

Equity, Diversity and Stewardship

Rhodes HoD Imbizo
2011

INTRODUCTION

- ▶ Formalised, legislated discrimination and segregation
- ▶ Formal equality –equal before the law and equal protection of the Law
- ▶ Inequalities, disparities even privileges continue long after, no respect for cut-off dates

INTRODUCTION

- ▶ Constitution – equity and redress, substantive equality
- ▶ AA – Mandela quotation
- ▶ White paper on HE
- ▶ Higher Education Act
- ▶ Employment Equity Act

Role of Higher Education

Broader Context

- ▶ Realisation of constitutional values
- ▶ Creation of sustainable society and democracy
- ▶ Influence societal change
- ▶ Speak truth to power
- ▶ Credible and rigorous critical thought
- ▶ Rhodes critical thinking traditions?

ROLE OF HE

Kampala Declaration on Intellectual Freedom and Social Responsibility

Role of intellectual community –

- in promotion of spirit of tolerance of different views
- Enhance democratic debate
- Contribute to process to redress past and present inequalities

EQUITY

- ▶ Legal compliance
- ▶ Moral/ethical imperative/dilemma
- ▶ Social justice
- ▶ Numbers – representivity minimum requirement
- ▶ Transformation agenda – how we look, why we do what we do, what we do, how we do it, how we are organised?

DIVERSITY

- ▶ Diversity in its broadest sense – not just as per Employment Equity categories
- ▶ Internationalisation also a part of it
- ▶ What kind of diversity does our IC allow for ?
- ▶ Value – excellence/capability/quality
– in what packages?

Diversity

- ▶ Role modelling? Benevolence?
- ▶ What kind of role models? Attractive?
- ▶ Imagining possibilities
- ▶ Institutional culture and accommodation of diversity – language, culture, religion, identities.
- ▶ Exposure– proximity, familiarity, contact?
- ▶ Reproduce myths, utterances, beliefs & stereotypes.

STEWARDSHIP

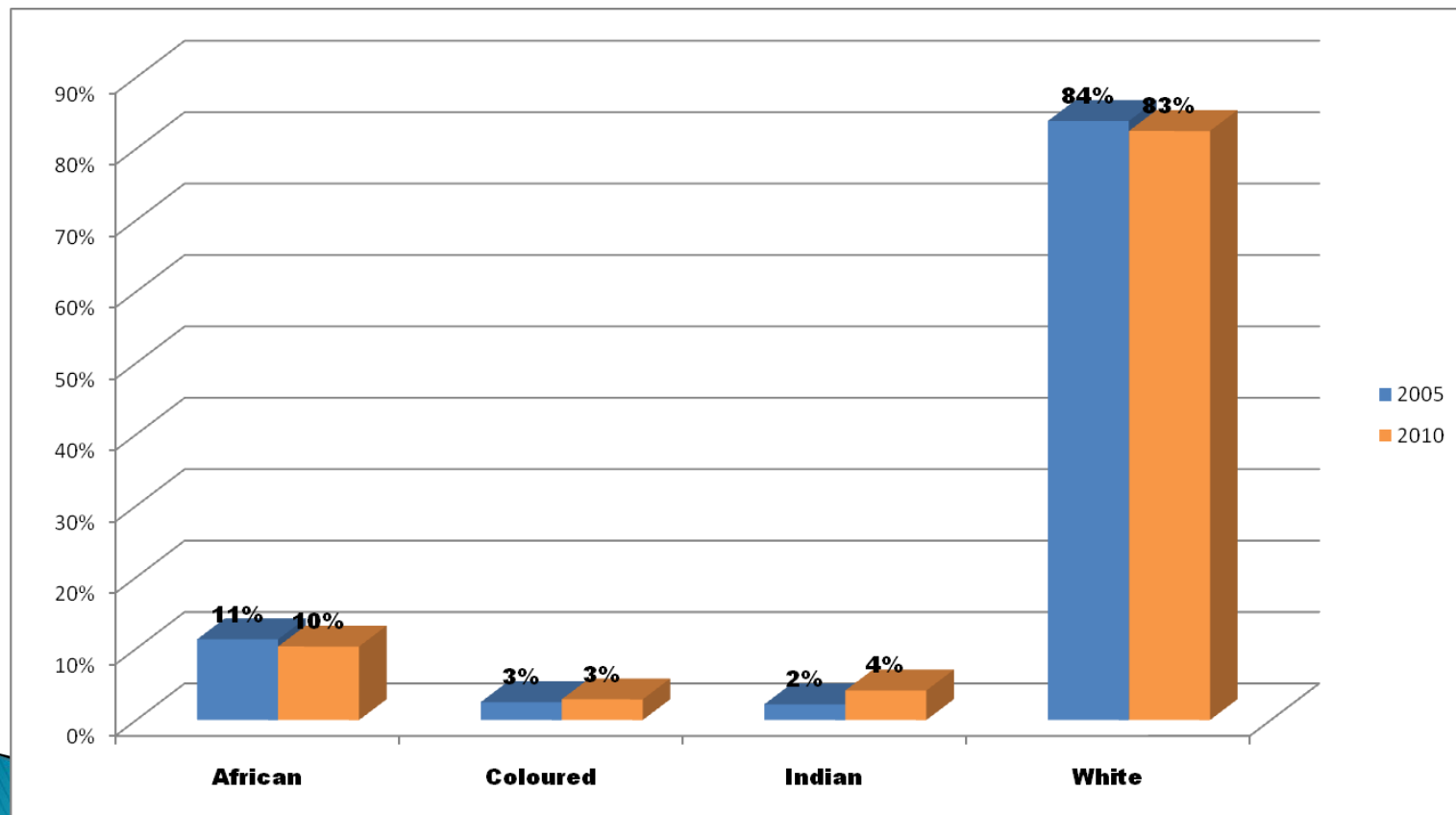
- ▶ Governance
- ▶ Accountability
- ▶ Courageous leadership
- ▶ Self regulation as opposed to waiting for intervention / imposition
- ▶ Foresight

Levels of Under-Representation Per Occupational Level: Rhodes University 2010

Occupational Levels	A	C	I	W	Female
EAP	74%	11%	3%	12%	47%
Top management	25%	0%	25%	50%	0%
Senior management	7.1%	0%	7.1%	85.7%	50%
Professionally qualified and experienced specialists and mid -management	5.5%	4.3%	3.6%	68%	36.45%
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	17.7%	20.87%	2.36%	55.1%	58.7%
Semi-skilled and discretionary decision making	59.6%	18%	1.1%	20%	58.6%
Unskilled and defined decision making	95.5%	4.6%	0%	0%	51.5%

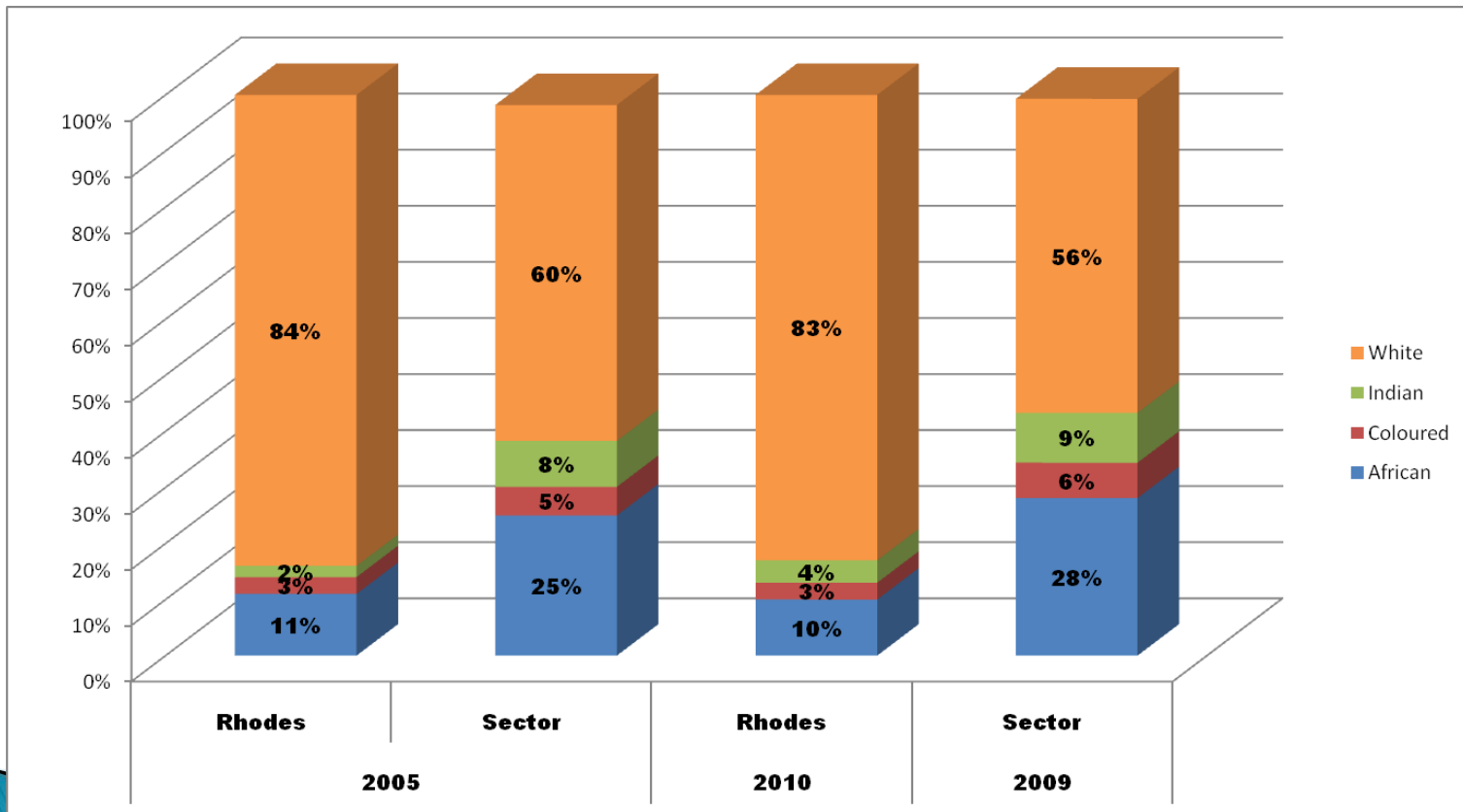
Rhodes University Demographic Stats 2005 & 2010

Rhodes University Demographic Statistics 2005 & 2010



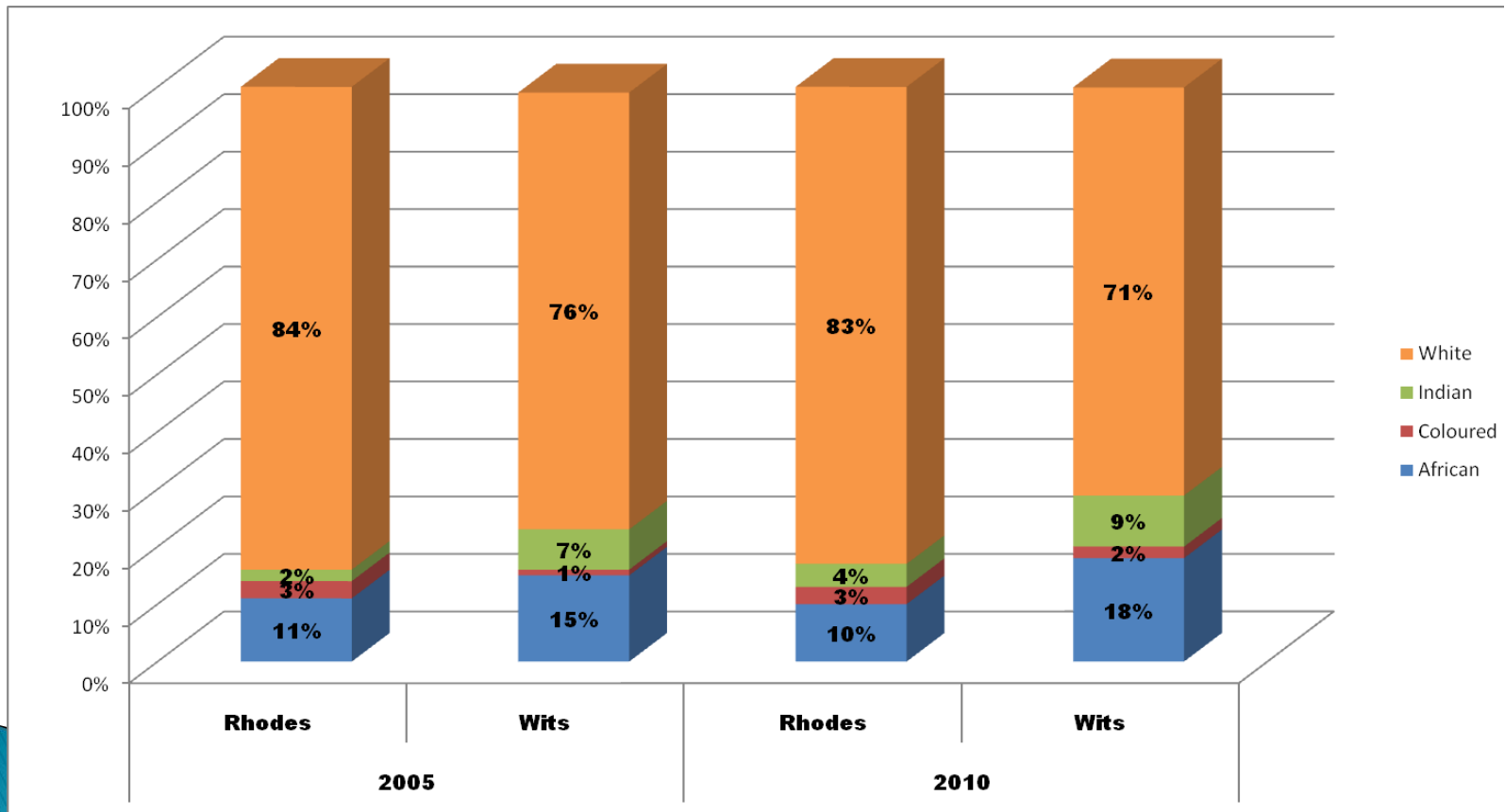
Academic Staff: Rhodes v Sector

Academic Staff: Rhodes University vs Sector



Academic Staff: Rhodes v Wits

Academic Staff: Rhodes vs Wits



Employment equity planning

- ▶ 5 year plan – quantitative targets
- ▶ Review, identify constraints and challenges
- ▶ Qualitative discussion – transformation goals
- ▶ Interventions at faculty/dept/division level
- ▶ Identifying barriers and strategies to address
- ▶ IC as a barrier?
- ▶ Disability?

Collated concerns

- ▶ Quantitative goals – barriers to recruitment
- ▶ Qualitative issues – broader transformation issues / goals
- ▶ Student issues – access, participation, success.
- ▶ Disability
- ▶ Curriculum and Research?

Black academics on the move

- ▶ Discrimination– Institutional racism, sexism (anti transformation agenda)
- ▶ HWI, HBI – Liberal agenda / struggle credentials? who needs to change?
- ▶ Private sphere – family, financial commitments
- ▶ Burden of Tokenism – role definition.
- ▶ Institutional Leadership and Management
- ▶ Poor conflict management/resolution
- ▶ Academic space