENTS**

12-step Employment Equity Plan Guideline

12-step Employment Equity Plan Guideline Expanded

# **POLICY ON RACISM**

**Date first issued:** 13 January 2006

**Date reviewed:**

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to racism.

## **1. POLICY ON RACISM**

It is the policy of the Institution of Higher Learning (IHL) – to prevent and protect its staff members from being unfairly discriminated against on the basis of race, and to promote racial equality on campus through education.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

**“covert racism”** means subtle racism, e.g. in recruitment practices and policies;

**“overt racism”** means open racism;

**“racial discrimination”**, in general, means any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercising, on an equal footing, of human rights and fundamental freedom of expression in the political, economic, social, cultural or any other field of public life;

**“racism”** means any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin that has the purpose or

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effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedom in the political, economic, social, cultural, or any field of public life;

**"CCPD"** means Centre for Continuing Professional Development.

**"IHL"** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

**"unfair racial discrimination"** means any of the following forms of discrimination:

- hate speech, including remarks and gestures that impair the human dignity of other persons;
- derogatory remarks concerning a person's race, ethnicity, colour or nationality;
- any distinction, exclusion, restriction or preference that on the surface appears to be neutral but in application unfairly discriminates against individuals or groups.

### **3. RULES**

3.1 Every member of staff is entitled to the fundamental right of racial equality, and nobody should behave in a manner that constitutes unfair racial discrimination. Such behaviour shall constitute a breach of the rights of the persons who are the targets of such discrimination. Furthermore, such behaviour shall be deemed to bring IHL into disrepute.

3.2 No member of staff shall behave in a manner that constitutes unfair racial discrimination within the context of affirmative action.

3.3 All members of staff are expected to promote racial equality and tolerance in the workplace. IHL is committed to the eradication of all forms of racism on and off campus.

- 3.4 All orientation of staff shall include education in fundamental rights, racial discrimination and this policy.
- 3.5 No staff member may unfairly accuse another staff member of racism, i.e. falsely accusing a staff member of racism is considered to be racist in terms of this policy and will be dealt with accordingly in terms of the grievance procedures.
- 3.6 Records of complaints shall be handled as strictly confidential.
- 3.7 Any staff member that behaves in a manner that constitutes racism will be dealt with in terms of the IHL disciplinary code.
- 3.8 Should any staff member feel that he or she has been the victim of racism, he or she shall have the right to seek redress, without being discriminated against, and, in doing so, should follow IHL's Grievance Procedure.
- 3.9 Diversity training shall be provided by the CCPD.

#### **4. PROCEDURES**

Refer to IHL'S Grievance Procedure

#### **5. DOCUMENTS**

##### **5.1 LEGISLATION AND INTERNATIONAL INSTRUMENTS**

Employment Equity Act, 1998 (Act No. 55 of 1998)

Convention on the Elimination of all Forms of Racial Discrimination

##### **5.2 RELATED POLICY DOCUMENTS**

Policy on Employment Equity

Policy on Appointments

Policy on Recruitment

**Policy on Promotion**

**Policy on Sexual Harassment**

**Policy on Unfair Discrimination**

**Policy on Persons with Disabilities in the Workplace**

**Policy on Staff Development**

**Policy on Mentorship**

**Policy on Gender Equality**

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# **POLICY ON PERSONS WITH DISABILITIES IN THE WORKPLACE**

**Date first issued:** 13 January 2006

**Date reviewed:**

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to persons with disabilities in the workplace.

## **1. POLICY ON PERSONS WITH DISABILITIES IN THE WORKPLACE**

It is the policy of the Institution of Higher Learning (IHL) – to redress, through affirmative action, the past disadvantages experienced by persons with disabilities in the workplace.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

**"designated groups"** means blacks, women and persons with disabilities;

**"disability"** means a partial or total loss of bodily function or part of the body (physical disability) or a clinically recognised condition or illness that affects a person's thought processes, judgement and emotions (mental disability);

**"handicap"** means a disadvantage in respect of a given individual, which has resulted from an impairment or disability that limits or prevents the fulfilment of a role that is normally possible for that individual;

**"impairment"** means any loss or abnormality of a psychological, a physiological or an anatomical structure or function, whether easily

controlled, corrected or lessened (e.g. by wearing spectacles or contact lenses for impaired vision) or being substantially limiting;

**"long-term disability"** means a disability that has lasted or is likely to persist for at least 12 (twelve) months;

**"recurring disability"** means a disability that is likely to happen again and is substantially limiting;

**"CCPD"** means Centre for Continuing Professional Development

**"substantially limiting disability or impairment"** means any disability or impairment that, in the absence of IHL making reasonable accommodation for such disability or impairment in a staff member, would render the staff member concerned either totally unable to do a job or be significantly limited in doing a job; and

**"IHL"** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

### **3. RULES**

IHL is committed to ensure that all buildings and facilities are physically accessible to staff, students and the wider community, and shall make reasonable efforts to accommodate staff with disabilities, not only to give them access to facilities at IHL, but also to enable them to participate as much as possible in activities at IHL.

An assessment to ascertain whether the effects of any impairment are substantially limiting should consider whether medical treatment or a device would control or correct the impairment in such a manner that those adverse effects are prevented or removed.

IHL shall observe confidentiality in matters relating to disabilities and shall have procedures in place to ensure such confidentiality.

### 3.1 ACCESS

Since IHL is committed to ensure that all buildings and facilities are accessible to staff, students and the wider community, it shall execute an ongoing programme of improvements to the physical access of existing buildings and facilities and ensure that new buildings are accessible. Access to buildings and facilities should be in compliance with SABS standards. Funding should be provided from strategic resources.

### 3.2 DISABILITY AWARENESS, TRAINING AND EDUCATION

IHL aims to promote disability awareness through a programme of disability awareness and training in what is meant by reasonable accommodation.

### 3.3 GRIEVANCE PROCEDURES

Staff who believe that they have been treated unfairly on the grounds of disability may make use of IHL'S Grievance Procedure, which is an accessible, fair and confidential procedure that can be used for the resolution of complaints based on allegations of discrimination on the grounds of disability. Any concerns or matters pertaining to disability discrimination may be referred to the Employment Equity Office.

### 3.4 RECRUITMENT

All recruitment and selection processes shall accommodate the needs of persons with disabilities. Persons with disabilities should be encouraged to apply for posts at IHL.

### 3.5 TERMS OF OFFER AND EMPLOYMENT

Employment shall be offered to persons with disabilities on the same terms and conditions as those for persons without disabilities.

### 3.6 PROMOTION, CAREER DEVELOPMENT, TRAINING AND ALL OTHER BENEFITS

Staff with disabilities shall have equal opportunities for promotion and career development.

### 3.7 WORKPLACE ADJUSTMENTS

3.7.1 Persons with disabilities who require workplace adjustments shall be reasonably accommodated. A person who seeks workplace adjustment should provide substantiated documentation and an assessment made by a medical or other recognised professional specialist that confirms the disability and gives a recommendation on a suitable workplace adjustment to be funded from a strategic resource.

3.7.2 IHL is committed to ensure that the workplace accommodates the needs of staff with disabilities by providing adjustments, including –

- flexible work arrangements
- modifications to work premises
- changes to job design, work schedules or other work practices
- modifications to equipment
- giving training or other assistance

### 3.8 SAFETY, HEALTH AND THE ENVIRONMENT (SHE)

IHL recognises its obligations and responsibilities with regard to SHE, and strives to comply with SHE-related regulations and codes of practice. Since IHL is committed to ensure a safe work environment, it shall, therefore, make certain that planning and activities with regard to SHE incorporate the needs of persons with disabilities.

### **3.9 EMPLOYMENT EQUITY OFFICE**

Staff and prospective staff members with disabilities may seek advice and assistance from the Employment Equity Office. Equity staff shall assist managers and persons with disabilities to determine how such persons can be reasonably accommodated in the workplace. Any concerns or matters pertaining to disability discrimination may be referred to the Employment Equity Office.

3.10 Diversity training shall be provided by the CCPD.

## **4. PROCEDURES**

Matters regarding making reasonable accommodation for people with disabilities in the workplace will be dealt with Human Resources, upon request, taking into consideration available resources.

## **5. DOCUMENTS**

### **5.1 LEGISLATION**

Employment Equity Act, 1998 (Act No.55 of 1998)

Labour Relations Act, 1995 (Act No. 66 of 1995)

Labour Relations Amendment Act, 1998

Code of Good Practice – Disability in the Workplace

Draft Human Resources Code of Good Practice

Webpage:

[www.labour.gov.za](http://www.labour.gov.za)

### **5.2 RELATED POLICY DOCUMENTS**

Policy on Employment Equity

Policy on Racism

Policy on Sexual Harassment

Policy on Unfair Discrimination

Policy on Safety, Health and the Environment

# **POLICY ON GENDER EQUALITY**

**Date first issued:** 13 January 2006

**Date reviewed:**

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to gender equality.

## **1. POLICY ON GENDER EQUALITY**

It is the policy of Institution of Higher Learning (IHL) – to prevent and protect its staff members from being unfairly discriminated against on the basis of gender, and to promote gender equality and diversity on campus through education.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

**“gender”** means the economic, social and cultural attributes and opportunities associated with being male or female, with relations between the men and women of a family, at the workplace or in the public sphere, and with international society's understanding of what constitutes appropriate behaviour and characteristics in men and women;

**“sex”** relates to the biological aspects of male and female;

**“gender discrimination”** means any distinction, exclusion, restriction or preference on the grounds of sex, gender, pregnancy, family responsibility, sexual orientation or marital state that have the purpose or effect of nullifying or impairing the recognition, enjoyment or exercising, on an equal footing, of

human rights and fundamental freedom of expression in the political, economic, social, cultural or any other field of public life;

**"gender equality"** means the equal use by men and women of socially valued goods, opportunities, resources, and rewards – rights and responsibilities being shared equally, and both men and women having greater freedom of choice to experience the full range of human alternatives – but it does not mean that men and women are the same, but that opportunities and chances in life do not depend on a person's gender;

**"CCPD"** means Centre for Continuing Professional Development

**IHL"** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

**"unfair gender discrimination"** means any overt act of gender discrimination that is not reasonable or justifiable, or any distinction, exclusion, restriction or preference that on the surface appears neutral but in application discriminates against individuals or groups.

### **3. RULES**

3.1 Every staff member is entitled to the fundamental right of gender equality and human dignity, and nobody should behave in a manner that constitutes gender discrimination. Such behaviour shall constitute a breach of the rights of the persons who are the targets of such discrimination, and shall be deemed to bring IHL into disrepute.

3.2 The term "gender" refers to the social and cultural rather than the biological aspects of a human being. Gender attributes differ from society to society, change with time, and are shaped by the economy, religion, culture and tradition of a country. It is recognised that both men and women may experience forms of unfair gender discrimination,

and that both men and women will benefit from the elimination of gender discrimination.

3.3 The goals of equality and transformation, as stated above, are dependent on the active participation of women and the incorporation of the perspectives of women at all levels of decision-making.

3.4 No member of staff shall behave in a manner that constitutes unfair gender discrimination.

3.5 All members of staff are expected to promote gender equality and diversity in the workplace.

3.5.1 Any staff member that behaves in a manner that constitutes unfair gender discrimination will be dealt with in terms of the IHL disciplinary code.

3.6 The Directorate of Human Resources shall undertake all orientation of staff in respect of gender equality.

3.7 An enabling environment shall be created within IHL to overcome the constraints that impede the career mobility of women.

3.8 The right of staff members to choose their own sexual orientation shall be respected.

3.9 Should any staff member feel that he or she has been the victim of gender

discrimination, he or she shall have the right to seek redress, without being discriminated

against, and, in doing so, should follow IHL's Grievance Procedure.

3.10 Diversity training shall be provided by the CCPD.

3.11 Preferential treatment shall be given, in terms of the Policy on Affirmative Action, to

black women, in pursuit of IHL'S strategic objectives to implement employment equity at IHL.

#### **4. DOCUMENTS**

##### **4.1 LEGISLATION**

Employment Equity Act, 1998 (Act No.55 of 1998)

Labour Relations Act, 1995 (Act No. 66 of 1995)

Skills Development Act, 1998 (Act No. 97 of 1998)

##### **4.2 RELATED POLICY DOCUMENTS**

Policy on Employment Equity

Policy on Appointments

Policy on Recruitment

Policy on Promotion

Policy on Racism

Policy on Sexual Harassment

Policy on Unfair Discrimination

Policy on Persons with Disabilities in the Workplace

Policy on Staff Development

Policy on Mentorship

# **POLICY ON UNFAIR DISCRIMINATION**

**Date first issued:** 13 January 2006

**Date reviewed:**

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to unfair discrimination

## **1. POLICY ON UNFAIR DISCRIMINATION**

It is the policy of the Institution of Higher Learning (IHL) – to prevent and protect its staff members from being either directly or indirectly discriminated against on the grounds of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

**“fair discrimination”** means preferential treatment or affirmative action in human resource practices at IHL based on the human rights set out in the Constitution of the Republic of South Africa, 1996, Chapters 2, 9 (5), which, in an era of redress, may be necessary in the pursuit of the broader strategic objectives of IHL;

**“CCPD”** means Centre for Continuing Professional Development;

**“IHL”** means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

**“unfair discrimination”**, in general, means any distinction, exclusion, restriction or preference that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercising, on an equal footing, of human rights and fundamental freedom of expression in the political, economic, social, cultural or any other field of public life; and means, in particular, any of the following forms of discrimination:

- hate speech, including remarks and gestures that impair the human dignity of another person or persons;
- derogatory remarks about a person’s race or cultural observances;
- any distinction, exclusion, restriction or preference that appears to be neutral but, in fact, unfairly discriminates against individuals or group;
- patronising comments based on racist assumptions;
- the negative stereotyping of particular race groups;
- intimidating gestures;
- acts or threats of physical violence or assault; and
- racist jokes or taunts;

### **3. RULES**

3.1 IHL is committed to the eradication of all forms of unfair discrimination on and off campus.

3.2 Every member of staff is entitled to enjoy the fundamental right to equality, and nobody should behave in a manner that constitutes unfair discrimination. Such behaviour shall constitute a breach of the rights of the

persons who are the targets of such discrimination. Furthermore, such behaviour shall be deemed to bring IHL into disrepute.

- 3.3 No member of staff shall behave in a manner that constitutes unfair discrimination.
- 3.4 All members of staff are expected to promote equality and tolerance in the workplace.
- 3.5 All orientation of staff shall include education on the fundamental rights of staff members.
- 3.6 Should any staff member feel that he or she has been victim of unfair discrimination, he or she has the right to seek redress without discrimination (see the Grievance Procedure).
- 3.7 Any staff member that behaves in a manner that constitutes unfair discrimination will be dealt with in terms of the IHL disciplinary code.
- 3.8 Diversity training shall be provided by the CCPD.

#### **4. PROCEDURES**

Refer to the Grievance Procedure of IHL

#### **5. DOCUMENTS**

##### **5.1 LEGISLATION**

Employment Equity Act, 1998 (Act No. 55 of 1998)

Labour Relations Act, 1995 (Act No. 66 of 1995)

The Constitution of South Africa, 1996

##### **5.2 RELATED POLICY DOCUMENTS**

Policy on Employment Equity  
Policy on Appointments  
Policy on Recruitment  
Policy on Promotion  
Policy on Racism  
Policy on Sexual Harassment  
Policy on Persons with Disabilities in the Workplace  
Policy on Staff Development  
Policy on Mentorship  
Policy on Gender Equality

# **POLICY ON AFFIRMATIVE ACTION**

**Date first issued:** 13 January 2006

**Date reviewed:**

**Date approved by EMC/ Senate:** 24 April 2006

This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars pertaining to affirmative action.

## **1. POLICY ON AFFIRMATIVE ACTION**

It is the policy of the Institution of Higher Learning (IHL) – to redress past inequalities by giving preference to suitably qualified persons from designated groups until such time as IHL's employment equity targets or objectives are met.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

**"affirmative action"** means a corrective mechanism that promotes employment equity in terms of the Employment Equity Act, and which serves as a strategic instrument that allows certain underrepresented sections of the IHL teaching, management and support units to be given preferential treatment;

**"affirmative action measures"** means the following:

- the identification and removal of barriers to employment for members of designated groups;
- the promotion of diversity in the IHL workplace;
- the making available of reasonable accommodation for staff in designated groups;
- the ensuring of equitable representation of suitably qualified persons in all occupational categories, at all levels at IHL; and

- the retaining, training and development of staff in designated groups at IHL.

**“black”** means any person of colour, including African, Coloured and Asian persons;

**“demographic formula”** means a formula based on statistics of the national economically active population and regional economically active population of South Africa, as used by IHL in the development of numerical targets in employment equity planning;

**“designated employer”** means an employer who employs 50 or more staff members;

**“designated groups”** means blacks, women and persons with disabilities;

**“foreign national”** means a national from a country other than South Africa, who possesses a work permit to enable him or her to obtain employment in the South African workplace. The Department of Labour is currently working on the guidelines for employers on the employment of foreign nationals;

**“non-designated groups”** means those groups that are not included in the designated group categories;

**“preference categories”** means categories of members of designated groups that need special preferential treatment when appointments and promotions are made;

**“suitably qualified person”** means a person suitably qualified for a job as a result of any one of or a combination of that person’s formal qualifications, prior learning, relevant experience; and potential capacity;

**“CCPD”** means Centre for Continuing Professional Development

"IHL" means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

"University" means the Institution of Higher Learning, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

### **3. RULES**

- 3.1 It is the duty of IHL as a designated employer to implement affirmative action measures in order to achieve employment equity goals;
- 3.2 Senior management shall be responsible for the implementation of this policy.
- 3.3 The Performance Management Development System shall be used to monitor the responsibilities of managers referred to in rule 3.2.
- 3.4 Affirmative action is a total process and should transform the whole organisation to reflect the demographics specified in the approved demographic formula used in the setting of numerical targets for IHL.
- 3.5 The scope of IHL'S affirmative action measures are: recruitment procedures, the advertising of posts, selection criteria, appointments, job classification and grading, remuneration and benefits, terms of employment, job assignments, work environment and facilities, training and development, performance and evaluation systems, promotions, transfers, succession planning, disciplinary measures, dismissals, corporate culture, and HIV/Aids education and prevention programmes.
- 3.6 Preference should be given, in respect of employment and promotions, to persons in designated groups.

3.7 Factors, such as the overall targets of the IHL workforce profile and the levels of the progress made in achieving the numerical targets in a faculty or department, may determine the order of priority in the preference categories of the affirmative action objectives.

3.8 Designated groups needing preferential treatment are blacks, women and persons with disabilities; however, in a national perspective, the Commission for Employment Equity have identified African women and persons with disabilities as the groups that need prioritised preferential treatment.

3.9 The order of preference in terms of this policy is: African women; persons with disabilities; blacks, women; non-designated groups; foreign nationals.

3.10 Preferential treatment and numerical goals, excluding quotas, are included as affirmative action measures mentioned under the definitions above.

3.11 Any decision pertaining to the management of human resources, e.g. appointments, promotions and transfers, should have, as its point of departure, the demographic profile of the respective faculty, department or directorate.

3.12 Resources should be made available to make reasonable accommodation for affirmative action initiatives from a strategic perspective.

3.13 The development of the potential of staff is a key element of affirmative action in order to –

- establish a pool of designated persons with relevant skills to occupy identified posts;
- accelerate development plans for designated individuals;
- develop task-orientated, on-the-job training sessions as part of in-service training for newly appointed designated staff;
- create study opportunities and study benefits for designated staff; and
- enable designated staff to be promoted.

- 3.14 Non-designated groups should not be barred from applying for employment or from eligibility for promotions, but preference should be given to designated groups within the defined "suitably qualified person" definition, as provided.
- 3.15 Affirmative action should be seen as a strategic intervention with the goal of promoting employment equity and the development of an environment that is conducive to the value of diversity, in terms of the Employment Equity Act, within the IHL environment.
- 3.16 The University acknowledges that foreign nationals could be appointed in exceptional cases. Appointment may be made on a fixed-term contract in cases such as the following: when a suitable South African candidate could not be recruited and appointed, for sabbatical leave replacements, for succession planning purposes, to provide role models in terms of research, etc., only if numerous fruitless attempts have been made (providing proof of such efforts) to recruit a suitable South African candidate from the designated groups and non-designated groups (see hierarchy of 3.9).
- 3.17 Black foreign nationals are not eligible for "redress" in the context of affirmative action.  
Foreign nationals may be included in the overall workforce profile audit of the University. They should not, however, be taken into consideration when targets are developed for the Employment Equity Plan.
- 3.18 Developmental and in-training posts should, through this policy, be linked to mentorship.
- 3.19 Diversity training shall be provided by the CCPD.

#### **4. PROCEDURES**

The broad overall targets set for IHL as well as the targets set within the Faculties / Support Departments should be taken into account when recruiting, promoting and transferring staff members from designated groups.

## **5. DOCUMENTS**

### **5.1 LEGISLATION**

Employment Equity Act, 1998 (Act No. 55 of 1998)

Labour Relations Act, 1995 (Act No. 66 of 1995)

Black Economic Empowerment Act, 2003 (Act No. 53 of 2003)

Skills Development Act, 1998 (Act No. 97 of 1998)

### **5.2 RELATED POLICY DOCUMENTS**

Policy on Employment Equity

Policy on Appointments

Policy on Recruitment

Policy on Promotion

Policy on Racism

Policy on Sexual Harassment

Policy on Unfair Discrimination

Policy on Persons with Disabilities in the Workplace

Policy on Staff Development

Policy on Mentorship

Policy on Gender Equality

### **5.3 EMPLOYMENT EQUITY PLAN GUIDELINE DOCUMENTS**

12-step Employment Equity Plan Guideline

12-step Employment Equity Plan Guideline Expanded

Annexure 1: Frequently Asked Questions about the EE Plan

Annexure 2: Numerical Targets for the EE Plan

## **Appendix 13      Interviews**

### **13.1 Employment equity officer**

#### **I. What diversity management intervention is in place at the institution?**

At the moment we have diversity management training that is on a voluntary basis and the unfortunate thing is that it is voluntary, that it is not part of management's key performance areas (KPA's) to attend training or to ensure that staff are trained.

Awareness campaign that is compliance based (employment equity act). Awareness training helps with making people looking after the organisational environment, making sure that there is an environment that people are valued. The management of diversity is the valuing of diverse people who feel that they are appreciated.

A questionnaire on employee satisfaction is being circulated.

The training is on a voluntary basis and originates from conflict situations, so management sees it as a conflict management intervention. That conflict is usually along race lines. Training is reactive not proactive. The pro-activeness of this awareness training could be where it is open and it is on the CCPD programme. Informing employees that here are some dates that where you can book yourself in – that would be proactive.

Reactive training is quite popular and it's almost obvious in the post merger phase we find ourselves. I think a lot of the answers to the questions on diversity could be that we are in a post merger environment. It has a big impact because it brought more elements of diversity into our environment. So it is awareness, it is the training and it's the survey (the three interventions). It is based on mere compliance. But the mere compliance plus the findings of the surveys leads to an understanding of what the real situation in our environment is and management have to take a stand on that, indicating what they hope for the future. I don't say it is going to happen because I don't think that the findings of this particular survey are going to be a pretty picture.

Middle and top management (except for one) have not asked for any intervention from this office as far as diversity is concerned. Short and sweet there's been no interest, the only exception here is the X Faculty. I've gone through the whole

faculty. This was reactive in the sense of a situation where a specific person in the faculty was accused of racism and the whole faculty was drawn through this very ugly situation. The internal auditor's findings was that it could not be proven that there was any racism, in other words the reading between the lines in the faculty was that we know it's here but we just can't prove it. Now that goes right back to the overall environment of IHL. That yes, racism is here. So the Dean tried training the entire faculty as an intervention.

## II. What strategies do you have in place to leverage on diversity, if any?

I don't think that at this stage there are any strategies, but what is planned is to have photographs of diverse groups of staff members and diverse groups of students. That kind of message, in other words what you would call corporate language where we language our selves into a specific way of thinking. A colleague at Corporate Relations asked me yesterday what questions do I think that we can ask people. In this (institutional newsletter) we have the section 'Have your say'. What we are planning is to ask the question to employees: What do you think are the benefits of a diverse (multicultural) work force? That was my suggestion because I strongly believe that you language people into a way of thinking. Your language is a strategy. You start saying that this is what IHL believes in. This is what IHL stands for. Therefore I work at IHL and I align myself with all that IHL stands for. It often comes up in diversity training that it does not matter what flag you fly at home there's a code of conduct, there is a way and an ethos within the organisation that this is the[?]way I am and this way I align myself with my employer and this is what my employer expects of me. If I am not aligned with that then there is a problem.

## III. How do they fit into the business objectives, if at all?

One of the things that any organisation wants to be seen doing is and saying is that they value the contributions of their diverse workforce. It elevates you into the status of a preferred employer. If you are saying that kind of thing it's a global thing. I know that diversity was at the beginning one of the values that IHL had; "we are committed to unity in diversity". I am quoting from the IOP page 15 where we say unity in diversity. That could easily be understood as a buzzword, it is a real great thing to say: Unity in diversity I wonder whether IHL understands that value. I just don't know.

#### IV. How do you define success of your strategies?

Of these strategies we mentioned. We've got the survey going out now and a lot of people have said that intervention is timed wrongly but when is the right time. When do you in a post merger phase two and a half year on. When is the right time? Certainly it was not at the time of the merger. With the uncertainty and whatever so at some point you have to take this as is. This is ground zero and how do you measure success? Would it be taking the survey that we take now and take it again after leadership taking certain making certain reassurances letting people feel safe in this environment then take another survey do another survey measure the participation, has it increased, improved. This survey went out at the time of the part-timer were told that they are redundant. They don't have job anymore so when is a good time. If you compared now with at a later date statistics of that later date perceptions and so on and you see a positive trend an increase in the appreciation of diversity it can be seen as success. I would say success and when people stop referring to the way they did things in the past. The success of the interventions depends on the success of the merger. The success of diversity depends on the success of strategies and interventions cannot be seen in isolation from the success of the merger, it is a long term in the sense of maybe we was second year in a period of five years. It is a long-term thing. Diversity issues are very much linked to the merger and the realities of the merger. If I can just say prior to the merger, and I am not blaming the merger, as it is not the mergers fault, Campus A had their issues, Campus B had their issues and Campus C had their issues. The merger compounded it. It brought in politics from Campus A and from Campus B and politics from Campus C - it added to and did not solve anything. Instead made it more complex.

#### V. How do you measure success of these strategies?

It would be ideal to do a comparison.

#### VI. What has the impact of the strategies on business been?

Our business is education. I can't really answer that. In a sense these diversity strategies have not made any impact because when you come out of these interventions, specially the training, and you understand the experience of people undergoing the training, they don't leave there with their problems solved, their

problems are still out there. We cannot underestimate conflict in any organisation. Conflict in senior management trickles down to middle management trickles down to lecturing staff trickles down to students. I know it is a sweeping statement and generalisation but if students get the sense that the lecturers are unhappy it influences their behaviour. What comes immediately to my mind now is the whole reason why we need to be diverse in faculty I am referring to staff members role in a higher education institution it is to prepare students for interaction in diverse situations. In business globally you need a diverse student body so that there's that interaction that they hear different perspectives within and not only read about different perspectives. Students should be exposed to different perspectives in a real life situation. If you have all white lecturing staff you're sending a certain message out, that the role model thing number one and this is to assume that role models need to be the same race group or the same gender that assumption is being made. But there's definitely the fact that it trickles down to students. There is so much they have to be exposed to. Different perspectives, we cannot in higher education underestimate the impact of role models and particularly in a post apartheid South Africa. We have the problem of where faculty was very much represented as white and male. I heard a comment this weekend that most research is still done by white males. Now that could be a pat on the back for a white male - a white male said it. But it also could be indicative of lack of opportunities and I am not saying that opportunities aren't forthcoming to women or to people of colour designated groups. We cannot underestimate the fact of the importance of a role model.

VII. What is the company doing to measure the performance of managers and staff on issues of diversity, if anything?

Enter the merger again that sets the tone we had a situation were Campus A had their performance management system. Campus B had their performance management system. It's a highly unionised area that is politically charged, so implementation and negotiation around performance management for IHL is still being developed. It is almost as if everybody wants a brand new one, we don't want one that looks like A or has a flavour of B or C, heaven forbid. A lot of people involved in this have done their masters degree thesis on performance management so there are a lot of experts in the field. There are three measurable in an effective employment equity strategy. If it is not linked to performance appraisal and performance management it's a dead duck in the water. You cannot do it. If it is not

linked to the vice chancellors, why should the dean and why should the HOD? It should be performance management driven. There are three elements: measure time targets, measure the achievement of equity targets. The look of the diversity the tangible the promotion of diversity, that's number two. The promotion of diversity and has the manager themselves been on training do they ensure linking again to affirmative action measure have they ensured as an affirmative action measure number two ensure that the environment is conducive to valuing diversity. In other words am I looking after my environment as a manager that I must be measured on the other measurement included in this is development. Development could be mentoring or it could be capacity building.

VIII. What is the role of the Employment Equity Committee in achieving the business' aims and objectives?

The employment equity committee is not an intervention it is a requirement of the act. We set up this committee to consult broadly across all occupational categories. So I don't think that management could really credit it as an intervention that they've now created - there is no option for that.

IX. What in your opinion have been the greatest achievements of the Employment Equity Committee to date?

None.

X. What are the limitations of the Employment Equity Committee?

Ours has not worked basically for a number of reasons. The reasons are that the organisational structure is not finalised due to the merger. What happened in the past was that somebody (black person) would be told - a black person would be approached in a faculty, because it is believed that employment equity is a black issue, you can go to the employment equity committee and you go and talk. That does not give that person any mandate to talk on behalf of that faculty. I am using this example: On day one when we met when we got to the point on training people they asked when the Deputy Vice Chancellor would be trained. He was approached in 2004. Very early days in the merger to ensure that the senior management representatives attend the first meeting we had. One of the attendees was actually a Dean who raised his hand and said: "I was just told to be here by DVC and I have no mandate to speak on behalf of the top management." That was the start of

employment equity at IHL. The problem is not the committee not being in place, but the members that felt that they had no mandate - again linked to organisational structure not being finalised. We're two and a half years on and the organisational structure is still not in the throes of becoming finalised. It has a direct impact the employment equity committee, basically it is a forum where you have a mandate - you have a certain constituency that you represent and you have a mandate to come and sit in on that committee. You don't come sit in as an opponent of employment equity or a proponent of employment equity. You come and talk on behalf of people who have given you a mandate. We weren't able to achieve that. So the best that could be done in the meantime was to use union representatives from the unions. Another problem was that we had two branches for the one union and three branches for the other. So we had the politics of the unions, even the unions structure weren't finalised so we had five people sitting on the interim employment equity committee we also had ex officio members and that would be the skills development people, organisational development people, employment equity people and site senior managers. So by virtue of your office you actually sit on that committee. The way forward? Today I had a conversation with a person dealing with the data on this implementing diagram 14 of the IOP page 102 that basically depicts the employment equity committee. It would be 7 Deans 3 Directors and 4 DVC's and the Registrar. 15 employment equity plans for individual institutional divisions. You've got to look at why you have an employment equity committee. You have an employment equity committee to consult on the employment equity report. Going to the department you consult on employment equity plans in the various constituencies. You consult on findings of the institutional audit. To convey what we are doing. You can't just have a little add on committee there's got to be linkages through mandates and responsibilities and accountability and that is what we are struggling to achieve at this moment.

What we had in the interim situation was ex officio people attending the meetings. We had the site senior manager and we had the union representatives. They did have a sort of mandate, this was very much an interim measure but because we were waiting for the final structure. Because there is no way that while the structure is being changed we could ask the deans of merged faculties to draw up equity plans because the plan would be null and void after merging. Any indication of diversity and employment equity is one of the realities and the challenges that being in a

merger situation is that you got to have finality in structure. Organisational structure relates directly to accountability and responsibility.

## 13.2 Employees

The researcher grouped similar responses to accommodate the interpretation, discussion and conclusions in chapter 5.

### I. What is it like to work for IHL?

Seven subjects responded positively, five negatively and eight raised positive and negative experiences and were therefore undecided. The first section below records the positive responses; the second the negative and lastly the undecided.

#### Positive responses

Coloured female senior lecturer - Very nice. The people are nice. My immediate colleagues and my supervisor is nice, he tried to listen. It is a relaxed atmosphere.

White male lecturer - Dit is baie lekker om vir die organisasie te werk. Ek geniet dit om met die studente te werk. Geneig om vergelykings te maak tussen pre en post merge organisasie. Kan nie vergelyk nie – twee verskillende instellings. Belewens – dinge word anders gedoen. (It is a very nice organisation to work for. Sometimes I tend to compare the pre and post merger organisation even though I realised that it is two different institutions. I am experiencing that things are done differently)

Black male (immigrant) supervisor - A nice experience. A general feeling.

White female senior lecturer - Ek dink dit is goed as 'n mens dink aan al jou voordele en byvoordele (pensioen, medies ens) in die algemeen is ek tevrede. 'n Mens is so gelukkig as wat jy jouself maak. Vir my gaan dit oor selfmotivering. Ek is tevrede met die omstandighede en toerusting wat ek het, asook die ondersteuning. Ek hou van die klasgee en kontak met studente. Ek put baie werksbevrediging. (I think I have many benefits and on average I am satisfied. I believe that one is responsible for one's own happiness (self-motivation). I am satisfied with the circumstances, equipment and support that I receive. I experience job satisfaction.)

White male lecturer – Compared to previous experiences I preferred IHL. The flexibility to do more than what is in the job's description, and the time allocated,

practical work, extra work is appealing. Time available for research. Support for research.

Black female lecturer - It's fun, because I enjoyed coming to work. If I did not enjoy my job I would have resigned a long time ago.

Black female junior lecturer - It is nice; I'm familiar with the people and the place.

### **Negative responses**

Black male supervisor - I am frustrated. Difficult to find your footing and there are too many things changing and some of the things happening you don't have control over. Changes are not always communicated in time. Changes have impact on people in a way that you're not able to predict how people will react to certain situations.

Black female junior lecturer - It is a new institution. Right now it's a nightmare, you don't know where you're heading to, it's stressful with the changes. No answers from supervisor. My worst experience is my supervisor. I'm on my own nobody can help me with my problems. The major reason for my problem is the changes. My position was never clarified; I don't know where I fit in.

White female junior lecturer - Baie lekker toe ek hier begin het. Na die situasie rondom 'n permanente aanstelling is vertrouwe wat ek in organisasie gehad het weg. Ek was deelyds aangestel met 'n belofte van 'n permanente aanstelling. Die konflik rondom die aanstelling was onsmaaklik. Ek het geen vertrouwe in die organisasie nie. Van toe af werk ek omdat ek moet. (At the beginning I enjoyed my job. The difficulty I experienced in being appointed on a permanent basis caused a total loss of my trust in the institution. I was employed on a temporary basis whilst being promised a permanent appointment. The conflict arising from this process was upsetting. I have lost all trust in this institution. Since then I come to work only because I must earn an income.

Black female junior lecturer - At the moment it is confusing because of the different structures that are not in place. When all the structures are in place one would feel more comfortable, all the known things are changed to the unknown. Everything is new the policy etc.

Black female lecturer - Working for the organisation is like swimming in a very big ocean, because at IHL you do not know if you are coming or going. With the merger incomplete and other uncertainties it is not nice. No it's not nice

### **Undecided**

White female lecturer - Positive in die sin dat die pas miskien stadiger is en dat daar langer tyd geneem word om besluite te neem en dat daar kans is vir 'n nuwe visie. Die stadige besluitneming lei 90% van die dag tot frustrasie omdat dit langer geneem word om besluite te neem en langer gedink word oor 'n ding. (Positive in the sense that the pace has slowed down and that more time is spent on taking decisions that might lead to a new vision. On the other hand I find the slow decision making process very frustrating.)

White female senior lecturer - Vir my is dit baie lekker. Dit was makliker om vir die pre-merger[?] organisasie te werk. Ek ervaar dit positief. Die verskil is verandering – daar was ek verantwoordelik vir 'n gedeelte op my eie, nou is ek saam met iemand verantwoordelik vir iets vir my nie altyd lekker nie. Gemakliker om alleen te werk, dit raak al hoe meer belangrik om ander mense in ag te neem. Voorheen kon ek redelik aangaan sonder om baie mense se gevoelens in ag te neem. Dit maak dit moeiliker in die sin omdat ek onseker is en bang is ek trap op ander mense se tone, veroorsaak konflik, maak hulle ongelukkig en ook om 'n verkeerde persepsie te gee. Mens sê dalk iets op 'n sekere manier, maar dit word op 'n ander manier ervaar. Moeilik om bedag daarop te wees op die verskillende emosionele waardes wat woorde vir verskillende mense het. (I enjoy my job. My job was easier to do in the pre-merger phase. I experience it positively. The difference is the change that took place, I used to be responsible for a subject, but now I have to share the responsibility with my counterpart at another site. Working with the counterpart is not always a nice experience. It is difficult to always consider another person's feelings. I am afraid that I might inadvertently offend other employees or cause conflict. I am concerned that I might give people the wrong perception. I might say things in a certain way and people experience it differently. Difficult to understand the different emotional value that different people attach to words.)

White female senior lecturer - It is a pleasant experience. Sometimes you feel currently with the merger process it is not always pleasant but it is very pleasant in the relationship we've got that staff members are cooperating and supporting each

other and I enjoy lecturing students enjoy classes. Departmental to top management there is a feeling of mistrust and people don't want to share ideas from managements side a lot of time you get the idea of them making decisions without consulting the staff it is still your responsibility and in the end they take the responsibility and give it through to you. You get the idea that you are not part of the system.

Black male lecturer - It's very fulfilling in terms of my expectations. One cannot get everything. Up to 70% fulfilled. The downside is the uncertainties about merger. A lot of policies are made available for comments but I can't take part it is a lot of reading to do. There are communication problems.

White female lecturer - Baie tekorte en dinge wat nie reg is nie. Goeie instansie. Die mense in ons departement – ons werk baie lekker saam. Geniet dit om te kom werk. Klein goedjies krag, bystandsdienste is sleg. Geen opvolg na kommunikasie. Ek stel dalk onrealistiese eise. (A lot of problems exist. It is a good institution. The people in the department are nice to work with. I enjoy coming to work but the support service is poor. No feedback on communication. Perhaps my demands are unrealistic.)

Black male senior lecturer - It's a pleasure. The environment is conducive. Not much support.

Black female (immigrant) senior lecturer - Working for IHL is challenging. It's a challenging environment. Negative: you have to work in conditions you are not happy with. In the office I find it extremely negative.

White female supervisor - It's the third year since merging, it was quite difficult. Still a learning curve. Everybody's affected by the merger, can't say its good or bad, there's good and bad points. Good points - more resources for students, more access to more opportunities. Bad points – we don't have dedicated computer labs on our site. We don't have all the necessary facilities for our students. Lack of leisure and recreation facilities.

## II. What are the signs that IHL values a diverse workforce?

Eleven respondents felt that there are signs that IHL values a diverse workforce while nine disagreed.

## Yes there are signs

White female senior lecturer - 'n Mens sien dat daar meer mense van verkillende kulture is. Sekerlik dat mens tog sien dat ander kulture tot 'n groep saamwerk. Ook natuurlik dat die topbestuur verander wat daarop dui dat diversiteit bevorder word. Ek weet nie van enige skrywe wat ontvang is dat daar aandag aan diversiteit gegee is nie. Dit mag wees dat ek dit ontvang het, maar nie gelees het nie. (I can see people of different cultural groups. I notice that people from different cultural groups work together. The demographics of top management have changed indicating that diversity is promoted. I haven't seen any circulars informing the staff on the institution's diversity interventions.)

White female senior lecturer - A few months ago there was a document available where they would like to empower women they are bringing a lot of people with experience doesn't matter if it is from South Africa or it is people from overseas. They are also emphasising a lot on people with disabilities they changed venues to ensure access for disabled people.

White male senior lecturer - Die kwotastelsels wat geïmplimenter word. Groot verandering in rasse-groepe. Gaan nie meer oor die beste persoon in 'n posisie nie. (The quota systems that were implemented. Major change in racial representativeness. The best person is not necessarily appointed in a position.)

Black female lecturer - The fact that they try to get employees of different races and different cultures maybe it shows that they value it, it is the assumption from my side they value it to a certain extent. If I look at the nature of the workforce it is quite broad it is diverse but chances are that it is because of the merger of different institutions maybe it makes it to look diverse or it is because they had that idea in mind when they were recruiting their staff members to try and be as mixed as possible. I would not pinpoint it but if I look at the employees it is quite a mix it is diversity of sorts. Whether it was conscious or unconscious it happened.

White female senior lecturer - Daar is verskillende rasse, geslagte en ek dink ons het 'n "policy" van 'n voorkeur vir voorheen benadeelde persone. Ek dink hulle gee daaraan aandag. Ons sien 'n baie groot omset van personeel en met die samesmelting het ons dit ervaar. Voor die samesmelting het ons 2 swart personeelhede gehad, nou het ons baie meer. Die organisatoriese kultuur voel baie

anders, alhoewel ek dit positief ervaar. (There are different races and sexes and as far as I know there is a policy on preferential appointment of people from previous disadvantaged communities. I have seen a big change in the employee profile. Before the merger we had 2 African employees, and now we have many more. The culture in the organisation feels different, but I still experience it as a positive.)

Black female (immigrant) senior lecturer - They force people to work together. They match people, try and put things that are not working together. In the lower levels you can see signs in terms of forcing people to work together. Nothing in writing for e.g. if two departments merged, this is the way, two sides forced to work together in a similar way. No training, no guidelines. When you've run into a wall then someone will say you are not supposed to do that. No one tells you what the expectations are.

White female supervisor - In my opinion definitely transformation. You can see it already the last six months with the appointment of recent posts like top management. If you look at the photos, it's already transformation.

White male lecturer - Equality, gender, race – see it on paper. If you look at the profile of the staff, there is definitive change. Policies are in place to enhance the change.

Black female junior lecturer - They're moving in the right direction. Equal races are employed.

Black female junior lecturer - IHL values a 60% - 70% diverse workforce. If you look at the policies and procedures plus the target group of students the white students isare[?] still more. The cultural difference is not 50/50. I've learned to accept the fact that I am the only black woman in this working environment. I've seen progress at the staff – I think they've done quite well. I see a lot of different cultures.

White female lecturer - Jy kan dit sien in die aanstellings. Al die rasse, kulture word verteenwoordig. Verhouding mans/vrouens – min mans. In ons rigting kan studente baatvind by meer mans. (I see it in the appointment of new staff members. All races and cultures are represented. More females than males. There is a need for more males.)

## **No signs**

Black male supervisor - I am frustrated. Difficult to find your footing and there are too many things changing and some of the things happening you don't have control over. Changes are not always communicated in time. Changes have impact on people in a way that you're not able to predict how people will react to certain situations.

White female lecturer - Ek dink nie op die oomblik dit verskriklik baie op nie dat daar geweldige tekens is nie. Ek dink op hierdie stadium is daar bietjie baie meer "koppestamp" en verskille wat nog 'n lang pad gaan vat voor dit uitgesorteer gaan word. Bewus van diversiteit maar sien nie nou die waardering daarvoor nie. Die diversiteit is meer aan afneem as aan die toeneem. (I see no major signs of an appreciation of a diverse workforce. I think there is conflict and difference of opinion that will take a long time to sort out. I am aware of diversity but I do not think there is any appreciation of diversity. Diversity is actually on the decrease not increase.

Black female junior lecturer - I don't see signs of diversity. For me it remains the same, and it's getting worse as far as diversity.

Coloured female senior lecturer - The fact that the organisation is implementing an employment equity plan shows me that there is interest in diversity. The plan is not effective, because I've seen no change. I see a lot of white people and then it doesn't show me that there is any change. No new people diverse people are employed so I do not know whether equity is applied, even though we know there is equity. No change in top management I've always been expose to black management. No contact with them.

Black male lecturer - Integration is in process now but it is slow. Very little has been done there is still a lot to be done as far as diversity is concerned. I see no signs of progress in terms of diversity. Not much is done; they're to focus on the merge.

Black male senior lecturer - No they do not, there is little consultation.

Black male (immigrant) supervisor- I disagree. I don't think they value a diverse workforce. It's just the same people working everywhere. People speak home languages everywhere, which mean it's just the same people.

White female junior lecturer - Ek ervaar nie 'n vreeslike vooroordeel nie. Ek wonder dikwels daaroor, die sogenaamde persepsie wat ons het dat daar nie diskriminasie of vooroordeel is nie. Dit is "window dressing". Ek sien nie groot verandering nie. Ek het half 'n afwesige instelling. (I have not experienced any prejudice. I often wonder about the perception that we have that there are no acts of discrimination and prejudice. It is window dressing. I do not see any significant change. I have distanced myself from the institution. I feel half-distant from it, i.e. not committed)

Black female lecturer - I don't think they do. Culturally diversity at the institution still needs to be addressed. I haven't seen real change.

### III. How are you treated?

Interviewees responded, as follows: Twelve fair and six unfair with two unsure.

#### Fair

White female lecturer - In die departement dink en definitief regverdig in die sin van jy kan met jou probleem gaan en dit kan mee gepraat word. Wat dit moeilik maak is dat daar voorheen 'n informele kommunikasie struktuur maar nou meer formele kommunikasiestruktuur binne in die departement wat dit partykeer bietjie moeiliker maak. Waar jy vinnig 'n ding wou gehanteer het moet jy nou baie langer pad vat om dit te kan doen. Ek dink daar is 'n bietjie meer afsydigheid van die organisasie self, meer goed kom deur. Ek wil nie se outokraties nie, maar daar is vir my 'n neiging na meer outokratiese besluitneming en dan word daar vir jou gevra om dinge te doen maar jy weet nie lekker waar pas dit in nie en dan klink dit amper of dit geignoreer gaan word in elk geval aan die einde van die dag. Daar is definitiewe 'n meer formele bestuur van bo na onder toe. Die Topbestuur word minder gesien en gehoor, hulle is baie meer gerig op dokumentasie en papier werk. Voorheen het 'n mens nouer met top bestuur saamgewerk en meer geweet wat aangaan en net sekere inligting kom deur. Hulle is soort van onsigbaar en mens weet nie wie is wie en waar pas elkeen in nie. (In my department I receive fair treatment. The problem is experience is that we had an informal communication structure and now it has become more formal that complicates matters. It takes longer to solve problems. The institution seems to be more distant. There is a tendency to a more autocratic management style. I am tasked to do certain things but I do not where it all fits in. Afterwards some of the tasks you have performed are just ignored. I see and hear

less and less of top management, they seem to focus on documentation and paper work. Management has become invisible and I do not know where I fit in any more.)

White female senior lecturer - Ek dink dit het ook verander. Dit is dalk nie hoe ek behandel word nie, maar hoe ek dit beleef. In sekere goed definitief beter en is dalk spesifiek bv. departementshoof, almal word op dieselfde manier gehanteer, wat vir my baie positief is. Oor die algemeen dieselfde nie slegter nie, net dat ek versigtiger is vir sekere mense. Ek ervaar glad nie onregverdigheid nie. Teenoor my ervaar ek nie onregverdigheid nie, maar teenoor ander mense. Dat sekere mense baie minder doen as ander. Omdat ek my nie daaraan steur nie, ervaar ek dit anders. Ek het nie tyd om my te steur aan alles nie. (I think it has changed. It is not how I am treated, but the way I experience the environment. My immediate superior treats all staff as equals. I have not been treated unfairly. On average the same it is just that I am more careful for certain people. Some people do much less than other people. I do not take note of other people.)

Black female junior lecturer - From my colleagues I'm treated fair, I enjoy coming to work.

Coloured female senior lecturer - My immediate colleagues respect me, people that know me and stand up for me, support me. The moment I leave the floor, I feel insecure and that I've been looked down upon, I've been treated if I don't know anything, like a Cape Coloured - being stereotyped as a Cape Coloured. My personality is friendly, jovial, laughing, joking and the moment I am myself I'm stereotyped as a Cape Coloured and my contribution is taken light hearted as well.

Black male lecturer - I am able to do my work. Up to so far I feel up to 60% satisfaction with the treatment I receive from the organisation. I receive fine treatment from my colleagues.

White male senior lecturer - Ek het nie klagtes oor my werkgewer nie. Alles gaan goed. Geen probleem nie alles is reg. (I have no complaints. Everything is well.)

White female lecturer - Ek kan nie sê ek word sleg behandel nie. Dis all right. (I cannot say I am treated badly. It is all right.)

Black male senior lecturer - Management treats me fair. Excellent treatment by colleagues.

White female junior lecturer - Ek word goed behandel. Die probleme word nie opgelos nie, ook nie aangespreek nie. Ingekleur met my vooroordeel a.g.v. my ervaring. Van dag tot dag – ek het goeie vriende. (I receive fair treatment. The problems are not addressed. My opinions are influenced as a result of the lack of trust I have in this institution.)

White male lecturer - Very well.

Black female lecturer - It's been a lot of fun working with my colleagues. I worked a long time with my colleagues, and I'm comfortable. Treatment from IHL I'm still confused, can't really say. Maybe in due course. A lot of uncertainties before the merger, but now I am more certain about my job. Treatment during the phase was not good because of the lack of communication.

Black female junior lecturer - I can't complain. I'm happy in my department, I don't know the rest of the company/faculty?.

Black female junior lecturer - In the beginning I experience a feeling of loneliness. At times I feel it would be much better to have a black colleague to talk to because of a cultural background, sharing talks, jokes etc. I've learned a lot from my colleagues. Through time the boundary disappear. The longer you stay with people with different cultural and race the more you learned to adapt to each other's culture. White people find the black people noisy, very slow in doing things in reasoning in acting in doing things. The more you mix you start adopting the white culture. It helped me a lot to work according to the plan – delivery dates - black people have a culture of relaxing and that is one of the things that slows the process, in twelve years time it helped me a lot, we should keep a balance. We must follow the policies.

### **Unfair**

Black male supervisor - What I realize what is an advantage to me is that the title that I have make things easy for me. The fact that I'm a manager makes people listen to me, the fact that people know that I have a PHD make people notice. People who know my title and that knows me and those who don't know me, treat me differently. When I do something in a "white environment" they will always ask me " Where are you from, are you from xxx?" Which I don't think is relevant. I will give you an example of an assessment workshop that I have attended, when they wanted input and I give my input it was OK, and then somebody else (white) says the very same

thing I have said then all of a sudden it was a brilliant idea – that made me feel that I'm not expected to say anything of value so I kept quiet after that.

White female senior lecturer - As a staff member? Currently it is very confusing as a result of the merging process. The whole time you feel that you've been actually everybody is looking at you, you never feel certain at this stage. In general when I was still at the pre-merger phase? I really felt appreciated and you knew what is expected of you. But currently you don't know where you fit. You don't know if you are going to have a job anymore. You don't know the promotion structure, your current qualifications is not appropriate anymore. So you don't know you thought that your long term goals is reached or you knew exactly what to do and where you're going and now there is actually no direction. You do not know where you are going.

Black female lecturer - I think sometimes I feel I am treated as when there is this black person is wanted somewhere and then I am that black person to put, but under normal circumstances I would have been in that particular situation that's how sometimes it feels like to me. But in general on daily relations it is perfect. I do not feel like I am the black sheep but when it comes to responsibility sometimes I get that feeling. Sometimes I am seen as a black face and not as an academic and because of that we can use her. Not because of what I can provide or produce. With the change in the management it is difficult to say because it is not much but I can only say it best on the previous one with IHL I have not had much to do with management. Have not seen management.

Black male (immigrant) supervisor - I feel like an outsider. Perception may differ you get to know the people around you more. Exposure to the wider environment is limited. Never have the opportunity to meet middle and top management. No interaction with top management.

Black female (immigrant) senior lecturer - I don't think I am treated fairly. I am talking about the bottom of the net. I am told what to do, I am not part of the discussion I'm nothing. For e.g. the present manager said when he came he said his door was open, he will deal with all the matters, everything was new. When you look at it there is a lot of things happening a lot of movement new appointments but nothing is changing. For me things are the same. It is not the same it was at IHL. I'm in the middle, unknown ground. It feels as if I am in the "Red Sea" that can close anytime. I feel uncertain, helpless, frustrated and see no progress. I am in the middle of it.

**Unsure**

White female senior lecturer - Goed. Beter as in die vorige bedeling behandel was, waar daar konflik was. Dis vir my nou baie beter. Van bestuur se kant af goed en onder mede kollegas voel ek soms onderspoelinge aan. Oppervlakkig is alles vriendelik en gaaf maar ek voel 'n onderliggende spanning aan. Geen ooglopende konflik. (Good. Better as in the pre-merger institution where there was a lot of conflict. It is now much better. Between colleagues I feel undercurrents of tension. On the surface everything is friendly and kind but I can feel underlying tension.)

White female supervisor - Sometimes good, sometimes bad. Tendency of you're expected to do things a certain way. Sometimes I am not really consulted, things are decided for me.

**IV. What obstacles have you experienced?**

In this section respondents answers varied so widely that it was impossible to categorise them in any way. Some of the obstacles that were identified were:

Discrimination, differential treatment, lack of support, passive and active racism, lack of common goals, fighting for survival, lack of resources, interpersonal conflict, contributions not being valued, poor quality, incompetence, insecurity, hidden agenda's, distant/absent senior management, lack of decisiveness and reverse discrimination.

Black male supervisor - People at the same post level in the organisation didn't have similar authority to approve things. Some colleagues could approve higher amounts that I could. When I compare the way I am handled as a manager my position is that of a senior lecturer acting as a manager whilst my colleagues at the same level are seen as principle lecturers acting as managers. The other obstacle is that my seniors expect me to integrate a department without showing me how. So when I meet problems I sometimes don't know how to solve them. The institution has no model on how to integrate departments. There are no support groups. Apparently there is a support group on another campus (likely to be race based – white) but we do not have.

White female lecturer - In die departement nie so baie nie, want daar is redelik strukture in plek gesit. Die probleem is dat almal nie noodwendig na dieselfde

doelwit toe werk nie. Die doelwitte kan nogal redelik van mekaar verskil of elke ou het sy eie persepsie van 'n doelwit. Daar is defitief vir my 'n hindernis want jy het jou eie idee en om almal se verskillende idees as gevolg van die lang tyd wat jy by die organisasie werk en die verandering wat plaasgevind het kom die idees nie altyd bymekaar uit nie. In die geheel by die organisasie voel ek dit nie so verskriklik nie. Ek is nie baie gepla oor wat hulle daar bo doen nie, want aan die einde van die dag moet ek 'n opdrag uitgevoer. Die hele samesmelting is 'n normale verskynsel wat plaasvind en ek dink hoe meer hulle probeer verander bly hulle tog dieselfde met 'n 'n klomp goed wat ons doen so ek dink die meer intensheid of konflik kom meer met samewerking tussen kollegas, of in die departement voor. Dit het indirek 'n invloed op die organisasie ook, want jy is veronderstel om hulle missie en visie te volg maar jy het tog jou eie idees wat binne aangaan en omdat dit nie altyd so baie duidelik is wat om in die Fakulteit te doen nie. (Very few obstacles in the department, because of structures that are in place. However people are striving towards different goals. There are major differences and perceptions on the goals. The goals do not always agree. I am not concerned about what the top management is doing. At the end of the day I must just do what I am told. The more they try to change things the more it stays the same. Conflict occurs at the level of interpersonal cooperation and at departmental level. It has an indirect influence on the organisation. You are supposed to follow the vision and mission even though you have your own ideas because it is unclear what the Faculty expects you to do.)

White female senior lecturer - Ek dink daar is 'n gebrek aan werksbevreeding en deur dit te doen moet daar weer prestasiebeoordeling of prestasiedoelwitte saamgestel word en op hierdie stadium is dit 'n definitiewe leemte in die organisasie. Dit kom van die organisasie as 'n geheel af wat dit veroorsaak want almal probeer net vure doodslaan en oorleef vir nou. Dit is belangrik om te weet waar pas jy in, waarheen is jy oppad en wat die toekoms vorentoe in die organisasie vir jou inhoud. Finansiële ondersteuning en tyd vir navorsing is 'n probleem. Sekere instansies gee voorkeur aan die finansiering van teikengroepe se navorsing. (Because there are a lack of performance goals and performance appraisal I experience a lack of job satisfaction. It is caused by the organisation where everybody is just putting out fires and trying to survive for now. I need to know where I fit in, where I am going and what the organisation plans for my future. Certain companies reserve research support for certain groups only.)

Black female junior lecturer - The biggest obstacle is the lack of resources. You are promised things and then it does not happen. Come up with your own plans to overcome the lack of resources. This causes a lot of stress.

Coloured female senior lecturer - I miss the fact that there are no Cape Coloured people. I miss having a Cape Coloured person in the institution - somebody that I can relate to. It feels like a middle child, I am not taken seriously anywhere. I won't be able to make an important contribution. It is either black or white. I need to adapt to which one I'm with. It would be nice to talk to a Coloured person about the black people and the white people – not to be nasty but who will understand me. I am in the middle between the black people and white people. Sometime I feel that other groups have a hidden agenda. There is nobody to talk to that would really understand. No social support. I give a lot to people around me but no support to me.

White female senior lecturer - I experience the following obstacles:

- Racism towards white staff
- Mistrust and hidden agenda regarding the operation of the department from other staff
- Unacceptable working conditions (no air cons, classes not on standard, copiers and power failures)
- Staff not a group that work towards the same goal
- Management not transparent in decisions and not involve staff for inputs
- Head of department not listen to problems and address it

Black male lecturer - No study leave after the merger, we have three main duties, research, teaching and community work. However there is no support for research and community work. Very little financial support. I do not feel that I am treated fairly because some other employees have received study leave and financial support to attend conferences. Other people got opportunities. We must improve on our qualifications but when you want to the door is closed.

White male senior lecturer - Op hierdie stadium is dit die "reverse discrimination". Kyk na al die geleenthede wat deurkom bv. navorsing ondersteuning, fondse ens. – die skaal val na die ander kant toe. Laat studente negatief voel. Onderskei tussen vereistes. (At this stage it is reverse discrimination. Research support and other funds – the scale are tilting to the other side. Learners are negative and there are different requirements for different races.)

White female lecturer - Die logistieke probleme – sleutels, krag, bestanddele. Werk word nie makliker gemaak nie. Bestuur reageer op my probleme deur te se dis nou maar daarnatoe.. Hulle het geen agtergrond om my probleem te verstaan nie. (The logistical problems. My job is not being made easier. Management ignores my problems. They do not have the background information to enable them to understand my problem.)

Black female lecturer - The fact that people are not eager to work, it puts you in 'n negative position because you seem to be this person who wants to be working, working, working and while do you want to keep a serious face and makes everybody looks as if they are not working. That to me is an obstacle because sometimes you want to do things in progress and you find that you are then on your own – you don't have the backup support, it becomes a problem. Also when you look it in terms of progressing with your academic life and you find that the support system doesn't allow it, you want to progress but or you are also expected to progress but the support system doesn't allow you to progress. Recourses either human or other in this case like facilities or in terms of time and things like that it doesn't really make me to progress to the level that I would have love to be right now. Those are the problems in terms of load. I find that I have so much responsibilities and such little time. Sometimes I am expected to produce miracles. There is a general spirit of demotivation. I am at a disadvantage because when the merger took place I wasn't with the institution. Unfortunately I was away, so coming back in the process of fitting into the changes and catching up to where people are and I think the experience and the exposure I had during the time I wasn't here, made me to be at a level where I think I am more ready to accept the merger than the people I find having merged, so I am like the impossible person if I can put it that way because why do you just think this is ok when we have gone through so much pain and we feel justice hasn't been done. I think that is the type of situation. In that contexts its like you are an islander. I think that is the best way to explain it. Maybe they are demotivated but to me I don't

think they should be because they are part of the process so they should have been more of a advantage than myself who had to slot in and jump and swim as opposed to them who were carried through as far as I can understand it but it's the other way around.

Black male senior lecturer - Too much administrative work. Doing a lot of paperwork. No extra time for research.

Black male (immigrant) supervisor - The bureaucratic nature of things around here, there are always meetings, and on the ground nothing seems to change. Another obstacle is the lack of decision making from management side.

White female senior lecturer - Ek dink nie wat die werkgewer soseer aanbetref nie, meer rondom die kursusse. Die sillabus het vir my baie tekortkominge. As dit net beter ontwikkel is, meer in lyn met die industrie - om my uitkomst te bereik. 'n Ander hindernis is die twee kampusse, die afstand, die koördineering daarvan. Dit behels 'n ekstra administratiewe las. Die voordeel daaraan verbonde dink ek ons het baie by mekaar geleer, nuwe idees ook en admin gewys baie probleme uitgesorteer wat ons nie voorheen hier gedoen het nie – kruisbestuwing. (Not as far as the institution is concerned, more with regards to courses. The syllabi have shortcomings. The distance between campuses and the coordination. We have an extra administrative burden. The advantage of the merger is that we have learned a lot from one another.)

White female junior lecturer - Ek het baie werksondervinding. Ek het my M-graad gedoen – gehoop dit spreek die probleem aan. Die feit dat dit net voortsleep en nie aangespreek of reggestel word nie, beïnvloed wat ek bereid is om te doen en hoeveel ek bereid is om te sit. Die kwaliteit van studente is hinderlik. Studente is baie agter. Dit word van ons verwag om studente verder te vat. Persepsie van 'n tersiëre instelling (kwaliteit) as ons kyk na studente – manier van praat en skryf is swak – waar kom dit vandaan? Die sisteem laat ons in die steek want studente kan nie behoorlik skryf of lees. (I have a lot of experience. I have my M degree in the hope that it would solve the problem. The fact that it drags on and that nothing is being done about it influences what I am prepared to do.)

Black female (immigrant) senior lecturer - The Afrikaans – language is a problem. In meetings there was Afrikaans people and was not considering the fact that I didn't

understand. It is still going on. I don't understand Afrikaans at all. Secondly I had to attend discussions at the other site no one arranged for parking – I had to park in the street. I felt threatened. It was like me - I wanted to merge. I felt my colleges didn't want to. You tell us what you want to do, what you want from us. No movement.

White female supervisor - I think the main obstacle for me as a person is to teach a module of a subject where I don't feel 100% confident with the content. I brought it under the attention of HOD, its forced on you no matter of you're qualification. Lack of human resources and support. They expected me just to cope.

White male lecturer - Competition inside the department and because of the personal competition at the end of the day work against each other and not with each other. People are scared after the merge – constant competition with colleagues in the same department.

Black female lecturer - We don't have enough resources here. Communication is overloaded too many policies. They change things everyday. There are a lot of policies that we didn't even know of. There is not enough time to read all the policies. I can't contribute because of the overload, and if I want to contribute no one is going to listen.

Black female junior lecturer - I feel I standing on one place. I am not growing, the same routine everyday. No support, lack of management in the department. There's a lack of solving problems, no solution – we must live and cope with it.

Black female junior lecturer - It took some time before I felt that the white students and colleagues accepted me for what I am. I think it was fear of lowering the standard. The first thought they must have was here is a black teacher and they have bad connotations of the quality. They didn't know how to address me; I had to make them feel at home. There are still issues I deserve the respect as their lecturer. It's a constant feeling to prove you. I'm looking forward to the day not to be judged by the content of my colour but to the content of my character, I am capable to do my job and not to be questioned of judged of whom I am. I would like people to know that I have the content and character to do the job not because I am black.

V. What do you wish members of other groups knew about you or your group?

Most respondents answered as a representative of a group even when asked about the person as an individual. Except for minor exceptions the responses were quite similar within race groups. The following are the most common responses categorised under race:

### **Black respondents**

Constant pressure to prove myself, preconceived ideas, need for acceptance, need of support, honesty, feeling of isolation, being human, hard working, concerned about quality, peaceful, accept change, sensitive to words like "you people", emotional, free and different cultures

Black male supervisor - About me: What they should know about me is what I am capable of doing. Before I felt like they expected me to prove myself to them, that I can do something. They need to accept that I am able to do. In meetings I feel that people are waiting for me to make a mistake. They've already made conclusions about you. In a meeting it was said: "O it is surprising that you are here." "It is very nice that you know your subject code" "Were glad that it seems that you know what you are doing."

Black male supervisor - About my group: I would like people to know that we are qualified and professionals. That we have been doing work at the same level, or even better in other instances, than them. That we are good colleagues who have the interest of students at heart that were not the people who will come and change everything that they've been doing.

Black female junior lecturer - About me: My philosophy is that people have to accept me as I am. I measure myself to my own criteria. I'm not going to prove myself to anyone else.

Black female junior lecturer - About my group: We are lovely and open-minded - there are a lot of misunderstandings between groups.

Black male lecturer - About me: In terms of what I am aspiring to achieve in terms of working, we are here to come and develop young minds. The aspirations that I have that I want to impact on this young minds and the nature of the support from other groups could be a better if they understood my situation, circumstances and how I can achieve the aspiration I have for developing the learners.

Black male lecturer - About my group: We are operating as islands and we can't continue in that way. We need the support of other groups in developing the learners.

Black female lecturer- About me: I wish they knew that I'm just human, I make mistakes like everybody else and I would like to be corrected because they really perceived that I am "Mrs Perfect, Mrs Know it all" which is not the case.

Black female lecturer- About my group: I think my group is a very hard working group, only if they want to. If they can know that when they are in a position where they have to produce they really do their utmost best but that is not the way they are seen as a group.

Black male senior lecturer- About my group: The togetherness. Other groups need to be more together.

Black male (immigrant) supervisor - About me: That I care about the institution and the students just as much as they do. The exclusive nature of things happening around, people get the impression that you wouldn't care anyway because you're not part of their groups.

Black male (immigrant) supervisor - About my group: No group - one person cannot form a group. I find that groups in this organisation are formed on the basis of culture instead of a basis on work related issues.

Black female (immigrant) senior lecturer - About me: I want them to know that I am honest and sincere. My voice is loud but I am not aggressive.

Black female (immigrant) senior lecturer - About my group: They are honest, hard working and will work hard if the work is explained to them. It is a group that is very sensitive towards racial issues - racism. I've got the feeling things are expected but not explained clearly. In the beginning of the merger, my group was more willing to change – we were going through transformation before. My group accepts change easily because they are used to change, than the other group, so we found ourselves opening up everything meanwhile the other group was just looking and getting ready to strike at our weak points. We often hear in meeting the words you people. These words are very derogative to an African person. They are very sensitive to racism. When colleges in meetings told me "you people" I experience it as an insult. It is a racist statement to me. You also get the impression that they think you don't know

much. You get questions like: I don't know if you know this. For the first semester it shocked me to the extent that I didn't know what to do. And now what I'm doing the same to them. We are expected to work together but then only one party is willing to compromise, but you may end up compromising in such a way that you end up having problems, of which the other party could have warned you, but they preferred to let you fail so that they could feel superior to you. Management doesn't have a system to report racism. Management sends out a message that I should go to them, why can't they come to me? They don't take our problems seriously.

Black female lecturer - About me: I love life. I need freedom to make my decisions as long it's in the best interest of the university. I don't like dictatorship. At this stage there is no freedom to take decisions. Most of the things that we need to implement, it was decided in faculty board or in senate. I might never been in senate as long as I'm still working here. They don't want to hear my opinion they just decide there and then I must implement.

Black female lecturer - About my group: We always laugh and when it helps we cry. We show emotion. We had a strong social structure and support.

Black female junior lecturer - About me: I love my job, I love what I am doing. That I need change and a challenge.

Black female junior lecturer - About my group: They need to know that our group is fun, open and honest.

Black female junior lecturer - About me: As a black lady and black person we had the basic needs, believes at time similar to white people our basic needs are the same. To understand the different background of the two cultures is very important.

Black female lecturer - About my group: Different groups have different issues. There are a lot cultural differences for example a funeral. As time goes on we have to understand cultural background. From my colleagues there is respect. It will take time to bridge and understand one another's cultural background. People don't reason together. I've seen the development of a common culture, coming out, slowly maturely coming in.

## White respondents

Common terms used by respondents: Unintentional resistance to change, individualistic, no hidden agendas, not here to disadvantage others, not superior, focussed on quality, importance of personal needs, academically orientated, dynamic, private, enthusiastic, knowledgeable, can contribute to academia and, wish to help other groups.

White female lecturer - About me. Ek dink van hoe mens besluite neem en hoekom mens die besluite op 'n spesifieke manier neem, want jou agtergrond vanwaar jy gewerk het tot nou tot het jou gevorm om besluite op 'n spesifieke manier te neem en ek dink nie mens is altyd oop vir die ander persoon se redenasie of besluitneming ouens weerstaan maar verandering, jy hou daarvan om op jou trant aan te gaan dit baie moeilik vir jou om die verandering te maak of oor te gaan op 'n ander manier van dink. Mens moet meer konsulteer omdat daar 'n vennoot ook in die prentjie is, dit kan 'n krisis wees as jy vergeet omdat jy gewoon is om jou eie besluite te neem. Onbewustelik kan jy die persoon uitsluit omdat jy in beheer is van jou eie besluite en in beheer is daarvan. (How I take decisions and why I take certain decisions, your background and previous experience influences the decisions that you take. People are not always convincible. When you have a partner at work you need to consult, it might be difficult if you are used to taking your own decisions. Unintentionally you might decide without proper consultation.)

White female lecturer - About my group. Om mekaar se kulture net 'n bietjie beter te verstaan, dat jy besef elkeen verskil. Jy het jou eie kollegas leer ken en jy weet hoe elkeen dink en redeneer en tog verskil jy nog van mekaar. Dis 'n geweldige aanpassing, en sal makliker wees as jy bietjie meer weet hoe die ander dink en redeneer. Deur te verskil leer jy die ander persoon ken en ook hoe om hom te benader. Dit is 'n definitiewe leemte, jy ken die persoon nie goed genoeg om te weet hoe hy dink en redeneer nie. Waar jy gewoon was om 'n saak, waarin jy glo en waarvoor jy wil baklei in 'n vergadering op 'n spesifieke manier aan te pak, gaan jy dit nie nou meer kan doen nie, daar is nou meer mense om die tafel en tweedens is dit nie die regte metode om te volg nie. (You must realise that everybody is different and that you need to understand the different cultures. Even though you know you're the way your colleagues think and reason you are still different from them. If you have different opinions about matters then you get to know one another better. In a

meeting where there are a diversity of people I am more reserved when debating an issue and promoting my opinion.)

White female senior lecturer - About me: Ek wil graag hê hulle moet weet dat ek nie verskuilde agendas het nie. As jy iets sê sê jy dit nie met iets anders in gedagte nie. Dit gaan oor die werk en dit wat gedoen moet word. Ek wil hê mense moet my so ervaar. Ek kom nie met ompaaie nie. Ek wil nie ander mense benadeel nie. Verskuilde agendas is 'n baie groot probleem. Groepe is nie heeltemal eerlik nie. Dit wat hulle sê, moet wees wat hulle bedoel. (They should know that I have no hidden agendas. What I say is what I mean. It is about the job and that what needs to be done. People should accept me for what I am. I am straight to the point, without disadvantaging anybody. Hidden agendas is a big problem, groups are not totally honest. They should say what they mean.)

White female senior lecturer - About my group: Die groep is ook nie daar om ander mense te benadeel nie. Die groep is ook daar om by dieselfde doel uit te kom om bv. 'n goeie student op te lei. Die persepsie dat die groep dink hy is beter as 'n ander is verkeerd. Die persepsie bestaan dat wittes dink hulle is beter as ander en dit is nie so nie. Dit gaan oor of jy jou werk kan doen of nie. (The group does not exist to be prejudice against anybody. The group wants to promote the achievement of the institutional goals. The perception that my group is better than the other is also wrong. The perception exists that whites think they are better than others but it is all about doing your job.)

White female senior lecturer - About me: As I said we are a big group of people that were forced together I have no problem with that. I think that people does not care, they are only working on a professional level and forget about the personal needs of a staff member. You need to know the other people. I don't mean you need to know the personal lives of people. You need to know a little bit more about a person his personal beliefs, so I think we really need to sit down and really look at other peoples personal needs as well. As a department we need to sit down and structure our needs as well, personal as well organisational, need to sit down and plan this, currently it confuses you. I think due to this confusion you don't know what is expected of you.

White female senior lecturer - About my group: Other departments don't know our group and that they don't know what we can do and I have the idea that they are not

interesting in finding out what we can contribute. We are actually how we can contribute to the organisation; I think we are a little bit on an island at this stage. Were isolated.

White male senior lecturer - About me: Ek glo nie dieselfde leer kultuur bestaan onder ander groepe as onder blankes nie, maniere van dinge doen is anders. Waardering vir my manier van doen. Kwaliteit en standarde verskil. Toename in geraasvlakke is steurend. (I do not believe that the same learning culture exists with other groups as with white people. They way they do things are different. My way of doing things should be appreciated. Quality and standards differ. The increase in noise levels is disturbing.)

White male senior lecturer - About my group: Departement = groep. Ons is 'n dinamiese groep, ons doen dinge anders. Ons kursus bv. is baie bedryfskontak. Moet baie bedryfskontak hê om te weet wat alles aangaan – belangrik dat ander groepe in die organisasie meer kennis dra van wat ons as groep doen. (I see the staff members in my department as my group (mainly white female). We do things differently; we need a lot of exposure to the industry. It is important that other groups in the organisation take note of what my group contributes.)

White female lecturer - About me: Ek wil nie hê iemand moet iets van my weet nie, hulle moenie inmeng in my groep. (I do not want anybody to know anything about me, they should not interfere with my group.)

White female lecturer - About my group: Bietjie meer entoesiasties oor wat hulle gaan doen. (More enthusiasm about what we can do.)

White female senior lecturer - About me: Hoe minder hoe beter. (The less they know the better.)

White female senior lecturer - About your group: Ek dink tog dis nodig dat ons van mekaar weet, elke persoon se kundigheid en hoe kan die groter groep (bv. instituut, departement) dit beter benut. Op die Forum is 'n lys van elke persoon se kundigheid, as daar iets na buite benodig word kan bestuur net daarop let. (I think it is necessary that we know about one another, every person capabilities and how the institution can better utilise these capabilities. On the Forum there is a list describing each persons expertise, management should take note.)

White female junior lecturer – About me: Ek is privaat, nie 'n groepsmens nie – hang af wie die groep is. As hulle iets moes weet is dit omtrent die bydrae wat ek tot die akademie kan lewer. (I am private, not a group person, it depends on who the group are. If they have to know it is about the contribution I can make to academia.)

White female junior lecturer – About my group: Mense kyk baie oppervlakkig. Ek sou wou gehad het dat mense moet kan oordeel binne die werksomgewing asook binne die bydrae wat 'n mens as persoon kan gee, sodat hierdie groep hulle doelwitte kan bereik of ander help om hulle doelwitte te bereik. Dit gaan oor jou bydrae en vaardighede binne werksverband. Mense bedreig mekaar, voel bedreig deur mekaar. Die samesmelting het dit vererger. (People consider only what they see on the surface. I wish people would take note of the contribution we can make to achieve the goals. It is about what you can do at work. People feel threatened. The merger worsened the situation.)

White female supervisor - About me: I would like other people to see my potential a little bit more; I would like to do more research.

White female supervisor - About my group: For the group, people tend to think we look forward to go to work on the other sites, which is not so. Cultural differences of opinions of ways of doing things – more organisational cultural and campus. (campus culture)

White male lecturer - About me: They know everything about me they need to know.

White male lecturer - About my group: Groups – that were here to do our job.

### **Coloured respondents**

Basic theme of response: Can contribute.

Coloured female senior lecturer - About me: I wish they knew that I do not want to be seen as the stereo typed Cape Coloured. There is certain thing we do that is unique to us. I cant express myself, because there is nobody that can support me in that. I don't feel at home – although I am happy. I miss having somebody who will know what I am feeling. Both the white and black people express how they feel about certain things and there is nobody who understands the way I am experience certain things for example.

Coloured female senior lecturer - About my group: I don't have a group, I'm the only Coloured

VI. What do you wish your manager, your fellow workers/team members understood about you?

The respondent's wishes varied. The following key concepts appear in the responses:

Individual, do not want to be typified, am understood, ignored, not listening, disregarded, feel thrown aside, here to do work, not a policeman, do not care what manager thinks, do not confine me, committed, passionate, work ethics, education, honest, private, challenges, consistency, speak my mind, need my space and unique.

Black male supervisor - That they understand me to be an individual. That they believe we are all responsible. They must understand that I don't want to be typified.

White female senior lecturer - Dit voel vir my asof my bestuurder en kollegas my tog verstaan. Ek word nie misverstaan nie, almal verstaan my. (It feels as if my supervisor and colleagues accepts me. Everybody accepts me.)

Black female junior lecturer - If I'm quiet, it doesn't mean I don't want to participate, or I'm lazy. Many times I've been ignored because of my soft-approach. I'll address problems in the quiet, not going to toi-toi.

Coloured female senior lecturer - They must take me seriously at times. My personality is to joke a lot. People are listening but not really listening. They disregard my decisions on management and even my colleges when I have something to say about work. I've feel not to make any comment anymore, they're not listening anyway.

White female senior lecturer - I am a very sensitive person and I take a lot of things personal and I really like to try and do my utmost best in the office and at home my whole life philosophy is absolutely to give everything everyday sometimes when people give comments on your work when they are not totally informed on what you are doing it is very hurt-full that you feel that they really just throw you aside. So you really trying your best and it is not appreciated.

Black male lecturer - My manager should understand that I'm here to do my work, not here for competition, not to look if somebody is doing his job or not. I want to focus on my work and not to be a policeman.

White male senior lecturer - Ons kom goed oor die weg as 'n groep. Aanvaar mekaar. Ken mekaar lank en verstaan mekaar. (We get along well as a group. Accepted one another, know the others members for a long time.)

White female lecturer - Nee niks. Gee nie om wat ander dink. Ek doen my werk na die beste van my vermoë. Ek wil nie erkenning hê van ander mense nie. (I do not care what other groups think of me. I do my job to the best of my ability. I don't want acknowledgement from other people.)

Black female lecturer - I think the fact that I am crazy!! You know sometimes I think and wish for things people under normal academic situations wouldn't think of, because I see we can do more than what we are doing. Which people then will think is impossible but that's how I wish they could see me, as this crazy person but then give me the leeway and allow me to be crazy don't confine me with restricting all the other resources.

Black male senior lecturer - Hard working, committed.

Black male (immigrant) supervisor - Understand what I am passionate about.

White female senior lecturer - Ek sou graag wil hê hulle moet verstaan ek is 'n reguit mens en trap dalk op tone, maar hou nie nie daarvan om onder deur die tafel te werk nie. Dit gaan oor die uitbouing van die departement – dis my visie om die departement, kursusse ens te verbeter. Vriendskap is 'n bonus. Dit moet wit op swart wees. As ek op tone trap is dit nie persoonlik nie maar ter wille van die saak. Ek waardeer vertrouwe wat iemand in my het. As iemand iets konfidensieël aan my vertel sal dit hier bly. Ek het dit al ervaar dat mense kommentaar wat ek lewer soms persoonlik ervaar, en vorendag kom met wat hulle dink en voel sodat ons dit kan deurwerk. (They should understand that I say what I think and that might upset people, but I do not like doing deals under the table. My objective is to advance the department. Friendship is a bonus. I appreciate clear-cut situations. If I upset people it is because I want to achieve the institutional goals. I appreciate it if people trust me. If people confide in me, I won't divulge the information. People sometimes

take my comments personally; they should come and discuss their feelings with me so that we can resolve the problem.)

White female junior lecturer - Kan verwys na mens se werksingesteldheid, en jou werksetiek asook wat belangrik is, nie net dat die kennis wat jy oordra nie, die opvoeding. (My work ethics and matters that is important to me.)

Black female (immigrant) senior lecturer - That I am not aggressive, a hard worker, honest and not a racist. The perception people have of me is that I am aggressive because my voice is quite strong and loud.

White female supervisor - Sometimes I prefer to work in isolation. I am not really a group person. Prefer to work independent. I am the only full time lecturer continuity is an issue.

White male lecturer - They need to know that I need challenges and although they've created opportunities, I get bored very easily.

Black female lecturer - My manager should understand that I like consistency. If they do one thing now they should not do another thing tomorrow. They assigned tasks that didn't fall within my responsibility, for example when I had to tell them to pay the moderator. I make happiness my priority.

Black female junior lecturer - That I talk too much. I speak my mind. I need my space – it doesn't mean that that I am angry I just want to be left alone. I love my job.

Black female junior lecturer - I want them to know that I am unique. Even if we have different cultural backgrounds and believes we should accommodate one another. Accommodate both cultures be flexible. There's not only way things are done, be open to understand other people and races. I'm an individual and treat people individual. Learn and accept people.

VII. What do you wish your manager, your fellow workers/team members understood about your group?

The respondents as far as groups were concerned were answered along racial lines.

## **Black respondents**

Their concerns were about; responsibility, group pressure, contribution, dedication, other group not willing to change, need appreciation.

Black male supervisor - The way they understand me, is the way they understand my group. (That they understand me to be an individual. That they believe we are all responsible. They must understand that I don't want to be typified.)

Black female junior lecturer - There are groups – clicks – in my immediate environment. I am not part of any group. For social support I would like to fit in with everyone. If you belong to a specific group you would expect me to behave according to that group and that you have to be in conflict with the other groups. I prefer to be on my own.

Black male lecturer - Main aim is to come and develop the minds of the learners. Any vision that they have about us should be in line with what we want to achieve.

Black female lecturer - I think the fact that they are dedicated people. The group is a very dedicated group.

Black male senior lecturer - That there are differences. They exist and we must accept them. Appreciation for differences by some people.

Black male (immigrant) supervisor - I do not belong to a group.

Black female (immigrant) senior lecturer - That they are people who are not ready to change but when the necessity for change is explained to them, they will change, but they need an explanation. They need to understand situations and they are people who are prepared to change. They've been in challenging situations before which they've been able to overcome. This one – the merge – doesn't seem like a situation we will overcome because we don't know where we are going. Change is possible with us – but we are changing in a dark forest and we don't know what we're changing to.

Black female lecturer - I don't like to be in a group that stresses me. I mixed with everyone here at the department. I have my own contact with my colleagues. I don't have a group.

Black female junior lecturer - Our group is loud mouth - they like fun, they work although they don't look like work they do, they just like being together. Our team is nice. You must ask for support in a nice way.

Black female junior lecturer - I would like them to understand that I may be unique and different from my group. Every black person is not the same. Because of the environment, previous things that had an influence on them they might react or act differently as compare to me. I have a group but members of the group might have a total different reaction.

### **White respondents**

The respondents raised the following issues: Resistance to change, rules are rules, others don't appreciate our contribution, they do not understand us, others do not understand our situation, value diversity, need for independence, make a huge impact.

White female lecturer- Dat ons geset is in ons maniere en dat ons baie moeilik verandering aanvaar en dat ons geleidelik daarin gaan en ook besef dat almal gaan nie op dieselfde reageer op verandering nie. Party gaan agterbly party gaan vinniger daar kom, ander gaan dit insien, verandering is nie gemaklik nie. Verandering wat mens nie verstaan nie, is moeilik. (We are set in our ways and find it difficult to accept change. Change should be gradual and not everyone reacts the same as far as change is concerned. Change is difficult and even more so when not understood.)

White female senior lecturer - Gaan dit oor wit en swart? Ek dink tog daar kan wanpersepsies oor 'n groep wees en dat ander my groep verstaan, dat hulle net die beste wil doen, dat hulle voel daar moet harde werk gedoen word om by 'n doel uit te kom. Dat daar sekere reëls is en die reëls gevolg is om die doelwit te bereik. Dit word heeltemal anders vertolk, dat 'n groep dink hy is beter as 'n ander, dit word soms verstaan dat die groep dink hulle is beter as ander. (Is it about white and black? I think there are wrong perceptions about my group. My group want to do their best and work hard to achieve their goals. Rules are rules and should be followed. It is sometimes perceived that one group feels superior to other groups.)

White female senior lecturer - The whole thing about our contribution to this institution. I don't think they know the value that we the way that we can contribute to

the institution. We can be very valuable and we can put them on the map internationally. If they would just give us an opportunity and financial support at all different levels, if they just give us the support that we can actually expand and increase our facilities and increase our lecturing everything then we can really if they can just understand and support us and help us assist us and to achieve our long term goals.

White male senior lecturer - Ons is 'n gemengde groep. Nie iets spesifiek in die groep wat nie verstaan word nie. Bv. personeel op ander kampusse – ander kultuur studente. Hulle begryp nie altyd hoekom ons dinge doen nie. Elke kampus het sy eie manier van dinge doen – die samesmelting het dit moeilik gemaak. (We are a mixed group. Not something specific in the group that is not understood. Other groups do not always understand why we do certain things. Every campus has their own way of doing things.)

White female lecturer - Elke ou moet sy insig hê, eie idees. Ander beseef altyd die situasie en agtergrond nie. Hulle dink hulle kan maar net aangaan. (A person must have his own insight and ideas. Others do not understand the situation and background. They think they can just continue.)

White female senior lecturer - As ons na buitentoe kyk – die bestuurder moet verstaan die diversiteit waarmee hy werk, hy hanteer dit baie goed ons is baie gelukkig daarmee. Buitentoe – dat ons waargeneem moet word die persepsie na buite is, ons is hardwerkend, 'n goeie departement is en goeie diens lewer en waarde toevoeg. (The manager should understand the diversity he has to manage, currently he is doing well and we are happy. The perception to the outside should be that we are hardworking, a good department and that we add value and deliver high quality service.)

White female junior lecturer - Baie moeilik – konsep van groep interpreteer as etniese groep, ouderdom, geslag. Daar moet erkenning wees wat jy vanuit jou posisie kan bydrae. Ek sien myself nie verbonde aan IHL nie. Groepe speel 'n belangrike rol een van die elemente van die samelewing. Ek distansieer my van groepe. (Very difficult, my concept of groups is that it could be based on ethnic, age and sex. There should be an appreciation of the contribution that you can make. I distance myself from groups.)

White female supervisor - We've been on this campus for quite a time, not used to someone looking over your shoulder. We are used to work independent. The quality of the work was still good. With our course it's very broad now and overloaded. It could add value to the qualification but now they're overloading the students.

White male lecturer - That we can do a lot more if we combine forces, if we all understand that we can make a huge difference in the industry. We've got a lot of expertise and skills and sometimes I think we don't know how to utilize it. Resources like equipment and time is available but lack of finances and rewards. There is no motivation.

### **Coloured respondent**

Respondent feels strongly about values and goals.

Coloured female senior lecturer - That we are clever people! We are people that have values; traditions, goals and they should take us seriously at all levels. Although we are in the minority we can make a contribution. I want to prove that we have potential. My colleagues might form their perception of Coloured people by looking at me – because I am the only Coloured they know. I feel that it is my responsibility to prove to people my culture. I am questioning myself, who am I? - I'm becoming white of black – I am even talking the way they do and I hate it. I don't experience myself as a coloured at work. I can't be myself at my work. My unique contribution is getting lost. I am in the middle between blacks and whites.

### **VIII. What behaviours are most valued and rewarded at IHL?**

Most respondents did not feel valued and stated that there is no reward regardless of behaviour.

Black male supervisor - I don't see reward. What you are valued by was by people knowing you. You might think you are rewarded for what you do but you are rewarded by who you are. The people that are rewarded are those that are known by those that are in a position to reward. Familiarity plays an important role.

White female lecturer - Topbestuur is so besig met hul eie sake dat hulle vergeet hier is mense. Ek kry glad nie die indruk van die organisasie dat ek as persoon veel werd

of belangrik is nie. (Top management is so busy with their own matters that they forget about the employees. The institution does not appreciate employees. Employees are not important.)

White female senior lecturer - Op die oomblik beleef ek dit dalk dat daar nie baie waardes erken en beloon word nie. Ek sien geen beloning of erkenning nie. Daar is geen bevorderings nie. (At the moment no values are acknowledged or rewarded. There are no promotions.)

Black female junior lecturer - I have never seen that somebody was rewarded. Not sure that there is any rewards. There is a total lack of rewards.

Coloured female senior lecturer - Being aggressive, which I am not. If I am unhappy and force it through it is accepted, you get rewarded for it, you get what you want.

White female senior lecturer - Currently I acknowledge that there are no behaviour that is rewarded if I can give an example, if anybody is unhappy with a situation or anybody is extremely happy his situation the same reaction you get from top management or staff members. It really worries me because nobody actually acknowledges any behaviour currently. Due to the merger process a lot of people when you upset about something and you would really like your HOD to go into the matter it is as if it is not being noted. And if you happy with something it is also not noticed so it really worries me what behaviour actually to you don't know how to behave. I don't know how to react to situations and also when a staff member gets upset with another staff member work related, any behaviour is as if everybody just cancels, everybody listens but it is all and nothing happens to it. It worries me because you don't know who to talk to anymore. That worries me because this year we haven't even set KPI's and personal performance objectives. How can you work to a goal if you haven't even set it? You can set goals for your self. How can your head of department evaluate you at the end of the year if he didn't help assist you set goals? You don't know where you are going.

Black male lecturer - I have never seen anybody rewarded.

White male senior lecturer - Kwalifikasie verbetering. Navorsings uitsette. Jou bydrae tot die welstand van die departement. (Improving qualifications. Research outputs. Your contribution to the welfare of the department.)

White female lecturer - Geen erkenning. My tien jaar erkenning was per pos en die geskenk het weggeraak. Erkenning wat gepos word is nie veel werd nie. (My ten-year service award was send with internal mail and got lost. Acknowledgement sent by mail is not worth a lot!)

Black female lecturer - My perception is the radical ones. Just to give a example: at this institution I have the feeling that the people that highlight peoples scandals, are the one that gets compensated better and whether it is to quietened them or to appraise them, I am not sure but those are the people that gets recognition eventually. But if you are quiet and doing your job you are part of the statistics. You don't exist.

Black male senior lecturer - Commitment. I didn't experience any rewards, and it doesn't encourage me.

Black male (immigrant) supervisor - Loyalty. No promotions at this stage. Would like to know that organisation appreciates my contribution. Reward should be based on an objective and scientific bases.

White female senior lecturer - Ek dink kundigheid in jou vak, daar is nou ontsaglike klem op navorsing so as jy 'n goeie navorsers is word jy hoog aangeslaan, en ek dink die goeie onderwyser moet bykom, jy met altwee hê. 'n Goeie navorsers is nie altyd 'n goeie onderwyser nie. Ek glo aan lojaliteit. Ek leen nie my ore uit aan stories nie. (Being knowledgeable in your subject, there is a lot of emphasis on research, if you are a good researcher you are highly rated. You should be a good teacher too. A good researcher is not necessarily a good teacher. I believe in loyalty. I do not listen to stories.)

White female junior lecturer - Akademiese ingesteltheid en ervaring hou geen waarde nie. Hou jou mond en gaan saam die stroom. Geen beloning vir harde werk. Hang af wie jy ken. Hoë verwagtinge van 'n akademiese instelling. Geen integriteit by mense in hoë posisies. (Academic orientation and experience have no value. Keep your mouth shut and go with the flow. No reward for hard work. Depends on whom you know. I had high expectations of an academic institution. Management has no integrity.)

Black female (immigrant) senior lecturer - Just be quiet, do your work and don't say anything and do not complain. I feel if I complain everyday they will not listen to me

anymore. There are just too many complaints that nothing is done about. A colleague complained about her workload, nobody paid any attention to her complaint, after two years she resigned. Three people replaced her.

White female supervisor - Over the last few years there was no rewards. No allowances. There is nothing to look forward for, no promotions. You just go to work.

White male lecturer - You need to know the right people.

Black female lecturer - I've never seen reward. Definitely not part of IHL organisational activities. I am happy if my work is acknowledged. I measure my performance as long as I'm happy, as long as I've done my job.

Black female junior lecturer - Being at work, coming to work. As long as you are here, they don't care what you do. I've never see or hear anything about a reward. I would like it if we can discuss my goals of the goals that I've achieved.

Black female junior lecturer - Managers know their hard workers; they must show their appreciation. There is a gap, a big distance they don't know us. I've never seen any reward. My colleagues show the appreciation, which I value.

#### IX. What do you need to do and/or know to get ahead at IHL?

Respondent agree that it is who you know that is important to advancing your career.

Black male supervisor - For me you need to be known, but what you should do to get known I don't know. If doing your job diligently makes you to be known, it hasn't rewarded me. You need to be voiceterous probably, because I've realised that people that are more voiceterous at gatherings can become famous and known. They seem to be the ones to be promoted, and those ones that are voiceterous are not likely to be doing their jobs properly.

White female lecturer - In die verlede as jy geleer het en jou kwalifikasies verbeter het, het jy kans gestaan om tot 'n spesifieke vlak bevordering te kry of jy het vergoeding ontvang. Op hierdie stadium sien ek geen van die "incentives" duidelik genoeg wat jou gaan motiveer om iets vorentoe te doen nie. (In the past you were promoted when you improved your qualifications. Now there are no incentives to motivate you to do anything extra.)

White female senior lecturer - Al weet jy wat en al doen jy wat daar is nie bevordering vir jou nie. Ek dink wel 'n departement meer suksesvol kan wees. As 'n departement baie sigbaar word, en hulle doen baie navorsing dan gaan hulle meer erkenning kry. Nie noodwendig beloon word nie, maar erken word. (There are no opportunities for promotion. Departments can be more successful based on research that leads to recognition.)

Black female junior lecturer - Improve your academic qualifications. Sometimes it is whom you know not what you know.

Coloured female senior lecturer - You need to know the right people.

White female senior lecturer - OK it comes from top management the whole time- your qualifications first of all and your research inputs and it worries me because were a university of technology not an ordinary academic university. We all know that we need to make time for research and deliver a product to the institution to be able to do this I think is our way forward. To get the best out of it.

Black male lecturer - I need my management to understand my situation as much as I understand them. They should be supportive at three areas: research, teaching and community work.

White male senior lecturer - Meer tyd aan kwalifikasie spandeer. Betrokke raak by navorsing - nagraadse studie. Geen beloning in bestaande beleid. Moontlik in die toekoms, as die bevorderings beleid hersien word kan daar dalk kans vir vordering wees. Ek is egter bekommerd dat daar nog steeds bevoordeling sal wees. (Participate in research – postgraduate study. No rewards in current policy. Perhaps in the future when revised policies are in place. I am concerned that there still will not be any promotions.)

White female lecturer - Jy moet kontakte en "inside information" hê. (You must have contacts.)

Black female lecturer - I think you need to know all the corruption of the top management and then you will be the one of the in people in the organisation.

Black male senior lecturer - How management wishes to incentivise. What incentives there are, and what they expect from me.

Black male (immigrant) supervisor - You should know who to talk to.

White female senior lecturer - Niks, want daar is nie promosie nie. Daar is nie geld nie, daar is nie promosiegeleentheid nie. Daar is 'n moratorium daarop a.g.v te min geld – sedert 2004. Die promosie stelsel bestaan nie meer nie. Wat ek weet en nodig het is irrelevant as daar nie 'n sisteem bestaan wat dit kan meet ens. nie. (Nothing, there are no opportunities for promotion. There is a moratorium because of financial constraints – since 2004. The promotion system does not exist anymore. What I need is irrelevant if there is no system that can measure what I have achieved.)

White female junior lecturer - Ek het al alles probeer. My M-graad gedoen – geen erkenning daarvoor gekry nie. Hier gaan ek dit nie kry nie. (I have tried everything; I did an M degree and got no recognition. I will never be promoted here.)

Black female (immigrant) senior lecturer - I have to go to conferences, publish papers to get promoted. But I am also told that there are no money, so I must go for extra funding, also the situation I'm sitting in. I have five subjects – I want promotion but there is no time to do the extra work. The goal is clear but no time, money, and support available.

White female supervisor - I would like to believe that my supervisor would be supportive in that regard. She could do only so much. It's a matter of structures, which are not in place.

White male lecturer - You need to do a bit of self-marketing. Be visible. People must know what you're busy with – projects etc.

Black female lecturer - The information I have is enough. More than this will cramp my style. There is possibility to advance my career.

Black female junior lecturer - I feel very comfortable – nobody is checking on me. I can do what I want to do whenever I want to do it. I feel accepted by my immediate colleagues because they accept me for who I am. Management is very far. Sometimes I feel valued other times not – when they need a favour they tell me I'm good.

Black female junior lecturer - Improve communication structures and channels. The top management shouldn't take decisions without consulting the lower level. I need to know my job description and what is expected from me to improve to get to the next level. Improve like job ethics, qualifications etc. I didn't experience any support in the organization to study.

X. How comfortable, accepted, and valued do you feel in this organization? Why?

The responses were very similar. Candidates felt comfortable, accepted and valued by their immediate colleagues but they had the opposite experience with regard to the broader organisation and specifically towards top management.

Black male supervisor - Comfortable – I'm not comfortable because I personally feel that I am not being treated fairly. Labour relations wise. I am not treated fairly as far as reward and remuneration is concerned.

Black male supervisor - Accepted – I don't feel overwhelmingly accepted but I don't feel rejected either. I am not sure about whether I am accepted. The one-day I feel accepted and the next not.

Black male supervisor - Valued – I honestly do not feel valued at all. I would feel valued if I received equitable treatment. I would also feel valued if I feel that I am doing something right, something good and people will acknowledge that. What I feel now is that there is now appreciation of positive performance but the moment something is wrong then it is noted and discussed.

White female lecturer - Comfortable: Ek voel gemaklik in die Departement want daar is nog geen bedreiging vir my direk nie. Ek voel gemaklik nog in 'n mate in die organisasie omdat ek kan agter kom my gevoel is dat hulle het nog nie hulle eie goed uitgesorteer nie, so hulle kan nie "inzoom" op die klein outjie daar onder nie. So in daai opsig kan ek nie se ek voel ongemaklik nie. Ek voel miskien ongemaklik oor die feit dat jy weet oor die toekoms vorentoe. Kan jy nog dinge aanpak en iets daaruit kry, die voordeel daaruit vir die organisasie. So ja, dis die enigste ongemak wat ek voel. Korttermyn gemaklik, Langtermyn onseker. Dit beïnvloed my dat ek nie 'n besluit kan neem vir enige studies verder nie, enige persoonlike doelwitte vir myself stel wat my kan laat groei in my departement of as mens nie. (I feel comfortable because there is no direct threat. I feel comfortable because there are still many macro issues outstanding and therefore they can't pay attention to the employees at

lower levels in the organisation. The uncertainty about the future causes a little uncertainty. I wonder if I should tackle new projects.)

White female lecturer - Accepted: Ek dink in die Departement het ek nie 'n krisis met aanvaarding nie. Ek dink ek word aanvaar onder my kollegas. Weer eens ek dink van 'n organisasie se oogpunt van bo af maak dit nie saak nie, want ek dink nie hulle onthou ons hier onder nie. Ons doen 'n werk en dit is dit. (I feel accepted in the department and by my colleagues. I am not bothered whether management accept me or not, they do not even remember us here at the bottom. We have a job to do and that is that.)

White female lecturer - Valued: Vir die werk wat ek doen word ek "gevalue". Ek dink nie dit is 'n groot krisis nie, weer eens ek dink nie van die organisasie se kant af maak dit nie regtig saak op hierdie stadium nie. (The department values the job that I do, the wider organisation do not count.)

White female senior lecturer - Comfortable: Gemaklik, partykeer voel ek minder gemaklik as voorheen omdat ons kwaliteit nie meer so goed is soos voorheen nie. Ons administrasie ons straal nie meer so 'n goeie beeld uit nie. Daar is baie probleme met sekere gedeeltes. Gemaklik nie altyd wat dit betref, om die buitekant in die oë te kyk nie, ons vra soveel geld om 'n kind op te lei ons gee die opleiding en die ouers moet sukkel met administratiewe goed. (I feel less comfortable than before because of the decrease in quality, our image have deteriorated. Our learners pay such a lot of money and then the administrative matters are a mess.)

White female senior lecturer - Accepted: Ek voel almal aanvaar my veral omdat ek al so lank hier is. Almal in die organisasie met wie ek werk aanvaar my. (I feel that I am accepted because I have been here for a long time.)

White female senior lecturer - Valued: Dalk tog bietjie minder. Ek voel nie vreeslik gewaardeer nie. Dit gaan oor hoe jy jouself ervaar, en dat jy partykeer dink iemand kon dalk 'n bietjie meer dankbaar wees. Dit is nie 'n "issue" nie. Mens kan tog bietjie meer waardeer word. Dit is belangriker wat jy binne het, solank ek tevrede is met wat ek doen. Dit is lekker om erkenning te kry, maar dit gaan nie my lewe verander nie. (I feel less valued. I should be more appreciated, but it is not an issue to me. As long as I am happy with myself recognition from outside is not that important – it would not affect my life in any way.)

Black female junior lecturer - In the department I feel uncomfortable and not valued although I feel accepted by my colleagues, I cant say the same of the company.

Coloured female senior lecturer - I feel very comfortable on my floor. I've feel judged on other floors or places. On my floor between my colleges I feel accepted. My immediate colleagues value me. They value me as a person. They make me feel like I belong.

White female senior lecturer - Comfortable: I must really be honest I don't feel comfortable and we are we hear every day that we are overstaffed first of all and second of all it is at a senior lecturer level you never know they are forcing you to improve your qualifications while I am answering the second question with the first one. So I am really worried I don't feel comfortable I don't feel at this stage acknowledged and so on. The whole time I feel that you need to defend yourself about everything you say and everything you do. I do not want to sound negative but you feel insecure because you do not know where you are going.

White female senior lecturer - Accepted: As a person in this department I feel accepted I really feel I am happy and I really feel everybody is accepting me for who I am and what I do. Wider that the department I feel totally insecure. The people outside the whole time are attacking you. You just don't want to communicate with them.

White female lecturer - Valued: Well I wouldn't have been in this position if they didn't value my input so I feel valued in the institution, the fact that I were promoted to senior lecturer they value my inputs and they value what I do. I feel valued for what I am doing.

Black male lecturer - Not 100% comfortable because of the merger, although I am sure about my job in future. I feel accepted in terms of working with my colleagues, but I don't think top management has created a good culture in the organisation. Not valued enough because of poor remuneration.

White male senior lecturer - Ek is gemaklik, ek werk al lank hier. Ken en verstaan almal. Werksekerheid ingesluit. Aanvaar deur almal – nie probleme met niemand. Voel gewaardeerd deur mense om my. topbestuur raak my nie. (I feel comfortable because I have a long service record. The people around me accepts and appreciates me, top management leaves me cold.)

White female lecturer - Ek voel gemaklik en aanvaar tussen my kollegas. Ek ken hulle en dink ek het 'n goeie verhouding. Ek voel nie gewaardeer deur die organisasie nie maar deur kollegas. (I am comfortable and accepted by my colleagues. I know them and I have a good relationship with them. The organisation does not appreciate me.)

Black female lecturer - I don't feel comfortable, neither accepted nor valued. The best example would be my salary. The nature of my qualifications and the work that I am doing and it was shocking for me to discover that I am least paid compared to people who's qualification are far below mine and are getting two notches above what I'm getting and doing basically nothing.

Black male senior lecturer - Very comfortable and accepted because good relationship with colleges. I feel valued. Unsure about organisation.

Black male (immigrant) supervisor - Comfortable: I feel quite comfortable in the sense that nobody disturbs my work. I'm a contract worker, renewed every six months.

Black male (immigrant) supervisor - Accepted: I feel accepted by my colleges.

Black male (immigrant) supervisor - Valued: My students valued me. My immediate supervisor has expressed appreciation for what I do. I'm not sure about my colleges.

White female senior lecturer - Comfortable: Ek voel gemaklik, ek geniet my werk en bly naby die werk en ek hou van my kollegas. Dit is vir my 'n gemaksone. (I feel comfortable and I enjoy my job and like my colleagues. It is a comfort zone.)

White female senior lecturer - Accepted: Ek aanvaar dit as goed. Ek kry nie altyd terugvoer nie, nie negatief nie so ek glo dit is positief. (I am accepted, I haven't received any feedback so I have to accept that it is positive.)

White female senior lecturer - Valued: Die grootste terugvoer is van die studente af. As ek hulle kan help, dit moedig my aan en is vir my as persoon is dit baie werd. 'n Ander aanduiding dat die organisasie my waardeer is die feit dat hulle ons vertrou met verantwoordelikhede. Daar is nie direkte tekens nie, maar dit feit dat ek nog hier is en opdragte ontvang, ten minste luister hulle na my. Al sien mens nie altyd iets gebeur daamee nie. (Most feedback from learners, it encourages me and I value it a

lot. There are no direct signs that the organisation values me except that I think that they value my opinion even though it leads to nothing.)

White female junior lecturer - My vriendskap vir my kollegas beteken iets. Ek voel voel glad nie gemaklik, aanvaar en gewaardeer in die instansie nie. (My friendship with my colleagues is meaningful. I do not feel accepted or appreciated by the organisation.)

Black female (immigrant) senior lecturer - Comfortable: I am not comfortable. I'm sitting on the edge of my chair. I feel uncertain in terms of the retrenchment. It adds to stress.

Black female (immigrant) senior lecturer - Accepted: With my group I was accepted. After the merge I don't feel accepted. The students (white) don't accept me because of race. There was an incident that stripped me of my dignity in the class. Some staff members also don't want to accept me. The students felt that we wanted to change things. Up to know I have not received any support at all. I've reported it – meanwhile I am sitting here getting more upset every day. Counselling has not being advised. It was an extremely traumatic situation. Being an adult helped me.

Black female (immigrant) senior lecturer - Valued: With the group I worked so far – more than 10 years I feel valued. Certain things they know, I am strong in I am valued in that way. With the merge, I don't feel valued. In general there is no value – not even a letter or a welcome note – just my salary!

White female supervisor - Comfortable: Although I am a white female, I'm not really looking forward to change. Matter of 50/50, not used to change.

White female supervisor - Accepted: I don't feel 100% accepted, wider – overall department.

White female supervisor - Valued: Not really valued, maybe because things are not in place. A chance to grow would be helpful.

White male lecturer - Comfortable: I feel comfortable because of policies, organizations like labour unions, also because of my direct management. Job security is part of being comfortable.

White male lecturer - Accepted: I feel accepted in my department as well as wider in the company.

White male lecturer - Valued: I feel valued and know they trust me to perform. I don't value top management opinion because they're absent and do not know what I am busy with.

Black female lecturer - Comfortable: No job security. I've heard we are overstaffed we need to re-apply for jobs.

Black female lecturer - Accepted: I felt accepted by my colleagues at IHL.

Black female lecturer - Valued: I did receive feedback to feel valued.

Black female junior lecturer - Comfortable: I feel very comfortable – nobody is checking on me. I can do what I want to do whenever I want to do it.

Black female junior lecturer - Accepted: I feel accepted by my immediate colleagues because they accept me for who I am. Management is very far.

Black female junior lecturer - Valued: Sometimes I feel valued other times not – when they need a favour they tell me I'm good.

Black female junior lecturer - Comfortable: Because I've worked so long here people accept me, I feel comfortable and open to share personal things.

Black female junior lecturer - Accepted: I feel the trust. At the moment of job security I am not comfortable. There is a lack of information, but the changing of policies and rules bothers me. Nothing is 100% implemented.

Black female junior lecturer - Valued: The top management sees us as workers. The situation that we are currently in didn't make us feel valued.

#### XI. What groups are easiest/hardest for you to work cooperatively with?

Interviewees clearly felt more comfortable with who they perceive as the group they belong to (people they know). The group they find hardest to work cooperatively with is identified as the unknown or other group.

Black male supervisor - Easiest: Easier to work with my senior managers because they need something I can do for them.

Black male supervisor - Hardest: It is more difficult to work with my colleagues and juniors because they are expecting a lot from me but I am not able to deliver. Familiarity has an influence on how well I work with certain groups. Work well with groups that are very objective and I know exactly what I should do. Subordinates not happy with the environment they are working in and that also causes some problems.

White female lecturer - Easiest: Ek dink mens werk makliker met die mense wat jy ken en wat dieselfde dink en redeneer as jy of wat jy 'n langpad mee saamkom want jy het nou mekaar se gewoontes en idees aangeleer selfs mekaar se manier van besluite het jy al aanvaar. (The people that think the same as me and that I have known for a long time. I know their habits and their ideas and even the way they take decisions and I have grown to accept it.)

White female lecturer - Hardest: Groepe wat dit moeilik maak is wanneer jy met 'n nuwe kollega wat jy glad nie ken nie en wat definitief duidelik anders dink as jy om dan weer "open minded" te word, wat jy voorheen gehad het maar wat jy eintlik langs die pad verloor het omdat dit gemaklik geraak het om saam te werk. (Groups that hold different convictions than you.)

White female senior lecturer - Easiest: Die groep wat so na as moontlik as jou eie groep is sover dit waardes, doelwitte en werksetiek aangaan. (A group that is closest to the values goals and work ethics to my group.)

White female senior lecturer - Hardest: Moeilikste is groepe wat nie dieselfde doelwit het nie, maar wat ook hulle eie ding wil doen om hul eie erkennig te kry op hulle eie manier. Groepe wat nie hulle kant bring nie bly die moeilikste. (Groups with different goals than my group. Groups that do not do their part.)

Black female junior lecturer - Easiest: The groups I know for a long time is easiest.

Black female junior lecturer - Hardest: My new counterparts are difficult to me; the group I'm merging with is difficult. They've got their own perception, they think they know us, think they know too much. It's all about my colour – they think who am I to be in this industry. It's difficult with white groups

Coloured female senior lecturer - Easiest: The same language group is easier. I feel more comfortable to work with black people.

Coloured female senior lecturer - Hardest: Different language groups and white people.

White female senior lecturer - Easiest: Are you referring to my female or colour groups or what? Any group. It sounds strange but is easier for me to work with my black colleagues in my department itself not in the department we are merging with. It is easy for me to adapt to every one black, white, male, or female I have no problem with that when you meet someone new sometime you just need to get through the barriers and just learn how they operate and the different personalities and so on. You had to adapt to certain cultural differences and you really need to be on your toes and you need to accept and you need to look at the different matter but if you look a little wider.

White female senior lecturer - Hardest: I get the idea that people from the other merging institutions does not accept you and that makes it difficult because it does not matter if it is white or black or male or female or any person top management or it is sometimes difficult you can't get through the barrier and I do not understand why. So its something I still need to understand. And really from my side I am trying to find out where we go wrong or where what we should do to fix this.

Black male lecturer - Easiest: It is easiest with the people who understand me and who's patient with me, those who are supportive. Easier with the people I know longer.

Black male lecturer - Hardest: Hardest is the opposite. Work easier with those people that I know than those I don't.

White male senior lecturer - Easiest: My werksgroep – kollegas makliker. Ondersteuningsdienste waarmee ek iets te doen het gaan dit goed. (My colleagues and the support services.)

White male senior lecturer - Hardest: Ander groepe blankes teenoor nie blankes— ook nie 'n probleem nie dit verg net geduld bv. tydwaarde verskil. (People I do not know, I need more patience with African people e.g. the different time value.)

White female lecturer - Easiest: Kom goed oor die weg met almal. Geen waarde aan mening van groep. Behoort nie aan enige groep nie. (Get along with everybody. I attach no value to the opinion of groups. I do not belong to any group.)

White female lecturer - Hardest: None

Black female lecturer - Easiest: Mixed groups with higher percentage of black than white are very easy for me to work with.

Black female lecturer - Hardest: The whiter the group becomes the more difficult it becomes to handle.

Black male senior lecturer - Easiest: I can work with any group. No preferences.

Black male senior lecturer - Hardest: None

Black male (immigrant) supervisor - Easiest: I experience all groups in the same way.

Black male (immigrant) supervisor - Hardest: None

White female senior lecturer - Easiest: As ek 'n gemeenskaplike belang het met die groep maak dit dit vir my makliker. Hoe meer belangstelling die groep in my vakgebied het hoe makliker is dit om vordering te maak. As ons doelwitte deel. Hoe langer ek 'n persoon ken hoe gemakliker is dit. (Easier if I have a common interest with other group members. The more the group are interested in my field of expertise the easier it is to make progress. If we share goals. The longer I know them the easier.)

White female senior lecturer - Hardest: Indien ek geen gemeenskaplike belang het nie raak dit moeilik. (If we do not share a common interest.)

White female junior lecturer - Easiest: Die groep wat ek die langste ken en saamgewerk het. (The group that I know the longest and worked with.)

White female junior lecturer - Hardest: Die moeilikste die nuwes – na die samesmelting. (The new groups after merging.)

Black female (immigrant) senior lecturer - Easiest: Being a foreigner, at first the blacks was difficult. They take along time to accept you as an individual, until they

put valued to you and accept you. The white lectures are being different. They group you with a certain group of people and you know you don't belong there. For me as from outside I find both groups difficult to work with but then with time I've adjusted to both groups.

Black female (immigrant) senior lecturer - Hardest: It felt that I must prove myself all the time I am still struggling. You have to prove your ability – you have to adapt and accepted in your race and then prove your ability. For a foreigner it's even worse.

White female supervisor - Easiest: My immediate colleagues are easiest.

White female supervisor - Hardest: Certain subject groups are harder because I get the idea we're not at the same level. Different approach – nothing in common.

White male lecturer - Easiest: It is easier to work with female colleagues. We've got the same interests and it's easier to relate.

White male lecturer - Hardest: Harder to work with traditional Afrikaans men – different interest and difficult to have a decent conversation and also the ego's.

Black female lecturer - Easiest: I've realized that working with male academics at this institution is easier.

Black female lecturer - Hardest: Female's wanted to have power they want to be acknowledged.

Black female junior lecturer - Easiest: My group is easier to work with – the people I work with on a daily basis.

Black female junior lecturer - Hardest: Difficult the group I'm merging with because we are competing instead of working together, we are trying who's better than who and we hide information from each other. We don't trust each other.

Black female junior lecturer - Easiest: I found it easier to work with Afrikaans people than English speaking people. My English is worse compared to the Afrikaans. Afrikaans is easier. From my early childhood I was more relaxed in Afrikaans.

Black female junior lecturer - Hardest: It is much more comfortable and easier to trust an Afrikaans speaking white, than an English person.

XII. What behaviours of other groups are most difficult for you to deal with or most irritating?

The responses to this question highlights the "them and us phenomenon", quite a number of white respondents referred to quality or rather the lack thereof.

Black male supervisor - The 'they and us' mentality in this institution. (campus and race) This happens frequently.

White female lecturer - Ek dink vir my is 'n ding soos 'n sperdatum. 'n Ander persoon verstaan nie noodwendig nie. Dit kan vir my 'n groot krisis wees. Die feit dat 'n mens die uitkyk op 'n werksituasie nie noodwendig dieselfde is nie. Vir die een ou is dit belangrik en vir die volgende nie. 'n Mens kom uit 'n kultuur uit wat 'n sperdatum belangrik raak, wat seker goed en sleg is want as jy 'n bietjie langer vat gaan jy 'n beter eindresultaat kry want jy word geforseer daardeur. (To me a deadline is very important. Other people do not necessarily understand that. To me it could be a crisis. Our view of the working environment is not the same. Perhaps it would be better not to hurry to meet deadlines.)

White female senior lecturer - "Slapgatgeit". Mense wat nie hulle werk doen nie. Mense of groepe wat nie doen waarvoor hulle betaal word nie. Daar is niks wat hulle onderskei van my onderskei nie, en die hele departement slaag nie in hul doelwit nie al was dit dalk 1 of 2 persone, word die hele groep dan benadeel. (People who do not do their jobs. People or groups that do not do what they are paid for. Even though they do not do their job we receive the same treatment. His or her lack of commitment is to the detriment of everyone.)

Black female junior lecturer - The groups who think they know everything. Because I am black it's accepted that I don't know. I think the whites say "poor you what is this black person doing in the hospitality industry."

Coloured female senior lecturer - I find it easier to work with Afrikaans white people because we share the same language, but I feel more comfortable working with black people. When people speak another language, which I don't understand it is difficult. If white people talks to you if you're not used to anything and know nothing.

White female senior lecturer - There is just one thing that irritates me and that is to be ignored. I can't handle it if someone ignore you or bad mouth you or totally ignore it one thing I can't stand and it happens a lot.

Black male lecturer - The negative attitude some people has towards me even it they don't know me.

White male senior lecturer - Dissipline, "commitment", kulturele verskille soos bv. geraasvlakke, kwaliteit van werk. Moeilik om daarmee te werk. Groot konflikpunt is begrip en taalvaardigheid. Na die herstrukturering het die kultuur van die organisasie baie vinnig verander – meer "Afrika". Ek ervaar dit nie positief nie ek voel minder tuis. (Discipline, commitment, cultural differences e.g. the noise, quality of work. Very difficult to work with that. Poor understanding of language leads to conflict. Change to African culture in organisation very fast. I do not experience it positively and feel less at home.)

White female lecturer - Ek sien nie mens in groepsverband nie. Individuele. Ons het nie "clicks" of groepe nie. Nie 'n groepsmens. (I do not classify people in groups. I see them as individuals. We do not have clicks or groups. I am not a group person.)

Black female lecturer - I think it is the perception that people come with to you because they think they are superior; they think they know it all. Whatever is a genuine ideal solution you come up with first it has be judged where it is coming from, before it is tried and tested and also it has to do I think with a culture background because, from my culture you have that teaching that you first have to listen to what the person is saying before you see who the person is then you can decide. But I think or the impression I have with them is that first you look at who saying whatever before you see or hear what is being said and then decide. That becomes a problem. Within my working environment I suggested we come up with a focus area one-research area for the whole department and try to point the students in that direction, but coming from me it wasn't working, and I've seen it work in most institutions. I'm thinking if it was coming from someone white it would have receive better attention, but coming from me it wasn't working. I have experience passive resistance to my suggestions.

Black male senior lecturer - I am very easy to adjust. I take life as it comes.

Black male (immigrant) supervisor - None

White female senior lecturer - Werk vir selfgewin. Werk net vir geld. Probeer wegkom met moord – so min as moontlik. Swakgehalte werk. Ek is gesteld op hoë kwaliteit werk, my beste moontlike werk en sodra ek optel dat dit nie so is nie irriteer dit my. As dit ons departement betrek raak dit 'n hindernis vir bevordering. Buite die departement is dit hinderlik – nie so irriterend. (Some people work for money and their own advantage. Some do as little as possible and get away with it. I focus on quality and strive to do my best. If I notice that I have slipped it irritates me. If it affects our department it hampers our progress. Outside the department is bothersome and not so irritating.)

White female junior lecturer - Die feit dat almal voorgee wat hulle doen. Die persepsie wat mense skep. Moeilik om hierdie persepsie aan te spreek weens bedreiging, vreemdheid ens. (People pretending to do things. Perceptions that people create. Difficult to change perceptions because of insecurity and being strangers.)

Black female (immigrant) senior lecturer - What I've seen with some of the whites, that somebody will stand in a position knowing very well with no ground - a situation where they say they know this and I know they don't know. They want to create an illusion. I don't like non-performance of the black students. I always get angry, because there is and perception that blacks do not work hard, that they are non-achievers. I wish that they will get that in mind and start working hard. They have a stigmatism as a non-working group, so if that performance can increase - it has improved quite a bit. Performance can put them on a certain pedestal.

White female supervisor - When I get an e-mail from a white colleague and he speak to us if were in primary school. Not a very nice undertone. Instructed instead of being consulted.

White male lecturer - People not being themselves irritate me.

Black female lecturer - The most difficult is people who change who are not consistent.

Black female junior lecturer - Not being helpful or to help one another. Be yourself. I feel like I had to prove myself. Because I'm black they always tell me what to do, give commands. It makes me stubborn. It demotivates me because there is no

support you can't prove whatever they doubt of you. It makes me incompetent, and affects my work.

Black female junior lecturer - What irritates me of white people, they shouldn't expect that black people should reason all the time. Cultural differences and many other things have led people to behave and thinking a certain way, especially personal issues. Respect the other persons believe, or keep it to yourself. Do not influence others. White people accept me in their group if I accept their way of behaving otherwise I remain an outsider. Meet someone halfway. I do not want to do things for example a hobby to be accepted. I don't want to change to be accepted.

XIII. What would you like to know and/or learn that could help you to succeed at the organisation?

The responses are varied but the common theme is that of developing an understanding of others.

Black male supervisor - Dealing with change of this magnitude. I have underestimated it. If there is a way of dealing with that change. I am aware of changes but I don't know how to deal with it and I don't have any support.

White female lecturer - Ek dink 'n duidelike visie waarnatoe 'n mens oppad is en watter ontwikkelings moontlikhede daar is. Nie noodwendig bevordering nie, bevordering is nie vir my 'n krisis nie – wat se kans is daar vir groei in die organisasie. Persoonlike groei in jou departement. Waarnatoe kan jy nog gaan? Nie net 'n herhaling jaar na jaar nie. (A clear vision to strive towards as well as the opportunities available. Not necessarily promotion but a change to grow. Do not want to do the same thing over and over.)

White female senior lecturer - Meer van ander groepe. Hoe hulle regtig goed sien en hoe hulle dit beleef. Om ander groepe beter te leer ken. Dit sal al die wanpersepsies wat groepe oor mekaar het uitskakel, want ons het redelik vooropgestelde idees. Om ander groepe presies nie oppervlakkig, te verstaan en te weet waarop om te fokus. Hoe om te fokus om 'n persoon te benader. Dit moet nie snert of klein goedjies wees nie, maar "regte issues". As jy mense beter verstaan werk jy beter saam. Die kursusse (om jou sensitief te maak vir 'n ander een se waardes en normes) kan ook help, dit kan 'n beginpunt wees en kan bydrae. Die dieper goed. Mense in dieselfde groep verskil ook van mekaar en benader mekaar ook verskillend. (More of other

groups, how they see and experience things. Get to know other groups better. It would clear the wrong perceptions that groups have about the other groups. We have a lot of preconceived ideas about other groups. Need to know how to approach and understand other people. It should not be insignificant or trivial but real issues. If you understand people you tend to work together better. The existing courses can also help but it should be the starting point only. People in the same group are also different and their approach is also different.)

Black female junior lecturer - To fight. To raise my voice, to be assertive. I would like to be loud – around the table, they overpower my voice.

Coloured female senior lecturer - I would love to learn an indigenous language. I would like to know how management is thinking; the things that they come up with will not improve the stature of the university. I would like staff be more educated to change things.

White female senior lecturer - It is always a good thing to learn more about other cultures. It would always help you in future cultural difference because we are getting a lot of people from overseas and different countries they do have different cultures they do have different ways of doing things and I think you need to adapt to that. The also things that I am learning currently is about people with different disabilities within the institution you need to adapt to that as well. I am interested in that to.

Black male lecturer - I would like more information from top management of what is happening in the organisation. Want to learn how to be part of decision making. Even if I had an individual contribution to make they won't listen.

White male senior lecturer - Ek wil inskakel met kursusse vir personeelontwikkeling bv. navorsingsleiding skryf van artikels. Gevorderde kursusse wat my kan help. Akademiese ontwikkelings kursusse. Iets wat aandag kan kry is om van meer internasionale ooreenkomste aan te gaan soos personeel en studente uitruiling dit gee meer blootstelling – sien wat behoort 'n akademiese instelling te wees. (I want to attend courses on research and the writing of articles. Advanced academic courses. Would like to participate in foreign exchange programs.)

White female lecturer - Ek sou graag die geleentheid wou hê om deur die werk die nuutste metodes te leer. Nie die nodige ondersteuning – finansiëel of tydsgewys. Ek

raak agter, doen dit in my vrye tyd. Sou soortgelyke instansies se werk wou sien – om standaard te vergelyk. Sou graag wou vergelyk met soortgelyke instellings. (I would like to study the latest methods but the support from the organisation lacks. I fall behind and do it in my free time. Would like to compare the standard with other similar institutions.)

Black female lecturer - You know it's unfortunate because they say patience is a virtue and it doesn't apply in an academic world. You need to do things now and act now you don't have to wait and hope things will evolve in change for better, but if one could say just try and make me understand and be patient but I don't think it is going to work but I think that is what it is. Patience and tolerance.

Black male senior lecturer - To get the opportunity to explore, with enough time.

Black male (immigrant) supervisor - How to get accepted as a member of groups.

White female senior lecturer - Vir my is daar baie geleenthede maar nie baie tyd nie. Ek sal meer van goed soos emosionele intelligensie wil leer, spanbou, tegnieke verbeter. Kennis oor intergroep verhouding en ook nuutste inligting vaksgewys. (I have a lot of opportunities but not enough time. I would like to know more about emotional intelligence, teambuilding and improve my skills.)

White female junior lecturer - Ek is baie negatief. Ek het altyd werksbevreëdiging gehad. Nou ervaar ek dit nie. Geen erkenning, geen motivering. Werk slegs vir salaris. (I am very negative. Previously I experienced job satisfaction no there is nothing, no appreciation and no motivation. I am here to earn a salary.)

Black female (immigrant) senior lecturer - I would like them to put money in employing.

White female supervisor - I would like to teach on a higher level than just under graduates, and to spend more time in research areas. Open to get more guidance preferably from outside people.

White male lecturer - I am satisfied.

Black female lecturer - At the moment I need to go for skills development especially project management, I have to do my masters this will take long because I am not

receiving any financial support from the employer. There's no financial support for my studies, neither the time.

Black female junior lecturer - I must learn to be patient and know how to deal with difficult people or groups. I want to be myself.

Black female junior lecturer - We do not have a proper plan for the future. I would like to no the plan. We don't know anything forward – no security. I would like if my manager can sit with me and show me what is expected from me. You know where to improve.

#### XIV. What do you think the organisation could do to get the best from everyone?

The respondents referred to motivation by setting clear goals, better remuneration, flexi-hours and consult employees.

Black male supervisor - They need to fast track the merger process, the sooner campus boarders are less visible the sooner people will be motivated. There is a race undertone to peoples feeling that they are less influential that others.

White female lecturer - Dit gaan moeilik wees vir 'n organisasie om beheer uit te oefen in verskillende departemente. Sterk strukture en spesifieke doelwitte en ook vergoeding, nie noodwendig geld nie, vir sekere doelwitte wat jy behaal. (It would be difficult for the institution to control all the departments. Robust structures and specific goals as well as acknowledgement are needed.)

White female senior lecturer - Ek dink motivering. Almal moet streef na dieselfde doelwit. Die bestuur moet die gemene doel kan skeep, dit is nie regtig daar nie. Almal veg om behoue te bly - deel van die hele proses. Bestuur kan mense meer motiveer en beter beloon. Hulle moet ook negatiewe goed uit die weg ruim sodat mense nie altyd weet of gevoelens kan hê dat daar verskuilde agendas is waarvan almal nie weet nie. Onsekerheid is daar in 'n groot mate. Uit die agtergrond van samesmelting is daar geweldige onsekerheid sedert 2002. Daar is sekere kampusse vir sekere fakulteite – onsekerhede oor wanneer geskuif gaan word. Onsekerhede maak dat mense minder doen as wat hulle sou doen as wat hulle nie onseker was nie, bv. om 'n doktorsgraad aan te pak. (I think motivation; management should create a common goal. Everybody is fighting for survival. Management should motivate and

reward people. Hidden agendas should be removed. People are uncertain. People will not improve their qualifications if they are uncertain about the future.)

Black female junior lecturer - If they can run the institution like a business. The organisation should value individuals and put trust in individuals. The organisation expects too much. Need more space to expand. For example, we had to stick to the study guide – even if you're unhappy. Unless I fight my opinion will not be heard in the group.

Coloured female senior lecturer - To work flexi hours, gym, day-care, to have a place where you can socialize. For my spouse to study for free. There must be trust from the organisation.

White female senior lecturer - I think they should listen a little bit more. They should listen to staff; they should come out of their offices and actually work a little with staff and come down to the normal level of teaching, and working with students and getting contact with students as well as staff members. I think it is different to manage but it is really something different than lecturing so they must come back sometimes and work a little bit and visit us in the offices and come back to the normal levels.

Black male lecturer - If the organisation could reward people. Be involved in people in a personal level and be supportive.

White male senior lecturer - Motivering is baie belangrik. Saam met motivering moet daar erkenning wees vir jou bydrae. Inisiatiewe word begin maar a.g.v. nuwe beleid word dit doodgedruk. Nuwe beleid het alles verander. Lid van baie organisasies maar volgens nuwe beleid mag ons nie kontak met hulle hê nie – ook nie kongresse bywoon nie. Afgesny- kan nie fokus op behoefte van die industrie. (Motivation and acknowledgement is important. New initiatives cannot be implemented as a result of new policies. New policies have changed everything. As we do not receive any financial assistance to attend congresses we are cut off from other academia. We cannot focus on the needs of the industry.)

White female lecturer - Om personeel positief aan te moedig. Personeel se houding teenoor mekaar is nie baie positief nie. Enige beloning iets sal beter wees as niks. (To give the employees positive encouragement. People are very negative towards one another. Any reward will be better than nothing)

Black female lecturer - I think in the process if the organisation had gone to the grassroots and got everybody's concerns before the merge it would have been a different story. Know damage is already been done. The best thing now, maybe to take people to rehabilitation process. I am not sure if it is going to work, because it is old dogs the saying says you cannot teach old dogs new tricks. I think it will be extremely difficult to change a culture. It is the way it's done. If it was a once of thing radical and that was it, people would – even myself – would of getting over it, because it would have been a once of thing you have lived and survived. Because it is a process and it's taking long by the time you reached the end goal, another cycle starts again. The prolongment of the process makes it difficult.

Black male senior lecturer - Actions speak louder than words. Management talks one thing and does another. Management doesn't listen. Give workers a hearing.

Black male (immigrant) supervisor - Encourage people to have passions for academic work in groups.

White female senior lecturer - Bestuur is baie ver, hulle kan definitief vir my meer sigbaar wees. Hulle is afwesig. Daar is nie genoeg duidelike afbakening van verantwoordelikhede en vertrouwe om dit toe te pas nie. Daar is verwagtings oor my maar die gesag ontbreek om dit werklik tot die einde te kan uitvoer. Dit is die gevoel – gaan kry eers weer goedkeuring. Ek ervaar nie dat daar nie vertrouwe is nie, daar moet goedkeuring gekry word vir 'n onbenullighede. Hulle verstaan nie altyd eers waaroor die kursus gaan nie. Die vlak van motivering kan verbeter. Die transformasie is vir sommige 'n groot demotivering a.g.v. onsekerhede. Die onsekerheid veroorsaak verwarring hoe langer dit duur. Op die einde lei dit tot konflik. Ervaring tel nie meer nie. (Management is very far, they can definitely be more visible. We need clear boundaries on responsibilities and trust us to our jobs. They expect things of me but I do not have the authority to complete the task. I do not experience trust as we need approval of insignificant matters. They do not even understand what it is all about. The level of motivation can improve. Transformation is demotivating as a result of uncertainties. The uncertainty leads to more confusement the longer it lasts. At the end it causes conflict. Experience does not count any more.)

White female junior lecturer - Skep 'n leeratmosfeer, akademiese kultuur. Etiek, kwaliteit studente. Bring vertrouwe terug. (Create a learning environment, academic culture. Ethics and quality. Bring back trust.)

Black female (immigrant) senior lecturer - They must be honest.

White female supervisor - To consult as wide as possible. Decision making and consulting more a bottom up approach. I do comment on policies and procedures if I get reasonable time. Hopefully they value it.

White male lecturer - They could react without political agendas, the assurance that we all work towards the same goal but without hidden agendas. No trust from top management.

Black female lecturer - Increase the happiness of workers by improving the resources. Better communication from top management especially concerning our safety. Top management are confused. They are creating too much pressure for themselves. They try to do everything themselves.

Black female junior lecturer - They must reassure people about their jobs – talk about all the insecurities and uncertainty. Be clear and informed of what is happening. Students must also be orientated and informed. Everybody must compromise something. Uncertainty in the merging process has an influence on group relationships.

Black female junior lecturer - Put your house in order. Implement policies and then evaluate if it's working. Motivate personnel.

XV. In terms of diversity, what would you like to learn more about?

Respondent want to take part in programs that deal with real diversity issues that would foster a deep understanding of one another.

Black male supervisor - I would be better if somebody who has gone through what we are currently going through can tell me how to manage this. I need a role model. How to resolve conflict emanating from diversity issues.

White female lecturer - Dit is 'n moeilike vraag. Ons weet genoeg van kulture af om te weet ons verskil. Ek sal nie se werksessies gaan noodwendig die antwoord wees

nie, want jy gaan weet wat die verskil is maar wat gaan jy doen daarom doen? Daar moet oplossings kom omdat jy weet daar is verskille. Werksessies gaan nie die oplossing wees nie. Moeilike vraag.... Geforseer word om in groepe saam te werk dat jy verplig te word om oplossings te kry. Die konsep wat gevolg word klein komiteetjies wat ons vorm forseer ons om daar te kom. Om saam te werk met mense wat jy nie ken nie en leer ken in die proses. (We know enough about culture to realise that we are different. Workshops will not necessarily solve the problem. Difficult question. Perhaps people should be forced to work in groups to resolve problems. The fact that we form subject committees forces us to get there. To work with people you do not know forces you to get to know them.)

White female senior lecturer - 'n Persoon se waardes en norme wat besluite beïnvloed. As mens weet hoekom 'n mens op 'n sekere manier optree en doen. Veral sekere groepe het baie status vlakke wat ander groepe glad nie van weet nie, om te verstaan hoekom neem 'n bestuurder 'n sekere besluit. In elke kultuur mag daar dalk 'n sekere manier wees wat jy 'n persoon benader of sekere goed wat taboe is om te se of te doen en jy is salig onbewus daarvan as jy nie die kultuur ken nie. (The values and norms that influences decisions. If I knew why people behave and react in a certain way. Certain groups have members with different status levels that you might not be aware of. In a culture there might be certain traditions that you are unaware of and then you do or say the wrong things.)

Black female junior lecturer - Nobody can be taught – it's in yourself. Upon each individual.

Coloured female senior lecturer - Language. It would be nice to experience the different cultures. It was nice to go to white and black weddings and funerals. Now I don't feel like it anymore because they look down on me and stereotype me.

White female senior lecturer - I would like to know about cultures and people of different backgrounds

Black male lecturer - Involved in what the organisation is currently doing, what are they expected from us. I would like to see that they value my contribution.

White male senior lecturer - Die vraag: Hoe lank gaan teen my gehou word dat ek is wie ek is (white). Diskriminasie duur voort ten spyte van grondwet. (How long will

the fact that I am white count against me. Discrimination (against whites) continue in spite of the new constitution.)

White female lecturer - Niks. Geen behoefte om te leer van diversiteit. Geen verskille – grys area. In vakgebied moet almal op dieselfde vlak wees, daar bestaan verskille in waarde en normes. Standaard tussen verskillende groupe is nie gelyk nie. (No differences it is a grey area. On subject matter everyone should be at the same level. There is difference in values and norms. Different groups are at different levels.)

Black female lecturer - Learning to deal with diversity.

Black male senior lecturer - It will be appropriate if people meet more often example, seminars, open discussions, understand each other. Know each other. Get closer to one another and learn more about one another.

Black male (immigrant) supervisor - I want to belong to a work group like for example a research group. Total lack of support as far as colleagues discussing subjects.

White female senior lecturer - As ons dink aan diversiteit in terme van kultuur, miskien meer verstaan van ander kulture. Ek is al so moeg as ons hoor ons moet ander kulture verstaan. Ek is nie veel lus daarvoor nie - maar raak moedeloos. Dieperliggend – bv. in vergadering dink ons ons kan 'n ding openlik, kortliks en feitelik bespreek, dan volg daar lang redenasies, dit skep baie konflik en demotivering by mense. As mens dink aan diversiteit in terme van kultuur: forum stig, meer tyd vir gesels, nood in departement in terme van kennis is dat ons meer besprekings moet hê oor onlangse navorsing, opvoedkundige loopbaan ontwikkeling. Godsdiens is nie hier relevant nie, ons is redelik verdraagsaam daaromtrent. Geslag – ook nie 'n kwessie nie. (Know more about other cultures I am so tired of hearing that we must understand other cultures. I do not feel like it and am despondent about it. At meeting we want to discuss things quickly and factually but then it ends up in long discussions that leads to conflict and demotivates people. We need to create forums to discuss in detail the latest research to develop our academic skills. Religion and sex is not an issue.)

White female junior lecturer - Hoe mense se koppe werk. Ek is baie negatief. (How people think. I am very negative.)

Black female senior lecturer - I would like to know Afrikaans. There is a lot of misunderstanding. Understand different cultures. Orientation will help. What is the I.O.P? There is no communication from management.

White female supervisor - To teach white classes.

White male lecturer - Nothing.

Black female lecturer - Racism. Breaking cultural barriers. There was an incident where a lady rather waits in an office than sit next to me.

Black female junior lecturer - Student culture – thinking. If you know more about them, you will understand their behavior. To understand departmental culture.

Black female junior lecturer - People coming up with suggestions, plans, policies and procedures with input about diversity. I didn't attend conferences about diversity, and I feel that it is a personnel failure.

## **Appendix 13 Interviews**

### **13.1 Employment equity officer**

#### **1. What diversity management intervention is in place at the institution?**

At the moment we have diversity management training that is on a voluntary basis and the unfortunate thing is that it is voluntary, that it is not part of management's key performance areas (KPA's) to attend training or to ensure that staff are trained.

Awareness campaign that is compliance based (employment equity act). Awareness training helps with making people looking after the organisational environment, making sure that there is an environment that people are valued. The management of diversity is the valuing of diverse people who feel that they are appreciated.

A questionnaire on employee satisfaction is being circulated.

The training is on a voluntary basis and originates from conflict situations, so management sees it as a conflict management intervention. That conflict is usually along race lines. Training is reactive not proactive. The pro-activeness of this awareness training could be where it is open and it is on the CCPD programme. Informing employees that here are some dates that where you can book yourself in – that would be proactive.

Reactive training is quite popular and it's almost obvious in the post merger phase we find ourselves. I think a lot of the answers to the questions on diversity could be that we are in a post merger environment. It has a big impact because it brought more elements of diversity into our environment. So it is awareness, it is the training and it's the survey (the three interventions). It is based on mere compliance. But the mere compliance plus the findings of the surveys leads to an understanding of what the real situation in our environment is and management have to take a stand on that, indicating what they hope for the future. I don't say it is going to happen because I don't think that the findings of this particular survey are going to be a pretty picture.

Middle and top management (except for one) have not asked for any intervention from this office as far as diversity is concerned. Short and sweet there's been no interest, the only exception here is the X Faculty. I've gone through the whole

faculty. This was reactive in the sense of a situation where a specific person in the faculty was accused of racism and the whole faculty was drawn through this very ugly situation. The internal auditor's findings was that it could not be proven that there was any racism, in other words the reading between the lines in the faculty was that we know it's here but we just can't prove it. Now that goes right back to the overall environment of IHL. That yes, racism is here. So the Dean tried training the entire faculty as an intervention.

## II. What strategies do you have in place to leverage on diversity, if any?

I don't think that at this stage there are any strategies, but what is planned is to have photographs of diverse groups of staff members and diverse groups of students. That kind of message, in other words what you would call corporate language where we language our selves into a specific way of thinking. A colleague at Corporate Relations asked me yesterday what questions do I think that we can ask people. In this (institutional newsletter) we have the section 'Have your say'. What we are planning is to ask the question to employees: What do you think are the benefits of a diverse (multicultural) work force? That was my suggestion because I strongly believe that you language people into a way of thinking. Your language is a strategy. You start saying that this is what IHL believes in. This is what IHL stands for. Therefore I work at IHL and I align myself with all that IHL stands for. It often comes up in diversity training that it does not matter what flag you fly at home there's a code of conduct, there is a way and an ethos within the organisation that this is the[?]way I am and this way I align myself with my employer and this is what my employer expects of me. If I am not aligned with that then there is a problem.

## III. How do they fit into the business objectives, if at all?

One of the things that any organisation wants to be seen doing is and saying is that they value the contributions of their diverse workforce. It elevates you into the status of a preferred employer. If you are saying that kind of thing it's a global thing. I know that diversity was at the beginning one of the values that IHL had; "we are committed to unity in diversity". I am quoting from the IOP page 15 where we say unity in diversity. That could easily be understood as a buzzword, it is a real great thing to say: Unity in diversity I wonder whether IHL understands that value. I just don't know.