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Rhodes University

Employment Equity Report

For the period 1/09/2012 to 31/08/2013

Please note:

1. The document to follow is as per the requirements of the Department of Labour.
2. Once approved, the document will be uploaded electronicallly on the DoL website. The plan is due by no later than 1 January 2013.
3. The report has two components:
	1. EEA2: The report containing workforce profiles and targets
	2. EEA4: The income differentials statement.
4. The targets used in this plan may change if the proposed EE plan is amended.

|  |  |
| --- | --- |
| **PLEASE READ THIS FIRST** | **SECTION A: EMPLOYER DETAILS & INSTRUCTIONS** |
| PURPOSE OF THIS FORMThis form enables employers to comply with Section 21 of the Employment Equity Act 55 of 1998.This form contains the format for employment equity reporting by employers to the Department of Labour. Both small employers (i.e. employers employing fewer than 150 employees) and large employers (i.e. employers employing 150 or more employees) are required to use this form. Those employers who are not designated, but wish to voluntarily comply, must also use this reporting form. Although all sections of this form apply to large employers, small employers are not required to complete Section F of the form. **WHO SHOULD COMPLETE THIS FORM?**All designated employers that have to submit a report in terms of the Employment Equity Act, 55 of 1998. Employers who wish to voluntarily comply with the reporting requirements of the Act are also required to complete this form.**WHEN SHOULD EMPLOYERS REPORT?*** Large employers must submit their first report within six months of being designated, and thereafter annually on the first working day of October; and small employers must submit their first report within twelve months of being designated, and thereafter on the first working day of October of every year that ends with an even number.

ESSENTIAL REQUIREMENTSLarge employers, i.e. employers with 150 and more employees, must complete the entire EEA2 reporting form. Small employers, i.e. employers with fewer than 150 employees, must only complete areas of the EEA2 form that apply to them.Guidance to overcome difficulties in order to complete the form properly must be obtained from the Department prior to completing and submitting the report.**SEND TO:**Employment Equity RegistryThe Department of LabourPrivate Bag X117Pretoria 0001Online reporting: www.labour.gov.zaHelpline: 0860101018 | Trade name  | Rhodes University |
| DTI registration name | - |
| DTI registration number | - |
| PAYE/SARS number | L 160 705 820 |
| UIF reference number | 105 715/8 |
| EE reference number | Not supplied in any correspondence from DoL |
| Seta classification | ETDP |
| Industry/Sector | ETDP |
| Telephone number | 046 603 8113 |
| Fax number | 046 603 8003 |
| Email address | s.fischer@ru.ac.za |
| **Postal address** | P.O. Box 94 |
| Grahamstown |
| Postal code | 6140 |
| City/Town | Grahamstown |
| Province | Eastern Cape |
| **Physical address** | Lucas Avenue |
| Grahamstown |
| Postal code | 6140 |
| City/Town | Grahamstown |
| Province | Eastern Cape |
| **Details of CEO at the time of submitting this report** |
| Name and surname  | Dr Saleem Badat |
| Telephone number | 046 603 8113 |
| Fax number | 046 603 8003 |
| Email address | s.fischer@ru.ac.za |
| **Details of Employment Equity Senior Manager at the time of submitting this report** |
| Name and Surname | Mrs Sarah Fischer |
| Telephone number | 046 603 8113 |
| Fax number | 046 603 8003 |
| Email address | s.fischer@ru.ac.za |
| **Business type** |
| **** Private Sector **** National Government **** Local Government **** Non-profit Organization | **** Parastatal**** Provincial Government** Educational Institution** |
| **Information about the organization at the time of submitting this report** |
| Number of employees in the organization | **** 0 to 49 **** 50 to 149** 150 or more** |
| Is your organization an organ of State? | **** Yes ** No** |
| Is your organisation part of a group / holding company?If yes, please provide the name. | **** Yes ** No**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date of submitting this report | 01\_\_\_\_01\_\_\_\_2014\_\_\_\_\_\_\_\_DD / MM / YYYY |

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**Please indicate below the period the report covers (in the case of large employers the preceding twelve months and for small employers twenty-four months, except for first time reporting where the period may be shorter):**

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**From (date): 01/09/2012 To (date): 31/08/2013**

DD / MM / YYYY DD / MM / YYYY

**Please indicate below the duration of your current employment equity plan:**

**From (date): 01/09/2010 To (date): 31/08/2015**

DD / MM / YYYY DD / MM / YYYY

|  |
| --- |
| **Please read this first** |
| 1. The method of reporting should remain for the period of the plan, and must be consistent from reporting period to reporting period.
2. Employers must refrain from leaving blank spaces or using a dash (-) when referring to the value “0” (Zero) or the word “No”. All relevant areas of the form must be fully and accurately completed by employers. Designated employers who fail to observe this provision will be deemed not to have reported.
3. “Temporary employees” mean workers who are employed to work for three consecutive months or less.
4. The **Numerical goal** is the workforce profile the employer projects to achieve at the end of the employer’s current employment equity plan (EE Plan). The numerical goals of the employer must be the same for the entire duration of the EE Plan.
5. The **Numerical target** is the workforce profile the employer projects to achieve by the end of the next reporting period.
6. Large employers, i.e. employers with 150 and more employees, must complete the entire EEA2 reporting form. Small employers, i.e. employers with fewer than 150 employees, must only complete areas of the EEA2 form that apply to them. Areas that only apply to small employers shall be made available by the Department of Labour in a separate form as well.
7. The alphabets “A”, “C”, “I”, W”, “M” and “F” used in the tables have the following corresponding meanings and must be interpreted as “Africans”, “Coloureds”, “Indians”, “Whites”, “Males” and “Females” respectively.
 |

**SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS**

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1. **WORKFORCE PROFILE**
	1. Please report the total number of **employees** (including employees with disabilities) 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 | Grade 24-25 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Senior management | Grade 19-23 | 1 | 0 | 0 | 4 | 0 | 0 | 1 | 5 | 0 | 0 | 11 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 28 | 18 | 8 | 203 | 41 | 20 | 13 | 172 | 45 | 22 | 570 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 47 | 43 | 3 | 62 | 44 | 30 | 6 | 122 | 2 | 3 | 362 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 85 | 27 | 2 | 9 | 128 | 31 | 1 | 43 | 0 | 1 | 327 |
| Unskilled and defined decision making | Grade 1-3 | 157 | 14 | 0 | 0 | 194 | 8 | 0 | 1 | 0 | 0 | 374 |
| TOTAL PERMANENT*(Includes outside funded posts plus contracts of more than 3 months as at end August 2013)* |  | **319** | **102** | **14** | **279** | **407** | **89** | **21** | **343** | **47** | **26** | **1647** |
| Temporary employees*(employed for three months or less as at end August 2013)* |  | 10 | 2 | 1 | 15 | 15 | 2 | 1 | 18 | 4 | 6 | 74 |
| **GRAND TOTAL** |  | **329** | **104** | **15** | **294** | **422** | **91** | **22** | **361** | **51** | **32** | **1721** |

NOTE: The above number of staff under TOTAL PERMANENT (1647) includes:

* Permanent staff at Rhodes i.e. staff NOT on fixed contract
* All fixed term contracts of more than 3 months. This includes all contracts associated with academic leave, temporary teaching, temporary contracts linked to vacancies, all research contracts linked to outside funds where there are for 3 months are more, irrespective of whether the employment is full-time or not.
* Any contracts where staff works less than 60 hours per month (i.e. less than about 14 hours per week) are NOT included.
	1. 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 | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 5 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unskilled and defined decision making | Grade 1-3 | 10 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 14 |
| TOTAL PERMANENT |  | **10** | **0** | **0** | **4** | **3** | **0** | **0** | **2** | **0** | **0** | **19** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** |  | **10** | **0** | **0** | **4** | **3** | **0** | **0** | **2** | **0** | **0** | **19** |

Note: This refers to employees who have identified themselves as having a disability. Those staff who elect not to identify themselves as such cannot be included. **2**. **Core Operation Functions and Support Functions by Occupational Level**

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|  |
| --- |
| 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. *At RU, this is all academic and research staff.***Support Function** positions provide infrastructure and other enabling conditions for revenue generation e.g. human resources corporate services etc. *At RU, this is all staff except for academic and research staff.* |

2.1 Please indicate the total number of employees (including people with disabilities), that are involved in **Core Operation Function** positions at each level in your organization only. 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 | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 15 | 11 | 7 | 173 | 23 | 13 | 11 | 128 | 42 | 20 | 443 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unskilled and defined decision making | Grade 1-3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL PERMANENT |  | **15** | **11** | **7** | **173** | **23** | **13** | **11** | **128** | **42** | **20** | **443** |
| Temporary employees |  | 3 | 1 | 1 | 9 | 1 | 0 | 0 | 10 | 3 | 3 | 31 |
| **GRAND TOTAL** |  | **18** | **12** | **8** | **182** | **24** | **13** | **11** | **138** | **45** | **23** | **474** |

NOTE: This includes all academic (research, teaching and instrumentation scientists) employed on:

* Permanent terms
* Fixed contracts
* Contracts against Council controlled funds as well as contracts by individual academics against research funds
	1. Please indicate the total number of employees (including people with disabilities), that are involved in **Support Function** positions at each level in your organization. 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 |  | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Senior management | Grade 19-23 | 1 | 0 | 0 | 4 | 0 | 0 | 1 | 5 | 0 | 0 | 11 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 13 | 7 | 1 | 30 | 18 | 7 | 2 | 44 | 3 | 2 | 127 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 47 | 43 | 3 | 62 | 44 | 30 | 6 | 122 | 2 | 3 | 362 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 85 | 27 | 2 | 9 | 128 | 31 | 1 | 43 | 0 | 1 | 327 |
| Unskilled and defined decision making | Grade 1-3 | 157 | 14 | 0 | 0 | 194 | 8 | 0 | 1 | 0 | 0 | 374 |
| TOTAL PERMANENT |  | **304** | **91** | **7** | **106** | **384** | **76** | **10** | **215** | **5** | **6** | **1204** |
| Temporary employees |  | 7 | 1 | 0 | 6 | 14 | 2 | 1 | 8 | 1 | 3 | 43 |
| **GRAND TOTAL** |  | **311** | **92** | **7** | **112** | **398** | **78** | **11** | **223** | **6** | **9** | **1247** |

**SECTION C: WORKFORCE MOVEMENT**

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1. **Recruitment**
	1. Please report the total number of new recruits, including people with disabilities. 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 | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 4 | 0 | 1 | 5 | 10 | 1 | 2 | 9 | 6 | 4 | 42 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 12 | 4 | 0 | 6 | 4 | 2 | 1 | 15 | 0 | 1 | 45 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 3 | 5 | 0 | 1 | 15 | 2 | 0 | 3 | 0 | 0 | 29 |
| Unskilled and defined decision making | Grade 1-3 | 15 | 1 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 28 |
| TOTAL PERMANENT *(Includes outside funded posts plus contracts of more than 3 months as at end August 2012)* |  | **34** | **10** | **1** | **12** | **41** | **5** | **3** | **27** | **6** | **5** | **144** |
| Temporary employees |  | 2 | 0 | 0 | 4 | 7 | 0 | 1 | 2 | 0 | 0 | 16 |
| **GRAND TOTAL** |  | **36** | **10** | **1** | **16** | **48** | **5** | **4** | **29** | **6** | **5** | **160** |

This reflects all new staff to Rhodes University.

Analysis:

1. The number of posts filled in this period were 160 including temporary staff. This will include all contracts for temporary teaching, appointments against academic leave funds, temporary assistance.
2. The percentage of new Black permanent staff (A,C, I) per level were:
	1. Professionally qualified: 42% (number of Black staff in this level = 18, divided by total no of staff in this level = 42) compared to 30% in the last reporting period
	2. Skilled technical: 51% (23/45), compared to 43% in the last reporting period
	3. Semi-skilled: 86% (25/29) , compared to 83% in the last reporting period
	4. Unskilled: 100% compared to 98% in the last reporting period

When one compares these figures to those leaving the institution (refer to section 5 of this report that deals with Termination of staff), the following is observed:

|  |  |  |  |
| --- | --- | --- | --- |
| Level | No of Black staff terminating their employment in this equity period | No of new Black staff employed during this equity period | Net result |
| Professionally qualified | 41 | 18 | -23 |
| Skilled technical | 22 | 23 | +1 |
| Semi-skilled | 21 | 25 | +4 |

Of the 41 Black staff terminating their employment amongst the professionally qualified staff, 29 of these were resignation (voluntary), 13 involuntary. This of course relates to all sorts of contracts, not just permanent employment. Please remember that these numbers are for ALL staff who are employed for more than 3 months.

1. **Promotion**
	1. Please report the total number of promotions into each occupational level, including people with disabilities. 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 | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 1 | 1 | 0 | 10 | 5 | 3 | 1 | 14 | 2 | 1 | 38 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 1 | 2 | 0 | 0 | 4 | 3 | 0 | 3 | 0 | 0 | 13 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 4 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| Unskilled and defined decision making | Grade 1-3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL PERMANENT |  | **6** | **3** | **0** | **10** | **11** | **6** | **1** | **19** | **2** | **1** | **59** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 5 |
| **GRAND TOTAL** |  | **6** | **3** | **0** | **10** | **12** | **7** | **1** | **22** | **2** | **1** | **64** |

This reflects:

1. Personal Promotion for academic staff
2. All current staff moved to higher level posts in University. This includes upgrades of posts.
3. Promotions in the temporary employees would typically be as a result of staff being placed in acting positions e.g. a senior cleaner is put in a position of supervisor for a period of time or a cook is put in a position of caterer. This would typically be linked to current vacancies, staff in the process of being medically boarded or off for a lengthy period of sick leave or staff on maternity leave.

Analysis:

1. Of all promotions 85% (grand total scores of 51 staff of designated groups out of a total of 64 staff)of promotions are people from designated groups inclusive of white women,
2. Of the total number of staff (64) promoted, the number of Black staff promoted was 45% (29/64),
3. Per occupation level:

|  |  |  |
| --- | --- | --- |
|  | No of Black staff promoted | No of women promoted  |
| Professionally qualified | 29% (of 38 staff promoted in this level, 11 were Blacks  | 60% of 38 staff promoted 23 were Women  |
| Skilled technical | 76% of 13 staff promoted in this level, 10 were Blacks | 76% of 13 staff promoted, 10 were Women  |
| Semi-Skilled | 100 % of 6 staff promoted in this level, 6 were Blacks  | 33 % of 6 staff promoted, 2 were Women  |

1. **Termination**

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* 1. Please report the total number of terminations in each occupational level, including people with disabilities. 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 | Grade 24-25 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 14 | 1 | 4 | 35 | 20 | 1 | 1 | 37 | 3 | 1 | 117 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 9 | 1 | 0 | 13 | 8 | 4 | 0 | 13 | 1 | 0 | 49 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 10 | 1 | 0 | 0 | 10 | 0 | 0 | 4 | 0 | 0 | 25 |
| Unskilled and defined decision making | Grade 1-3 | 13 | 4 | 0 | 0 | 16 | 1 | 0 | 0 | 0 | 0 | 34 |
| TOTAL PERMANENT |  | **46** | **7** | **4** | **49** | **55** | **6** | **1** | **54** | **4** | **1** | **227** |
| Temporary employees |  | 3 | 2 | 2 | 8 | 3 | 0 | 0 | 5 | 0 | 0 | 23 |
| **GRAND TOTAL** |  | **49** | **9** | **6** | **57** | **58** | **6** | **1** | **59** | **4** | **1** | **250** |

This figure is used to calculate the staff turnover figure: number of vacancies over number of permanent staff (as defined for the purposes of this report) i.e. 227/1647 = 13%. This number has decreased by 3.7% compared to the last equity period (i.e. 16.7% -13%). The decrease in the number is due to fewer terminations of contracts as opposed to the last equity period. In the last period of reporting, a total of 354 permanent contracts were terminated, however, that number has decreased by a margin of 127 terminations (i.e. 354-227).

Analysis:

|  |  |  |  |
| --- | --- | --- | --- |
| Occupational level | Total turnover | No of Black staff terminating their employment as % of occupational level | No of women terminating their employment as % of occupational level |
| Senior management | 9% (1/11) | 9% | 9% |
| Professionally qualified | 21% (117/570) | 35% of 117 staff terminating their employment, 41 were blacks  | 50% of 117 staff in terminating their employment, 59 were women  |
| Skilled technical | 14% (49/362) | 45% of 49 staff terminating their employment, 22 were blacks  | 51% of 49 staff terminating their employment, 25 were women  |
| Semi-skilled | 8% (25/327) | 84% of 25 staff terminating their employment, 21 were black  | 56% of 25 staff terminating their employment, 14 were women |

1. Changes in total turnover include:
	1. A decrease in the professionally qualified area by only 1% from 21% in the last equity reporting period to 20% in the current period
	2. A decrease in skilled technical by 1% compared to the last reporting period from 14% to 13% in the current period
	3. A decrease in the semi-skilled level by 9% compared to the last reporting period from 17% to 8% in the current reporting period.
2. The termination of white men and foreign national is 25% which represents the opportunity that exists for Rhodes to transform. Relative to this number, 21% of new permanent (as per the DoL definition) staff employed where white men and foreign national
	1. Please report the total number of terminations, including people with disabilities, in each **termination category** below. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Terminations** | **Male** | **Female** | **Foreign Nationals** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** | **Male** | **Female** |
| Death | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 |
| Discharged /Incapacity | 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |
| End of Contract  | 23 | 4 | 1 | 45 | 34 | 1 | 1 | 47 | 1 | 1 | 158 |
| Illness  | 1 | 1 | 1 | 0 | 6 | 1 | 0 | 0 | 0 | 0 | 10 |
| Misconduct | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Pensioned  | 7 | 0 | 0 | 7 | 3 | 2 | 0 | 4 | 0 | 0 | 23 |
| Resigned  | 10 | 2 | 2 | 4 | 12 | 2 | 0 | 10 | 3 | 0 | 45 |
| TOTAL | **49** | **9** | **4** | **56** | **59** | **6** | **1** | **61** | **4** | **1** | **250** |

NOTE: this table is only for permanent staff, and not temporary staff (i.e. those on contracts of less than 3 months).

Notes:

|  |  |  |
| --- | --- | --- |
| Reasons | Total number in this equity period | Total number in last equity period |
| Resignation | 45 (18%=45/250) | 62 (15%) |
| Non-renewal of contract | 159 (64%) | 287 (69%) |
| Retrenchment/ Discharge | 7 (3%) | 1 (0.2%) |
| Dismissal (misconduct and incapacity) | 2 ( 0.8%) | 26 (6.3%) |
| Retirement | 23 (9%) | 35 (8.4%) |
| Death | 4 (2%) | 4 (1%) |

This table shows that voluntary termination i.e. resignation has decreased by 17 staff from the previous period. However, this represents 1% of the total workforce (i.e. 17/1647).

Of all resignations, 51% (128/250)of these terminations are Black staff (52% in the previous period). Given that the percentage of permanent Black staff is 58% (952/1647this shows that Black staff are NOT leaving in disproportionate numbers to their overall profile in this institutional.

**SECTION D:  SKILLS DEVELOPMENT**

1. **Skills Development**

*Drawn from Rhodes University Training Interventions Report*

* 1. Please report the total number of people from the designated groups, including people with disabilities, who received training **solely** for the purpose of achieving the numerical goals, and not the number of training courses attended by individuals.  Note: A=Africans, C=Coloureds, I=Indians and W=Whites

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupational Levels** |  | **Male** | **Female** | **Total** |  |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** |  |
| Top management | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 1 | 3 | 0 | 0 | 4 | 1 |  | 3 | 10 | Mellon, Kresge and RU development posts |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 2 | 2 | 0 | 0 | 3 | 3 | 0 | 2 | 12 | Graduate Interns  |
| Semi-skilled and discretionary decision making | Grade 4-8 | 2 | 1 | 0 | 0 | 6 | 2 | 0 | 0 | 11 | Clerical Interns |
| Unskilled and defined decision making | Grade 1-3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | Kuyasa Interns  |
| TOTAL PERMANENT |  | 5 | **6** | **0** | **0** | **15** | **6** | **0** | **5** | **37** |  |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| **GRAND TOTAL** |  | **5** | **6** | **0** | **0** | **15** | **6** | **0** | **5** | **37** |  |

The above reflects training that has been received by:

1. Support staff includes those that are on the support staff internship programme including the Kuyasa (2 interns) programme for the disabled. The total number of interns excluding Kuyasa are 26. This number also includes the psychology interns in the Counselling Centre.
2. Academic staff on the Mellon and Kresge development programmes as well as on RU development funded posts (this is a new initiative in the last equity period. This focuses only these academic staff  improving their qualifications and/or developing their teaching and research skills. There are currently 12 such staff, 2 including Black foreign national staff.

These programmes are equity initiatives that directly feed into the achievement of numerical goals.

While other training is attended by members of designated groups, it is not part of a deliberate and focused development strategy to achieve numerical goals.

* 1. Please report the total number of **people with disabilities only** who received training **solely** for the purpose of achieving the numerical goals, and not the number of training courses attended by individuals. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Occupational Levels** |  | **Male** | **Female** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** |
| Top management | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unskilled and defined decision making | Grade 1-3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| TOTAL PERMANENT |  | 0 | **0** | **0** | **0** | **2** | **0** | **0** | **0** | **2** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** |  | **0** | **0** | **0** | **0** | **2** | **0** | **0** | **0** | **2** |

. **SECTION E: NUMERICAL GOALS & TARGETS**

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1. **Numerical goals**

Please indicate the numerical goals (i.e. the workforce profile) you project 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** | **Foreign Nationals** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** | **Male** | **Female** |
| Top management | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Senior management | 2 | 0 | 0 | 4 | 2 | 0 | 0 | 6 | 0 | 1 | 15 |
| Professionally qualified and experienced specialists and mid-management | 50 | 13 | 14 | 165 | 59 | 11 | 23 | 146 | 41 | 13 | 535 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | 39 | 6 | 27 | 49 | 54 | 5 | 24 | 97 | 2 | 1 | 304 |
| Semi-skilled and discretionary decision making | 89 | 4 | 23 | 9 | 104 | 3 | 23 | 41 | 1 | 0 | 297 |
| Unskilled and defined decision making | 166 | 2 | 13 | 2 | 160 | 2 | 7 | 1 | 0 | 0 | 353 |
| TOTAL PERMANENT | **347** | **25** | **78** | **231** | **379** | **21** | **77** | **291** | **44** | **15** | **1508** |
| Temporary employees |  |  |  |  |  |  |  |  |  |  |  |
| **GRAND TOTAL** | **347** | **25** | **78** | **231** | **379** | **21** | **77** | **291** | **44** | **15** | **1508** |

NOTE: Rhodes’ numerical goals are based on permanent staff excluding all fixed term contracts of less than 3 years. This is why these numbers are different to the workforce profile. The latter includes all contracts of more than3 months which includes all temporary teaching and temporary assistance contracts.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Numerical goal for Black staff (A,C,I) for end 31/08/2103** | **Achievement as at 31/08/2013** | **Comment** | **Numerical goal for women for end 31/08/2013** | **Achievement as at 31/08/2013** | **Comment** |
| Top management | 50% | 67% | Achieved  | 0% | 0% | Achieved  |
| Senior management | 13% | 18% | Achieved | 53% | 55% | Achieved |
| Professionally qualified | 32% | 22% |  Not achieved  | 45% | 43% | Close to achieved  |
| Skilled technical | 51% | 48% | Close to achieved  | 59% | 56% | Close to achieved  |
| Semi-Skilled | 83% | 84% | Achieved | 58% | 62% | Achieved |

The grey areas are those areas that are problematic relative to our targets. NOTE: The numerical goal set for women at top management is based on anticipated turnover when setting of the plan. No turnover was expected, therefore no change in the number of women was anticipated. A numerical goal of 0% does not imply that Rhodes does not wish to change the number of women at this level but rather that no opportunity to change this number was anticipated.

Achievement of goals has taken place in 6 areas with 3 being close to achieved and only one area namely the number of Black professionally qualified staff remaining an area of extreme concern.

* 1. Please indicate the numerical goals (i.e. the workforce profile) you project to achieve for the total number of **employees with disabilities only** at the end of your current employment equity plan in terms of occupational levels.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupational Levels** |  | **Male** | **Female** | **Foreign Nationals** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** | **Male** | **Female** |
| Top management | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 4 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 1 | 0 | 0 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 8 |
| Unskilled and defined decision making | Grade 1-3 | 8 | 0 | 2 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 17 |
| TOTAL PERMANENT |  | 9 | **0** | **2** | **6** | **9** | **0** | **1** | **3** | **1** | **1** | **32** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** |  | **9** | **0** | **2** | **6** | **9** | **0** | **1** | **3** | **1** | **1** | **32** |

The profile of the total number of disabled people at Rhodes is 19 which is short of the institutional goal of 32 staff.

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1. **Numerical targets**
	1. Please indicate the numerical targets (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, at the end of the next reporting 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 | Grade 24-25 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Senior management | Grade 19-23 | 2 | 0 | 0 | 4 | 2 | 0 | 0 | 6 | 0 | 1 | 15 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 56 | 15 | 13 | 159 | 65 | 24 | 11 | 140 | 38 | 14 | 535 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 43 | 27 | 7 | 47 | 55 | 24 | 7 | 91 | 2 | 1 | 304 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 93 | 23 | 4 | 9 | 106 | 23 | 3 | 35 | 1 | 0 | 297 |
| Unskilled and defined decision making | Grade 1-3 | 168 | 14 | 2 | 4 | 157 | 5 | 2 | 1 | 0 | 0 | 353 |
| TOTAL PERMANENT |  | 363 | **79** | **27** | **225** | **385** | **76** | **23** | **273** | **41** | **16** | **1508** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** |  | **363** | **79** | **27** | **225** | **385** | **76** | **23** | **273** | **41** | **16** | **1508** |

NOTE: the next reporting period is 1 September 2013 to 31 August 2014

* 1. Please indicate the numerical targets (i.e. the workforce profile) you project to achieve for the total number of **employees with disabilities only** at the end of the next reporting period in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupational Levels** | **Wage differentials**  | **Male** | **Female** | **Foreign Nationals** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** | **Male** | **Female** |
| Top management | Grade 24-25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | Grade 19-23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Professionally qualified and experienced specialists and mid-management | Grade 14-18 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 4 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | Grade 9-13 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Semi-skilled and discretionary decision making | Grade 4-8 | 1 | 0 | 0 | 3 | 1 | 1 | 0 | 1 | 0 | 1 | 8 |
| Unskilled and defined decision making | Grade 1-3 | 8 | 2 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| TOTAL PERMANENT |  | 9 | **2** | **0** | **13** | **2** | **1** | **0** | **3** | **1** | **1** | **32** |
| Temporary employees |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** |  | **9** | **2** | **0** | **13** | **2** | **1** | **0** | **3** | **1** | **1** | **32** |

**SECTION F: MONITORING & EVALUATION (*This section is not applicable to small employers)***

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1. **Disciplinary Action**
	1. Disciplinary action: (report the total number of disciplinary actions during the twelve months preceding this report). Report on formal outcomes only*.* Note: A=Africans, C=Coloureds, I=Indians and W=Whites

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DISCIPLINARY ACTION** | **Male** | **Female** | **Foreign Nationals** | **Total** |
| **A** | **C** | **I** | W | **A** | **C** | **I** | **W** | **Male** | **Female** |
| 15 | 5 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 23 |

This is only for level 3 disciplinary hearings.

1. **Awareness of Employment Equity**
	1. Please indicate which of the following awareness measures were implemented by your organization:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **No. of employees covered** |
| Formal written communication |  |  |  |
| Policy statement includes reference to employment equity | X |  |  |
| Summary of the Act displayed | X |  |  |
| Employment Equity training | X | 1 | 108 |
| Diversity management programmes | X | 5 | 108 |
| Discrimination awareness programmes | X | 1 | 20 |

1. **Consultation**
	1. Please indicate which stakeholders were involved in the consultation process when developing and implementing your employment equity plan and when preparing this Employment Equity Report:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Consultative body or employment equity forum | X |  |
| Registered trade union (s) | X |  |
| Employees |  |  |

Notes: Consultation with the trade unions takes place within the consultative forum on both the EE plan and EE report. Consultation with employees takes place within the consultative forum on both the EE plan and EE report. In addition, HoDs provide input on the EE Plan.

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1. **Barriers and affirmative action measures**
	1. Please indicate in which categories of employment policy or practice barriers to employment equity were identified. If your answer is ‘Yes’ to barriers in any of the categories, please indicate whether you have developed affirmative action measures and the timeframes to overcome them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **BARRIERS** | **AFFIRMATIVE ACTION MEASURES** | **TIMEFRAME FOR IMPLEMENTION OF AA MEASURES** | **Detail not required by DoL but included for EE&IC Committee**  |
| **YES** | **NO** | **YES** | **NO** | **START DATE** | **END DATE** |  |
| Recruitment procedures | X |  | X |  | Staggered dates from 1/01/2010 | Ongoing | **Barrier:** attracting suitably qualified Black applicants, cost of living in Grahamstown, housing, difficulty in finding employment for partner, election of Deans & HoDs rather than selection. Strong competition from industry, government and other universities which pays better than RU. Skills shortage from designated groups in the current period in areas like, Pharmacy, Financial management academics, Statistics, HR professionals where RU has to advertise more than twice to fill a position. **Initiatives:** * Has been greater use of search agencies to find Black candidates.
* Advertising more than once to find Black candidates and not considering White candidates until this is done.
* Creation of development posts targeting Post Graduate students from designated groups or internal staff from designated groups
* Use of development posts particularly in looking at the promotion of own staff
* Dean and HoD election now includes consideration of equity issues
* Spouse/partner placement programmes are in place and used
* Provision of “transit housing” for new recruits until they have secured their own accommodation.
 |
| Advertising positions |  | X |  | X |  |  |  |
| Selection criteria |  | X |  | X |  |  |  |
| Appointments | X |  | X |  | Staggered dates from 31/09/2009 | Ongoing  | See issues re particular disciplines under remuneration and benefits Constant competition for good candidates in the market.  |
| Job classification and grading |  | X |  | X |  |  |  |
| Remuneration and benefits | X |  | X |  | Staggered dates from 31/09/2009 | Ongoing | **Barrier:** attracting suitably qualified Black applicants and finding applicants in particular fields e.g. Accounting, Financial Management, Economics, Pharmacy, Geology, Statistics etc.**Initiative:** * Introduction of scarcity allowance in certain fields to assist with attraction of new staff.
* Increase of premium paid to Black applicants where necessary, from 10% to 20%
* Developmental posts are created where feasible if staff don’t meet minimum criteria for post.
* Outside funding where feasible is used e.g. Numeracy Chair
* Matching of offers by other employers where feasible and being proactive in doing this where the University becomes aware that another employer is interested in a member of a designated groups.
 |
| Terms & conditions of employment |  | X |  | X |  |  |  |
| Job assignments |  | X |  | X |  |  |  |
| Work environment and facilities |  | X |  | X |  |  |  |
| Training and development | X |  | X |  | Staggered dates from 1/01/2011 | 31/12/2015 | **Barrier:** With the exception of support staff internship programmes and the Mellon and Kresge programmes and RU Development programme for academics, there is a lack of focused development strategies for staff from designated groups e.g. no developmental reviews, no development plans, no facilitation of development**Initiative:** The EE plan seeks to address this going forward.Other strategies that are being explored or used are:* Attempts to provide new academics from designated groups with time out from teaching in order to focus on completing a degree or developing a research career is being initiated. This is being modeled along the lines of the other accelerated development programmes.
* Also encouraging HoDs to identify students from the designated groups and support them to further their studies with the purpose of absorbing them into the academic sector. Source funding for the development of designated employees from entities like Kresge Foundation,
* Encouraging HoDs to also use temporary teaching, academic leave and vacancy funds to look at the employment of post-graduate students to give them a “taste” of academic and to develop them into the academy.
* Additional academic leave from sources such as the Mellon Foundation and Claude Leon Foundation and WASA provide additional funds for staff from designated groups to have extra time out of teaching in order to develop their research and/or complete their PhDs.
* Introduction from 2012 of RU development posts, splitting of senior posts into two lecturer development posts
* Management training pilot phase run in late 2012/2013. Roll out of this amongst support staff to start November 2013
 |
| Performance and evaluation  | X |  | X |  | Staggered dates from 1/01/2011 | 31/12/2015 | **Barrier:** lack of systematic and ongoing evaluation of performance in order to assist with development as per above and succession planning as per below.**Initiative:** EE plan needs to address this going forward. Is currently being done in the following ways:* Probation undertaken for all new permanent staff and this consists of performance review
* Review of performance for personal promotion for academics
* Review of performance for merit award applications
* Roll out of developmental conversations to start in November 2013. This will involve an assessment of performance and feedback to staff.
 |
| Promotions | X |  | X |  | Staggered dates from 1/01/2010 | Ongoing | **Barrier:** In the case of support staff, lack of developmental discussions and succession planning. Staff need to go through R&S process.**Initiatives:*** Managers can motivate for screening of current staff which is a promotional opportunity
* Job profiles exist for all support staff jobs so staff can ask for profiles of jobs to which they aspire
* Career management modules run in development programmes
* Roll out of developmental conversations to start in November 2013. This will involve an assessment of performance and feedback to staff and to help staff prepare for promotion. In long term will be linked to succession planning.
 |
| Transfers |  | X |  | X |  |  |  |
| Succession & experience planning | X |  | X |  | Staggered dates from 1/01/2012 | 31/12/2015 | **Barrier:** Insufficient mechanisms to facilitate succession planning of members of designated groups – see section above on performance evaluation and training and development **Initiative:** * Heads of Departments and Divisions encouraged to set development plans for staff as part of departmental EE plans.
* Roll out of developmental conversations to start in November 2013. This will involve an assessment of performance and feedback to staff and to help staff prepare for promotion. In long term will be linked to succession planning.
 |
| Disciplinary measures | X |  |  | X | Staggered dates from 1/01/2011 | Ongoing | Concern has been expressed about the extent of disciplinary action against Black staff. The issues highlighted include:* Staff at lower grades are typically found guilty of misconduct and these staff are typically black
* Staff at higher grades are more likely to resign pending disciplinary action (which is then not reflected as a dismissal)
* There is a poor appetite for taking disciplinary action against academic staff.

Initiatives:* Disciplinary action taken even where the staff member has indicated their intention to resign
* Discipline is being taken consistently across all levels of staff. Cases against academic staff for the first time in many years in 2013
 |
| Dismissals |  | X |  | X |  |  | As above |
| Retention of designated groups | X |  | X |  | 1 Staggered dates from 1/01/2010 | Ongoing | **Barriers:*** Delays in or lack of success in partner placement
* Lack of career and succession planning
* Geographic location is consistently proving to be a barrier. Resources to compete with other organization for the designated groups
* Institutional culture (see below)
* In some cases, terminations due to misconduct
* Other barriers in this area have been raised in remuneration and other sections.

**Initiative:** * Revised and implemented R&S policies seek to facilitate partner employment.
* See section on institutional culture
* Succession planning issues already covered in above section
* New induction process implemented in early 2013
* Revised exit survey to be implemented October 2013 to track reasons for leaving
 |
| Corporate culture | X |  | X |  | Staggered dates from 1/10/2009 | Ongoing | **Barrier:** Many staff experiences the institutional culture as alienating. The institution’s ethos of “a home for all”is not experienced consistently by all staff. **Initiatives*** Three imbizos held in 2011 and the issue of institutional culture was a dominant theme at all of these
* Director: Equity and Institutional Culture appointed in 2011 which will assist in driving initiatives in this regard
* Policy for Eradication of Unfair Discrimination and Harassment approved in September 2011 and was implemented from January 2012.
* Some departments/faculties taking the initiative to implement own discussions e.g. Humanities, Library, HR, Law.
* Equity Imbizo held in June 2013
* Group working on conceptualisation of institutional culture survey to measure staff perceptions of culture
* Gender Imbizo planned for October 2013
 |
| Reasonable accommodation |  | X |  | X |  |  | Reasonable accommodation in terms of disability is facilitated through the Kuyasa programme. More exploration is needed in terms of other posts. In terms of posts, consideration is given to the positioning of posts as development posts. From September 2013, all posts advertised via Department of Women, Children and People with Disabilities |
| HIV&AIDS prevention and wellness programmes | X |  | X |  | 1/09/2009 | Ongoing | **Barrier:** The HEAIDS survey indicated a high prevalence of HIV amongst certain staff groupings. The barrier is a lack of HIV and wellness programmes for staff. **Initiative:** * The Health Care Centre is an ARV distributor.
* Counseling is now provided by FAMSA to staff – up to 6 sessions per issue are provided free of charge.
* Community booklet outlining resources available in booklet has been updated and is now available.
* The University has a full time HIV/AIDS awareness officer to run the HIV and wellness programmes.
* Peer support programme continue to operate.
 |
| Appointed senior manager(s) to manage EE implementation |  | X |  | X |  |  |  |
| Budget allocation in support of employment equity goals |  | X |  | X |  |  |  |
| Time off for employment equity consultative committee to meet  |  | X |  | X |  |  |  |

1. **Monitoring and evaluation of implementation**
	1. How regularly do you monitor progress on the implementation of the employment equity plan? Please choose one.

|  |  |  |  |
| --- | --- | --- | --- |
| Weekly | Monthly | Quarterly | Yearly |
|  |  | X |  |

 Statistics are presented to the EE&IC at least twice a year.

* 1. Did you achieve the annual objectives as set out in your employment equity plan for this period?

|  |  |  |
| --- | --- | --- |
| **Yes** | **No** | **Please explain** |
| X | X | In terms of quantitative goals, fair progress has been made, in some areas, goals have been achieved. In terms of qualitative goals, fair progress has been made, some goals achieved, while others are in progress.  |

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**SECTION G: 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chief Executive Officer (Full Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chief Executive Officer (Signature) |