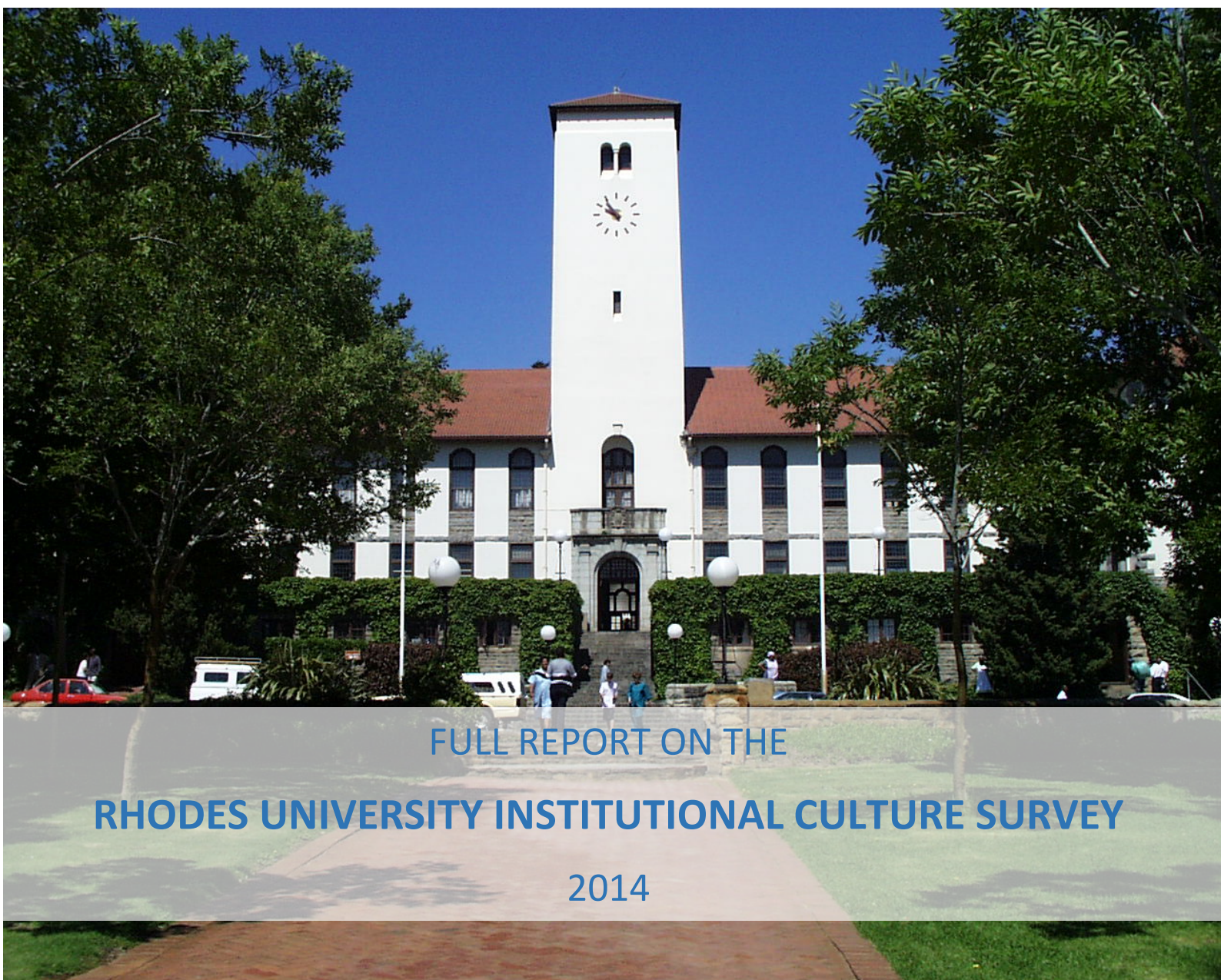




**RHODES UNIVERSITY**  
*Where leaders learn*



**FULL REPORT ON THE  
RHODES UNIVERSITY INSTITUTIONAL CULTURE SURVEY  
2014**

Prepared by the Office of Equity and Institutional Culture  
Rhodes University

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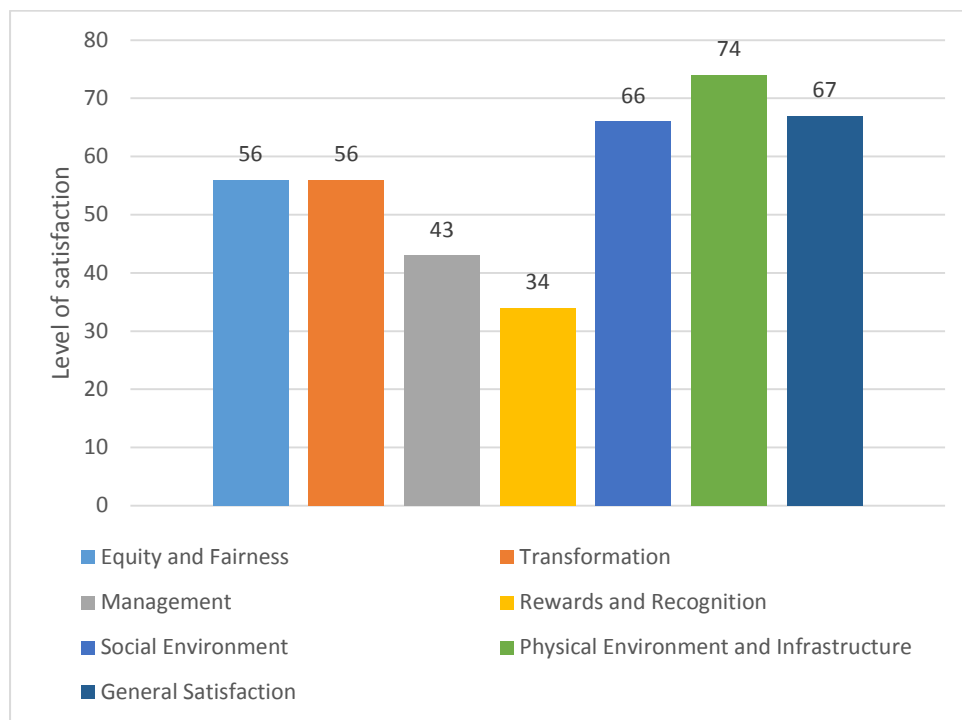
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# SUMMARY

This report discusses the results of Rhodes University's first institution-wide staff survey on the topic of institutional culture. The survey, which was conducted from 25 July to 15 August 2014, provided staff members with an opportunity to give their views on a range of topics related to institutional culture. All staff members who had worked at Rhodes University for at least four months were invited to participate in the survey, which was made available online and on paper and in all three of the languages used at the institution. The survey had a response rate of 56% which compares very well with similar surveys conducted at other South African higher education institutions.

The survey canvassed the views of staff members on seven themes: equity and fairness, transformation, management, rewards and recognition, social environment, physical environment and infrastructure, and general satisfaction. Each section consisted of several statements with which staff members were asked to indicate their level of agreement using a Likert scale (strongly agree, agree, neutral, disagree, strongly disagree, NA/Don't know). The figure below summarises the average level of satisfaction of staff members with each theme, showing in which areas staff members expressed the most (and least) satisfaction.



*Note: The levels of satisfaction were drawn up based on the average number of respondents who agreed or strongly agreed with each statement in the section concerns. Respondents who selected 'NA/Don't know' were excluded from the calculation. Note that all statements in the survey were phrased such that agreement indicates satisfaction.*

As the figure indicates, staff members show the lowest levels of satisfaction in the area of rewards and recognition with management also attracting much dissatisfaction. Satisfaction levels in relation to transformation and to equity and fairness were also rather low. Respondents show the highest level of satisfaction with the institution's physical environment and infrastructure with relatively high levels of satisfaction also being shown in relation to social environment. Under the theme 'general satisfaction', staff members responses were also fairly positive suggesting that although staff members are very dissatisfied with some areas of their work life, their overall level of satisfaction in relation to their experience of working at Rhodes University is fairly high.

In relation to the first theme – equity and fairness – there appear to be stark differences in terms of the way in which staff members of different races experience the institution as well as between the experiences of academic and support staff. Staff members at Grades 1-5 show particularly high levels of dissatisfaction. On the positive side the survey shows that most staff members feel they know what to do and who to report to in the event of experiencing discrimination or harassment and most staff members think that RU as an institution does not tolerate sexism, sexual harassment, racism, xenophobia or homophobia. However, on the negative side, several categories of staff members indicate feeling that they are not valued and respected at RU. In particular those whose race was given as African, coloured or 'other'; those who hold indigenous religious beliefs; those under 26; those who identify as bisexual, lesbian, gay or queer; and those whose mother tongue is a South African language other than English, indicate feeling undervalued at RU.<sup>1</sup>

The results of the section of the survey focused on transformation suggest that in general Rhodes University staff members would support more rapid transformation and are not very satisfied with current commitments to transformation and redressing past inequities. However, the results also suggest some division among staff members in relation to transformation. In particular, the extent to which differences in the level of support for more rapid transformation align with race is a matter of concern. Staff members who identify as white show far lower support for more rapid transformation than do staff members who identify as African, coloured, Indian or 'other'. Another point of concern relates to the university's commitment to employing more staff with disabilities. The impression created by the responses to the statement on disability is that there is no clear, explicit policy or practice relating to the recruitment of disabled staff members at RU.

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<sup>1</sup> In all of these categories, less than 40% of respondents agreed or strongly agreed that they felt valued.



The third section of the survey, which was focused on management, revealed deep dissatisfaction on the part of some staff members. The responses suggest that academics, who have a role in the selection of those who lead them, are significantly more satisfied with those they report to than are support staff members. In particular, staff members in Infrastructure and Operations show high levels of dissatisfaction with management. The open-ended feedback reveals some of the reasons for this dissatisfaction with key problems identified being lack of accountability, transparency and responsiveness on the part of management; unsympathetic and unprofessional treatment by line managers; racism; and lack of support of staff members' career development.

Staff members' feelings in relation to rewards and recognition were canvassed in the fourth section of the survey. As indicated earlier, this was the area in which staff members showed the greatest dissatisfaction. An unacceptably high number of staff members feel unrewarded and unrecognised at the institution, with particularly high levels of dissatisfaction among staff employed in Grades 1-5. In addition to widespread dissatisfaction in relation to salaries, other mechanisms for making staff members feel rewarded and recognised, such as merit awards and promotions, do not appear to be given in a way that is broadly recognised as fair and legitimate.

Staff members show much more satisfaction in relation to the fifth theme explored in the survey, that of the social environment at RU. It is clear that most staff members have at least some positive relationships at work and that these relationships improve the quality of work life at the institution. While staff members are particularly happy about their relationships with their colleagues and students, they indicated lower levels of satisfaction in relation to communication and flexibility in the workplace, topics which also formed part of this section of the survey.

The highest levels of satisfaction were reported in relation to the sixth section of the survey which focused on staff members' feelings about the institution's physical environment and infrastructure. For the most part, staff members find the campus attractive and safe and feel that they receive the necessary technical and other support to fulfil their duties in the workplace. However, despite the overall picture of general satisfaction in terms of RU's physical environment and infrastructure, some staff members do not feel safe or comfortable at work. Those in academic or more senior support positions at the institution seem to benefit from the generally pleasant environment and from reasonably good technical support, but some in Grades 1-5 do not feel welcome, comfortable and safe on campus.

Finally, the survey probed RU staff members' general feelings about working at the university. The results of this section of the survey show that a fairly large proportion of RU staff members feel satisfied about working at RU despite possible negative feelings in relation to certain aspects of their work life. It is pleasing to note that a full 70% of respondents indicate that overall they enjoy working at RU. The fact that almost 80% say that they are proud to work at RU is another positive finding. However, this section of the survey also reveals some issues of concern. For example, only 42% of staff members indicate that they would stay at RU if they had other decent employment options which suggests that many of those working at RU continue to work here because they lack other opportunities rather than because they particularly enjoy working at the institution.

The survey results need to be complemented by further research which can better get at the nuances in relation to how staff members experience working at the institution. However, while further research is certainly needed, even without further research it is clear that attention is needed in some areas. Firstly, widespread dissatisfaction with salaries, promotions and recognition awards requires creative responses which explore ways to make staff members feel rewarded even where the institution might lack the financial means to greatly improve salaries. Secondly, the area of management clearly needs intervention, particularly in relation to staff at Grades 1-5 who show extremely high levels of dissatisfaction with management and who describe unacceptable and unprofessional management practices. Thirdly, relatively low levels of satisfaction in terms of equity and fairness and in terms of transformation suggest that efforts to transform the institution such that past inequities are addressed need to be strengthened. Most staff members agree that the institution needs to transform rapidly, suggesting that there is willingness among the staff component as a whole to see the institution implement more rapid transformation.

# CHAPTER 1: INTRODUCTION

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This report summarises the results of Rhodes University's first institution-wide staff survey on the topic of institutional culture. In 2004, a smaller survey had been conducted among support staff only, but it was felt that the time had come for a broader, more in-depth survey to be conducted on this topic. During the 2011 Heads of Department and Middle Management Imbizos, the idea of a university-wide staff survey was mooted in order to understand what aspects of Rhodes University's institutional culture could be improved. The discussion at the Imbizos suggested that there may be some aspects of our institutional culture that need to be addressed, hence the usefulness of a survey which could help in the identification of problem areas about which further research could be conducted. In particular, the survey could assist in advancing transformation at Rhodes and in increasing the diversity of our staff component as it could help in the identification of barriers to transformation at Rhodes University and of ways to make the University more attractive as an employer to under-represented groups.

In 2012 the Employment Equity and Institutional Culture Committee of Rhodes University supported a proposal to conduct a survey of institutional culture at Rhodes. The proposed survey was also recommended for approval by Senate and approved by Council. It was further endorsed by the Staffing Committee and the Institutional Forum. Under the leadership of Tshidi Hashatse, who was then Director of Equity and Institutional Culture, a panel was drawn up to guide the implementation of the staff survey. The original members of the panel were Jean Baxen (Education), Chrissie Boughey (Centre for Higher Education, Teaching and Learning), Jen Snowball (Economics), Siphokazi Magadla (Politics), Catriona Macleod (Psychology), Roy Jobson (Pharmacy), Jeremy Baxter (Statistics), Sally Matthews (Politics), and Susan Robertson (Human Resources). On the resignation of Tshidi Hashatse in October 2013, Sally Matthews from the Department of Political and International Studies and Sibusiso Mtshali of the Office of Equity and Institutional Culture took over the leadership of the panel until the arrival of Noluxolo Nhlapo who took up the post of Director of Equity and Institutional Culture in February 2014 and thus the leadership of the survey, in collaboration with Dr Matthews and Mr Mtshali.

Several other South African universities have found it necessary to conduct similar surveys. For example, the University of Johannesburg conducted institutional culture surveys in 2008, 2010 and



2012;<sup>1</sup> the University of Cape Town in 2003, 2007 and 2012;<sup>2</sup> Nelson Mandela Metropolitan University in 2007 and 2012; the University of Pretoria in 2011; and the University of the Witwatersrand in 2010 and 2013. It is thus clear that such surveys are viewed as important tools for transformation at South African higher education institutions.

It must be emphasised that the conducting of a survey on institutional culture can only be one step in a broader process of researching institutional culture at Rhodes University and also that it can only be one component of a strategy to transform institutional culture at Rhodes. Rhodes University is well-positioned to continue research on this topic after the survey has been conducted. For example, several Rhodes University academics recently contributed to the book *Being at Home: Race, Institutional Culture and Transformation at South African Higher Education Institutions* (Tabensky & Matthews, 2015). This book brings together some of the research already conducted on Rhodes University's institutional culture. In addition, Professor Louise Vincent in the Department of Political and International Studies is currently heading up Mellon Higher Education Institutional Cultures, Equity and Transformation Research Programme. Through this programme, a large group of MA and PhD students will be conducting research on Rhodes University's institutional culture under Professor Vincent's supervision.

### 1.1 Transformation and Institutional Culture

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The term 'institutional culture' is used frequently in discussions about transformation at South African higher education institutions. However, both the term 'institutional culture' and the related term 'transformation' are very difficult to define and are often used in different ways by different people. Most commentators on higher education in South Africa agree that it is imperative that South African higher education institutions be transformed – indeed, a keyword search of the *South African Journal of Higher Education* reveals that 771 articles published in the journal since 2000 include 'transformation' as a keyword. However, what exactly 'transformation' entails is often, and perhaps understandably, rather unclear. At its most basic, to transform means to change with the term typically suggesting deep and meaningful change for the better. In the South African higher education context, 'transformation' typically refers to attempts to change higher education

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<sup>1</sup> The report for UJ's 2012 survey is available here:

<http://www.uj.ac.za/EN/AboutUJ/TransformationOffice/CultureSurveyProgramme/Documents/UJ%20CultureSurvey%20REPORT%202012.pdf>.

<sup>2</sup> The report for UCT's 2007 survey is available here:

<http://www.uct.ac.za/downloads/uct.ac.za/about/introducing/transformation/reports/institclimatesurvey07.pdf>.

institutions such that they no longer reflect the values promoted by apartheid and rather come to reflect the values embodied in South Africa's 1996 constitution. Given the centrality of racial discrimination to the apartheid era, 'transformation' refers particularly to attempts to deracialise higher education institutions through addressing racism at such institutions, increasing the proportion of black staff members and students and changing curricula and teaching practices. However, the term is also used to refer to attempts to address sexism, class discrimination, homophobia, xenophobia and other forms of discrimination made illegal by our 1996 constitution, as well as to attempts to make universities more responsive to their local, national and continental contexts. Consider the goals of transformation as given in South Africa's Education White Paper 3: 'to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities' (cited in Govinder et al. 2013:86). These are very broad and general goals.

In South Africa, the question of higher education transformation has often been discussed in relation to the idea of institutional culture, largely because there has been a sense that the institutional cultures of higher education institutions are key barriers to transformation. For example, the Soudien Committee,<sup>3</sup> which was set up to investigate transformation, found that while 'institutions have complied with the broad transformation requirements placed before them ... discrimination, in particular with regard to racism and sexism, is pervasive in our institutions' and that 'a disjunction [exists] between institutional culture and transformation policies' (DOE, 2008:13-14). These and similar findings (some preceding the Soudien Committee's work) have stimulated a fair amount of research into the institutional culture of South African higher education institutions (see Badat, 2009; HESA, 2011; Lewins, 2007; Mabokela, 2003; Raditlhalo, 2007; Soudien, 2010; Thaver, 2010). While such studies vary greatly, they share in common a concern with determining how best we can ensure that South African universities' institutional cultures facilitate transformation.

But what is this 'institutional culture' that acts as a barrier to transformation? The term is in many ways the equivalent of a term like 'organisational culture' which can be defined as the 'basic assumptions and beliefs that are shared by members of an organization that operate unconsciously, and that define in a basic "taken-for-granted" fashion an organization's view of itself and its environment' (Schein cited in Higgins 2007b:111). According to Higgins (2007a), the term

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<sup>3</sup> This committee's full title was the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in South Africa's Public Higher Education Institutions. It was chaired by Professor Crain Soudien and sometimes referred to informally as the 'Soudien Committee'.

‘institutional culture’ has become something of a ‘buzzword’ in discussions of higher education in South Africa. As with other ‘buzzwords’, institutional culture is not easy to define nor is it easy to identify the key features which influence how institutional cultures are experienced. Commentators use the term to refer to a variety of different features of institutions. For the purposes of this survey, institutional culture is understood as encompassing ‘the policies and practices (tangible and intangible) that mark the daily and long-term experiences of those who share and pass through the university’s spaces’ (University of the Witwatersrand cited in Vincent, 2015). With this broad definition in mind, the survey attempts to get a very general impression of how various staff members experience working at this institution and to see to what extent those experiences correlate with particular demographic features of those staff members (such as their race, gender, age or sexual orientation) or with the position they occupy within the institution. Much further research is needed to explore in more detail exactly how different groups of people experience working at the university, but it is hoped that this survey will enable various actors at the institution, and particularly the Office of Equity and Institutional Culture, to find ways to improve the working environment so that it becomes a ‘home for all’ – a phrase that has been used frequently when discussing transformation at Rhodes.<sup>4</sup>

## 1.2 Methodology

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Once it had been decided that some kind of institutional culture survey ought to be conducted and a panel had been set up to oversee the process, there was much debate among members of the institutional culture panel about how best to go about conducting such a survey. Some panel members were sceptical of the usefulness of a survey at all, believing that qualitative research would yield far richer information about how our institutional culture works. Nevertheless, it was ultimately decided that a survey would be helpful as an initial step in a broader process of research about institutional culture at our university. The survey will, it is hoped, be useful in identifying areas for further research in that it can provide a broad, but very rough and general, picture of how staff members experience working at this institution.

It was decided that the survey would focus on staff members only, but that a very inclusive approach would be adopted regarding which staff members would participate. All staff members who had worked at the institution for four months or more were eligible to complete the survey. This

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<sup>4</sup> See for example, the following online articles commenting on the departure of our previous Vice-Chancellor and the appointment of Sizwe Mabizela as our new Vice-Chancellor: <http://oppidanpress.com/rhodes-bettered-under-badat/> and <http://www.ru.ac.za/latestnews/appointinganewvice-chancellorforrhodes.html>.

increased the number of possible respondents and ensured that we would not only hear the voice of those who are securely employed at the institution.

There was much debate in the panel about whether or not the survey ought to be conducted by an external service provider. It was felt that while an external service provider would provide assurance of confidentiality, people external to the university might not be able to correctly pick up on which questions to ask and how to report on the results and would increase the cost of conducting the survey. Ultimately, we decided to keep the survey in-house and for the survey to be conducted by the Office of Equity and Institutional Culture in consultation with the initial panel which had been set up to guide the implementation of the survey. Dr Sally Matthews (Department of Political and International Studies) was asked to develop the survey instrument, in consultation with Professor Valerie Møller (Institute of Social Economic Research), who has extensive experience in survey research. She was also asked to write the report. Jeremy Baxter (Department of Statistics) was brought in to provide statistical analysis. Other universities were consulted and, where applicable, permission was sought for elements of surveys used at other institutions to be integrated into our survey.<sup>5</sup> Given that several other institutions already have much experience in drawing up surveys, we felt that it was a good idea to draw on that experience to ensure that we do not have to ‘reinvent the wheel’.

Given that such a survey aims to get a sense of how all staff members feel about working at the institution, consultations were held with several groups at the university in order to ensure that the questions would be designed in such a way as to allow all staff members to express their views fully. Consultations were thus held with both the unions represented on campus, namely the National Education, Health and Allied Workers Union (NEHAWU) and the National Tertiary Education Union (NTEU). Various other groups interested in transformation, such as the Women’s Academic Solidarity Association and the Gender Action Committee, were also invited to give their views on what kinds of issues needed to be included in the survey. The survey also went through the University’s Ethics Committee’s usual process for ethical approval. In particular, we needed to assure the Committee – and Rhodes University staff members in general – that the data would be treated confidentially.

Participants were able to participate in the survey by completing it online or by accessing a paper copy of the survey. The online survey was drawn up using Qualtrics, a data-collection software which

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<sup>5</sup> We are grateful to the University of Johannesburg and the University of Cape Town which both gave their permission for us to integrate elements of surveys they had conducted in the past into our own survey. While our survey is substantially different from theirs, we used their surveys in the conceptualisation of our own.

makes it easier to conduct and analyse online surveys. The online survey could only be conducted in English; however, we also made the survey available in hard copy format and in this format participants could complete the survey in all three languages used at the University: English, Xhosa and Afrikaans.

Once the survey instrument had been developed, a pilot was conducted to iron out any errors or inconsistencies, particularly in relation to the translation of the survey and the design of the online survey. Feedback from the pilot led us to make a few small adjustments to the survey.

Rhodes University is a small university which means that a relatively high response rate was needed in order to ensure that we could be confident that the survey findings were indeed representative and useful. Rather than relying only on posters and emails announcing the survey, we attended Faculty meetings and organised meetings for support staff to encourage them to participate and to explain what the survey was for and how their responses would be used. At these meetings, staff were also assured that all responses would be handled confidentially as, in a small institution, many staff members were afraid that by completing the survey in full, they would make themselves identifiable despite the fact that no names would appear on the completed surveys. To provide further reassurance to staff members who were concerned about being identifiable, it was also decided to allow respondents to skip any question they were uncomfortable answering.

### **1.3 Conducting of the Survey**

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The survey was conducted from 25 July to 15 August 2014. Staff members could access the survey online through a link provided by email. Staff members who do not have access to a computer or who preferred to complete the survey by hand, were given various opportunities to do so at several points on campus. We set up convenient spaces where staff could complete the survey close to their area of work and ensured that staff members were given time off to complete the survey.

The various measures we took to ensure a high response rate were successful and we were able to achieve a reasonably high response rate. Of the 1 731 staff members eligible to complete the survey, 973 did so, a response rate of 56%, which compares very well with similar surveys conducted at other institutions. For example, the University of Johannesburg's 2012 Report on their Institutional Culture Survey gives a response rate of just under 30% while the University of Cape Town's three previous institutional climate surveys have had response rates ranging from 28% to 48%.

A total number of 1 044 (60%) of staff members accessed the survey in some way, but only 973 surveys were completed – hence the response rate of 56%.<sup>6</sup> Furthermore, many respondents chose to leave questions blank and so the response rate for each particular question varies greatly as can be seen in Tables 1.1 and 1.2 below. Of the 973 surveys completed, 591 were completed online, all in English as the online survey was only available in English. Of the 382 hard copy surveys completed, 244 were completed in Xhosa, 126 in English and 12 in Afrikaans. The hard copy surveys were subsequently uploaded onto the Qualtrics system to make for easy analysis. Comments made in Xhosa and Afrikaans were translated so that they could be used alongside English comments in the compilation of this report. The summary of this report will also be made available in Xhosa and Afrikaans and feedback sessions will be held in all three languages to allow those who cannot or prefer not to read the report in full in English to engage with its findings.

#### 1.4 An Overview of the Characteristics of Respondents to the Survey

Table 1.1 below gives a summary of the demographic characteristics of those who completed the survey and compares the sample size in each category to the size of the population, where known. Table 1.2 gives a summary of what role those who completed the survey play in the institution. Together the two tables give us a sense of who completed the survey.

**Table 1.1 Demographic Characteristics of Sample and Population<sup>7</sup>**

Category	Sample Size	Percentage of Sample	Population Size	Percentage of Population	Response Rate
<b>Age</b>					
Under 26	45	4.92	73	4.22	61.64
26-35	194	21.23	424	24.49	45.75
36-45	294	32.17	482	27.85	61.00
46-55	261	28.56	472	27.27	55.30
Over 55	120	13.13	280	16.18	42.86
TOTAL	914	100	1731	100.00	52.80
<b>Gender</b>					
Female	538	59.19	951	54.94	56.57
Male	369	40.59	780	45.06	47.31
Alternative Gender Identity	2	0.22	Unknown	Unknown	Unknown
TOTAL	909	100	1731	100	53

<sup>6</sup> By 'completed', we mean that the person completing the survey reached the last page of the survey, although they may have skipped some questions.

<sup>7</sup> By 'sample' we refer to all those who participated in the survey while 'population' refers to the entire university staff. Note that we did not select a sample of participants; rather all staff members were invited to participate and the sample is the number who took up the offer of participation.





Category	Sample Size	Percentage of Sample	Population Size	Percentage of Population	Response Rate
Nationality					
South African	836	92.27	1620	93.59	51.60
Other African	24	2.65	63	3.64	38.10
Other International	46	5.08	48	2.77	95.83
TOTAL	906	100	1731	100.00	52.34
Race <sup>8</sup>					
African	458	50.78	847	48.93	54.07
Coloured	79	8.76	201	11.61	39.30
Indian	20	2.22	40	2.31	50.00
White	312	34.59	642	37.09	48.60
Other <sup>9</sup>	33	3.66	1	0.05	Unknown
TOTAL	902	100.00	1731	100.00	52.11
Home Language					
Afrikaans	92	10.03	Unknown		
English	363	39.59			
Xhosa	406	44.27			
Other South African	22	2.4			
Other	34	3.71			
TOTAL	917	100.00			
Disability					
Yes	52	5.85	21	1.21	247.62 <sup>10</sup>
No	837	94.15	1710	98.79	48.95
TOTAL	889	100.00	1731	100.00	51.36
Sexual Orientation <sup>11</sup>					
Asexual	53	6.24	Unknown		
Bisexual	42	4.94			
Gay	14	1.65			
Heterosexual/straight	623	73.29			
Lesbian	11	1.29			
Queer	6	0.71			
None of the above	101	11.88			
TOTAL	850	100.00			
Religion					
Christian	640	70.8	Unknown		
Hindu	11	1.22			
Jewish	1	0.11			
Muslim	8	0.88			
Non-religious	153	16.92			
Indigenous <sup>12</sup>	43	4.76			
Other	48	5.31			
TOTAL	904	100.00			

<sup>8</sup> We used the categories used most commonly by government in South Africa for the purposes of Employment Equity reports and other documentation, but included the category 'Other'.

<sup>9</sup> The University's official records only list one person in the category of 'Other', whereas 33 of the respondents chose to this option, making it impossible to calculate a response rate.

<sup>10</sup> As will be discussed below, the number of respondents who indicated having a disability was greater than the number of staff members officially listed as disabled. Possible reasons for this disparity are discussed later.

<sup>11</sup> In the Xhosa version of the survey both Xhosa translations and the English originals were provided side-by-side. The Xhosa version of the survey is provided in the Appendix.

<sup>12</sup> In Xhosa, this was translated as 'Inkolo yesiNtu'.

Category	Sample Size	Percentage of Sample	Population Size	Percentage of Population	Response Rate
Living Arrangements					
Live alone	139	15.24	Unknown		
Live with partner/spouse	159	17.43			
Live with partner/spouse and child(ren)/other family members	373	40.9			
Live with child(ren)	107	11.73			
Live with family members (other than partner or children)	77	8.44			
Live with friends or friends and family	26	2.85			
Other	31	3.4			
TOTAL	912	100.00			
Highest Educational Qualification					
PhD	155	17.22	228	13.17	Cannot be reliably calculated. <sup>13</sup>
MA/MSc/Hons	178	19.78	218	12.59	
Bachelor's Degree	67	7.44	86	4.97	
Diploma	69	7.67	77	4.45	
Post-matric qualification at NQF Level 5	65	7.22	124	7.16	
Matric/Grade 12/ NQF Level 4	234	26	217	12.54	
Some high school/ NQF Level 1, 2 or 3	113	12.56	220	12.71	
Primary school only or no formal education	19	2.11	0	0.00	
Other/Unknown	0	0	561	32.41	
TOTAL	900	100.00	1731	100.00	

<sup>13</sup> Because so much data is missing from the official university figures (the highest qualification of 561 staff members is unknown), it is not possible to reliably calculate response rates here.

**Table 1.2 Information about Role and Position at Rhodes University**

Category	Sample Size <sup>14</sup>	Percentage of Sample	Population Size	Percentage of Population	Response Rate <sup>15</sup>
<b>Academic/Support</b>					
Academic	240	28.34	482	27.85	49.79
Support	581	68.6	1249	72.15	46.52
Both	26	3.07	Unknown	Unknown	Unknown
TOTAL	847	100.00	1731	100.00	48.93
<b>Academic Staff Levels</b>					
Professor	38	14.29	70	14.52	54.29
Associate Professor	44	16.54	72	14.94	61.11
Senior Lecturer/Senior Researcher	65	24.44	125	25.93	52.00
Lecturer/Researcher	69	25.94	160	33.20	43.13
Junior Lecturer	10	3.76	14	2.90	71.43
Other	40 <sup>16</sup>	15.04	0	0	Unknown
TOTAL	266	100.00	482	100	55.19
<b>Academic Staff by Faculty</b>					
Commerce	36	13.33	57	11.83	63.16
Education	33	12.22	58	12.03	56.90
Humanities	102	37.77	156	32.37	65.38
Law	7	2.59	19	3.94	36.84
Pharmacy	10	3.7	18	3.73	55.56
Science	82	30.37	126	26.14	65.08
Other <sup>17</sup>	0	0	48	9.96	Unclear
TOTAL	270	100.00	482	100.00	56.01

<sup>14</sup> By 'sample' we refer to all those who participated in the survey while 'population' refers to the entire university staff. Note that we did not select a sample of participants; rather all staff members were invited to participate and the sample is the number who took up the offer of participation.

<sup>15</sup> The response rate is the percentage of the population who participated in the survey – i.e. the sample size divided by the population size and converted to a percentage.

<sup>16</sup> Support staff members were requested to skip this question, however it seems that many answered it as 91 respondents selected 'Other' (which would bring the total number of academics to 317 which is 51 more than the total number of respondents who indicated that they are academics (or serve a dual role) in the previous question. For this reason, the total number selecting 'Other' has been adjusted downwards to 40 in order for the total number of academic staff at all levels to match the total number of people who indicated that they were academics or that they play both an academic and support role. It is also worth noting that the official university figures do not include this category. It is not clear how the individuals who selected other are classified by the university.

<sup>17</sup> This option was not offered in the survey, but is included in the University's official records. The University classifies those working in institutes and similar bodies in this category, but because such staff members usually consider themselves to fall under a particular Faculty, it is likely that they classified themselves accordingly.

Category	Sample Size	Percentage of Sample	Population Size	Percentage of Population	Response Rate
<b>Place of Work for Support Staff</b>					
In an academic department	102	19.65	241	19.30	42.32
Student Services (includes Health Care Centre, Career Centre, Student Counselling, SRC and Sports Admin, Wardens, Hall Wardens)	30	5.78	66	5.28	45.45
Infrastructure and Operations: Facilities Servicing	89	17.15	198	15.85	44.95
Infrastructure and Operations: Residential Operations	98	18.88	375	30.02	26.13
Infrastructure and Operations: HQ, Admin/Finance, Procurement, Business Processing	45	8.67	87	6.97	51.72
Human Resources	17	3.28	27	2.16	62.96
Information Technology	11	2.12	37	2.96	29.73
Library	29	5.59	50	4.00	58.00
Registrar	11	2.12	37	2.96	29.73
Other	87	16.76	131	10.49	66.41
TOTAL	519	100.00	1249	100.00	41.55
<b>Level for Support Staff</b>					
Grades 1-5	285	47.98	541	43.31	52.68
Grades 6-13	217	36.53	537	42.99	40.41
Grades 14-17	78	13.13	122	9.77	63.93
Grades 18 and above	14	2.36	45	3.60	31.11
Other/Unknown <sup>18</sup>	0	0	4	0.32	Unknown
TOTAL	594	100.00	1249	100.00	47.56
<b>Length of Service</b>					
0-4 years	293	33.18	Unknown		
5-9 years	244	27.63			
10-14 years	152	17.21			
15-19 years	95	10.76			
20 or more years	99	11.21			
TOTAL	883	100.00			

<sup>18</sup> As in the previous note, this category was not offered in the survey and so it is not possible to calculate the response rate here.

Category	Sample Size	Percentage of Sample	Population Size	Percentage of Population	Response Rate
<b>Employment Contract</b>					
Permanent	698	80.88	1286	74.29	54.28
Contract	165	19.12	443	25.59	37.25
Other <sup>19</sup>			2	0.12	Unknown
TOTAL	863	100	1731	100.00	49.86
<b>Union Membership</b>					
None	371	42.26	919	53.09	40.37
Member of NEHAWU	286	32.57	395	22.82	72.41
Member of NTEU	221	25.17	417	24.09	53.00
TOTAL	878	100.00	1731	100.00	50.72

The tables above indicate fairly consistent response rates across the various categories, with almost all response rates falling between 40 and 65%. However, the tables highlight a few important issues. Firstly, there was a striking difference between the number of survey respondents who indicated that they were disabled and the number of staff members the university has officially recorded as disabled such that the sample size was significantly bigger than the official population. The university's records indicate that 21 people with a disability are employed by the institution, but 52 of the survey respondents selected 'yes' in response to the question 'Do you have a permanent physical or mental disability?' This suggests that there is significant underreporting of disability – a topic that is touched upon further on in this report.<sup>20</sup>

Secondly, there were a few populations that seem to have been under-represented, mostly fairly small populations. For example, the following categories had a response rate of under 40%:

- a) Staff members whose nationality is 'Other African' (38.1% of a population of 63)
- b) Coloured staff members (39.3% of a population of 201)
- c) Academic staff members in the Faculty of Law (36.84% of a population of 19)
- d) Support staff members working in Infrastructure and Operations: Residential Operations (26.13% of a population of 375)
- e) Support staff members working in Information Technology (29.73% of a population of 37)
- f) Support staff members working in the Registrar's Division (29.73% of a population of 37)
- g) Support staff members working at Grades 18 and above (31.11% of a population of 45)
- h) Contract staff (37.25% of a population of 443)

<sup>19</sup> Again, this option was not offered in the survey so it is not possible to calculate a response rate. Given that the university only has two members of staff in this category, this is not a significant category.

<sup>20</sup> See Section 2.9 of Chapter 2.



It is difficult to determine with certainty the reasons why people in these categories were relatively under-represented, but with some of the categories, it may be that people opted not to answer the question out of a concern that answering the question would make them identifiable. For example, there was a low response rate overall to the question 'If you are a support staff member, where in the University do you work?' which suggests that some support staff members opted not to answer this question, even though they did participate in the survey.

While some groups were relatively under-represented, in addition to the category 'disabled' mentioned above, the following groups had response rates above 65%:

- a) Staff members whose nationality is 'Other International' (i.e. not African) (95.83% of a population of 48)
- b) Junior lecturers (71.43% of a population of 14)
- c) Academic staff members in the Humanities Faculty (65.38% of a population of 156)
- d) Academic staff members in the Science Faculty (65.08% of a population of 126)
- e) Support staff members who indicated 'Other' when asked in which division they worked (66.41% of a population of 131)
- f) NEHAWU members (72.41% of a population of 395)

Once again, it is difficult to determine with certainty why these particular groups had higher response rates. In the case of international staff members, it seems unlikely that 46 out of the 48 international staff members all participated in the survey. It may be that some staff members who the university categorises as 'Other African' selected 'Other International' which would explain the low response rates in the former and the high response rates in the latter. In the case of the support staff members who indicated 'Other', it may be that support staff who did not want to indicate their division (hence the low response rates in some divisions mentioned earlier), opted to select 'Other'. In the case of NEHAWU members, it should be noted that both unions were consulted during the process of developing the survey and both unions were supportive of the survey. It may be that NEHAWU strongly encouraged their members to participate.

It should be noted that for small populations higher response rates are required in order for us to be sure that the sample accurately represents the population. Many of the populations listed above (e.g. staff working in the Faculty of Law or Junior Lecturers) are so small that a very high (more than 90%) response rate would be required for us to be sure that the views of the population in question have been accurately represented.

Overall, the response rates indicate a good take-up of the survey across the university population and suggest that it is possible for us to draw meaningful conclusions about how staff members in general experience Rhodes University's institutional culture. However, it should be borne in mind that response rates for many sub-groups are too low for us to be completely sure that the results accurately represent the sub-group concerned.

### **1.5 Feedback on Taking the Survey**

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As this was the first time such a survey has been conducted at Rhodes University, it was important to find out how people felt about participating in an institutional culture survey. The survey thus included an open-ended question about people's general feelings about the survey. People also spontaneously commented on the survey in other places. Some common themes emerged in response. Firstly, there were those who were happy about the survey and pleased to be given the opportunity to express their views. For example, one respondent commented: 'I was very excited to complete this survey, as it is the first time that anyone has ever asked me these questions and I think they are critical for a university to know from its employees'. Several respondents noted that they did not often have the opportunity to freely express their views about the institution and were thus pleased to be asked to complete the survey. Secondly, there were those who were happy or neutral about participating in the survey, but expressed scepticism that anything positive would come of it. Thirdly, there were those who expressed frustration at having to complete this kind of survey which they felt could not adequately capture their experiences, either because this particular survey was, in their view, poorly conceptualised or because it is so difficult to express oneself adequately in a survey that mostly requires respondents to tick boxes. Finally, several staff members raised concerns around confidentiality. Respondents were concerned that by completing questions related to their demographic characteristics and their role at the institution, they would be identifiable. Several staff members asked that the results be treated with the utmost confidentiality.

In relation to the last two points raised it is worth pointing out that the survey will be complemented by other, more qualitative research on institutional culture being conducted within the institution. A survey such as this one is good at providing an overview of the experiences of staff members at the institution, but those who drew up the survey are well aware that the survey cannot on its own paint a sufficiently detailed and nuanced picture of staff members' experiences. What it can do is highlight areas where further research is required. In relation to confidentiality, the results of the survey have been reported in such a way that individuals are not identifiable. Furthermore, the results were

collated using a computer programme that groups together the various responses such that even those analysing the results were unable to 'pick out' individuals on the basis of their responses to the questions or on the basis of the link used to access the online version of the survey.

## 1.6 Analysis of the Findings

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In order to see to what extent staff members' experiences of RU's institutional culture correlated with their demographic characteristics (age, race, gender, sexual orientation, etc.) or with the role they play at the institution, we created cross-tabulations where the results were broken down in relation to the characteristics of the respondents. For the purposes of these cross-tabulations, all blank surveys were removed. Subsequent to this, missing data is dealt with on a case-wise complete basis. This means that when calculating a particular cross-tabulation table, cases are dropped when the data is missing for a respondent. Thus a respondent is dropped if they did not answer either of the relevant questions being considered for this particular cross-tabulation table. To calculate the statistical significance of the relationship between the two variables being used in each cross-tabulation, Pearson's Chi-square test of independence was used where none of the frequencies were less than one and no more than 20% of the expected frequencies were less than five. Where those requirements were not met, Fisher's exact test was used to test the relevant hypothesis. For all cross-tabulation tables, respondents who selected 'NA/Don't know' were excluded from the analysis.

By using these statistical tests, we were able to identify where the results of the survey were significant and where apparent variations are not statistically significant. The results of the survey are reported in straightforward language so that knowledge of statistics is not needed to understand the report, but where relevant the statistical significance (or lack thereof) of certain findings is highlighted, usually in a footnote.

The answers to the open-ended question were analysed using a combination of quantitative and qualitative content analysis. Responses to each open-ended question were collated and numbered and key themes emerging from the responses were identified. Those themes that appeared the most often are reported upon. In many cases a quote which exemplified the issue under discussion is included for illustration. For the most part only those themes which were identified by a large

number of respondents were reported on; however, on occasion an issue of sufficient seriousness which was raised by only a few staff members has still been reported.<sup>21</sup>

## 1.7 Structure of the Report

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The bulk of the rest of the report summarises the findings of the survey along the themes which guided the survey – equity and fairness (Chapter 2), transformation (Chapter 3), management (Chapter 4), rewards and recognition (Chapter 5), social environment (Chapter 6), physical environment and infrastructure (Chapter 7), and general satisfaction (Chapter 8). In each chapter we not only provide the overall response of staff members as a whole, but also look at differences in relation to gender, race, rank and role at the university. Where applicable, striking differences in relation to other categories are also highlighted.

This report does not provide an in-depth analysis and discussion of these results, although we hope that it will stimulate such analysis and discussion. However, the concluding chapter (Chapter 9) provides some discussion and analysis of the results as a way of stimulating further discussion and research.

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<sup>21</sup> For example, in Chapter 7 the issue of a lack of safety equipment is discussed. This issue could only plausibly be raised by a minority of staff members (given that most staff members' work does not require safety equipment), but relates to a situation which could result in serious injury and so even though it was only raised by a few respondents, the issue was considered important enough to highlight in the discussion.

## CHAPTER 2: EQUITY AND FAIRNESS

One of the most important factors influencing how people feel about working at a particular institution, is their perception of how fairly they and others are treated. The first part of the survey aimed to get a sense of people's overall feelings of satisfaction or dissatisfaction in this regard. By looking at the differences between how various groups of respondents felt on this issue, we were also able to get some sense of which groups of people within the institution are most, or least, aggrieved and so we could get a sense of where attention is required to address perceived inequities and unfairness.

This section was the longest of all the sections and consisted of twenty statements with which staff members were asked to indicate their level of agreement using a Likert scale (strongly agree, agree, neutral, disagree, strongly disagree, not applicable/don't know). The table below summarises the levels of agreement with each of the statements in the section. The statements are arranged in the order they appeared in the survey. The percentages in the right hand column indicate the percentage of respondents who agreed or strongly agreed with the statements on the left. Responses in the category 'not applicable/don't know' were removed for the calculation of levels of agreement.

**Table 2.1 Satisfaction Levels in Relation to Equity and Fairness**

	Statement	Level of Agreement %
1.	In general, all staff members are treated fairly at RU.	31
2.	Work is fairly distributed among staff in my Department/Division.	43
3.	I can cope with the work I have and do not feel overloaded.	49
4.	RU policies and protocols protect me from unfair discrimination.	45
5.	Academic staff members are generally treated with respect at RU.	76
6.	Support staff members are generally treated with respect at RU.	36
7.	I know what to do and who to report to in the case of harassment and/or unfair discrimination.	73

	Statement	Level of Agreement %
8.	People of my race are valued and respected at RU.	35
9.	People of my gender are valued and respected at RU.	50
10.	People of my religion are valued and respected at RU.	49
11.	People of my sexual orientation are valued and respected at RU.	64
12.	People of my age are valued and respected at RU.	52
13.	People of my language and culture are valued and respected at RU.	48
14.	International staff members (i.e. staff members from countries other than South Africa) are valued and respected at RU.	68
15.	Staff members with disabilities are valued and treated with respect at RU.	59
16.	Sexual harassment is NOT tolerated at RU.	78
17.	Racism is NOT tolerated at RU.	60
18.	Xenophobia is NOT tolerated at RU.	73
19.	Sexism is a NOT tolerated at RU.	65
20.	Homophobia is NOT tolerated at RU.	68
	<b>Average score for this section</b>	<b>56</b>

The final line of the table provides an average 'score' for this section. This gives us a general picture of staff members' feelings about equity and fairness. This score is obviously a very blunt indication of how people feel about equity and fairness at Rhodes University, but it is a helpful general indicator. The score was calculated by working out the average level of agreement with the above statements, all of which are worded such that agreement with the statement indicated satisfaction. The overall score for the section is 56%, meaning that on average 56% of staff members agreed with the statements above. This is fairly low, indicating significant dissatisfaction in relation to equity and fairness at RU.

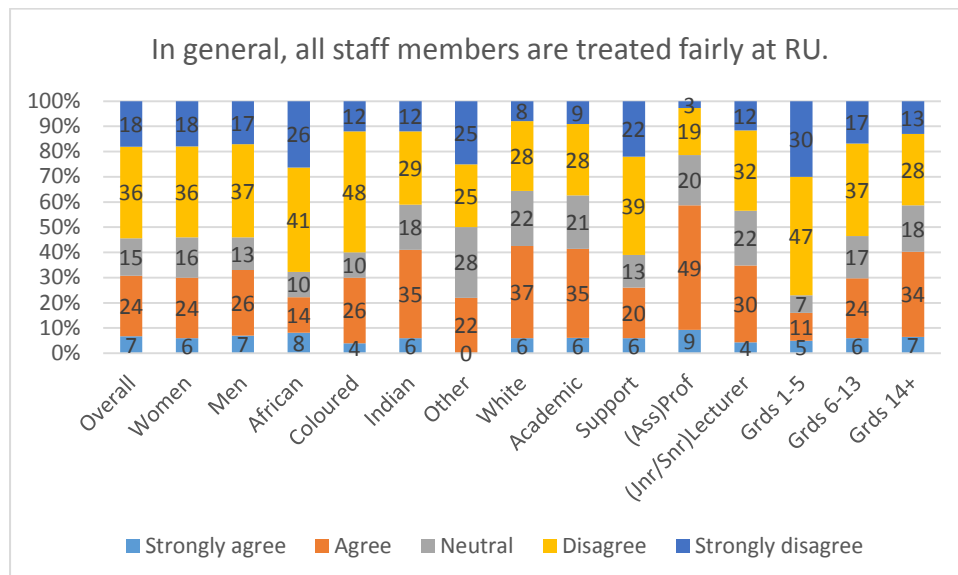
To get a sense of what exactly drives dissatisfaction in relation to equity and fairness and which groups of staff members are most dissatisfied, the rest of the chapter discusses the responses to



particular questions and shows how these questions were answered by particular sub-groups of staff members. In particular, attention is given to differences along the lines of gender, race, role and rank, but where relevant, differences along other lines have also been highlighted.

The statement which attracted the most disagreement was the very first one – ‘In general, all staff members are treated fairly at RU’ – with which only 31% of staff members either agreed or strongly agreed. Perhaps this is unsurprising given that this question is very broad and thus anyone who feels that any particular group is treated unfairly would have to disagree with the statement. Figure 2.1 below provides some details as to how different categories of staff members responded to the question.

**Figure 2.1**

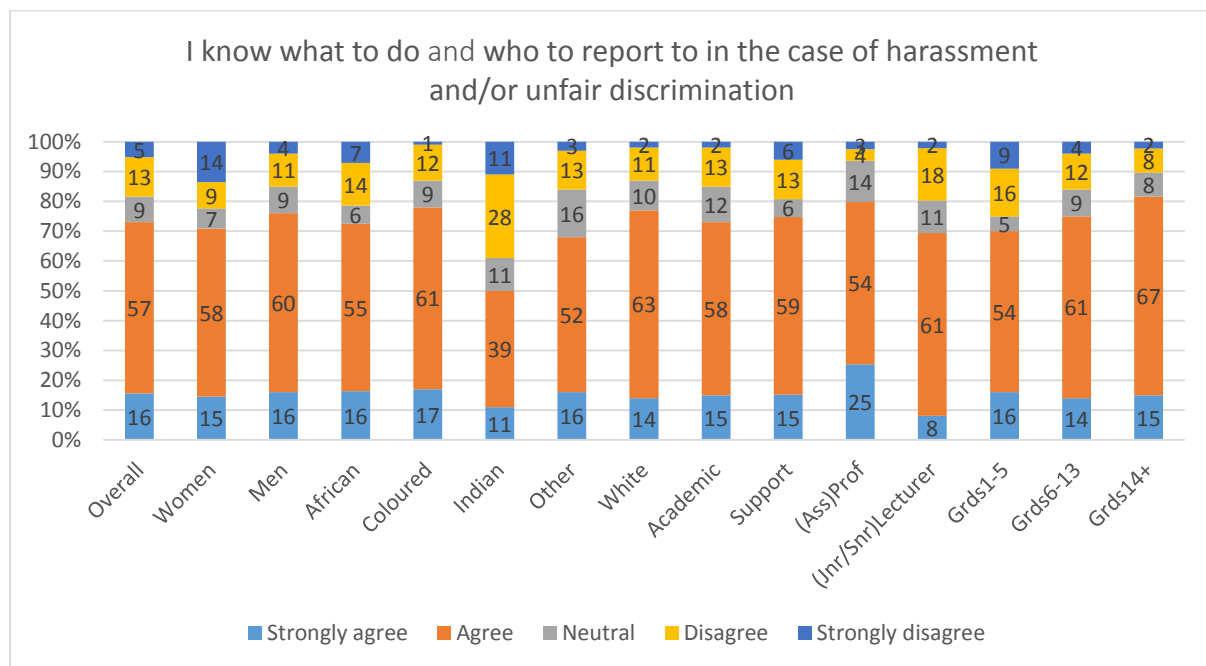


*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

What this figure shows, is that there was little difference between the levels of satisfaction of men and women, but that there are marked differences in the levels of satisfaction of different race groups with those staff members who identify as 'African', 'Coloured' or 'Other' expressing the highest levels of dissatisfaction. Furthermore, support staff showed higher levels of dissatisfaction than academic staff members. There were also differences along lines of seniority with senior academics (Professors and Associate Professors) being more likely to agree with the statement than more junior academics (Junior Lecturers, Lecturers and Senior Lecturers) and with the level of agreement with the statement increasing in line with grades for support staff.

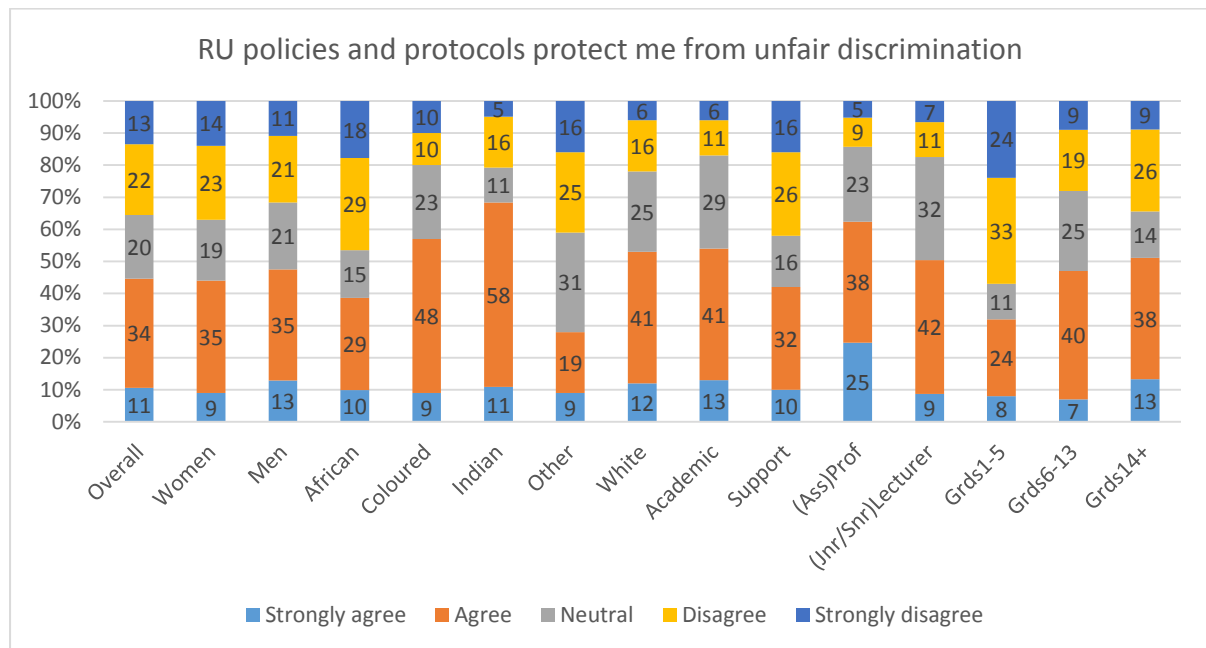
The statement that attracted the most agreement was the statement 'Sexual harassment is NOT tolerated at RU' with which 78% of staff members agreed. This statement is discussed below under the section on discrimination on the basis of gender as it formed part of a cluster of questions related to gender-based discrimination. There was also a very high level of agreement with the statement 'I know what to do and who to report to in the case of harassment and/or unfair discrimination' with which 73% of respondents agreed. This positive finding has to be balanced out with the finding that only 45% of staff members agreed that 'RU policies and protocols protect me from unfair discrimination'. This suggests that staff members know what they are supposed to do should they experience unfair treatment, but that there is some degree of scepticism about whether or not following the correct procedure will ultimately protect staff members from unfair treatment. Figures 2.2 and 2.3 below summarise responses to these two statements.

**Figure 2.2**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

**Figure 2.3**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

What these two figures suggest is that there is less differentiation in terms of knowledge of what to do in cases of unfair treatment than there is in terms of faith that RU's policies and protocols will protect staff members from unfair treatment. While most staff members feel that they know what to do if they experience unfair treatment,<sup>1</sup> some categories of staff members (most notably those who indicated their race as 'African' or 'Other' and those employed at Grades 1-5) showed relatively high levels of disagreement with the statement 'RU policies and protocols protect me from unfair discrimination'.

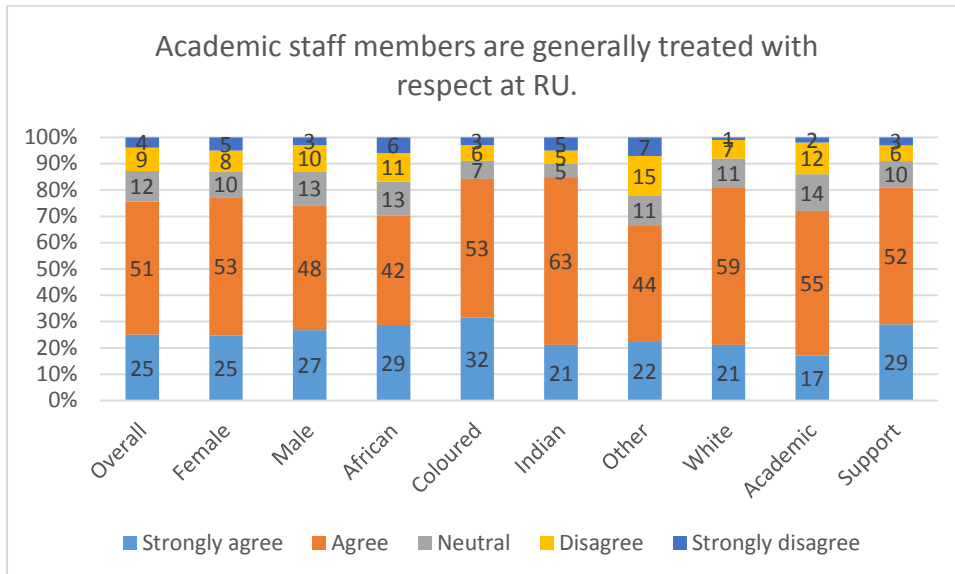
## 2.1 Discrimination Based on Role

The survey results reveal that there is sharp differentiation in terms of how staff members in different roles experience working at Rhodes University. The survey reveals that there is a widespread perception that academic staff members are treated more respectfully than are support staff members – while 76% of staff members agree that academic staff members are treated with respect at RU, only around half that number (36%) feel that support staff members are generally treated with respect. Figures 2.4 and 2.5 below summarise responses to the statement 'Academic

<sup>1</sup> The one exception is those staff members who indicated their race as 'Indian'. However, the number of respondents in this category was very small (only twenty staff members) and so it is difficult to be sure of the significance of this finding.

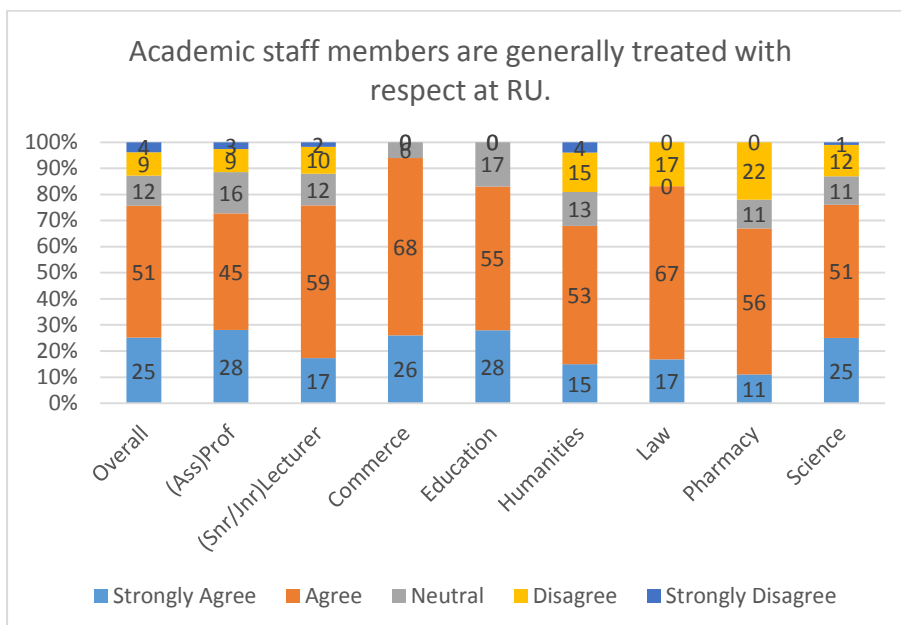
staff members are generally treated with respect at RU', while Figures 2.6 and 2.7 below show the responses to the statement 'Support staff members are generally treated with respect at RU'.

**Figure 2.4**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

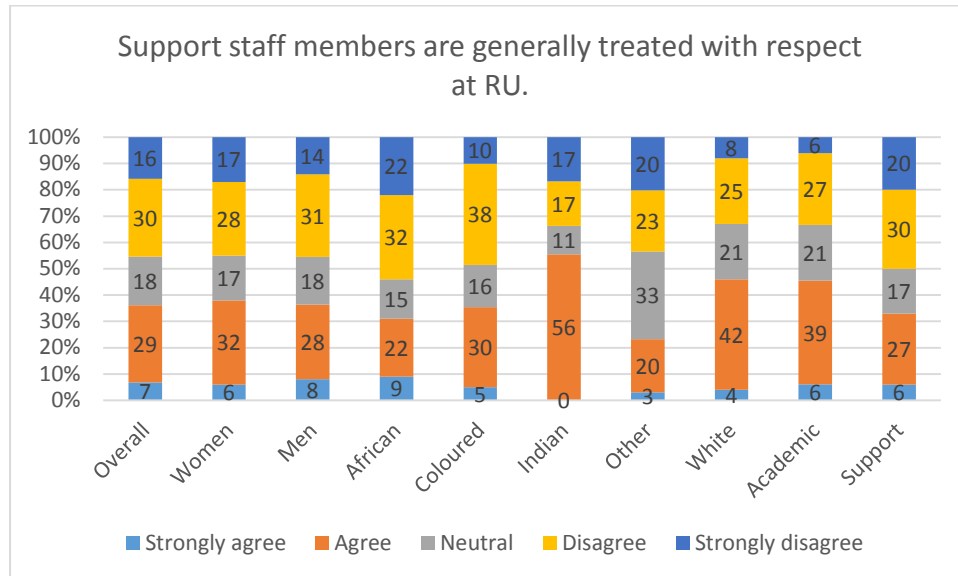
**Figure 2.5**



*Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only academics.*

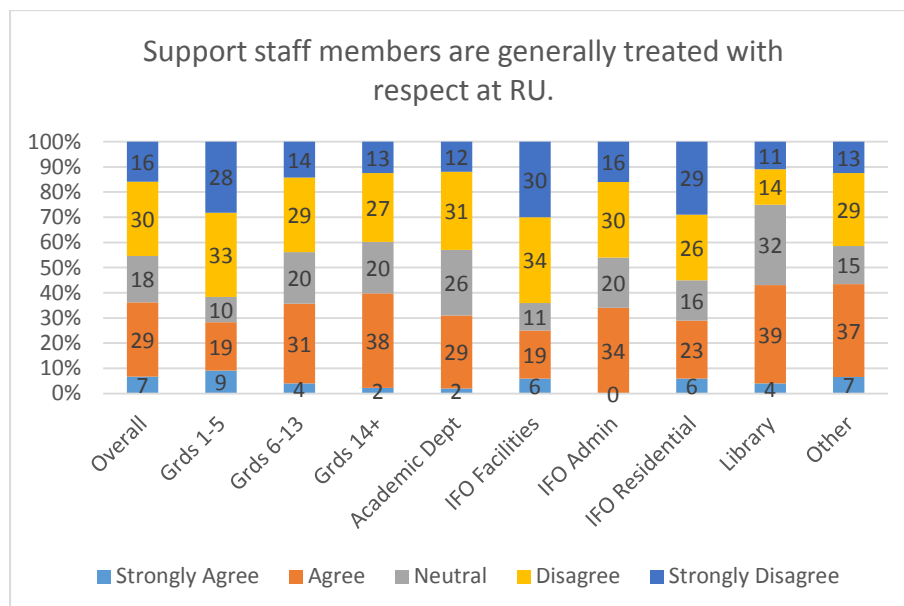
The above two figures show high levels of agreement with the statement across the board. While there is some variation in terms of levels of agreement, more than 60% of staff in all gender and race categories agree that academic staff members are treated with respect at RU.

**Figure 2.6**



Note: Excludes all those who responded 'NA/Don't know'.

**Figure 2.7**



Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only support staff members.

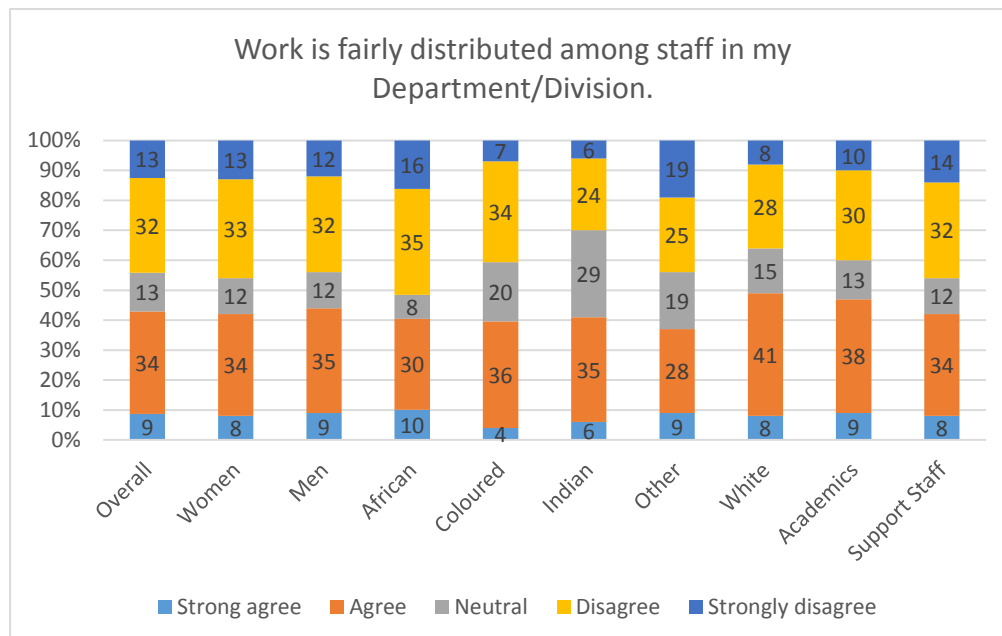
The two preceding figures show a far less rosy picture in relation to how respectfully support staff members are treated. With the exception of staff members who self-identified as 'Indian' (which

was a relatively small group), less than half of staff members in all gender and race categories felt that support staff members are generally treated respectfully. It is also clear from Figure 2.7 that significant numbers of support staff members in all Divisions feel disrespected, with less than half of support staff members across all the categories used in the figure above<sup>2</sup> agreeing with the statement ‘Support staff members are generally treated with respect at RU’.

## 2.2 Levels of Satisfaction in Relation to Distribution of Work

As indicated in Table 2.1, less than half of staff members feel that work is fairly distributed in their departments or divisions. The figures below explore responses to statements related to distribution of work to see if there are particular groups of staff members who feel particularly aggrieved in relation to the distribution of work. Figure 2.8 shows fairly high levels of dissatisfaction with the distribution of work across both genders, all race groups and among both academics and support staff. Less than half of respondents in all these categories felt that the distribution of work is fair. Responses to a related statement – ‘I can cope with the work I have and do not feel overloaded’ – reveal somewhat higher but more varied levels of satisfaction.

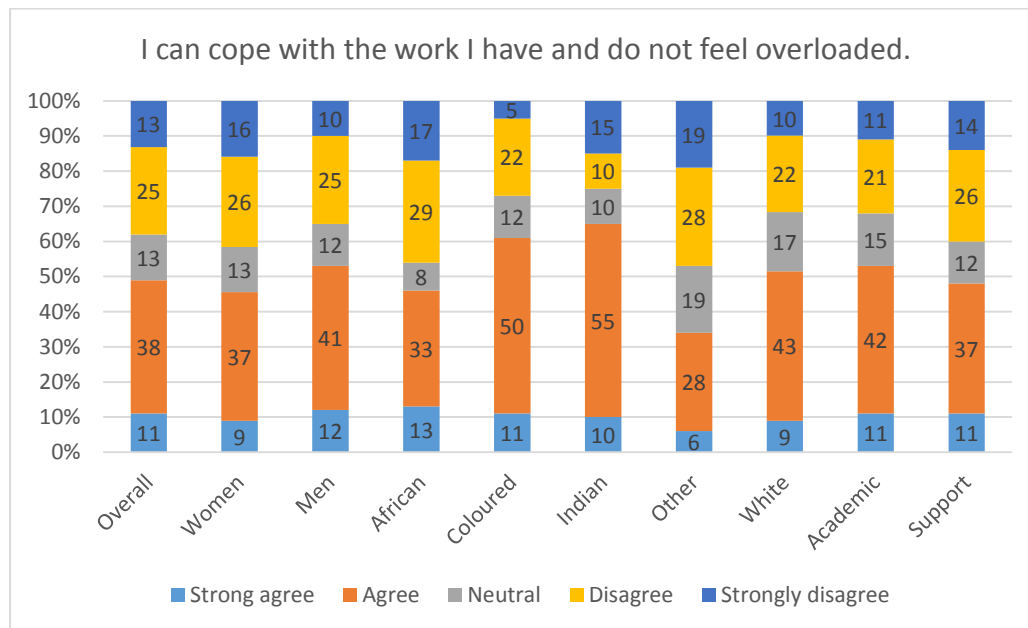
**Figure 2.8**



Note: Excludes all those who responded ‘NA/Don’t know’.

<sup>2</sup> For the purposes of reporting, smaller divisions (those with less than 20 respondents) have been grouped together. It should be noted that in some of these smaller divisions, more than half of the respondents did agree with the statement.

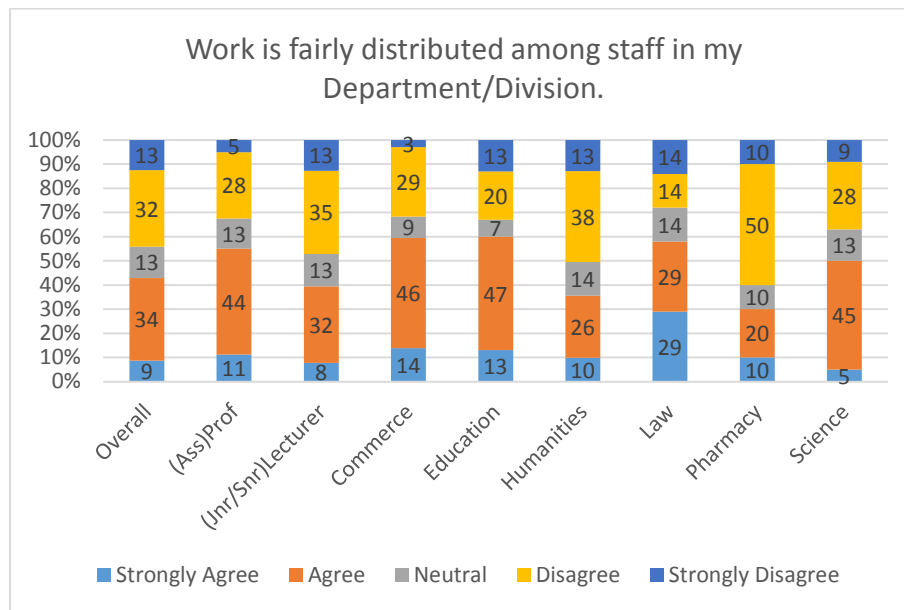


**Figure 2.9**

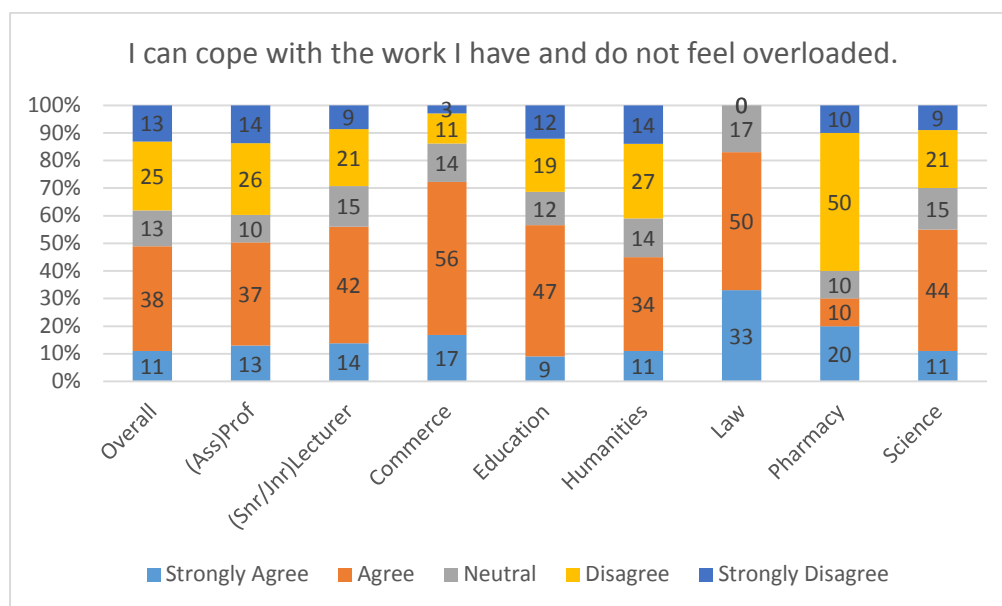
Note: Excludes all those who responded 'NA/Don't know'.

The next two figures look at the responses of only academic staff to the same two statements, comparing responses in relation to level of seniority and faculty. Figure 2.10 reveals that senior academics (Professors and Associate Professors) are more satisfied with the distribution of work than are less senior academics (Junior Lecturers, Lecturers and Senior Lecturers as well as Researchers and Senior Researchers). In terms of the experiences of staff members in different faculties, it appears that staff members in Education, Commerce, Law and to a lesser extent Science are more satisfied than those in Humanities and Pharmacy. It should be noted, however, that the number of respondents in small Faculties such as Law and Pharmacy as well as a low response rate (only 37%) in Law, makes it hard to make firm conclusions about levels of satisfaction in those Faculties.

Figure 2.11 shows that around half or just over half of academic staff in most categories feel that they can cope with the work they have and are not over-burdened. A noteworthy exception relates to staff in the Pharmacy Faculty, where only 30% of staff members felt that they could cope with the work they have, although the size of the Faculty makes it difficult to generalise from these results as they are based on the responses of only ten staff members. The Humanities Faculty also has a fairly low level of satisfaction in this regard with only 45% of staff members indicating that they feel they can cope with the work they have.

**Figure 2.10**

Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only academics.

**Figure 2.11**

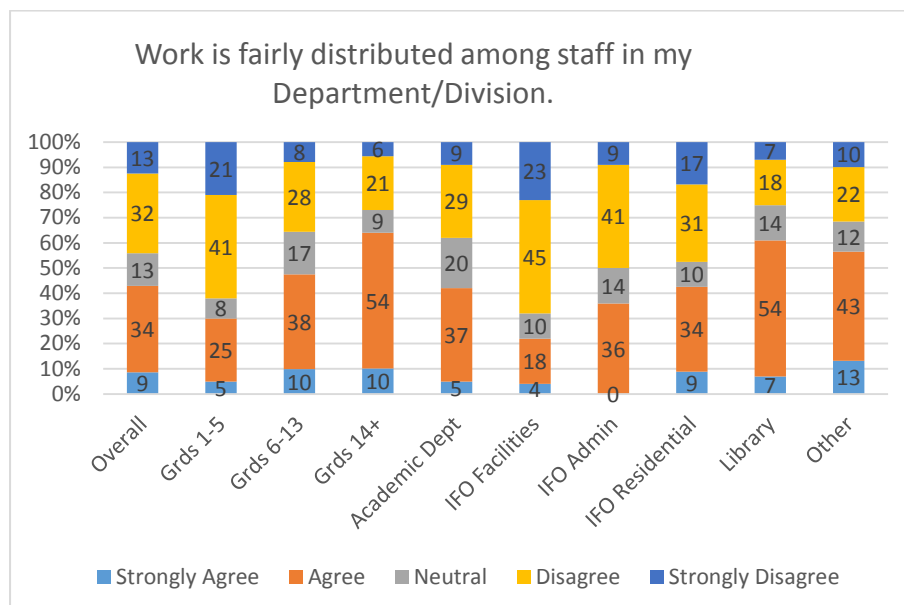
Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only academics.

The next two figures examine the responses of support staff to the same two questions. The responses of support staff reveal far greater dissatisfaction with work distribution among those employed in Grades 1-5 than among those employed in higher grades (see Figure 2.12). This suggests that those with the most power to determine work distribution are, perhaps unsurprisingly,

the most satisfied with the resulting distribution. Staff members in Grades 1-5 are also more likely to report that they feel that they cannot cope with the work they have, but it is noteworthy that staff members in Grades 14 and above also indicate feeling over-burdened with only 48% agreeing that they can cope with the work they have.

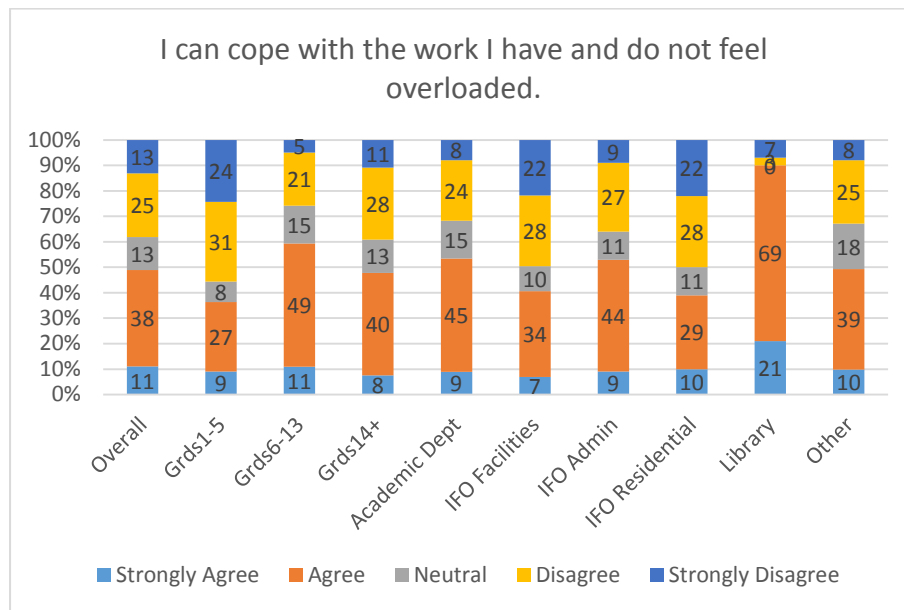
In terms of satisfaction levels with distribution of work across different divisions, it appears that those working in the Library are the most satisfied with the distribution of work while those working in the various divisions within Infrastructure and Operations are the most dissatisfied. In particular, it is worrying to note that only 22% of those working in the Facilities Servicing sub-division of Infrastructure and Operations are satisfied with the division of labour among staff members. In terms of how over-burdened staff members feel, once again, staff members in the Library show high levels of satisfaction. Staff members in IFO Residential Operations show the most dissatisfaction with only 39% agreeing that they can cope with the work they have. Note however that this division had a rather low response rate (29%) which makes it difficult to generalise from this result.

**Figure 2.12**



*Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only support staff members. IFO stands for Infrastructure and Operations.*

**Figure 2.13**



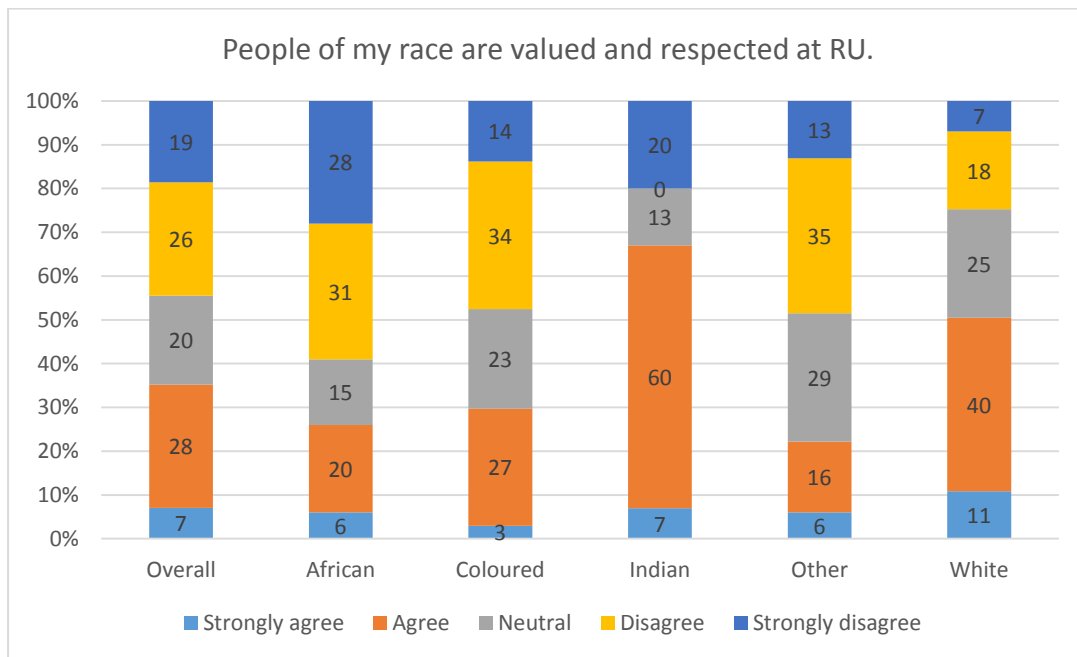
Note: Excludes all those who responded 'NA/Don't know'. The 'Overall' bar refers to all staff members (in both academic and support roles) while the other categories include only support staff members. IFO stands for Infrastructure and Operations.

## 2.3 Discrimination Based on Race

Rhodes University has a very poor equity profile, particularly in terms of the number of black staff employed as academics. It is very important to explore the extent to which staff members experience racism and to find out whether perceptions about racism differ significantly between different groups. The figures below summarise the responses to statements that touched explicitly on race or racism. In each case the responses of staff members of different race groups are compared.

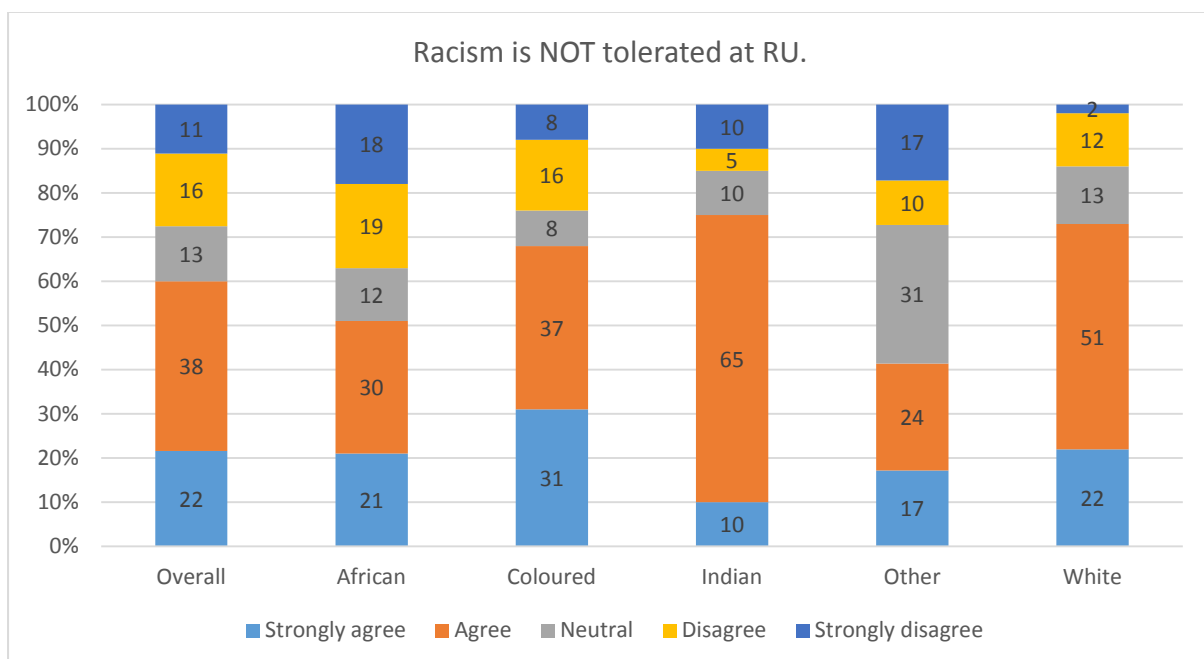
It should be noted that some categories were very small – only 20 staff members self-identified as 'Indian' and 33 as 'Other'. It was decided not to group these categories together because the responses of staff in these two categories were very different and so merging these two small categories would have misrepresented the responses of members of each of these two categories. However, because these two categories consist of such small numbers, caution must be exercised in drawing conclusions based on the responses of those identified as 'Indian' or 'Other'. It should also be borne in mind that there was a relatively low response rate among coloured staff members and so it is difficult to confidently generalise from the responses of coloured respondents.

Figure 2.14



Note: Excludes all those who responded 'NA/Don't know'.

Figure 2.15



Note: Excludes all those who responded 'NA/Don't know'.

What the figures reveal is rather worrying: those who identify as 'African', 'Coloured' or 'Other' indicate feeling less valued than those who identify as 'White' or 'Indian'. Furthermore, while 60% of staff members feel that racism is not tolerated at RU, this figure again varies greatly according to

race, with only 51% of Africans and only 41% of those who identified as 'Other' agreeing with the statement.

It is striking to note that 60% of staff members indicated that they agree or strongly agree with the statement 'Racism is NOT tolerated at RU' (see Figure 2.15); however, in Figure 2.14 we see that most staff members do not feel that that people of their race are valued at RU. Furthermore, as the responses to the open-ended question at the end of the section (discussed in Section 2.10 below) reveal, many staff members, particularly black staff members, describe experiencing various forms of racism at RU. Why then do so many agree that racism is not tolerated at RU? It may be that those staff members who disagreed with the statement were more likely to elaborate on their disagreement in the open-ended question than were those who agreed with the statement. It may also be that some staff members define racism quite narrowly such that they think that not feeling valued as a black person does not necessarily mean that the institution is racist. It may also be that they think that RU does not *officially* tolerate racism, but that what happens in practice differs from the official policy. What is clear from the results is that further research about how racism manifests itself out at the institution is needed.

Without this further research, there is a limit to the conclusions that can be drawn based on the findings of the survey; however, the concluding chapter of this report elaborates more on the question of race and makes some tentative conclusions based on the findings of the survey. Race and racism are also discussed at some length in Chapter 8 (which looks at general satisfaction) because racial discrimination was one of the issues raised by many staff members when asked to elaborate on their general experience of working at RU. It is clear when looking at the results of the survey that there are stark differences between the experiences of people from different race groups at this institution. Indeed, the cross-tabulations done as part of the analysis of the results reveal significant differences between the responses of different race groups for all except two of the statements in the survey.<sup>3</sup> This suggests that staff members of different race groups experience the university in very different ways.

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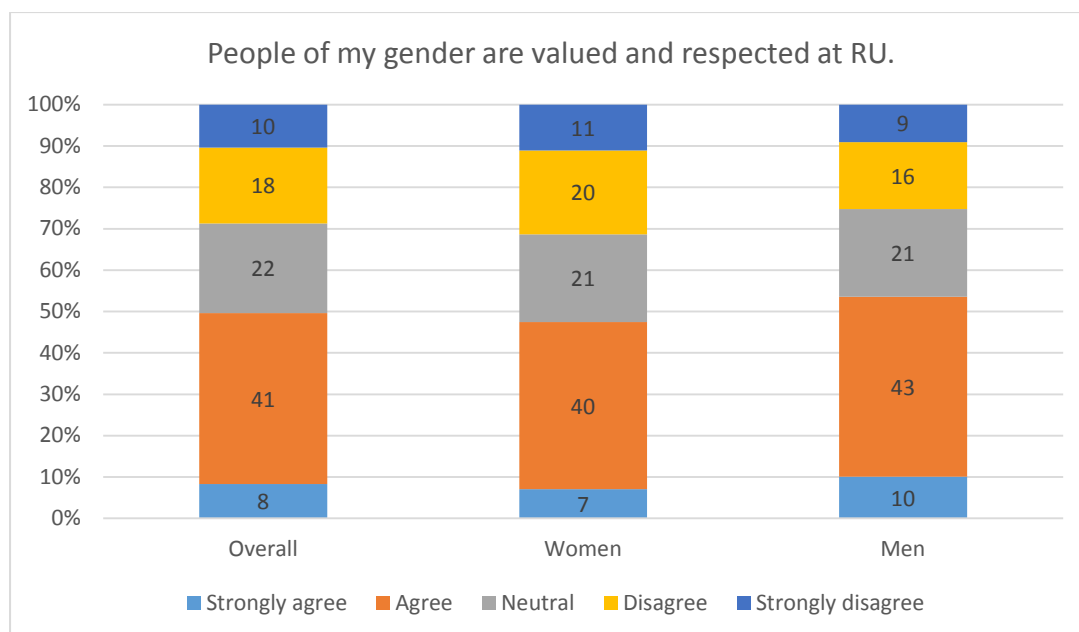
<sup>3</sup> Statistical significance was determined by using either Pearson's Chi-square test of independence or Fisher's exact test. For all except two statements, the p-values generated using these tests were smaller than 0.05 which means they are considered statistically significant. The two exceptional statements were 'My pay package compares well with those offered by other employers' and 'I plan to continue working at RU for the foreseeable future'.

## 2.4 Discrimination Based on Gender

Three questions in the section on equity and fairness dealt specifically with gender-based discrimination. The responses to these questions are summarised in the figures below. Note that in the survey, respondents could choose between three gender categories: 'female', 'male' and 'alternative gender identity'. Because only two staff members chose the third category, we have excluded this category in the figures because the number is too small for us to make any conclusions about the experiences of those in this category.

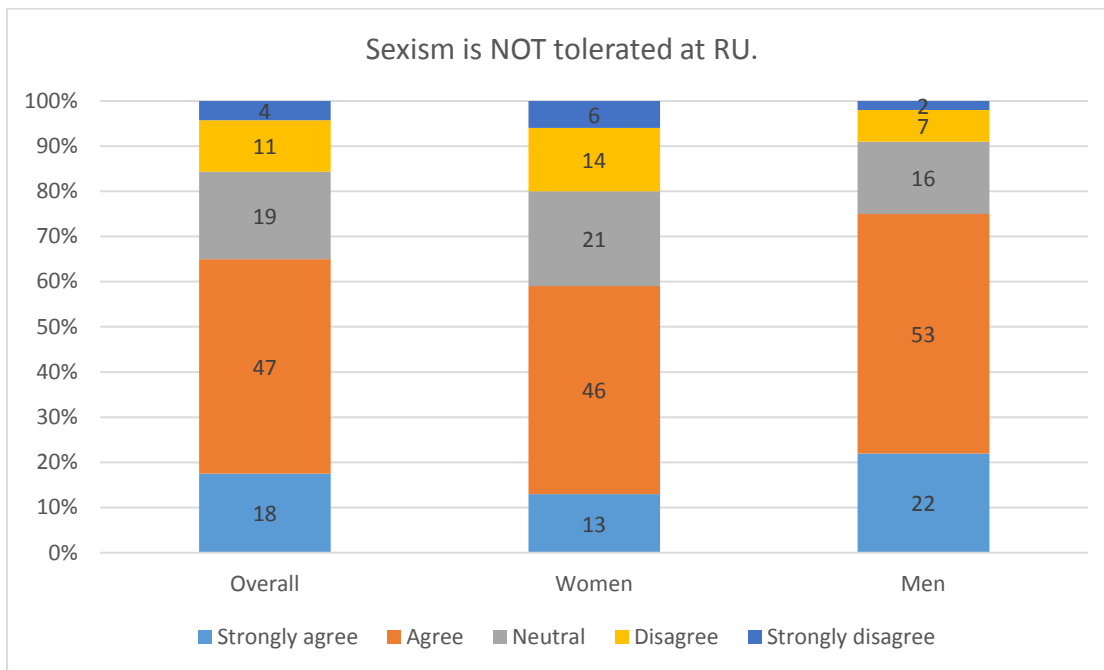
The figures below summarise the responses to the three statements related to gender which were included in the report in order to see if there are differences in the way men and women responded to these statements.

**Figure 2.16**



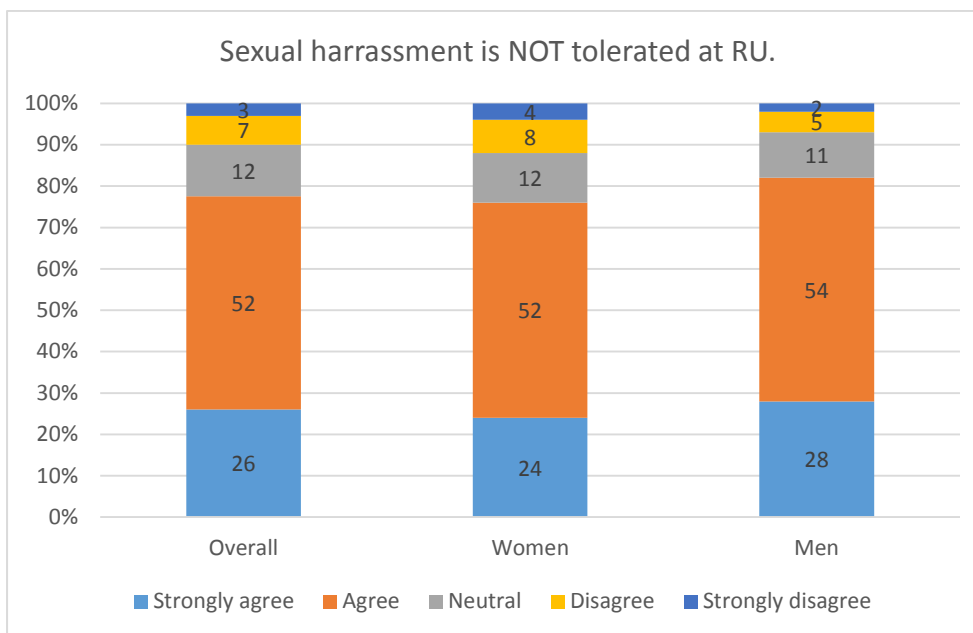
*Note: Excludes all those who responded 'NA/Don't know'.*

**Figure 2.17**



*Note: Excludes all those who responded 'NA/Don't know'.*

**Figure 2.18**



*Note: Excludes all those who responded 'NA/Don't know'.*

Of interest here is that neither gender indicates feeling particularly valued at RU, with only around half of both men and women agreeing with the statement 'People of my gender are valued and respected at RU' although slightly more (53%) men than women (47%) agree. Differences in perception are greater when it comes to responses to the statement 'Sexism is NOT tolerated at RU'



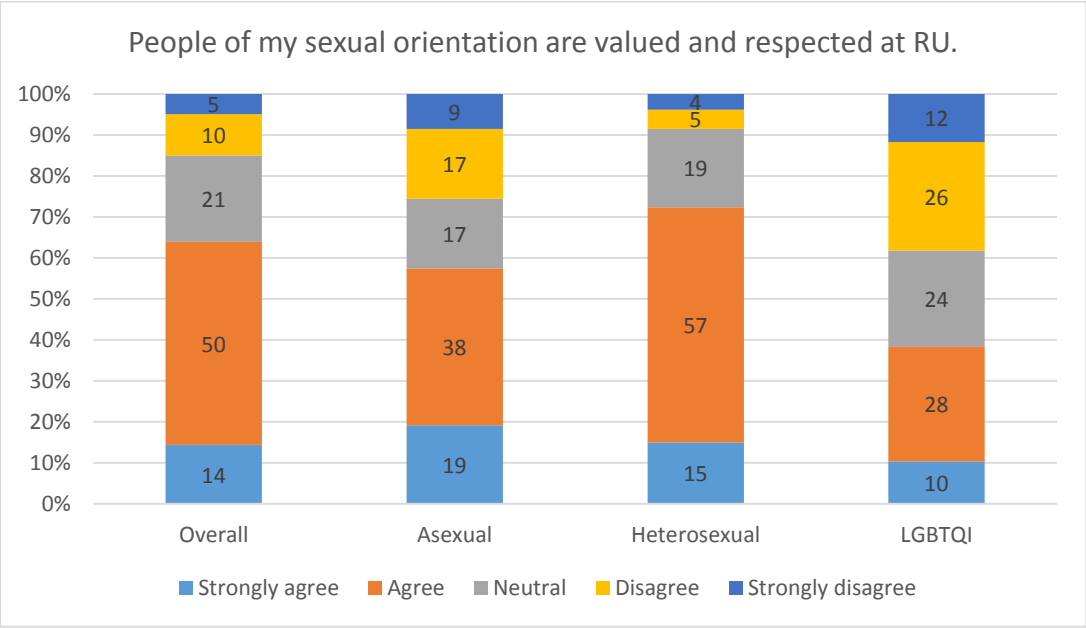
which only 59% of women agree with, while 75% of men agree, suggesting that women have more experience and awareness of sexism at RU. It is positive to note that there is widespread agreement that sexual harassment is not tolerated at RU with more than three quarters of staff members agreeing that sexism is not tolerated at RU. However, the level of agreement is slightly lower (76%) for women than for men (82%).

## **2.5 Discrimination Based on Sexual Orientation**

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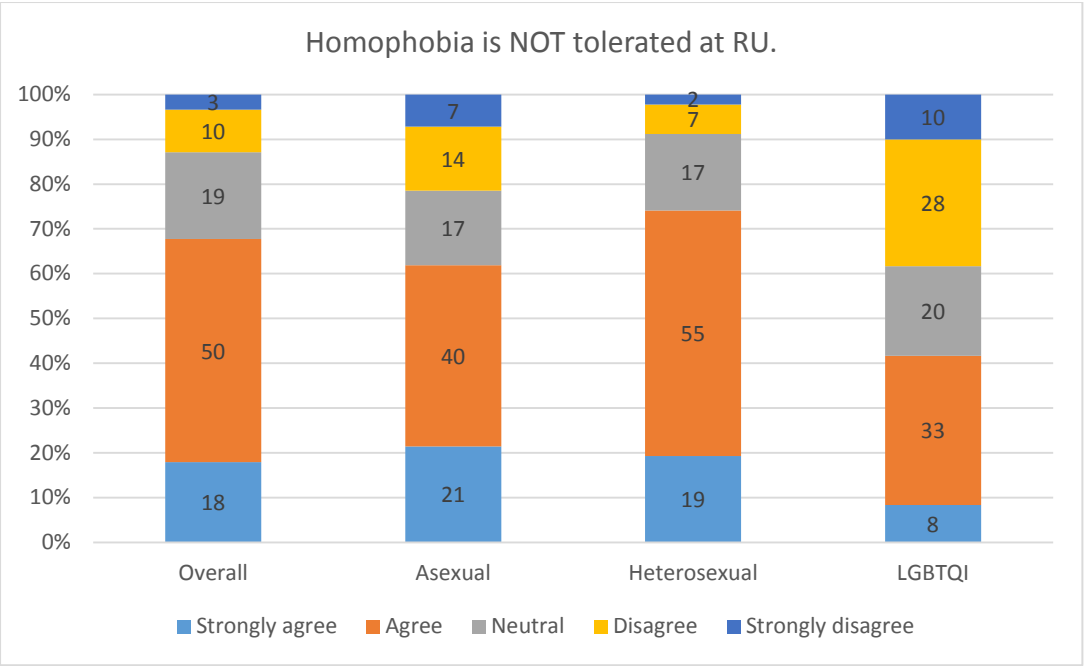
Two questions focused particularly on sexual orientation, the responses to which are summarised below. In the survey, respondents could identify as one of the following: 'asexual', 'bisexual', 'gay', 'heterosexual/straight', 'lesbian', 'queer', or 'none of the above'. This range of categories was provided to enable a higher number of respondents to find a category that suited them. However, the number of people who self-identified as 'bisexual', 'gay', 'lesbian', or 'queer' was less than 50 per category (42, 14, 11 and 6 respectively) and so in the reporting below, the category LGBTQI (lesbian, gay, bisexual, transsexual, queer, intersex) has been used to group together all those who selected 'bisexual', 'gay', 'lesbian' or 'queer'. Asexual was maintained as a separate category as this category does not fit under the broader LGBTQI umbrella and, furthermore, was selected by a fairly high number of respondents (53), more so than any of the LGBTQI categories provided in the survey. 'None of the above' has been omitted from the analysis as it is not clear how those who selected this category identified and because it was found in the pilot study that many people selected 'none of the above' not so much because they did not fit into any of the categories, but because they objected to being asked this question. It is likely that those who selected 'none of the above' included those who felt that none of the categories describe them as well as those who preferred not to answer the question.

Figure 2.19



Note: Excludes all those who responded 'NA/Don't know'.

Figure 2.20



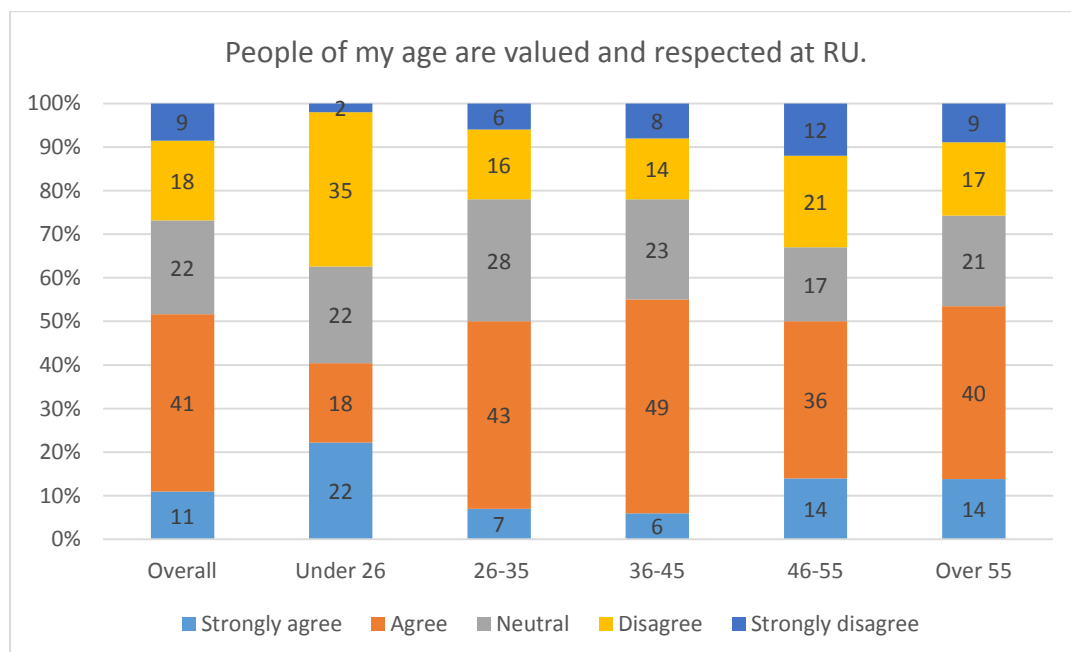
Note: Excludes all those who responded 'NA/Don't know'.

The findings suggest that staff members who identify as belonging to the LGBTQI community feel less valued at RU and are less convinced that RU is intolerant of homophobia than are those who identify as asexual or heterosexual.

## 2.6 Discrimination Based on Age

The survey included one statement related to age: 'People of my age are valued and respected at RU'. Figure 2.21 below reports the levels of agreement with this statement. It is interesting to note that, with the exception of the age category 'Under 26', there is little variation in terms of the levels of agreement with the statement, although all categories indicate fairly low levels of agreement. Those under 26 were particularly likely to disagree with the statement with 37% either disagreeing or strongly disagreeing.

**Figure 2.21**



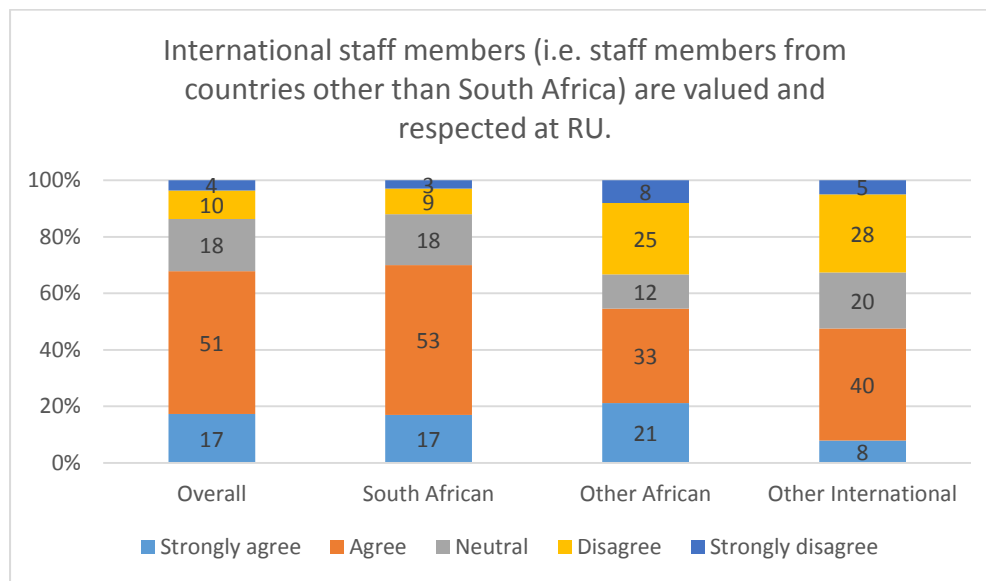
*Note: Excludes all those who responded 'NA/Don't know'.*

## 2.7 Discrimination Based on Nationality

Two statements in the survey probed the extent to which staff members believe that non-South African staff members are discriminated against at RU. The responses to these two statements are summarised in the two figures below. The figures indicate that international staff members do not feel as valued as do South African staff members. In addition, although there was a fairly high agreement with the statement 'Xenophobia is NOT tolerated at RU' among all groups, international staff members (and particularly those from other African countries) showed less agreement with the statement than did South African staff members.

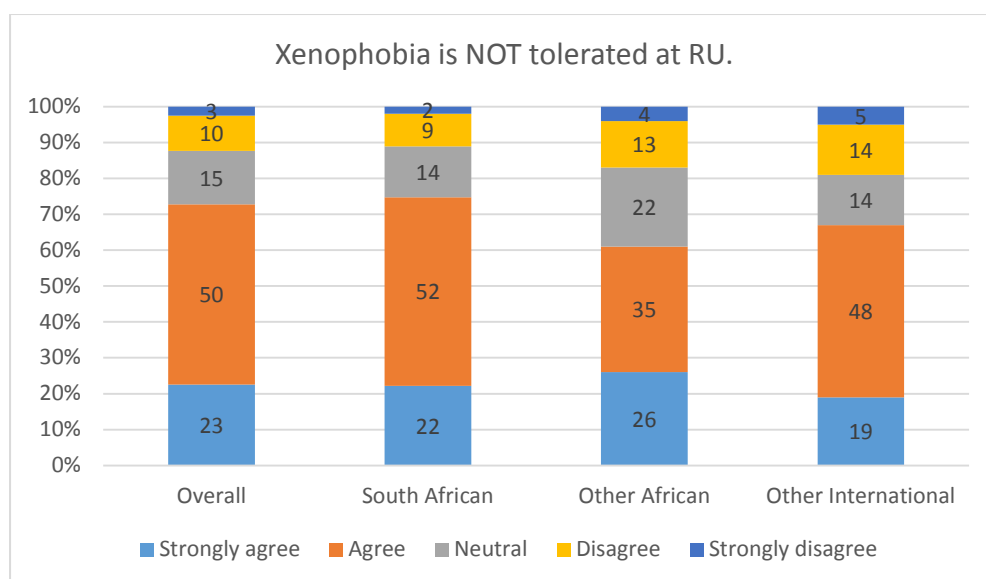
It is interesting to note that non-African international staff members indicated lower levels of agreement with the statement than did South African staff members. In general in South Africa xenophobia is directed at other Africans, not at international people from outside Africa (and particularly not at those from the West) and so the fact that non-African international staff members also indicated lower levels of agreement is worth noting. It is worth exploring further whether and how international staff members (both African and other) experience xenophobia.

**Figure 2.22**



*Note: Excludes all those who responded 'NA/Don't know'.*

**Figure 2.23**

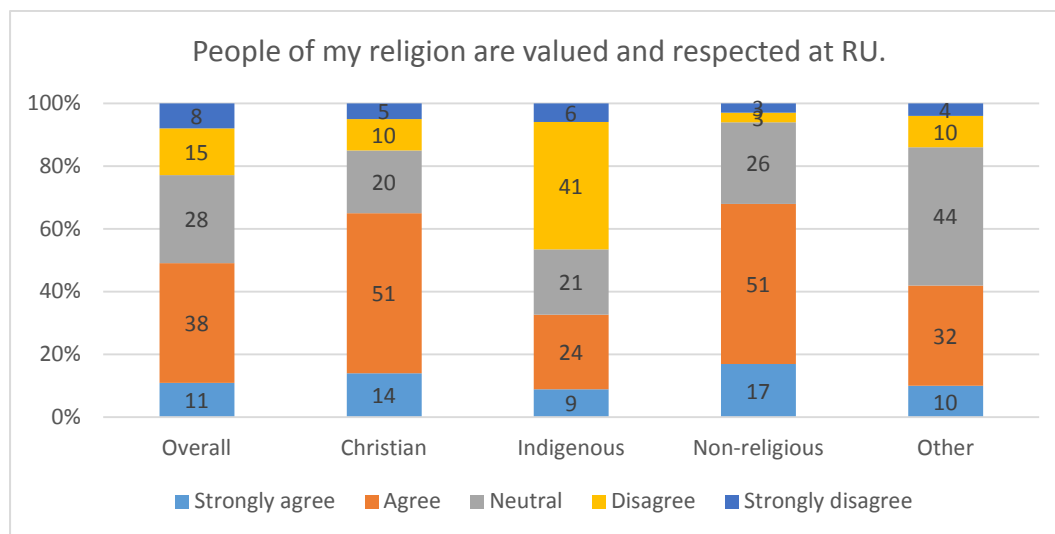


*Note: Excludes all those who responded 'NA/Don't know'.*

## 2.8 Discrimination Based on Religion, Language and Culture

Two statements in the survey explored staff members' experience of discrimination in relation to their religion, language or culture. The responses to these statements are summarised in Figures 2.24 and 2.25 below.

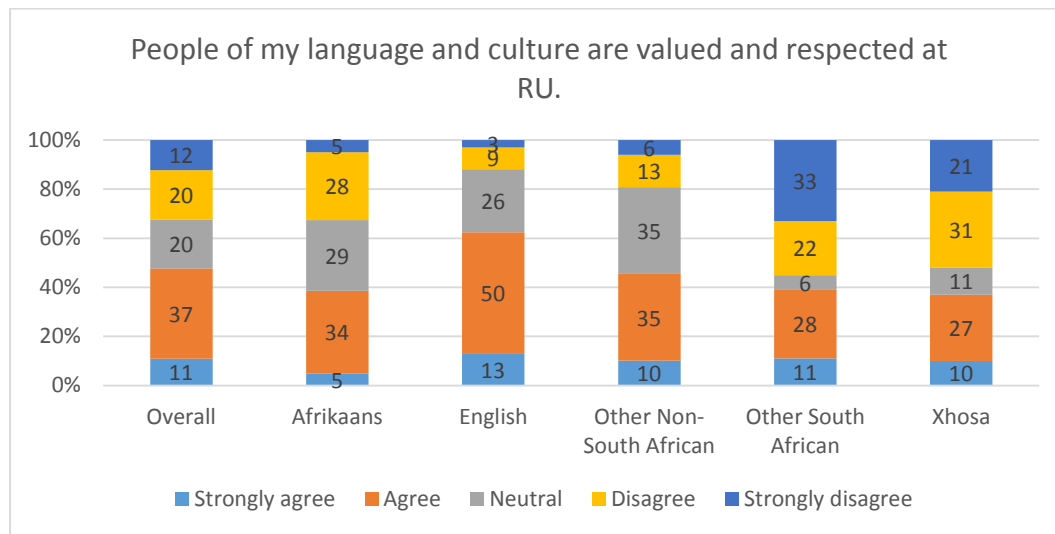
**Figure 2.24<sup>4</sup>**



*Note: Excludes all those who responded 'NA/Don't know'.*

Figure 2.24 shows that most staff members feel that people of their religion are valued and respected at RU, but it is noteworthy that those who have indigenous beliefs indicate not feeling valued and respected. In the survey, respondents could also select Hindu, Jewish or Muslim, but because there were less than 15 respondents in each of these categories, those who selected these categories were included in the category 'Other'.

<sup>4</sup> The survey statements to which Figures 2.24 and 2.25 relate imply that everyone is religious in some way. However, a relatively large proportion of respondents (around 17%) indicated that they are non-religious. Alternative wording should be used in future surveys.

**Figure 2.25**

Note: Excludes all those who responded 'NA/Don't know'.

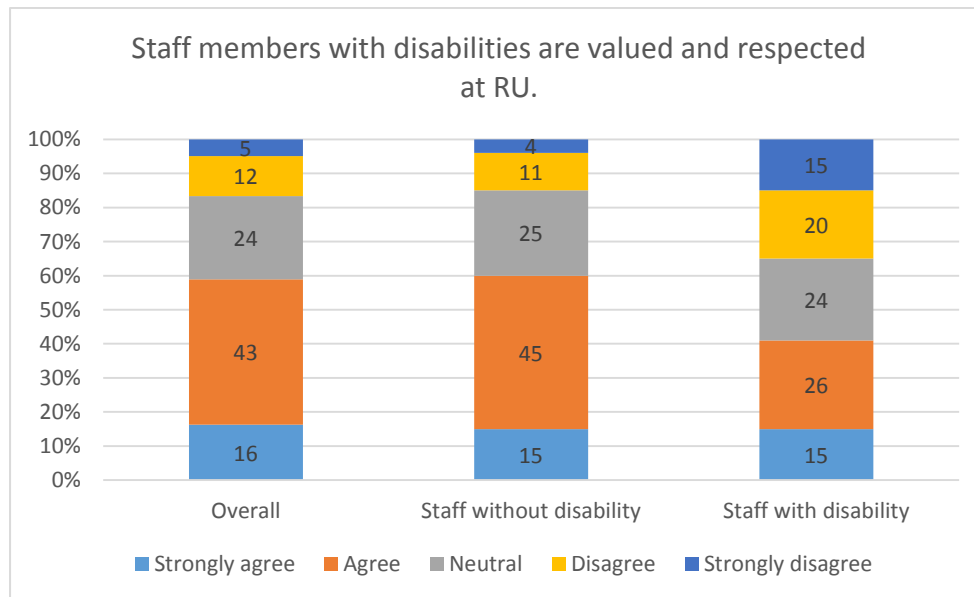
Staff members' responses in relation to the degree to which they feel their language and culture are respected at RU indicate some cause for concern. While 63% of English speakers feel that their language and culture are valued and respected at RU, speakers of other languages indicate far lower levels of satisfaction. It is of particular concern that while Xhosa speakers make up 44% of staff members (a larger category than any of the other language categories), only 37% of Xhosa speakers indicated that they feel that people of their language and culture are valued and respected at RU.

## 2.9 Discrimination Based on Disability

Finally, this section of the survey also sought to discover whether disabled staff members are discriminated against at RU. Figure 2.26 shows that only 41% of staff members with a disability feel that they are valued and respected at RU. This is worrying, particularly because, as noted in the previous chapter, an unexpectedly high number of staff members indicated that they have a disability. While the university's official records report that only 21 staff members have a disability, 52 respondents to the survey indicated that they have a permanent physical or mental disability. It is necessary to find out whether or not those with a disability have chosen not to officially disclose it for fear of discrimination. While we cannot be sure that this is the case, the open-ended feedback on physical environment and infrastructure revealed that there are many staff members on campus who feel that the campus is poorly equipped to deal with people with disabilities. Furthermore, in the open-ended questions at the end of the survey, several staff members indicated being treated insensitively in relation to health issues. While it is not clear if such staff regard their health issues as

qualifying them as being disabled, it is possible that some such staff members do regard themselves as disabled and have negative experiences in relation to their managers' responses to their physical condition. However, the survey alone does not provide us with adequate information to understand the discrepancy between the number of respondents who self-identify as disabled and the university's official figures.

**Figure 2.26**



*Note: Excludes all those who responded 'NA/Don't know'.*

## 2.10 Open-Ended Feedback

Each section of the survey ended with an opportunity for respondents to provide more details about how they feel about the theme under discussion in that section. This allowed respondents to elaborate upon the answers they had provided to the Likert-scale questions in the section. The open-ended section helps give us a sense of what issues people feel most strongly about. To provide some detail to accompany the figures summarising the results, each chapter in the report includes a discussion of the responses to the open-ended questions. Quotes from the responses are included and where the quotes were made in Xhosa or Afrikaans both the original response and a translation are both provided.

In terms of the open-ended question relating to equity and fairness, what stands out most strongly is people's sense of being unfairly treated in relation to race. More than a quarter of the open-ended

responses commented on race in some way, whereas discrimination along other lines (for example gender, nationality or sexual orientation) received far less attention.

Many black staff members indicated that they feel that RU continues in various ways to privilege white people. Some staff members spoke of quite crude, direct racism such as not being allowed to use the same toilets as managers, but most responses related to a sense that white staff continue to be favoured and to dominate at RU. Black staff members made statements like:

This institution continues to struggle to accept that Black people are entitled to be in this space. Not just in the offices, but also in the wardening system. I am getting tired of feeling like we as Black staff have to be aggressive or always on guard for each other because of the petty subtle racist power plays of the white establishment here. Things have GOT TO CHANGE and CHANGE in EVERY WAY, NOT JUST IN NUMBERS.

*Mna ndilibona lungekapheli ucalu-calulo kuba abanye abamhlophe basenalo ucalu-calulo ngakumbi xa ungumntu omnyama. Omnye utata omhlophe wathi ndigqiba ukuvasa iikopi zabo wathi mandincele ndizibambe ngomphambo umnwe wam ungasondeli ngaphakathi ndibe ndigqibo zivasa ezi kopi, wacekisa umnwe wam kuba ndimnyama.*

[Racism has not ended here; white people are still racist, especially towards black people. A white male once told me, after washing their cups, that I should hold the cups with their handles, and not have my finger come anywhere near the inside of the cup. And I had just washed the cups; he was despising my finger because I am black.]

*Abantu abamnyama bathathelwa phantsi apha eRU, noba benza into ayibonakali ebantwini abamhlophe.*

[Black people are undermined at Rhodes, no matter what they can do it is never recognised by white people.]

It seems as if there is a ceiling for a person of Black race, they never seem to climb the career ladder despite years of experience they stay in same position.

Some white staff members supported their black colleagues' concerns about continued racism against black staff members at Rhodes, however a far greater number of white staff members used the open-ended question to express their unhappiness about Rhodes' implementation of employment equity legislation and spoke about feeling unwanted at the university as a consequence of employment equity. Such respondents made comments such as these:

As a white male I have often felt unwanted and superfluous although the fact is that Rhodes simply cannot afford BEE [Black Economic Empowerment] salaries.<sup>5</sup> Rhodes needs its white staff to keep going because it is unable to attract non-white staff due to the low salaries they pay. This is then interpreted by senior management as 'unintended racism' which is simply ridiculous. In my years at Rhodes I have never experienced or been aware of any white on black racism.

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<sup>5</sup> The respondent is presumably referring to the idea that some black staff are paid an 'equity premium' to attract them to the university. The perceptions and realities around equity premiums are discussed in detail in Chapter 9.



As a pale male I feel increasingly part of 'THE PROBLEM'. Nothing is ever direct, but innuendos repeated from the very top leadership through to Union representatives, at times, are disconcerting and frankly at times, bordering on insulting.

The starkly contrasting perceptions are a cause for concern. The institution remains overwhelmingly white at the academic and senior support staff levels, yet many white respondents report feeling unwelcome and marginalised. At the same time, black staff members also express feelings of alienation and discomfort and report degrading treatment from white supervisors. These starkly different perceptions of the institution point to obstacles in the way of transformation. If white staff feel that they are already being marginalised, they are less likely to support the kinds of programmes that might be required in response to the grievances expressed by black staff members.

Even those open-ended answers which did not specifically address race often used very disturbing racially-charged metaphors to describe the poor treatment of staff members. Respondents, particularly those who are in Grades 1-5, indicated that they felt that they were treated like 'slaves' or animals by their managers or supervisors:

*Ubulungisa apha eRhodes busemilonyeni hayi ekwenzeni. Thina bantu bangafikelelanga kwimfundo ephezulu asithathelwa ngqalelo kakhulu. Senziwa iikari zedonki okanye amahashe (Singamakhoboka).*

[Fairness at Rhodes is in words not in actions. We, who are not highly educated are not respected. We are made "donkey- or horse-carts". (We are slaves).]

*Apha eRhodes thina basebenzi asikhathalelwe, kukhathalelwe abantu ukuqala kuGrade 6 and above, khona ukuba uyicleaner akubonelwa nto, uyinto nje, ndlela le sisetyenziswa ngayo ingathi singamakhoboka.*

[We are not regarded as important here, only people at Grade 6 and above are recognised. It is worse if you are a cleaner, you are not seen as important, you are nothing. We are made to work as if we are slaves.]

Respondents also complained about unsympathetic managers who have favourites and who respond with suspicion when staff are ill. Many respondents, particularly those in lower status positions, feel that their managers do not care about them or their well-being:

*IRU iwagqibile amandla ethu, siyophuka apha k-uye asinikwa niks, siyagula nokugula ngoku isikhuphela ngaphandle. Umsebenzi esiwenzayo ungaphaya kwamandla ethu, isigqibile ngoku ifuna abafresh ayisafuni nokusibona isikhuphela ngaphandle kwaye isixabanisa sodwa ifuna sixabane kodwa uThixo ukhona kwaye ungakwicala lethu.*

[RU has completely sucked out our energy/labour. Our limbs get broken, and we are not offered anything. We get sick, and RU just chucks us out. What we do is beyond our capabilities. Now that it has taken all from us, it is taking young blood, it does not want to even see us, it is chucking us out and is instigating conflict amongst us. But there is a God, and He is on our side.

While discrimination along other lines did come up, the most common comments seemed to relate to either racial discrimination or to unfair and unsympathetic treatment of relatively low-status staff members by their supervisors. It is, however, worth noting that the question of the treatment of disabled staff members came up more than other forms of discrimination (such as those related to sexual orientation, gender or religion). Quite a few staff members commented on the way in which several buildings on campus are inaccessible to some physically disabled staff members.

## 2.11 Conclusion

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The responses to the first section of the survey highlight quite a number of issues in relation to perceptions about equity and fairness at Rhodes University. In particular, there appear to be stark differences in terms of the way in which staff members of different races experience the institution as well as between the experiences of academic and support staff. Staff members at Grades 1-5 show particularly high levels of dissatisfaction.

On the positive side the survey shows that most staff members feel they know what to do and who to report to in the event of experiencing discrimination or harassment and most staff members think that RU as an institution does not tolerate sexism, sexual harassment, racism, xenophobia or homophobia. However, on the negative side, several categories of staff members indicate feeling that they are not valued and respected at RU. In particular those who give their race as African, coloured or 'other'; those who hold indigenous religious beliefs; those under 26; those who identify as bisexual, lesbian, gay or queer; and those whose mother tongue is a South African language other than English, indicate feeling undervalued at RU.<sup>6</sup>

The open-ended feedback reveals that when asked about equity and fairness, the issues which are of greatest concern for respondents are those relating to race and to unsympathetic and unfair treatment by managers.

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<sup>6</sup> In all of these categories, less than 40% of respondents agreed or strongly agreed that they felt valued.

## CHAPTER 3: TRANSFORMATION

The transformation of South African higher education institutions is a topic of ongoing, heated discussion in South Africa. While there is a fair amount of agreement on the need for transformation, there is much debate about what transformation is and how it is best achieved. In the RU Institutional Culture survey, staff members' perceptions and attitudes about transformation were sought in order to ascertain to what extent RU staff members support the need for ongoing transformation and to what extent they feel that the university is indeed transforming. As indicated in Chapter 1, there is much debate about what is meant by 'transformation'. While the authors of this report favour a wide interpretation of 'transformation', the survey did not provide respondents with the opportunity to define what they meant by transformation which means that it is difficult to know exactly what each respondent meant by the term.

The table below summarises the levels of agreement with the seven statements included in the section. The percentages in the right hand column indicate the percentage of respondents who agreed or strongly agreed with the statements on the left. Responses in the category 'not applicable/don't know' were removed for the calculation of levels of agreement.

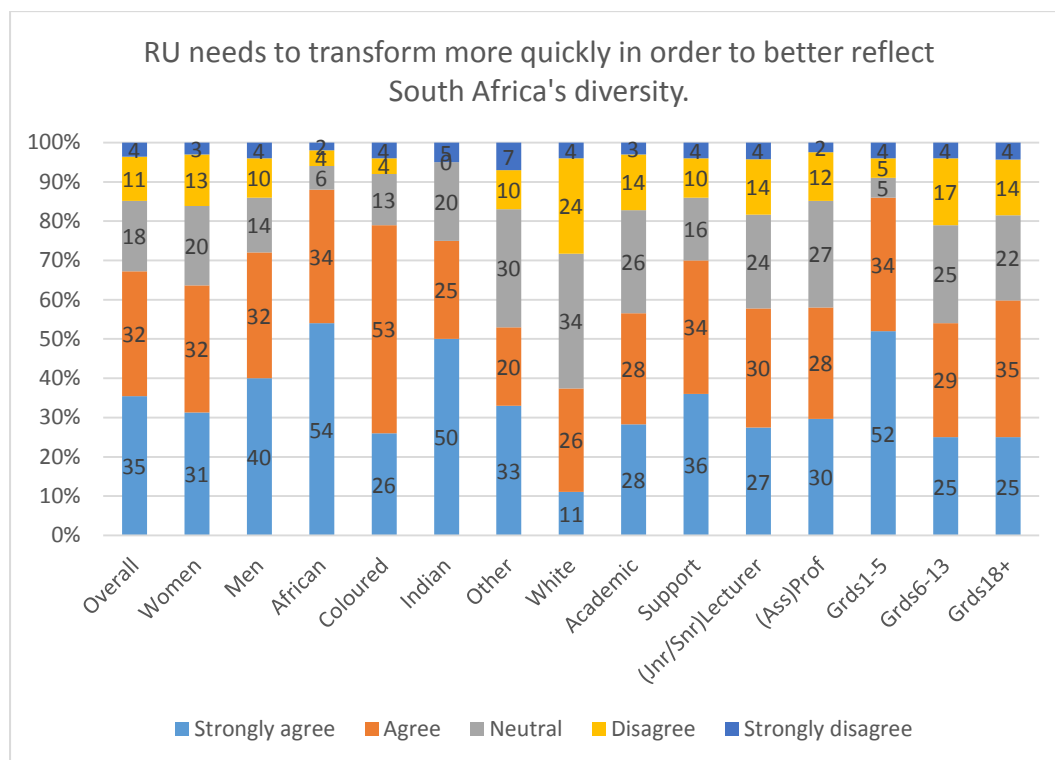
**Table 3.1 Satisfaction Levels in Relation to Transformation**

	Statement	Level of agreement %
1.	RU needs to transform more quickly in order to better reflect South Africa's diversity.	67
2.	RU is committed to transformation.	55
3.	RU is committed to redressing the injustices of the past.	53
4.	RU is committed to employing African, coloured and Indian staff members to positions formerly occupied mostly by white people.	63
5.	RU is committed to employing more women to positions formerly occupied mostly by men.	58
6.	RU is committed to employing more people with disabilities.	34
7.	RU embraces diversity.	60
	<b>Average score for this section</b>	<b>56</b>

### 3.1 Summary of Responses to Statements on Transformation

The high level of agreement with the first statement suggests that, in general, Rhodes University's staff members recognise the need for transformation and would be keen to see RU transform more quickly. This suggests that the university can take more radical steps than it is currently taking to advance transformation. However, while two thirds of Rhodes University staff members agree that RU needs to transform more quickly, Figure 3.1 shows that support for more rapid transformation is not equally strong among all groups at the university.

**Figure 3.1**



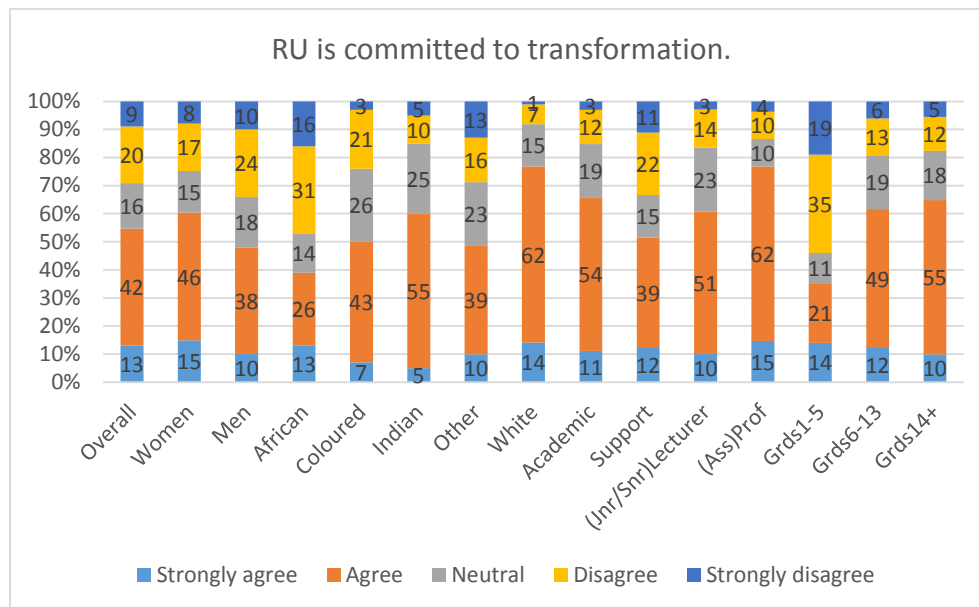
Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

As the figure demonstrates there are big differences in the levels of support for transformation among staff members of different race groups with almost 90% of African staff members agreeing with the statement while only 37% of white staff members agreed. This suggests that while support for transformation is generally high (overall around two thirds of staff members agree with the statement), support among white staff members is far lower than among other race groups. However, it is worth noting that a very high number (34%) of white staff members felt 'neutral' about the statement, with only 28% actually disagreeing with the statement.

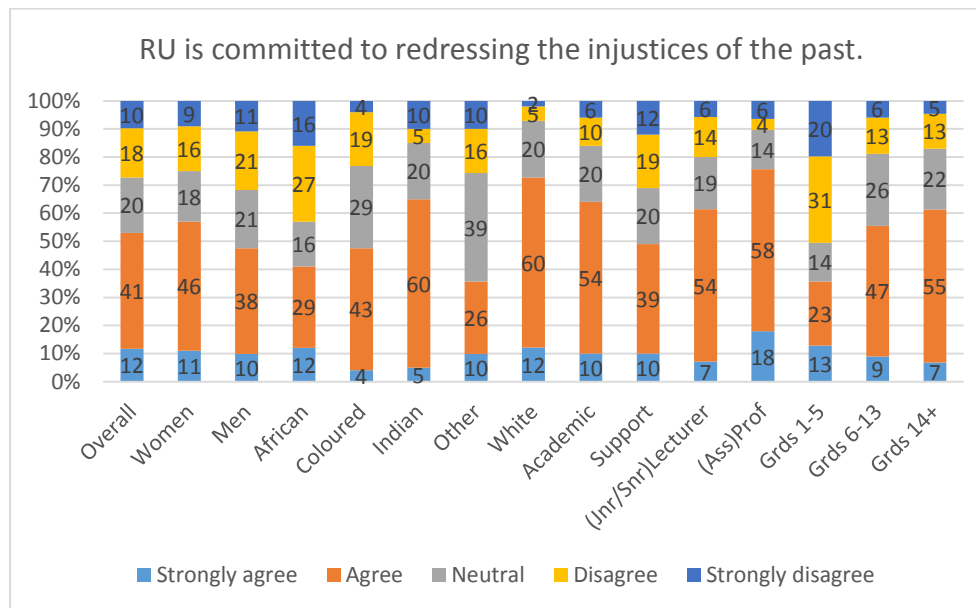
Differences among academics and support staff and according to levels of seniority are less marked, although support for transformation among staff employed at Grades 1-5 is far higher than for those employed at higher grades. These differences coincide with the differences among race groups because almost all staff employed at Grades 1-5 identify as African.

The next two statements sought to elicit staff members' feelings about how committed RU is to promoting transformation and to redressing past injustices. Figures 3.2 and 3.3 summarise the responses to these two statements.

**Figure 3.2**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

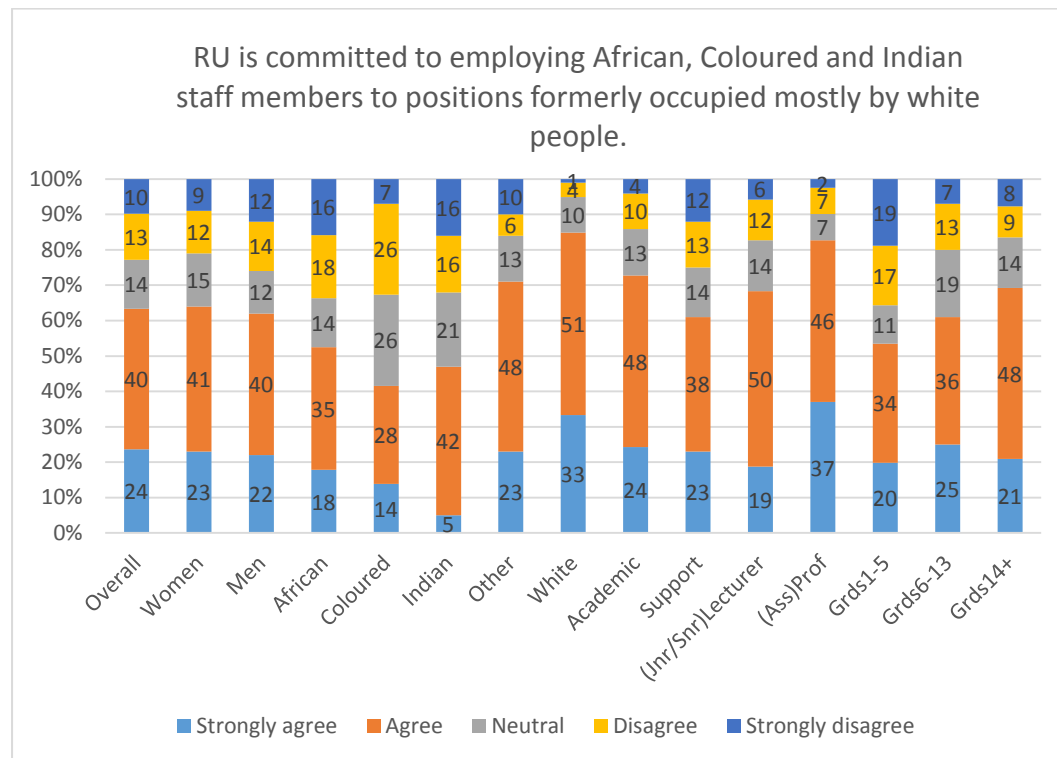
**Figure 3.3**

*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

What is of concern to note here is that the groups which demonstrated most support for more rapid transformation are the groups which are least convinced that RU is actually committed to transforming and to redressing past injustices (and vice versa). Overall agreement with the two statements above is rather low (only just over half staff members agree with the statement) with only around 40% of African staff members and less than 40% of those employed at Grades 1-5 indicating agreement with the two statements. By contrast, those groups which showed less support for more rapid transformation seem more convinced that RU is indeed transforming. For example, white staff members (the group least supportive of transformation) seem on the whole convinced that RU is transforming and is committed to redressing past injustices.

Figure 3.4 shows that 63% of respondents believe that RU is committed to employing African, coloured and Indian staff members to positions formerly occupied mostly by white people. There is, however, some variation in terms of how much agreement is shown with the statement. For example white staff members agreed much more strongly with the statement than did those belonging to other race groups.

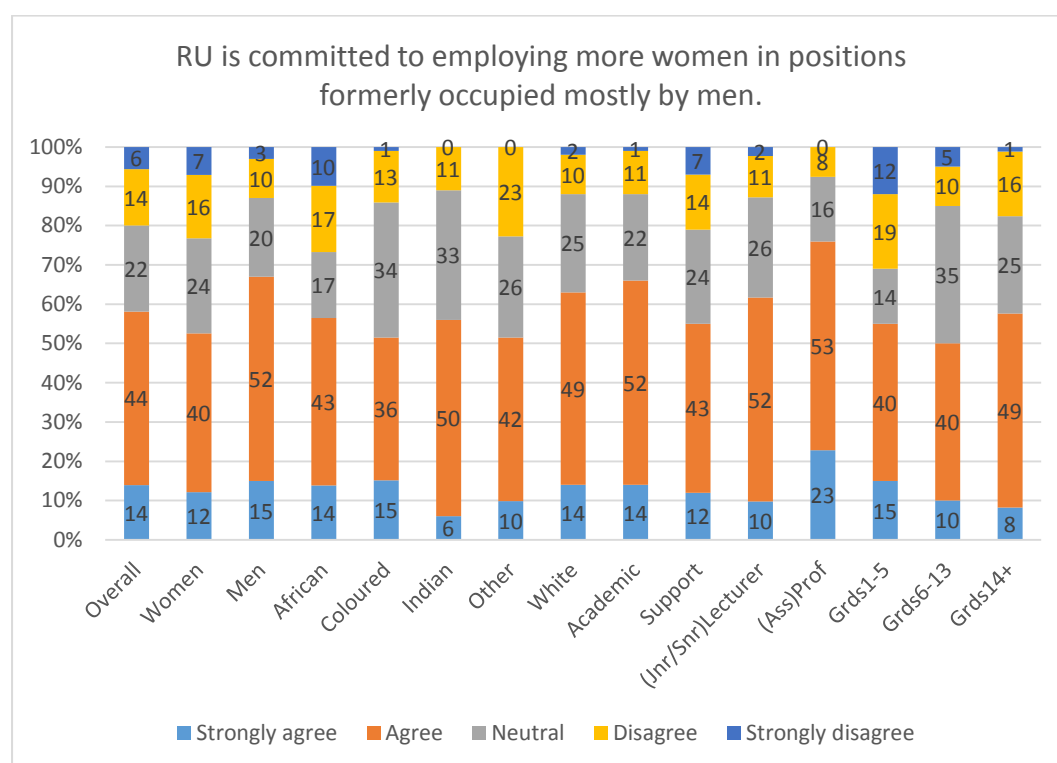
**Figure 3.4**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

The following figure shows that RU staff members are slightly less convinced that RU is committed to employing more women in positions formerly occupied mostly by men – here only 58% of staff indicated that they agreed with the statement. It is worth noting that while 67% of men agreed with the statement, only 52% of women shared their sentiments.

Figure 3.5



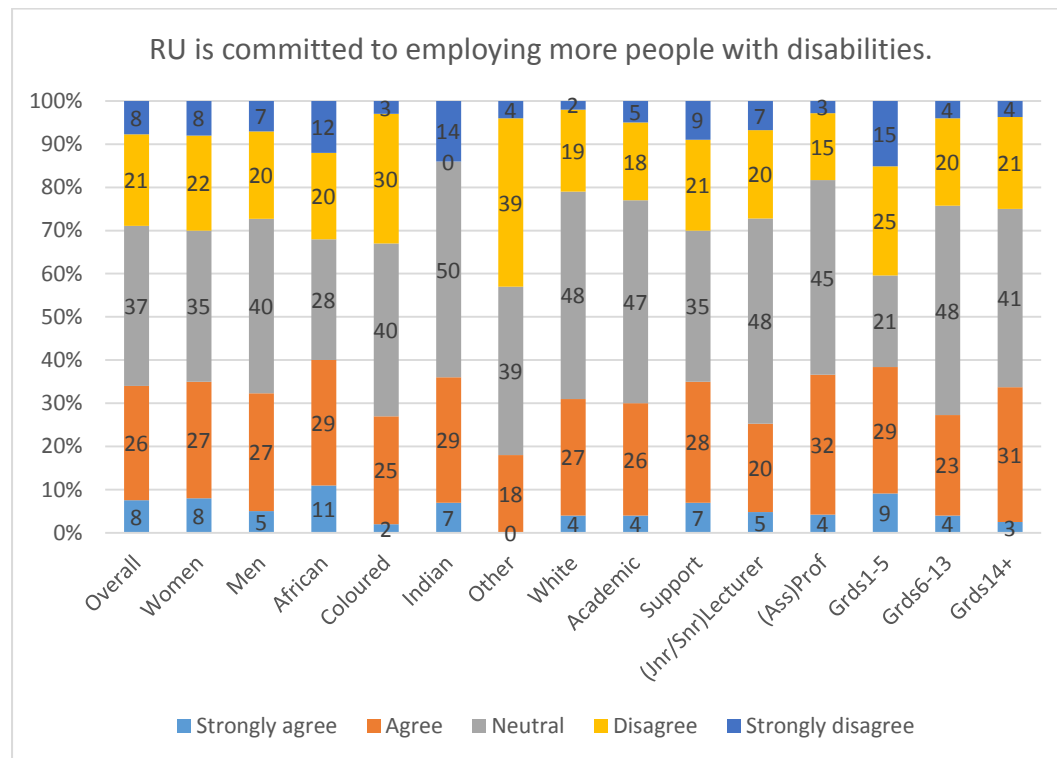
Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 3.6 (below) summarises responses to the statement related to RU's commitment to employing more people with disabilities. Out of all the statements in this section, this statement received the lowest level of agreement with only 34% of respondents indicating that they agreed with it. It is worth noting that an unusually high number of respondents indicated that they felt 'neutral' about the statement. Furthermore, a high number (19%) indicated selected 'NA/Don't know' in response to this statement.<sup>1</sup> This suggests that many staff members feel unsure about the university's policy in relation to employing disabled staff members or that they do not think that the university has a very strong stance on this issue. This suggests that the university's policy on employing those with disabilities needs to be more clearly communicated.

<sup>1</sup> As with other statements, respondents who selected 'NA/Don't know' were not included in the cross-tabulations represented in the figures, but in this case it is worth highlighting the high number of responses in this category.

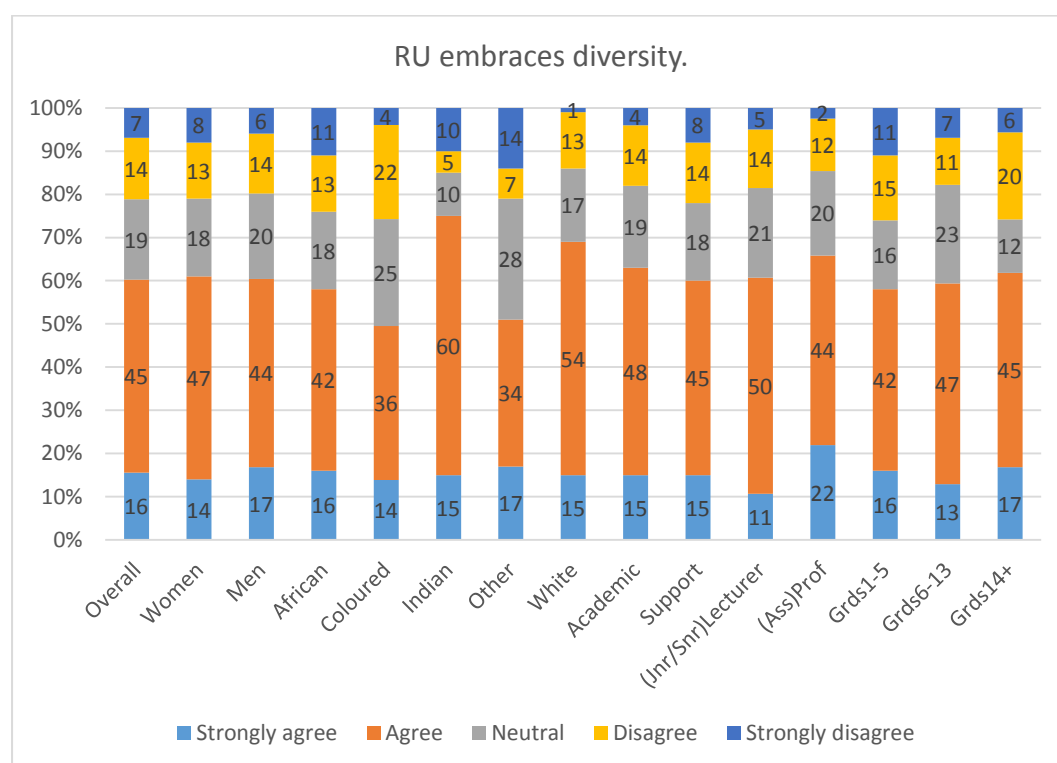


**Figure 3.6**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

The final statement in the section asked respondents to indicate their level of agreement with the statement 'RU embraces diversity'. As the figure below indicates, the level of agreement with this statement was relatively high in comparison with the levels of agreement with other statements in this section.

**Figure 3.7**

*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

When considering staff members' views on transformation, it is also of relevance to consider their responses to a statement in the next section of the survey (which focused on management). This section included the statement 'Senior management is doing a good job at transforming RU'. Levels of agreement with this statement were very low (only 33%). The responses to this statement are discussed in more detail in the next chapter.

### 3.2 Open-Ended Feedback

At the end of the section on transformation, respondents were asked to provide further comments in relation to transformation. The comments provided were quite diverse. A fair number (more than 5%) of the comments commended the university for its progress in terms of transforming the institution. Here respondents made comments such as:

Indeed RU is embracing diversity. You can tell by seeing people of different races and cultures, religions working together with no conflicts at all. I think it is important especially for students as well because you hear troublesome news about other universities.

I think those of us who have been at Rhodes for a long time (I was an undergraduate here in the mid-1970s) can only attest to the remarkable transformation that we have been privileged to be

part of. ... This does not mean that there isn't still much work to be done at Rhodes (and SA more broadly) but I think we really need acknowledge that we have come a long way to transforming Rhodes and in doing so we have not in any way negatively affected our core business – the academic project.

While there were positive comments such as these, there were many more staff who reported feeling that RU has not transformed significantly, making comments such as:

*Akukho nto itshintshayo tu qha izinto ziya ziba worse, akukho mntu umcingelayo omnye umntu qha siya sicinezeleka qha singabasebenzi.*

[Nothing is changing, instead things are becoming worse, no one is considerate to others, instead we are being oppressed as workers.]

*Inguqu ayisoze ibekho apha, omhlophe uyakusoloko ephezulu ephatha, omnyama uyakuhlala emnyama esebenza kanzima ezantsi erhola imali encinci engalinganiyo neyomhlophe umntu.*

[There can never be transformation here, a white person will always be in position of power, a black person will remain black, working hard in lower position, earning salaries that are not same as those of white people.]

Transformation is too slow and Rhodes is not moving with the times. Rhodes operates in isolation; they bend the rules as it pleases them. Look at all the white males they employed over the past two years.

While race-related issues dominated the comments on lack of transformation, some staff members mentioned lack of transformation in terms of gender with some respondents feeling that gender issues are being overlooked and others commenting that in certain support departments, there is still a perception that certain jobs are 'men's jobs'. A number of respondents also pointed to poor transformation in relation to RU's attentiveness to the needs of disabled staff members, with several staff expressing frustration in relation to how many buildings at RU are not accessible for people with some kinds of disability. One staff member spoke of being told that modifications to buildings would only be made if a disabled person was appointed, rather than being made now so as to make the campus generally more accessible and disability-friendly.

A slightly different, but also prominent theme was a concern that transformation must be understood as being complex, rather than just being about 'bean-counting'. Some of those who made comments along these lines suggested that even the way the survey itself was worded failed to properly 'get at' what transformation is:

The questions here seem to indicate that transformation is about a picture – i.e. what the profile looks like. Black and female do not equal transformation. Perhaps you should start with asking what does transformation mean at Rhodes. The questions are not appropriate as they concern perception rather than commitment to human rights and equality. You seem to suggest that black women represent transformation, but what about homophobic, racist, sexist black women – they also exist. Transformation is complex, not numbers.

The way these questions are framed reflects how superficial RU's understanding of transformation is. Transformation is not only about appearance – how black/white, male/female etc... people occupying posts are. The MOST crucial transformation needed at Rhodes affects poverty-inflicted working class people.

Then there were staff members who expressed a different kind of opposition to RU's approach to transformation by criticising affirmative action measures and insisting that RU ought not to take race into account when making appointments:

*Dit sal beter wees as hulle almal 'n kans gee [om te] bevorder [en] nie kyk na jou kleur nie. Hulle moet nie na jou ras kyk nie, want almal wil werk om 'n beter lewe te hê.*

[It would be better if they [Rhodes University] gave everyone a chance to advance and did not look at your colour. They shouldn't look at race because everyone wants to work in order to have a better life.]

People should be treated as equals, in that the person most qualified for a position should earn that position. Hiring based on race, religion, colour, or gender rather than qualifications creates new wrongs that do not solve the wrongs of the past.

A final theme that emerged in the open-ended responses was a general sense that while RU does have policies in place to promote transformation, the actual day-to-day practice of the university does not always match the policies in place. Respondents made comments such as:

RU has guidelines regard equity but they seem not to be followed when it comes to recruitment for academic staff. The problem is that whites dominate selection processes [and] this tilts things in their favour. For transformation to be speed up, monitoring of policy on transformation should be put in place.

I have served on numerous selection committees, and it is clear to me that many senior RU staff do not understand nor feel compelled to drive transformation. So while RU claims to be committed to transformation, I don't see this translating to relevant actions.

### 3.3 Conclusion

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To summarise, the results of this section of the survey suggest that in general Rhodes University staff members would support more rapid transformation and are not very satisfied with current commitments to transformation and redressing past inequities. However, the survey did not provide respondents with the opportunity to explain what they understand transformation to be, which makes it difficult to know exactly what staff members who favour more rapid transformation would like to see happen. It would be helpful for future surveys and further research to explore what it is staff members take the term 'transformation' to mean. It should also be acknowledged that by giving a particular section of the survey the heading 'transformation' and including statements of a

particular kind in the section, the survey implied a particular understanding of transformation which may be different to many respondents' own understanding of transformation.

The results also suggest some division among staff members in relation to transformation. In particular, the extent to which differences in the level of support for more rapid transformation align with race is a matter of concern. Another point of concern relates to the university's commitment to employing more staff with disabilities. The impression created by the responses to the statement on disability is that there is no clear, explicit policy or practice relating to the recruitment of disabled staff members at RU.

## CHAPTER 4: MANAGEMENT

A key factor influencing how people experience working at an institution is their experience of how the institution is managed. In order to better understand Rhodes University's institutional culture, it is thus necessary to find out what people's feelings are with regard to the kind of leadership provided at the university. Respondents' feelings towards both senior management and their immediate managers were probed in this section, although it is arguably employees' direct managers who have the most impact on their experience of the workplace.

The table below shows the eight statements that were included in this section and the level of agreement with the statements indicated by respondents. The percentages in the right hand column indicate the percentage of respondents who agreed or strongly agreed with the statements on the left. Responses in the category 'not applicable/don't know' were removed for the calculation of levels of agreement.

**Table 4.1 Satisfaction Levels in Relation to Management**

	Statement	Level of agreement %
1.	Senior management at RU provides good leadership to the institution.	41
2.	Senior management at RU is doing a good job at transforming RU.	33
3.	People's thoughts about how things should be done at RU are actively solicited and considered.	28
4.	RU promotes a culture of accountability at all levels.	37
5.	RU promotes a culture of transparency.	36
6.	The person I report to (e.g. my Head of Department or Supervisor) treats everyone in the Department/Division consistently and fairly.	53
7.	The person I report to (e.g. my Head of Department or Supervisor) is comfortable with diversity.	66
8.	The person I report to (e.g. my Head of Department or Supervisor) supports my career development.	55
	<b>Average score for this section</b>	<b>43</b>

The figures to follow summarise the responses in this section, exploring differences related to race, to whether one is an academic or support staff member, to level of seniority, and to where in the University one works.

#### 4.1 Satisfaction with Senior Management

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The first two statements focused specifically on staff members' perceptions about senior management. At Rhodes University, senior management is understood to include all staff employed at Grades 18 to 23. However, it should be pointed out that staff members' may have understood senior management in various ways – for example, some might consider managers at lower grades to also fall part of this category, while others might imagine it refers only to the vice-chancellor and deputy vice-chancellors. In future surveys, it would be a good idea to indicate clearly who is being referred to here.

Figure 4.1 below shows that the levels of approval of senior management's performance are low (only 41% of staff agreed with the statement 'Senior management at RU provides good leadership to the institution'). Senior academics and senior managers themselves are quite approving of the performance of senior management, while that approval is not shared by less senior academics and those at lower grades. In terms of differences along the lines of race, only Indian and white staff members showed approval levels greater than 50%.

Responses to the second statement (represented in Figure 4.2) show even higher levels of dissatisfaction with only around one third of staff members agreeing that senior management at RU is doing a good job at transforming the institution. It is somewhat encouraging to see that poor performance in this area is acknowledged by some of the most senior managers at the institutions with 38% of respondents in Grades 18 and above disagreeing with the statement and thereby suggesting that at least some senior managers are aware that much more needs to be done to advance transformation at RU. It must be noted, however, that the response rate among staff in Grades 18 and above was very poor – only 31% of staff members in this category participated in the survey and so these results cannot be assumed to be representative.<sup>1</sup>

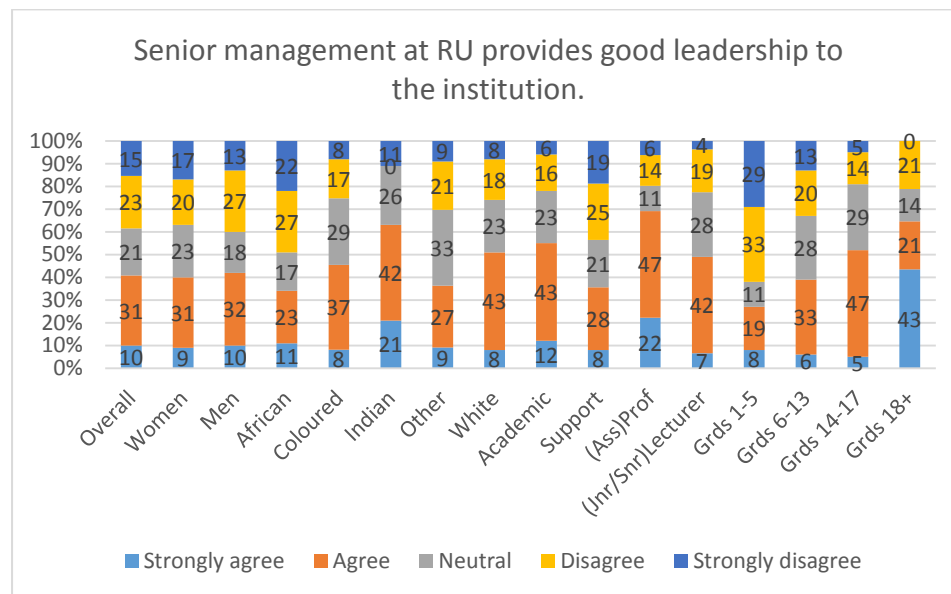
When looking at differences in perception about how well senior management advances transformation, there are also striking differences along the lines of race. While those who identified as African showed strong disagreement with the statement, other staff members selected the

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<sup>1</sup> For this reason, the responses of all those in Grades 14 and above have been considered as a single category for most of the Report. However, because these two statements relate specifically to senior management (which coincides with Grades 18 and above), it was decided to separate Grades 18 and above for these two statements only.

response 'neutral' in surprisingly high numbers (it was the most popular response to the statement in all race categories other than African). Thus it seems that African staff members are particularly unhappy with senior management's position regarding transformation while many staff members in other race categories have no strong feeling either way. The high levels of dissatisfaction relating to this issue among staff members in Grades 1-5 (most of whom identify as African) suggests that African staff members in non-managerial support roles are particularly unhappy with senior management's performance regarding transformation.

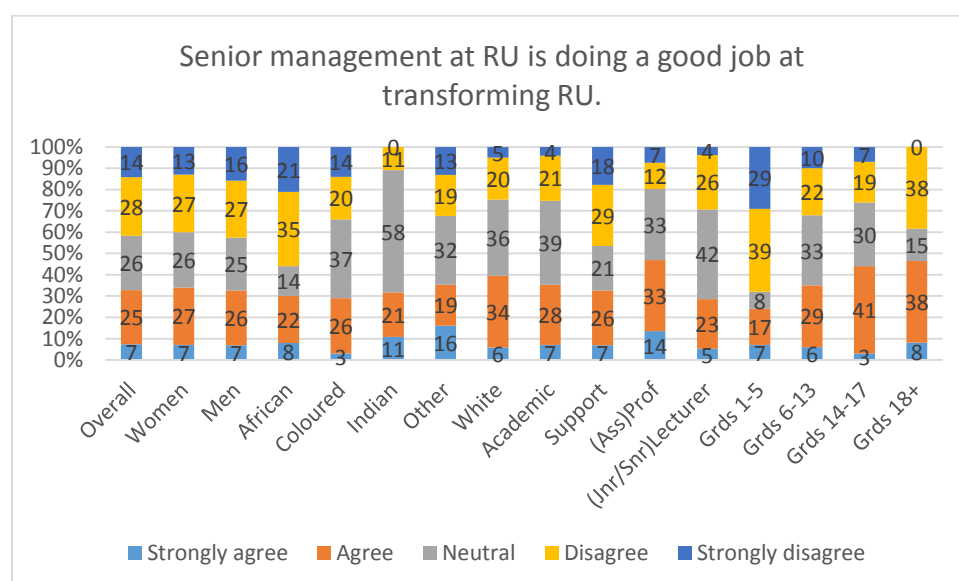
**Figure 4.1**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*



Figure 4.2

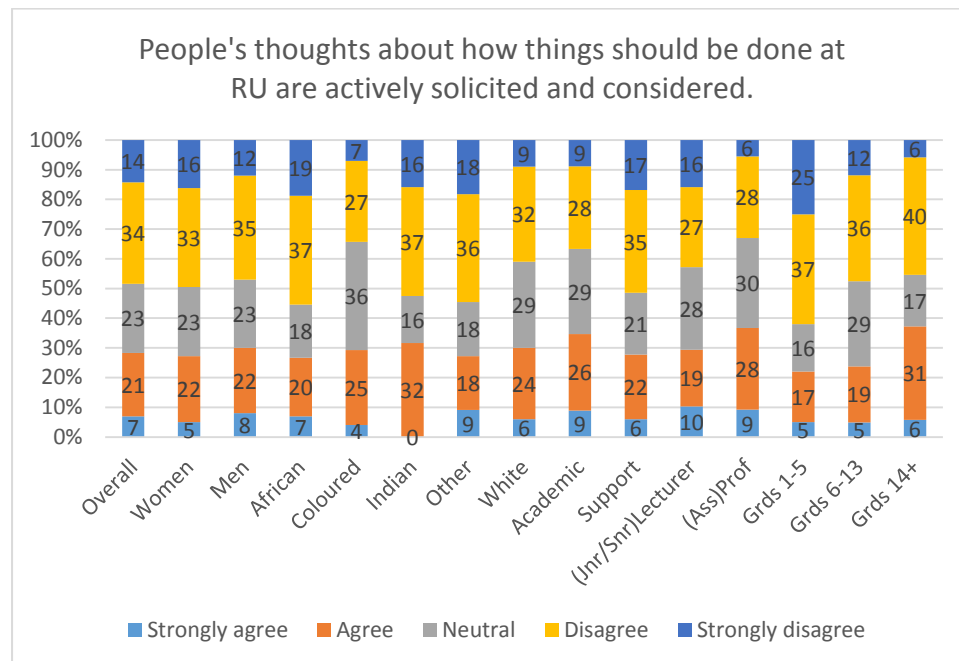


Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

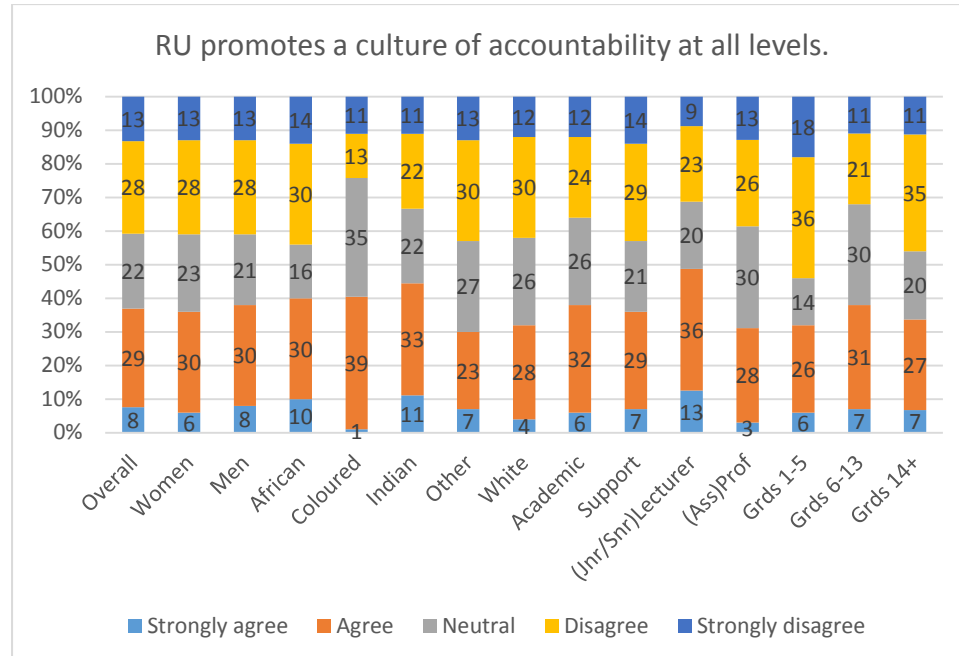
## 4.2 Consultation, Accountability and Transparency

The next three figures provide an overview of the extent to which RU staff members feel consulted at RU (Figure 4.3) and how much they think accountability (Figure 4.4) and transparency (Figure 4.5) are promoted at RU. All three figures reveal worrying perceptions about these important institutional features. The overall level of agreement with the statement 'People's thoughts about how things should be done at RU are actively solicited and considered' was particularly low – only 28% of RU staff members agreed with this point. The other two statements, relating to accountability and transparency respectively, had slightly higher agreement levels (36% and 37%). However, overall it is clear that Rhodes staff members do not feel consulted and do not believe that the university operates in a way that is transparent and accountable.

In terms of differences between various categories of staff members, it appears that the low levels of agreement are pretty much shared among all the categories with there being less than 50% agreement with all three statements among all the categories included in the figures below with only one exception – 50% of senior academics (Associate Professors and Professors) believe that RU does promote a culture of transparency.

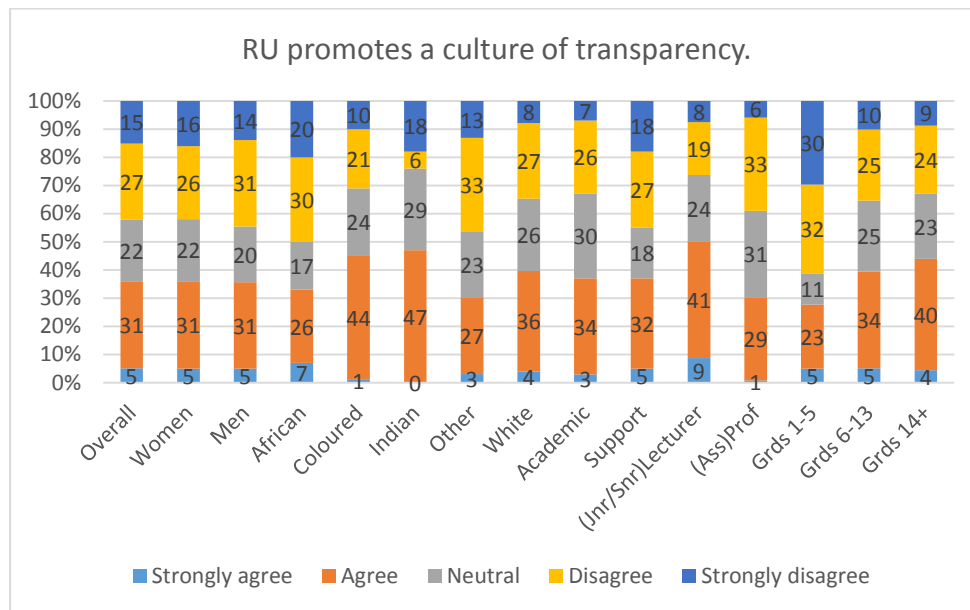
**Figure 4.3**

Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

**Figure 4.4**

Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

**Figure 4.5**

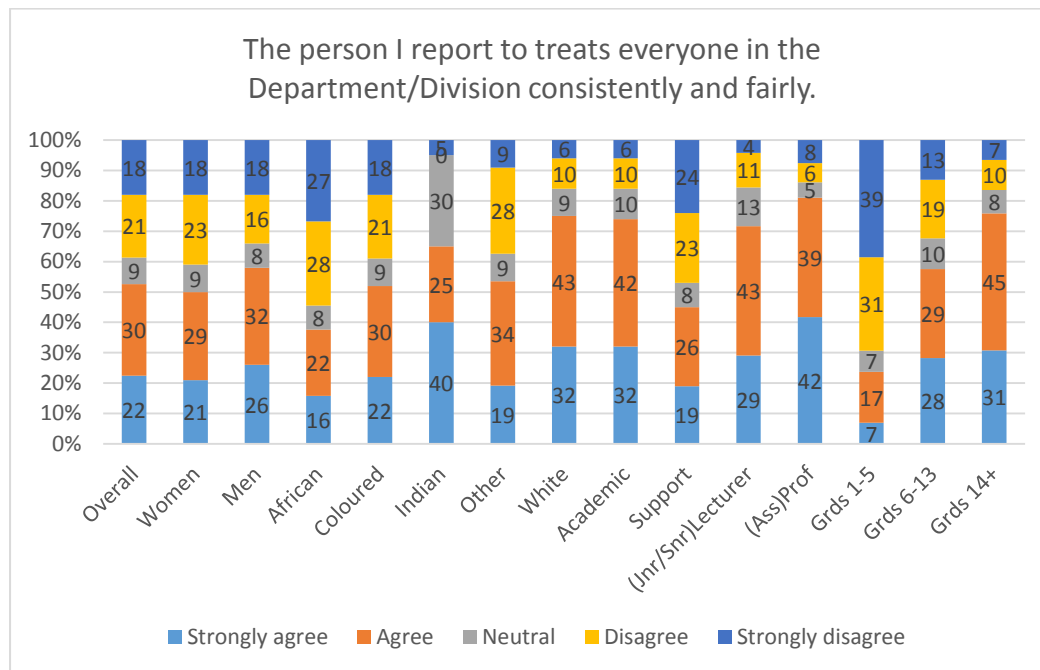


*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

### 4.3 Satisfaction with Line Managers

The last three statements in this section of the survey sought to elicit staff members' opinions about their experiences in relation to the person to whom they report. Figure 4.6 (below) reveals that there is great variation between how different staff members feel about the way in which they are treated by the person to whom they report. In terms of race, African staff members are noticeably less satisfied with their supervisors or heads of department. The figure also shows markedly different responses on the part of academics and support staff with academics being far more likely to agree that they are treated consistently and fairly (74% agreement) than are support staff (only 45% agreement). The differences between support staff members at different levels is particularly striking – only 24% of those in Grades 1-5 agree that the person they report to treats them in a consistent and fair manner, compared with 57% of those in Grades 6–13 and 76% of those in Grades 14 and above.

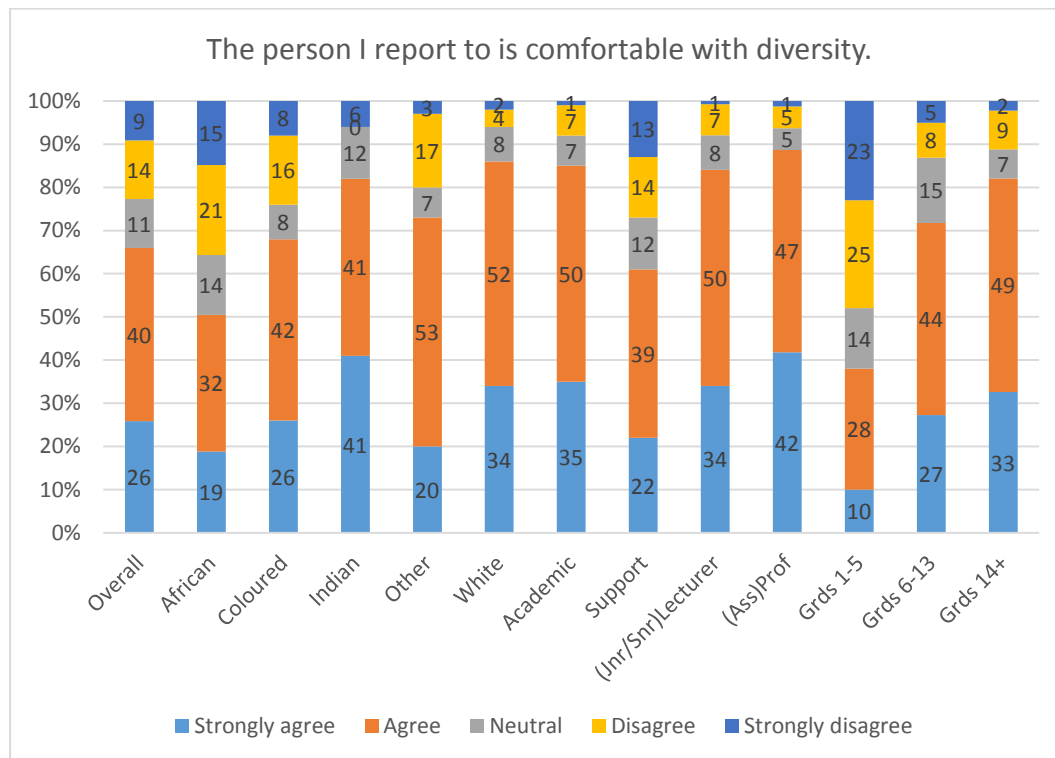
Figure 4.6



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

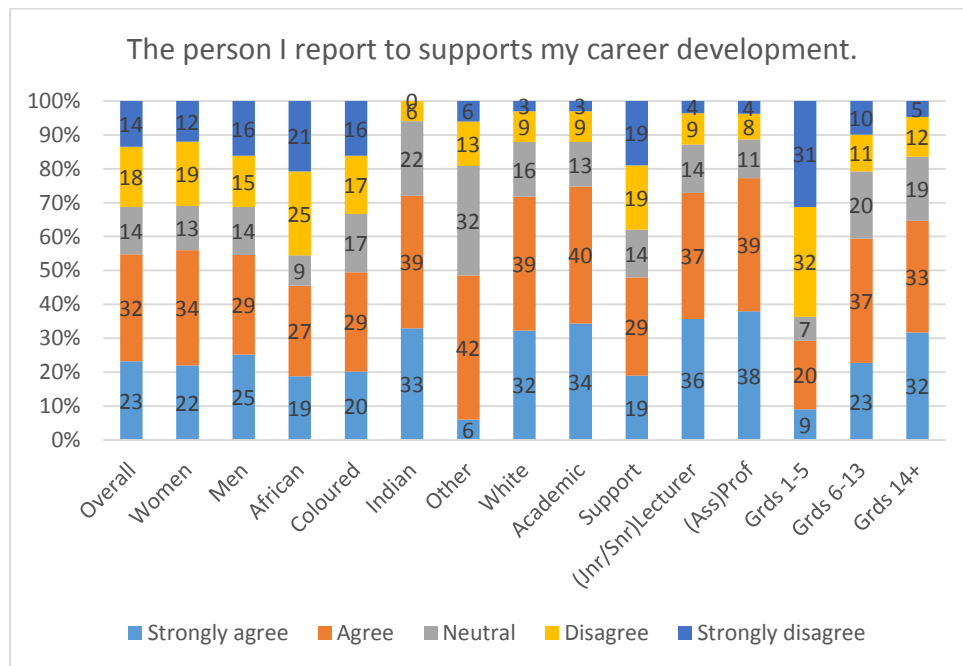
Figure 4.7 (below) summarises levels of satisfaction in terms of how comfortable managers, supervisors and heads of department are with diversity. Agreement with the statement on diversity is much higher (averaging at 66%) than agreement levels relating to consistent and fair treatment (at only 53%). However, the lines of differentiation are similar: African staff members are less satisfied than those belonging to other race categories, academics are more satisfied than support staff, and satisfaction levels among support staff increase markedly in line with grade.

**Figure 4.7**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 4.8 (below) shows that while just over half of staff members agree that the person they report to supports their career development, there is considerable variation across different categories of staff. As with the other statements in this section, there are differences along lines of race (with African staff members least satisfied), academics are more satisfied than support staff, and satisfaction increases sharply along with grade for support staff. There was little variation according to levels of seniority among academics with academics in all categories showing fairly high agreement with the statement.

**Figure 4.8**

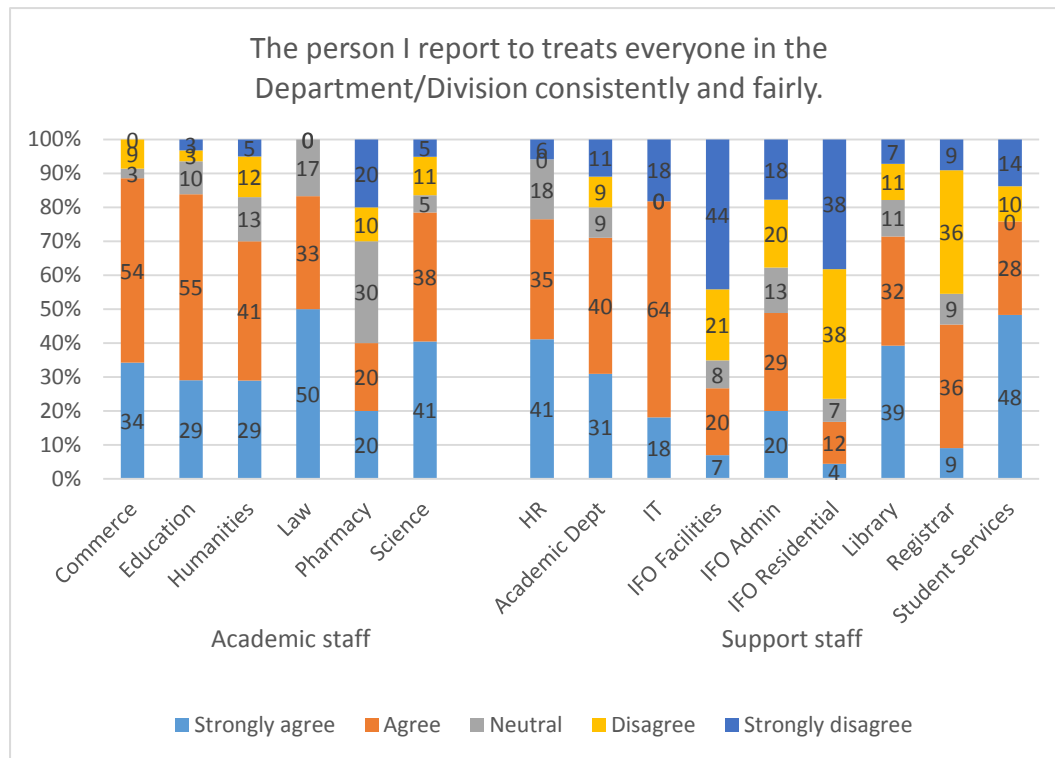
*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

The next three figures examine the same statements explored in the previous three figures, but break responses down according to place of work. It should be noted at the outset that some of the categories below are very small and so, particularly in instances where response rates were poor, we cannot be confident that the results are representative of the feelings of those in the category. In particular caution must be exercised with regard to the responses of those in the Law Faculty, the Pharmacy Faculty, Information Technology and the Registrar's division as all of these categories consist of very small populations. However, given that the question relates specifically to staff members' relationship with their immediate superiors, it does not make sense to group these small categories together as the results of such groupings would be very difficult to interpret.

What is most noticeable in Figure 4.9 are the very low levels of satisfaction on the part of those in IFO Facilities Servicing and IFO Residential Operations where only 27% and 16% of staff members feel that they are treated fairly and consistently by the person to whom they report.<sup>2</sup> These are extremely worrying figures which suggest something of a crisis of management in these areas.

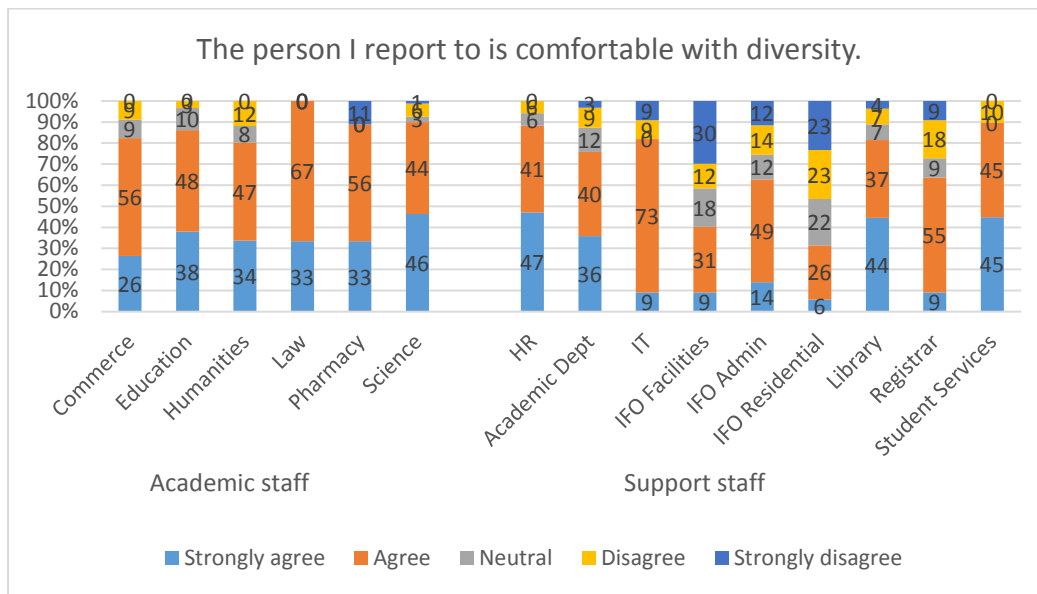
<sup>2</sup> As mentioned previously, the response rate among staff in IFO: Residential Services was very low and so caution must be exercised in relation to these results.

Figure 4.9



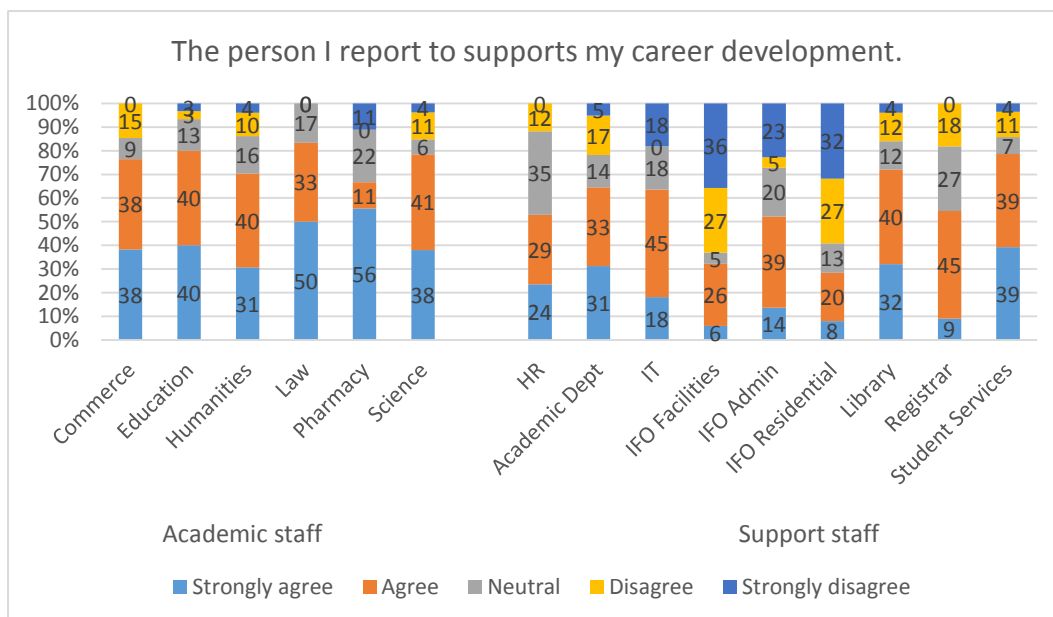
Note: Excludes all those who responded 'NA/Don't know'. IFO stands for Infrastructure and Operations, HR for Human Resources and IT for Information Technology. The responses to the left are the responses of academic staff, while the responses to the right are the responses of support staff.

Figure 4.10 yields more pleasing results with staff in most categories agreeing that their supervisor is comfortable with diversity, however agreement levels are still worryingly low in IFO Facilities Servicing and IFO Residential Operations. Academics in all faculties showed high levels of satisfaction in relation to this issue.

**Figure 4.10**


Note: Excludes all those who responded 'NA/Don't know'. IFO stands for Infrastructure and Operations, HR for Human Resources and IT for Information Technology.

Figure 4.11 shows similar patterns to the previous two figures with academics appearing to be on the whole satisfied while support staff in all divisions show lower levels of satisfaction with those in IFO Facilities Servicing and IFO Residential Operations showing alarmingly low levels of agreement.

**Figure 4.11**


Note: Excludes all those who responded 'NA/Don't know'. IFO stands for Infrastructure and Operations, HR for Human Resources and IT for Information Technology.



#### 4.4 Open-Ended Feedback

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The open-ended feedback at the end of this section of the survey yielded a very wide range of responses, some of which were focused on very general claims about management while others provided details of very specific incidents in relation to particular managers. It is thus very difficult to summarise the open-ended responses, but some key themes are drawn below.

Firstly, there was considerable division on the question of senior management however the number of critical comments about senior management outweighed the positive comments. Nevertheless, several respondents commended senior management (and particularly the vice-chancellor's office) for its role in transforming the university. Respondents made comments like:

I think we have been exceptionally lucky to have top management who are wholly committed to the academic project and to transformation in the country.

From experience I have found ... the VC and Deputy VCs to be wonderful people [who] are genuinely committed to transformation and who are available to staff to hear their concerns, discuss their ideas and encourage them. They see people, not employees.

However, senior management also attracted a great deal of criticism, with two key issues standing out: firstly, concerns about a perceived lack of accountability and transparency were expressed, and secondly, questions relating to inadequate consultation were raised. The responses are helpful in better understanding the very low levels of agreement with the statements on accountability, transparency and consultation (as summarised in Figures 4.3, 4.4 and 4.5 above). With regard to the related issues of accountability and transparency, staff members made comments such as the following:

It is distressing when staff members are pointed out by managers with regards to work not being completed or deadlines not being met. But that same manager does nothing whatsoever to support the members in the specific team and when blame is placed, the manager, who according to policy is responsible and should own up to the fact that there has been a gap or a problem will put her hands up and say: It is not my fault and I am not taking responsibility for it. Nothing also gets done with regards to the performance of the said manager, she is just left to carry on and repeatedly makes the same mistake. ... there are never any consequences for managers but staff members are belittled and given warning whereas there is no adopted policy and the correct procedure was not followed.

I also do not think there is transparency or accountability in [a certain division].<sup>3</sup> ... I think Rhodes is too tolerant of incompetent and problematic people in Senior Management.

The management of some individual sections of the university is weak and/or untransparent. ... In contrast, [other sections] provide top notch and responsive service.

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<sup>3</sup> The name of the division mentioned here has been removed for the purposes of this report.

Respondents did not necessarily feel that the whole of senior management acts in a way that is not transparent or accountable, but that certain individuals or departments are not held to account and that certain departments or divisions act in ways that are not transparent.

In terms of consultation, what was interesting to note was that a number of respondents reported that while they do feel that their views are solicited, they do not feel that their views are taken into serious consideration. Others felt that their views were not given a serious hearing in the first place. Examples of comments relating to how much staff feel they are consulted by management are:

*Asibaboni aba baphezulu suka apho mhla bafike khona beze bavumelane nomanejala. Kwaye bahleli benexesha elincinci lokuba sipkhuphe izimvo zethu.*

[We never see those in senior management, and when they do come, they always agree with whatever the manager is saying. And they always have limited time to listen to our views.]

*Bayasibuza bangasiphuhlisa ngantoni sibaxelele kodwa azihojwa ezo zinto bazifunileyo kuthi.*

[They ask us about what they can do for our development, and when we tell them none of our suggestions are considered.]

In terms of management decisions I'm sometimes invited to contribute my views, and I'm informed of what decisions have been made, but I seldom have insight as to how or why the final decision was reached. Mostly I get the feeling that staff are asked for their opinions and then told by 'Admin' how things are going to be.

A large proportion of the open-ended feedback related to people's feelings and perceptions in relation to their immediate supervisor or Head of Department rather than to senior management. Here there were quite a number of positive comments from those who felt valued and supported by their HoDs:

I am exposed to great mentorship and support, and learning a lot.

My supervisor and department head are both amazing managers and I hope to be as good as them one day when I'm in a senior position.

While it is clear that there are many really supportive HoDs, managers and supervisors, other respondents complained that those they report to treat them in a callous, uncaring and unprofessional manner:

*Abaphathi balapha eRU banento nocalu – calulo olukhulu ukubangaba umxelela ingxaki yakho uma ngayo kwanezo supervisor zikwanjalo ngoba wena ucinga uyayifihla.*

[Management at RU practices discrimination. If you tell your manager about your problem, they talk about it openly, even supervisors are like [i.e. behave in this way], and in the meantime for you the matter is confidential.]

*Umpathi wethu akamameli kuthi akafuni kuphikiswa kwinto ayithethayo okanye ayigqibileyo. Unotshontsho oluninzi alwenzayo esingangqinelaniyo nalo. Njengokuba esisusa kwenye indawo asise kwenye indawo esingayifuniyo. Uyasigqibela njalo, uyasihlukumeza.*

[Our manager does not listen, and does not want anyone opposing what s/he<sup>4</sup> says, or decides. S/he makes lots of changes that we do not agree with. S/he moves us around from one place to the other, a place we might not want. S/he decides for us, s/he abuses us.]

*... senziwa idonkey zalapha sogqitywa singakhathalelwa, sele ugula uxelelwe ngoku user isick leave. Ngelinye ixesha ezi zinto sizisebenzisayo zoku cleaner yi chemical ureporte kokuphetheyo akuthathwa ngqalelo sele unephepha lakwa gqirha.*

[... we are made to work like donkeys, and then they have no care for us. Even when you fall sick you are told to use your sick leave. Sometimes the chemicals we use have a negative effect on us, and when you report this to those above you, you are not taken seriously, even when you bring a doctor's certificate to that effect.]

As in previous sections, quite a few staff members' unhappiness related to perceived racial discrimination. Staff members indicated that they felt that their managers gave preference to people from specific race groups. For examples, respondents made comments such as:

The way white admin staff treat cleaning/support staff is generally shocking. And it's a pity some coloured staff then take on those behaviours. I'm tired of white admin staff treating fellow colleagues like garden boys or tea girls when they engage with them. Garden/cleaning staff are NOT MAIDS THEY ARE COLLEAGUES.

In my department there is no transformation, no development and the manager is not keen on diversity. Black staff are told to study if they want upgrading while whites are not.

*Hayi, eli ziko alikhokelwa ngendlela eyiyo. Abona baphezulu (managers) ngabona basancanca umbele wobandlululo. UNEHAWU usengelwa phantsi, akanazimvo anokuziphakamisa. Ayisiniki skills inika abebala kuphela. IiManagers zona azifundanga kunathi from grade 1-5 sithi abantu abatshayelayo nalo matric yethu, babe bona bengenayo. Bambi abantu bayaphuma ngenxa yocalucalulo.*

[This institution is not led in a good manner. The managers are still sucking the breast of apartheid. NEHAWU is undermined, it cannot make any proposals. The institution does not provide us with skills, only the coloureds. Managers are not more educated than us in grades 1-5 who are sweepers with a matric certificate. In the meantime they do not even have a matric. Some people leave because of discrimination.]

There were also a number of comments relating to managers' lack of commitment to career development. Many respondents felt despondent about the prospects for career development at RU. Some made general comments about how they are unable to advance, while others complained about particular requirements for promotion or career development in their divisions/departments. Quite a few respondents complained about the introduction of Grade 12 as a requirement for certain positions which, in their view, meant that people with Grade 12, but without the requisite skills, are appointed above those who have been working at the institution for longer and who feel they have other skills which are being overlooked. Other respondents indicated that their

<sup>4</sup> In Xhosa, pronouns are not gendered and so it is not clear if the manager in question is male or female which is why this quote has been translated in this way.

supervisors do not allow them to go for any kind of training that is not directly related to their work and that this is a source of dissatisfaction as they wish to broaden their skills and horizons.

#### **4.5 Conclusion**

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Responses to this section of the survey show that while there are some very good and dedicated people in leadership positions at the institution, there is widespread dissatisfaction in relation to management. The responses also suggest that academics, who have a role in the selection of those who lead them, are significantly more satisfied with those they report to than are support staff members. In particular, those in Infrastructure and Operations show high levels of dissatisfaction with management. The open-ended feedback helps bring out some of the reasons for that dissatisfaction with key problems identified being lack of accountability, transparency and responsiveness on the part of management; unsympathetic and unprofessional treatment by line managers; racism; and lack of support of staff members' career development.

## CHAPTER 5: REWARDS AND RECOGNITION

The fifth section of the survey solicited staff members' view on how rewarded and recognised they feel at RU. Staff members' views on pay, promotions, awards and related matters were the focus here. The responses suggest that this is an area that is in need of great attention because the levels of satisfaction demonstrated were particularly low as Table 5.1 shows. As in previous chapters, the percentages in the right hand column indicate the percentage of respondents who agreed or strongly agreed with the statements on the left. Responses in the category 'not applicable/don't know' were removed for the calculation of levels of agreement.

**Table 5.1 Level of Satisfaction in Relation to Rewards and Recognition**

	Statement	Level of agreement %
1.	My pay package compares well with those offered by other employers.	18
2.	I am satisfied that RU is doing as much as it can to pay me fairly.	35
3.	I am satisfied with the conditions of my employment (NOTE: this question does not include your pay).	53
4.	I feel recognised and rewarded for my efforts at work.	35
5.	I am satisfied with the opportunities provided for staff development at RU.	48
6.	Promotions at RU are fair and accurately reflect people's achievements.	25
7.	Recognition awards (including merit awards) are fairly awarded at RU.	27
	<b>Average score for this section</b>	<b>34</b>

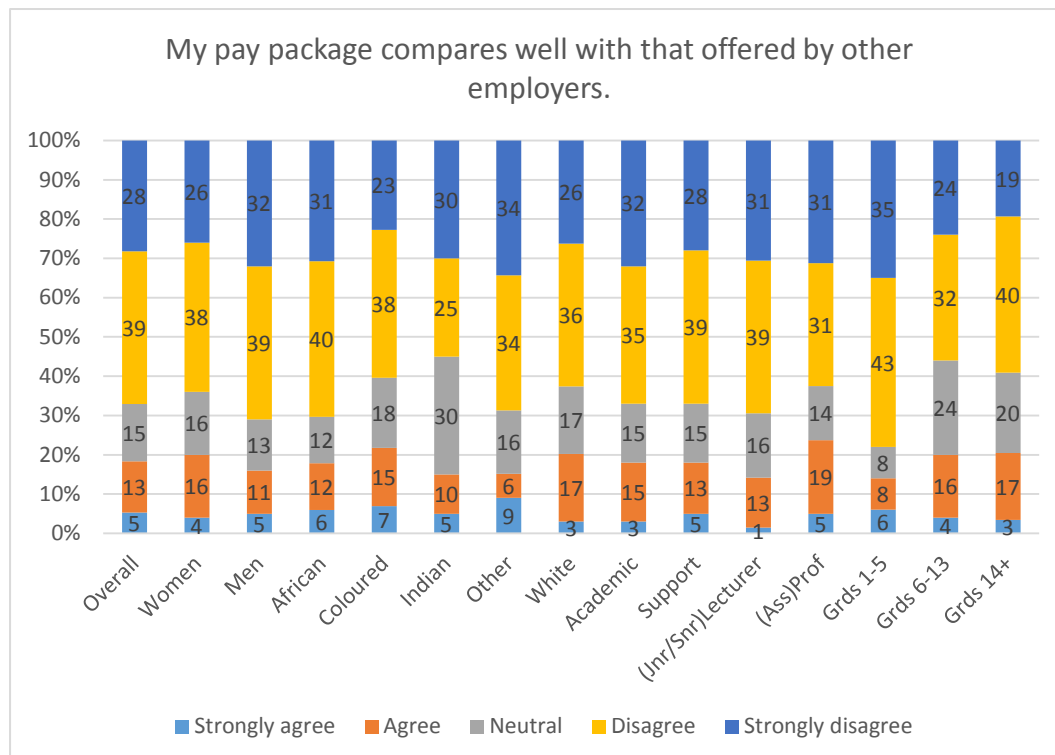
The average score for this section is lower than the average score for any other section in the survey, showing that this is the area with which staff members showed the greatest level of dissatisfaction. This dissatisfaction appears to be related particularly to pay and to a sense that promotions and awards are not fairly given at RU.

## 5.1 Summary of Responses

The figures below break down the responses according to gender, race, position (academic or support) and level of seniority. As with previous sections, there is little variation according to gender, but there are differences in relation to the other categories discussed.

The first figure, Figure 5.1, summarises the responses to the statement that attracted the most disagreement which related to pay package. Only 18% of staff members agree that their pay package compares well with those offered by other employers. It should be noted that the statement was worded carefully so that staff members were not asked if they are satisfied with their pay packages (as it is likely that most people anywhere are not satisfied with their pay packages), but rather whether or not they thought the pay package was comparable to those offered by other employers. Evidently, staff members' impression is that RU pay packages compare very poorly. The most notable finding in relation to this statement is that disagreement was pretty constant across various demographic categories – regardless of race, gender, or the kind of position occupied at RU, staff members showed strong dissatisfaction with their pay.

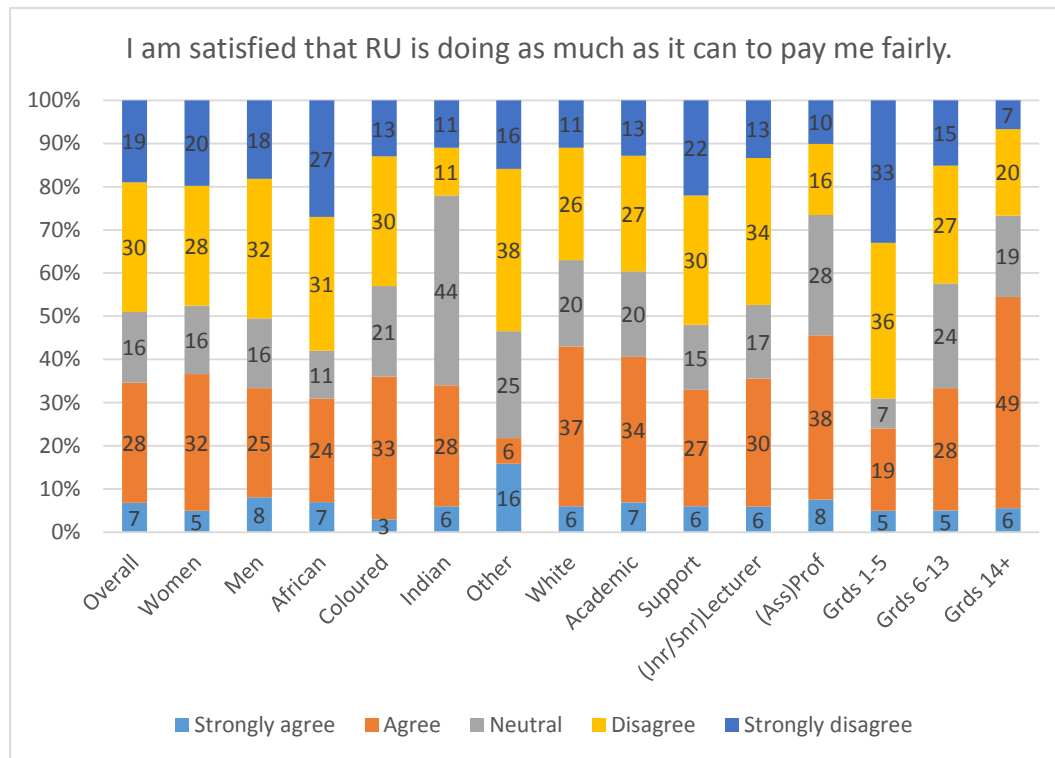
**Figure 5.1**



Note: Excludes all those who responded 'NA/Don't know'.

Figure 5.2 shows that while there is broad and quite consistent dissatisfaction around pay, some categories of staff members are more likely than others to feel that the institution is doing its best to pay its staff members fairly. For example, 55% of support staff members in Grades 14 and above feel that RU is doing its best in this regard, whereas agreement levels with this statement among staff in Grades 1-5 were much lower (only 24%).

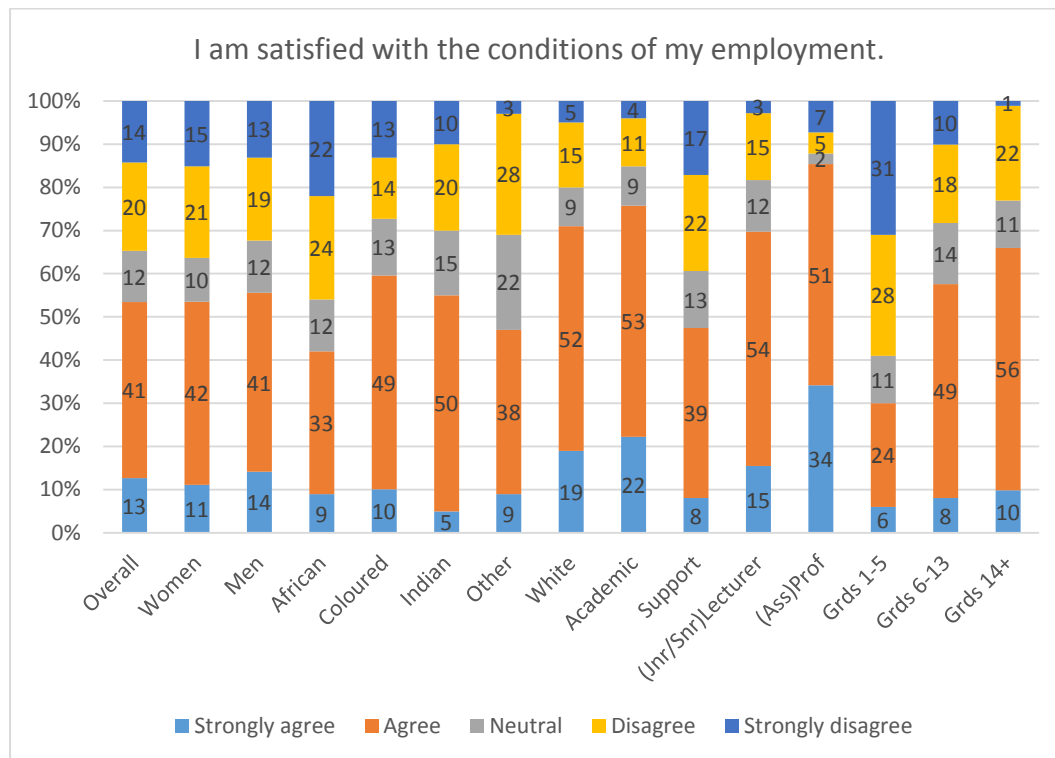
**Figure 5.2**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

The survey also sought to find out if staff members were satisfied with their general conditions of employment. The responses (summarised in Figure 5.3 below) suggest that on the whole staff members are far more satisfied with the conditions of their employment than they are with their pay, although significant dissatisfaction is nevertheless evident. It is noteworthy that white staff members are much more satisfied than staff in other race categories and that academics are significantly more satisfied than support staff. Among both academics and support staff satisfaction increases with seniority.

**Figure 5.3**

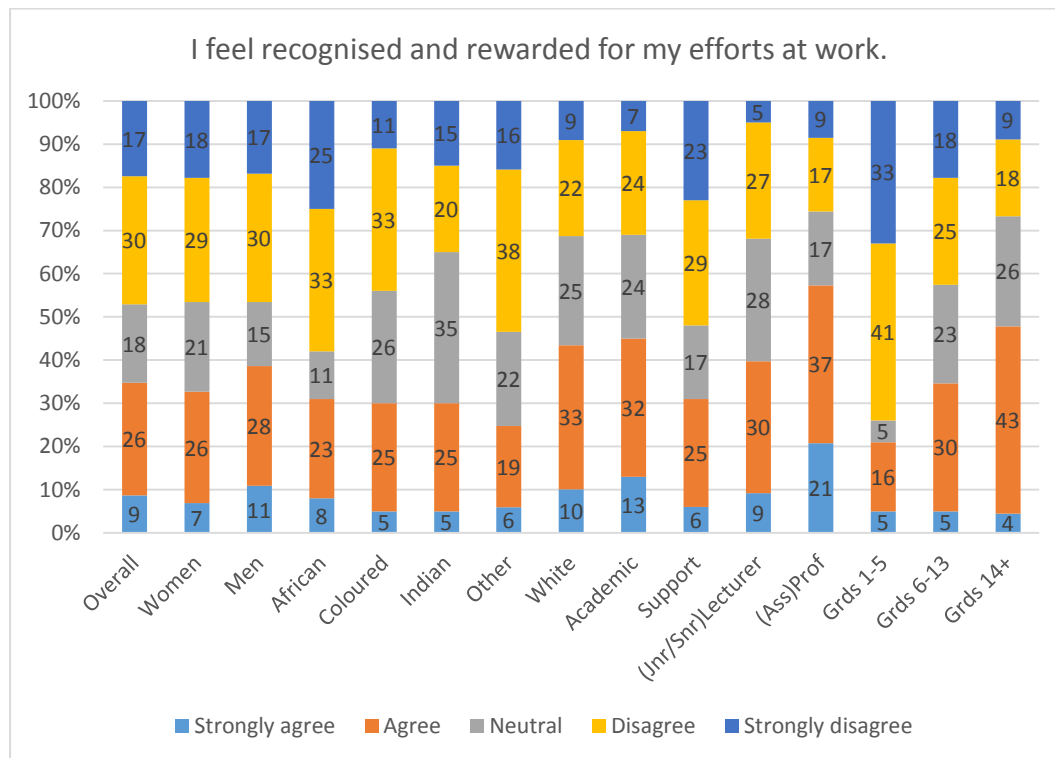


Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 5.4 summarises how rewarded and recognised staff members at RU feel. Overall, the responses suggest that staff members do not feel rewarded and recognised at the institution, however there are marked differences between different categories of staff. Overall, Associate Professors and Professors feel the most rewarded and recognised with 58% agreeing with the statement. Staff members employed at Grades 1-5 indicate the lowest levels of satisfaction in this regard.



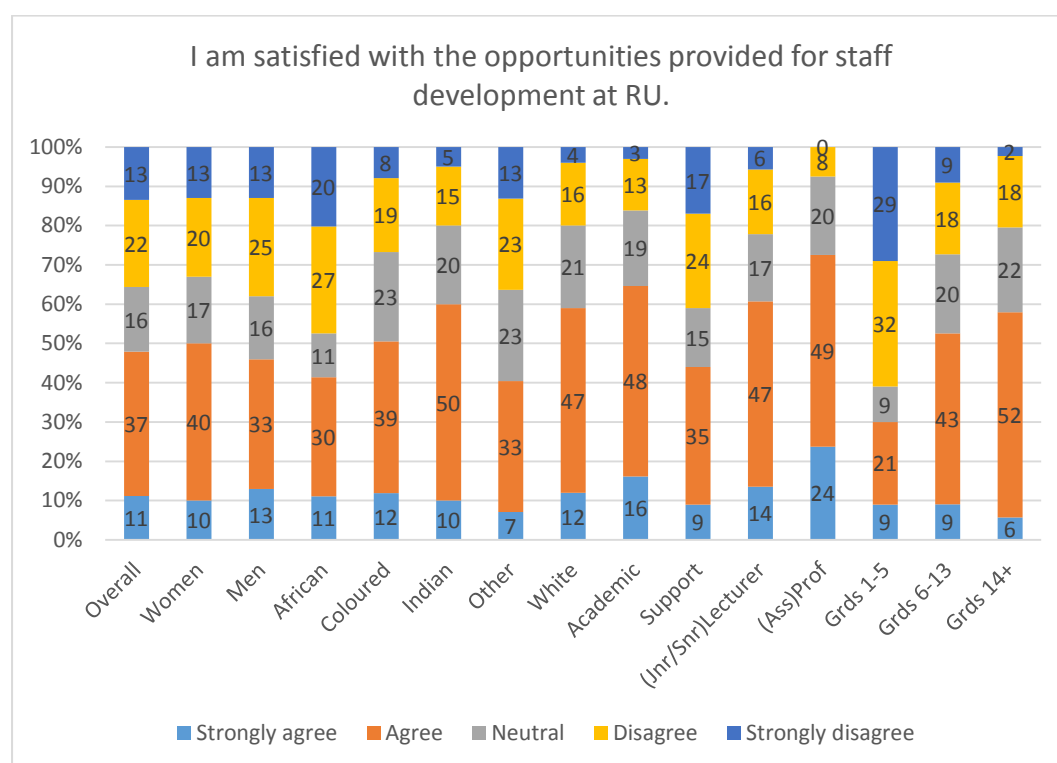
**Figure 5.4**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

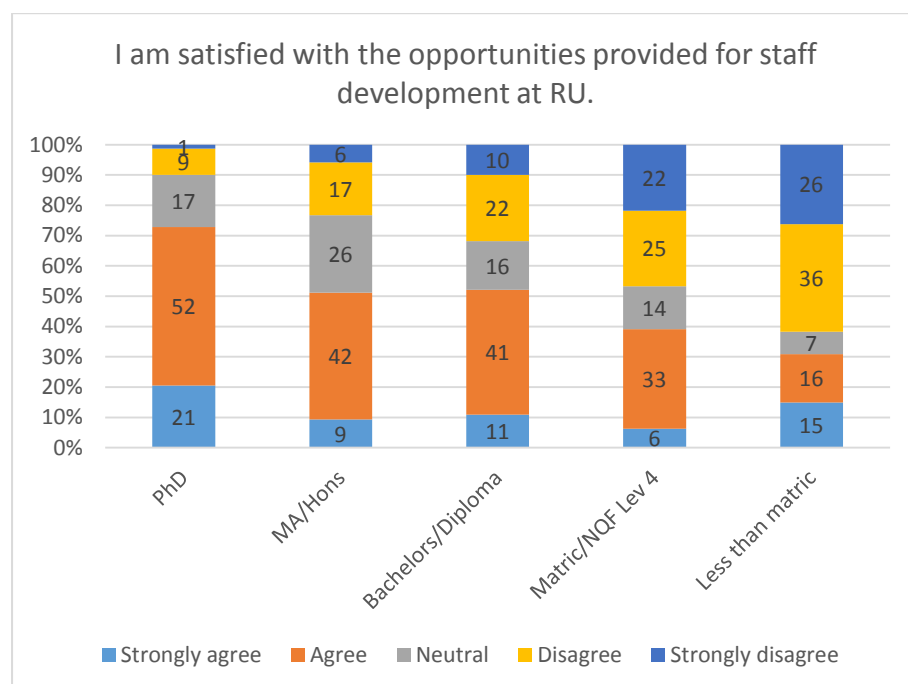
Just under half the staff members surveyed indicated satisfaction with the opportunities for staff development (see Figure 5.5), but again staff at Grades 1-5 stand out with regard to their feelings of dissatisfaction in this regard. Only 30% indicated satisfaction with the opportunities RU provides for staff development. This suggests that opportunities for development are not evenly spread among staff members and that those at the lowest grades feel most left out when it comes to such opportunities. Figure 5.6 breaks down responses according to staff members' highest qualification and here it is clear that staff with higher qualifications are more satisfied than those with lower qualifications. It appears from the results that the staff members who have not had the opportunity to study up until or beyond matric feel least happy about opportunities provided for staff development which is hardly surprising as they have most likely not benefited from staff development.

Figure 5.5



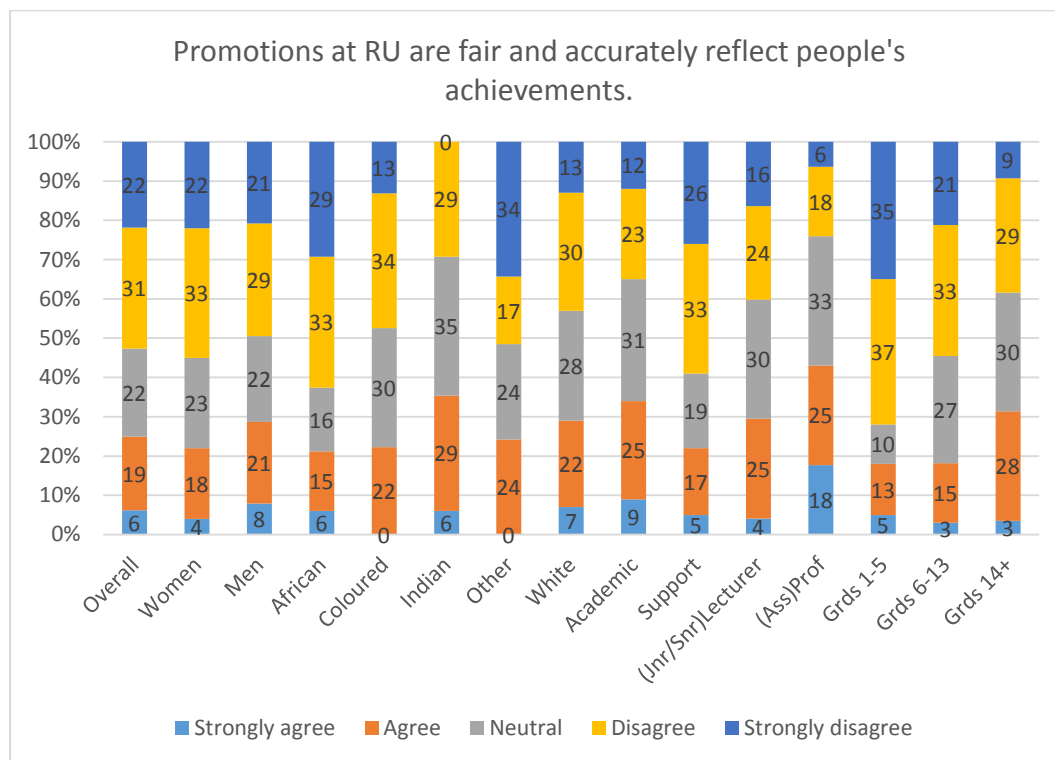
Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 5.6



The last two figures (Figures 5.7 and 5.8) summarise staff members' feelings about how fairly promotions and recognition awards are given at RU. Both figures reveal strong dissatisfaction across the board. While academics are more likely than support staff members to have faith in the fairness of the promotions and recognition award processes, all categories of staff members appear sceptical about how fair these processes are. It should be noted that the promotions process for academics has been substantially revised in recent years and so continued low levels of satisfaction with it on the part of academics are a real cause for concern. It should also be noted that since 2014 staff members in Grades 1-5 are no longer eligible to receive merit awards as these were given up as part of annual salary negotiation processes.<sup>1</sup> The value of making such awards at other levels ought to be debated as the perception that the awards are being unfairly given undermines the purpose of giving such awards.

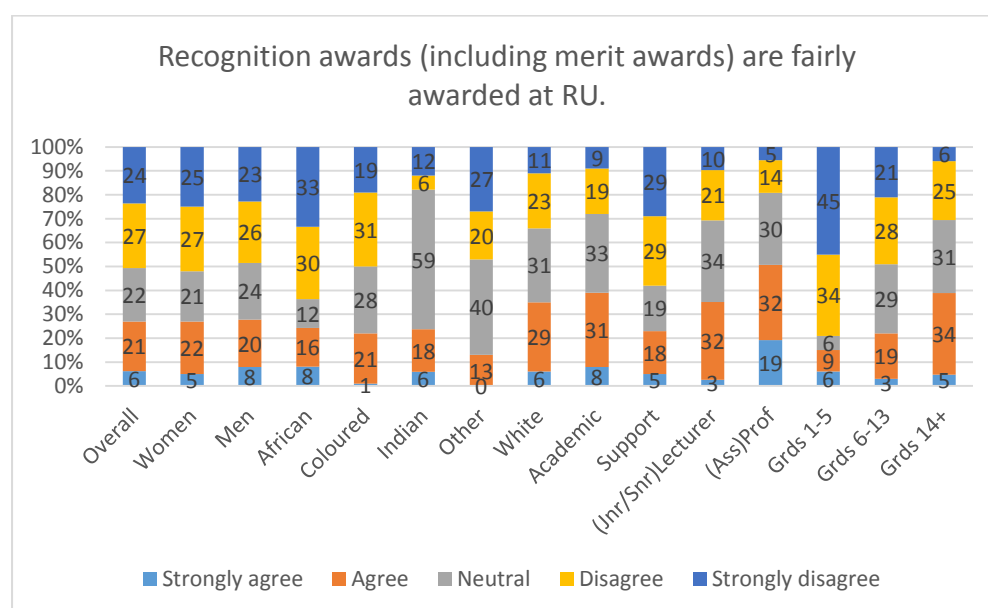
**Figure 5.7**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

<sup>1</sup> See <http://www.ru.ac.za/humanresources/supportstaff/recognitionandreward/meritawards/>.

Figure 5.8



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

## 5.2 Open-Ended Feedback

Given the high levels of dissatisfaction expressed in this section of the survey, it is unsurprising that the feedback provided in the open-ended part of the section was overwhelmingly negative. While many staff used the open-ended question to register complaints about their salaries, the issue of merit awards and promotion received even greater attention.

In relation to salaries, staff members expressed the view that RU's salaries are not competitive. In addition, some staff members' unhappiness appears to relate not so much to the sense that they are earning a poor salary, but to a sense of unfairness because they feel others (and particularly members of other race groups) are unfairly earning more than them. For example,

I have noted with amazement that white people are rewarded accordingly but not black people. Supposing a black person is filling up a position once held by white person, his/her salary is reduced.

I think there are different sets of rules for different groups. If you are part of a designated group you have great advantages in all respects from salary to promotional opportunities. It is labelled as redress but in my opinion it is discrimination.

*Iyhuu andithethi ke ngomvuzo ugoduka neR200 qha nge pay day, buza ke ukuba uza kuyithini imalana engako kodwa nefamily ejonge kuwe ngoba banikana bodwa abebala imali.*

[Oh no! I do not wish to talk about salaries. On pay day you go home with R200 only. Just tell me, what am I going to do with so little money, with a family that is expecting money from you. The coloured people give each other high salaries.]

As can be noted in the above three quotes, members of different race groups are all claimed to be unfairly earning more – the first respondent says that white people benefit, the second claims that members of ‘designated groups’ benefit, while the last respondent points at coloured people as being the recipients of higher salaries. Whatever the truth of the matter,<sup>2</sup> it is clear that there is a widespread sense that salaries are not fairly awarded and that this perception feeds into existing tensions around race.

While staff members are certainly unhappy about salaries, the question of merit awards received even more attention than salaries with widely varying views being expressed. A few staff members expressed pleasure and gratitude about having been recipients of merit awards. A far greater number, however, expressed the view that the awards are not fairly given. A worrying number of staff members indicated that awards are given in line with favouritism on the part of managers – indeed, almost half of all those who mentioned merit awards in any way indicated that they felt these were awarded to managers’ ‘favourites’. Even more worryingly, some staff members claimed that staff members are rewarded with merit awards if they ‘inform’ on other staff members.

Staff members also showed disappointment in relation to the fact that some staff members – notably those in Grades 1-5 and those on contract – are not eligible for merit awards. In relation to Grades 1-5, these awards were given up as part of negotiations around annual salary adjustments. While some staff members indicated that they endorsed the decision on the part of NEHAWU to give up the merit awards as these were, in their view, unfairly awarded anyway; other staff members asked for merit awards to be reinstated for Grades 1-5. Clearly, an awkwardness has also resulted in that within one division, staff members employed at higher levels might receive a merit award for a particular achievement while those employed at Grades 1-5 who may also have played a key role in that achievement cannot. The following two comments illustrate the awkwardness – and unfairness – that results:

*Andikholiswa yindlela esinikwa ngayo amabhaso kuba imerit award yapheliswa kanti ibisinceda. Naxa esibulela umphathi usinika iicakes, kanti yena uzinika imali.*

[I am not pleased in the way we get given ‘presents’ in the place of the merit awards. The merit award was very useful to us. When the manager thanks us, s/he gives us cakes, but then s/he gives her/himself money.]

I have refused nomination for merit awards for the past 2 years because I feel strongly that I cannot be claiming merit when I am unable to reward excellence work by members of staff who are [on] grade 5 or lower.

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<sup>2</sup> The question of salary disparities is discussed at greater length in Chapter 9.

Staff members on contract (and their managers) also indicated that they felt it unfair that staff on contract cannot be rewarded through nomination for a merit award.<sup>3</sup> Together the various comments on merit awards (as well as the very low level of agreement with the statement on merit awards – see Figure 5.8 above) suggest that currently merit awards are not being awarded in a way that matches with the official intentions of the university in relation to merit awards. According to the university, merit awards are intended to improve motivation and satisfaction as well as to encourage a good work ethic and productivity.<sup>4</sup> However, in their current form, they appear to be creating resentment and exacerbating some staff members' perception that they are being unfairly treated by their line managers.

There were also a number of comments relating to promotions, with quite different responses from those in support and those in academia. In support, many respondents indicated that their impression is that for support staff, there is no real possibility for promotion – they can only be promoted if another position opens up and they apply for it. Among many support staff members there was a sense of despondency about the possibility of promotion and the related question of career development. Several staff members employed at Grade 1 level expressed dissatisfaction in relation to the fact that they had been 'stuck' at Grade 1 for ten years or longer. Race also emerged once again in relation to staff members' dissatisfaction with promotion with white staff members complaining that they cannot advance because of equity requirements, while black staff members felt that racism blocks their advancement in the institution.

Academics' views on promotion varied very greatly. There were some who argued that it is much harder to be promoted now than it was before, while others indicated that their impression is that it is now *easier* to be promoted than previously. Quite a few staff members indicated that the current promotion process is too arduous, complaining that one now has to 'write a thesis' as part of the application process.

One point that came up quite frequently in commentary on both merit awards and promotions, was a sense of awkwardness about the fact that staff members are encouraged to apply for awards and promotions themselves and need to motivate as to why they are deserving of a promotion or an award. For some, this seems to favour those who are better at self-promotion while others felt that

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<sup>3</sup> Note that due to changes in labour law legislation, contract staff members may be eligible for merit awards in the future.

<sup>4</sup> See <http://www.ru.ac.za/humanresources/supportstaff/recognitionandreward/meritawards/>.

by having to 'defend' one's claim to be deserving of an award or promotion, one ends up not feeling very rewarded or valued:

Generally, processes should be designed so that people who are naturally reticent to show off can be identified. I am thinking here about the book awards, which requires that one nominate one's own work.<sup>5</sup> This policy, I think, helps cultivate arrogance and other self-serving attitudes.

Rhodes University has a very strange way of recognising anything. Whether it is a merit award or a promotion, Rhodes does not recognise anything. Instead it is up to the individual to prove that they deserve the award/promotion. Being nominated for an award can be more of a curse than a blessing. Once nominated it is up to the individual to read all the fine print, rules and regulations in order to motivate why they should get the reward they apparently so richly deserve. There is also a fair amount of bias in the system and the system very strongly favours people who can sell themselves.

One general problem that I see in terms of promotion is that one has to apply. I find this an extremely uncomfortable thought that goes against my conviction that my work should be recognised by my peers and superiors. Having to apply feels like begging for attention for me.

Often the most deserving candidates [for a promotion] are those who are not eagerly pushing themselves to the front of the queue.

Finally, an interesting observation across the board, is that many staff members made it clear that feeling recognised and rewarded is not so much a matter of getting a good salary, a promotion or an award, but of feeling appreciated and supported by those around you. Many of those who indicated satisfaction as well as many of those who indicated dissatisfaction related their satisfaction or dissatisfaction to the way in which people showed (or did not show) simple appreciation for what they had done. For example, the following positive comments all relate to a sense of being appreciated rather than to a sense of being well-paid or receiving awards:

I feel that I have worked hard (and enjoyed doing this!) for recognition and deserve any praise which I have received over the years both from my colleagues and from academics who have recognised the value of what I do for them. I love my job ....

I feel part of a team and appreciated by colleagues.

I really enjoy my job and I am greatly rewarded by feedback from my students.

*Ndibulela umphathi endiphantsi kwakhe, undiphethe ngentlonipho. Indlela andixabise ngayo, nam ndimxabisile kakhulu ndizibona nam ndingumntu emsebenzini wam.*

[I thank my manager, s/he treats me with respect. Because s/he respects me, I also respect her/him, and I see myself as a valuable employee here.]

Similarly, negative comments also touched on a sense of being under-appreciated and disregarded rather than only relating to concerns about money or awards:

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<sup>5</sup> In fact, the Vice-Chancellor's Book Award does allow staff members to nominate books published by others. You can nominate your own book or a book published by a colleague/colleagues.

There is no stimulation or appreciation anymore. You come to work and have all this negative input around you. A person is not inspired anymore. The only reward is your salary.

Informal recognition (just a simple thanks or compliment) is very limited. This can go a long way and does not cost any money.

Thus, staff members suggest that while improving salaries and addressing concerns around merit awards and promotion are important, staff members can also be made to feel more rewarded and recognised through encouragement from managers and Heads of Department and support and appreciation from colleagues.

### **5.3 Conclusion**

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As the foregoing makes clear, there are a number of serious challenges in relation to how rewarded and recognised staff members at RU feel. An unacceptably high number of staff members feel unrewarded and unrecognised at the institution, with particularly high levels of dissatisfaction among staff employed in Grades 1-5. In addition to widespread dissatisfaction in relation to salaries, other mechanisms for making staff members feel rewarded and recognised, such as merit awards and promotions, do not appear to be given in a way that is broadly recognised as fair and legitimate.



## CHAPTER 6: SOCIAL ENVIRONMENT

The survey included a section entitled 'social environment' which sought to determine how staff feel generally about the relationships they have at the university and about how easy and comfortable the workplace is for them socially. The responses to this section were generally quite positive as shown in the table below. As in previous chapters, the level of agreement is calculated based on the number of staff members who elected 'strongly agree' or 'agree' in response to the statement concerned. Those who selected 'NA/Don't know' were removed for the purposes of calculating the level of agreement.

**Table 6.1 Levels of Satisfaction with Social Environment**

	Statement	Level of agreement %
1.	I feel supported by others working in my Department/Division.	71
2.	An atmosphere of cooperation and collaboration exists at RU.	49
3.	There is regular and open communication among all staff at RU.	30
4.	Communication in my Department/Division generally takes place in a language/languages in which I am comfortable.	81
5.	RU recognises the need for balance between work responsibilities and personal life.	46
6.	I generally have a good relationship with the students with whom I interact.	93
7.	I generally have a good relationship with other staff members at RU.	90
8.	There is adequate flexibility in my job in terms of working hours and conditions of service.	64
	<b>Average score for this section</b>	<b>66</b>

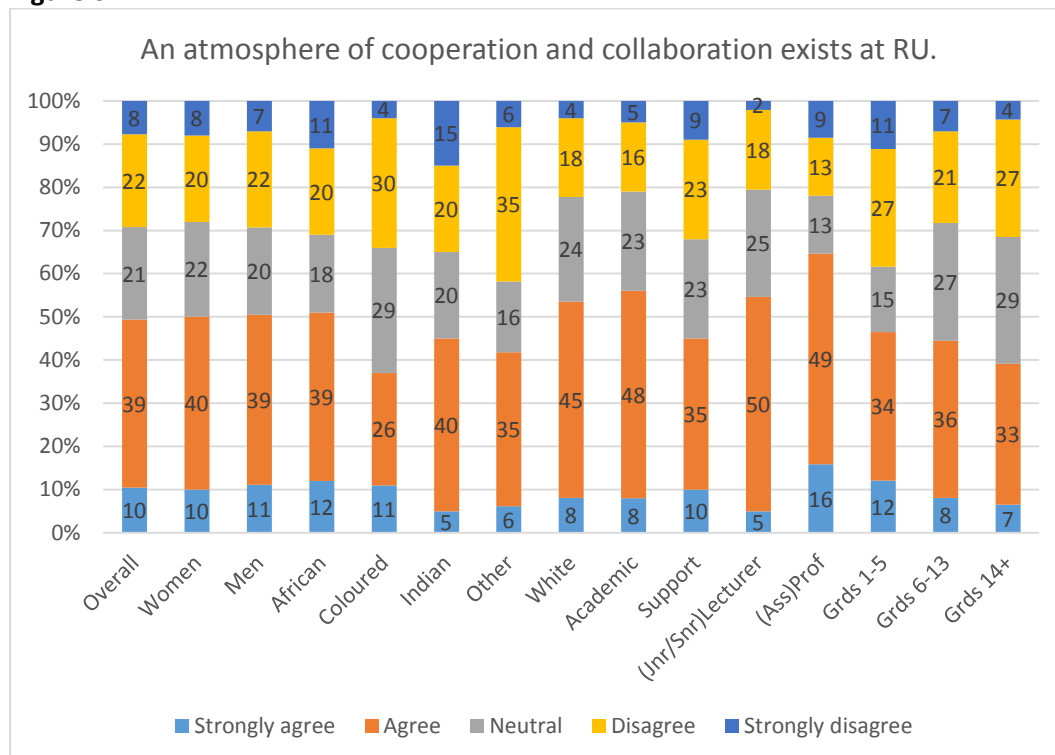
Some of the statements (namely statements 2, 3, 4, 5 and 8) relate to general feelings about communication, cooperation and flexibility in the workplace. These statements mostly scored lower than those relating principally to people's relationships with others (statements 1, 6 and 7). The findings of the survey in relation to the first category of statements will be discussed first.

### 6.1 Communication, Cooperation and Flexibility in the Workplace

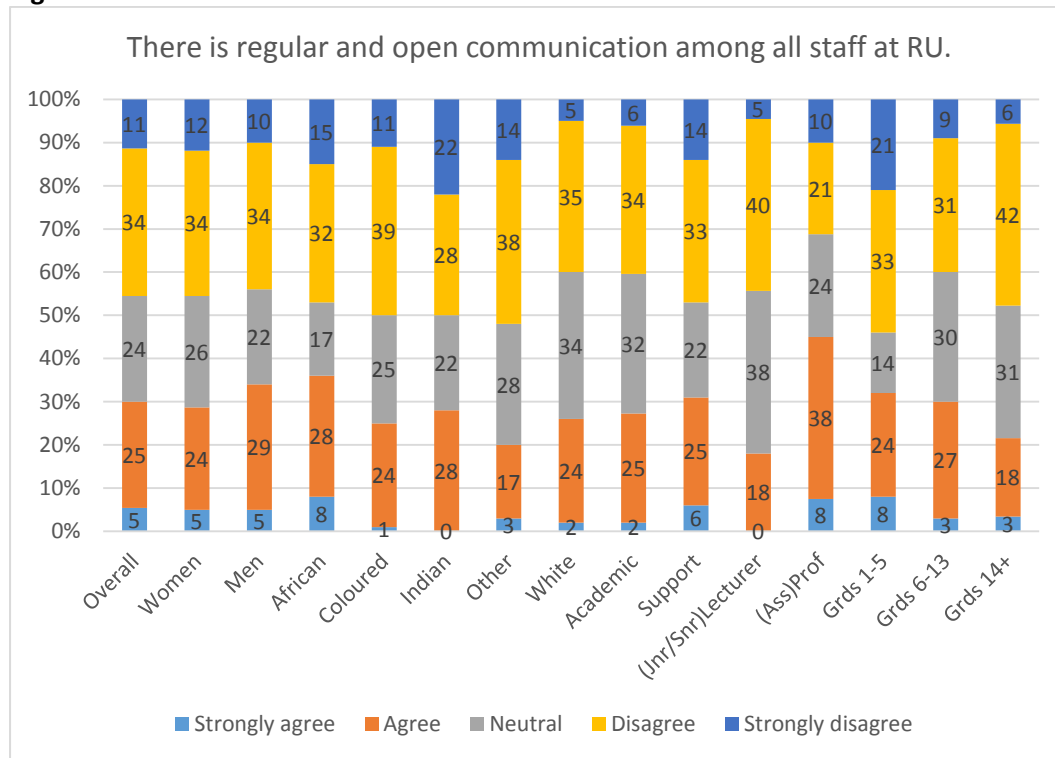
Figure 6.1 summarises the responses to the statement on cooperation and collaboration at RU. It appears that satisfaction levels in relation to this issue are far lower than are satisfaction levels with other areas related to social environment, but that they do not vary much according to where one

works at the institution or according to gender or race. Given that people report that they do feel supported by those working within their Department or Division (as discussed below), it appears that the lack of cooperation and collaboration might refer particularly to cooperation and collaboration between different parts of the university. The responses to the related statement on communication at RU (see Figure 6.2) reveal even lower levels of satisfaction with only 30% of staff members agreeing that there is regular and open communication at RU. Again there is not much variation between different categories of staff members, although the levels of agreement with the statement on the part of Professors and Associate Professors were well above average. Of interest in relation to Figure 6.1 and 6.2 is the fact that satisfaction here seems to actually decline in line with grade levels for support staff – those who are least satisfied in both instances are those in Grades 14 and above, a pattern which contrasts with the pattern demonstrated in response to most statements in the survey where satisfaction appeared to increase with seniority.

**Figure 6.1**

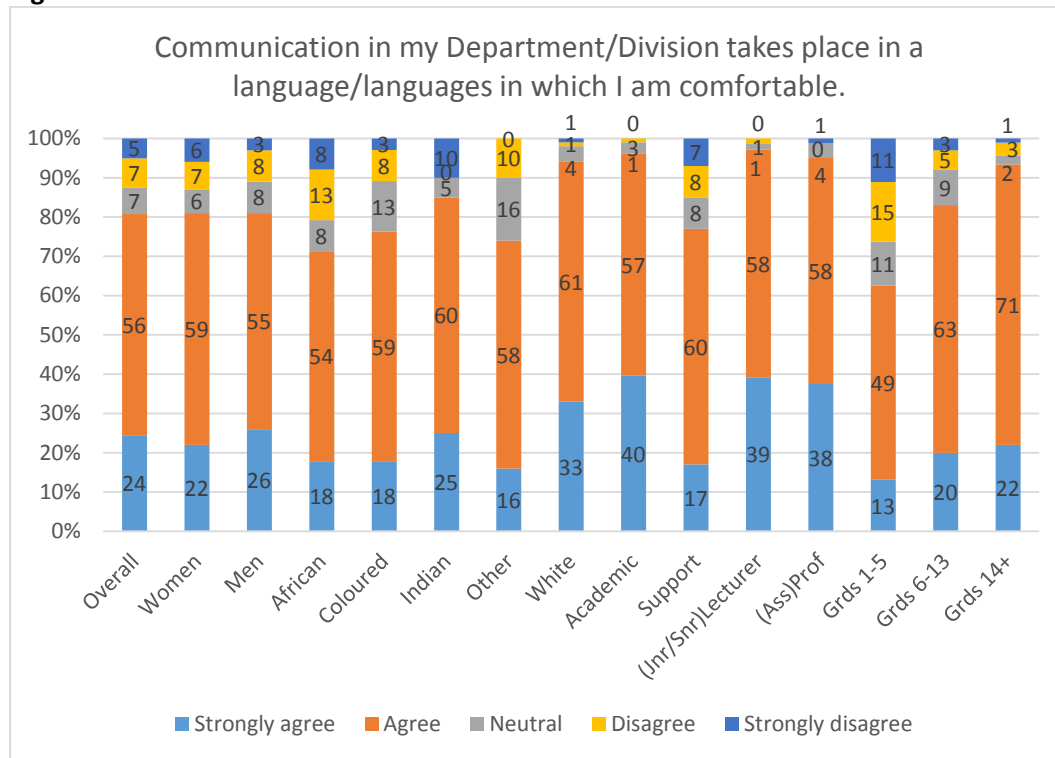


*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

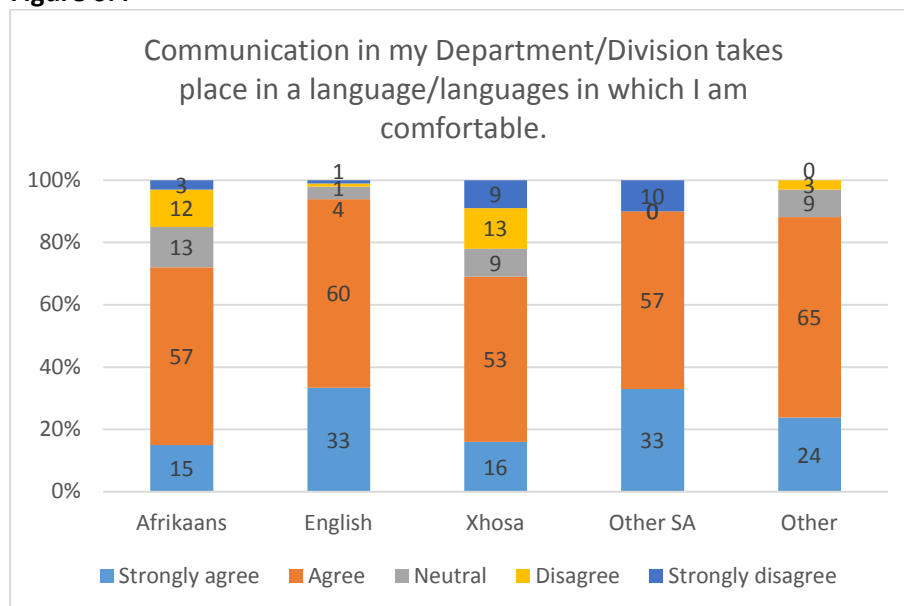
**Figure 6.2**

*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

Figures 6.3 and 6.4 summarise responses to the statement 'Communication in my Department/ Division takes place in a language/languages in which I am comfortable'. Figure 6.3 shows that agreement levels with this statement are generally high – most staff members feel comfortable with the language in which communication takes place. However, agreement levels for staff employed at Grades 1-5 were noticeably lower than for other staff members. Figure 6.4 looks at responses to the same question, but breaks the responses down according to the home language of staff members in order to see which language groups feel most (or least) comfortable with communication at RU. It appears that English speakers feel most comfortable at RU – hardly surprising given that English is the language in which most official communication takes place. Afrikaans and Xhosa speakers show somewhat lower levels of comfort, however more than two thirds of both Afrikaans and Xhosa speakers are comfortable with the languages which are used in their Departments and Divisions. Speakers of other South African and non-South African languages indicated high levels of comfort, suggesting that employees who speak such languages are also fluent and comfortable in English and possibly in Afrikaans or Xhosa as well.

**Figure 6.3**

Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

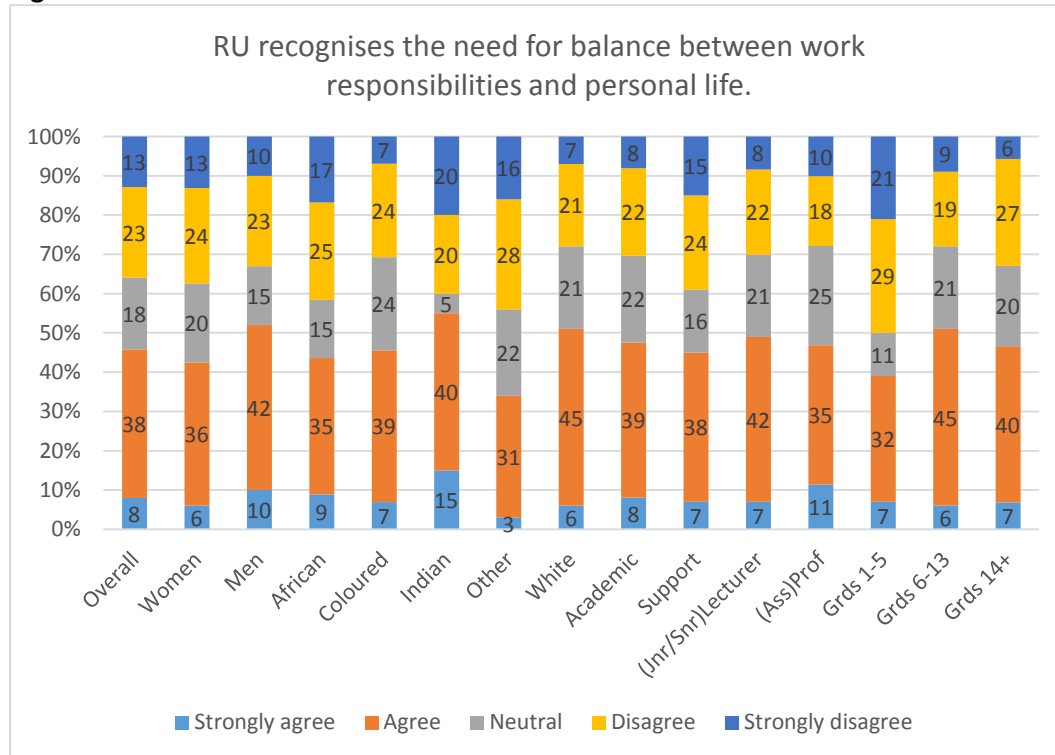
**Figure 6.4**

Note: Excludes all those who responded 'NA/Don't know'.

Staff members were also canvassed about whether or not they feel that RU recognises the need for balance between work responsibilities and personal life. It seems that many staff members have concerns in relation to this area with less than half of staff members in almost all the categories

depicted in Figure 6.5 indicating agreement with the statement. Agreement levels did not differ markedly in line with demographic categories or role at the university.

**Figure 6.5**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

Figure 6.6 below shows the responses to the same question, but looks at whether or not staff members who live with their children feel any differently than those who do not. It may be assumed that those with children at home have greater family commitments and more difficulty balancing work and family than those who do not have children or who do not live with their children. However, as the figure shows, while it might be expected that staff members with children may have been more likely to disagree with this question, there is not much difference between the responses of staff members with and without children at home. The fairly high levels of disagreement with the statement among staff members both with and without children at home suggest that all staff members would appreciate it if the university showed more recognition and consideration of the commitments they have outside of the workplace.

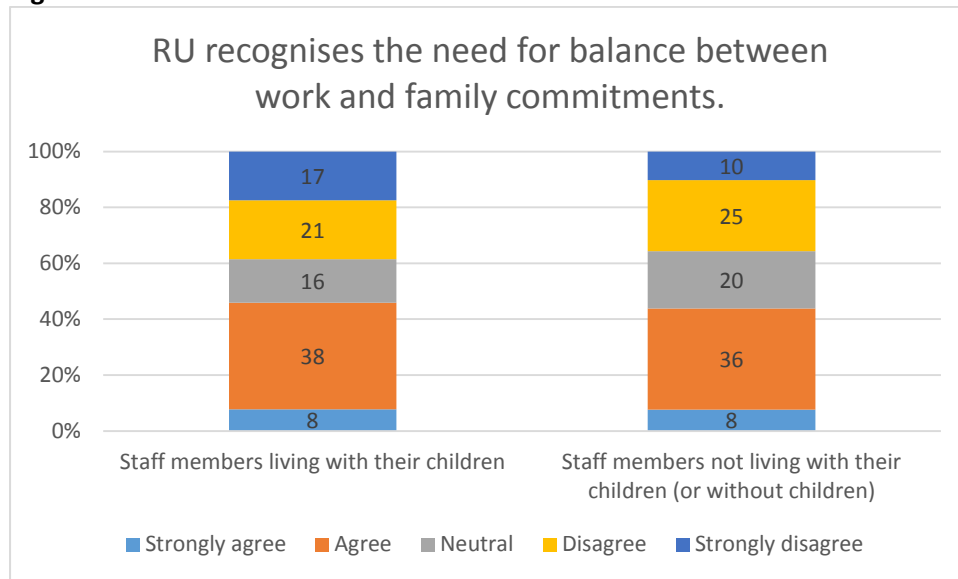
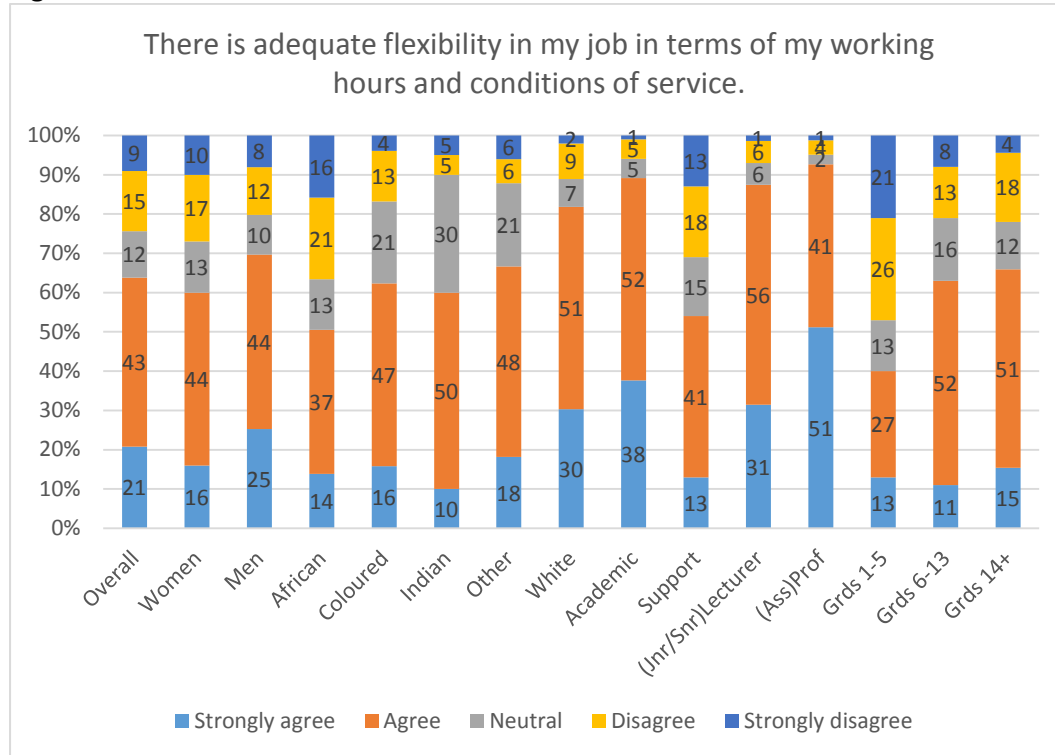
**Figure 6.6**

Figure 6.7 depicts the results of the survey in relation to a statement related to the previous one – here staff were asked whether they feel that there is adequate flexibility at RU in terms of working hours and conditions of service. While overall levels of agreement are quite high (64%), there are marked differences between academic and support staff members with most (90%) academics agreeing with the statement while only 54% of support staff agreed. This is not surprising as most academics at RU are not required to keep strict office hours and are encouraged to work flexibly, a benefit not available to most support staff. Among support staff, those in Grades 1-5 displayed far less satisfaction with regard to flexibility in the workplace with only 40% feeling that their job offers them adequate flexibility.

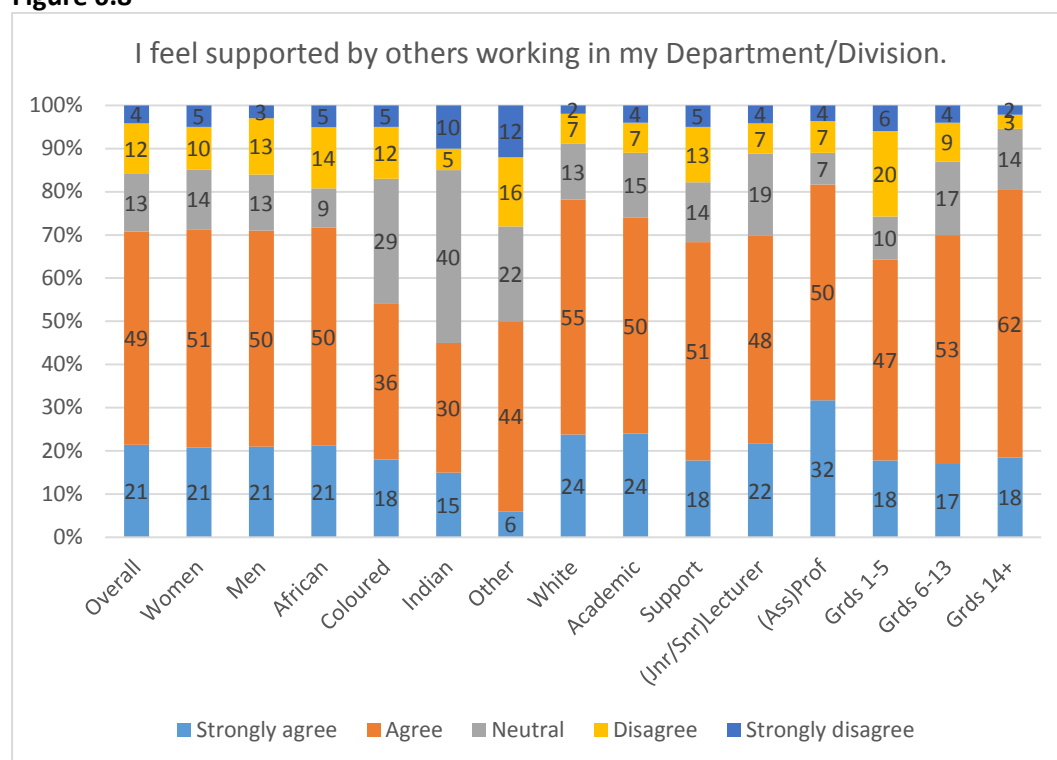
**Figure 6.7**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

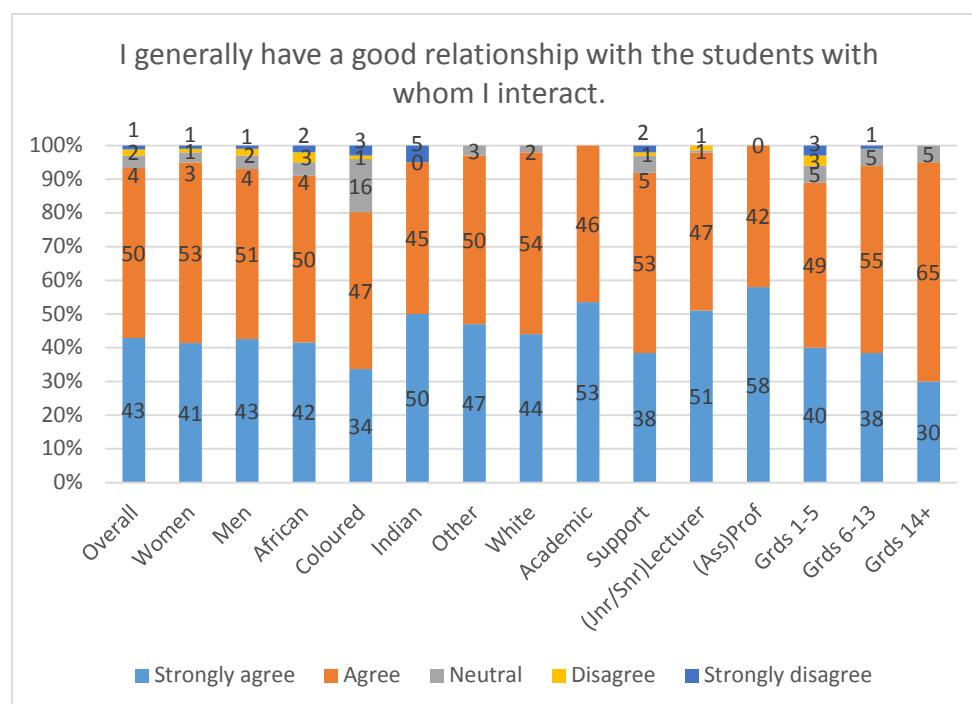
## 6.2 Satisfaction Relating to Relationships with Staff and Students

It is encouraging to see that, as depicted in Figure 6.8 below, most staff members feel supported by others in their Department or Division. This appears to be true among both academic and support staff and across levels of seniority. However, one point of concern is the lower levels of agreement with the statement expressed by members of minority race groups on campus. While African and white staff members indicate feeling supported by those they work with, those who identify as coloured, Indian or 'other' seem to feel less supported.

**Figure 6.8**

Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

The findings reported in Figure 6.8 are very encouraging – 93% of staff members agree that they generally have a good relationship with the students with whom they interact. It is also pleasing to see that agreement levels are high across the board – there does not appear to be any particular category of staff members who do not feel that they generally get along with the students with whom they interact.

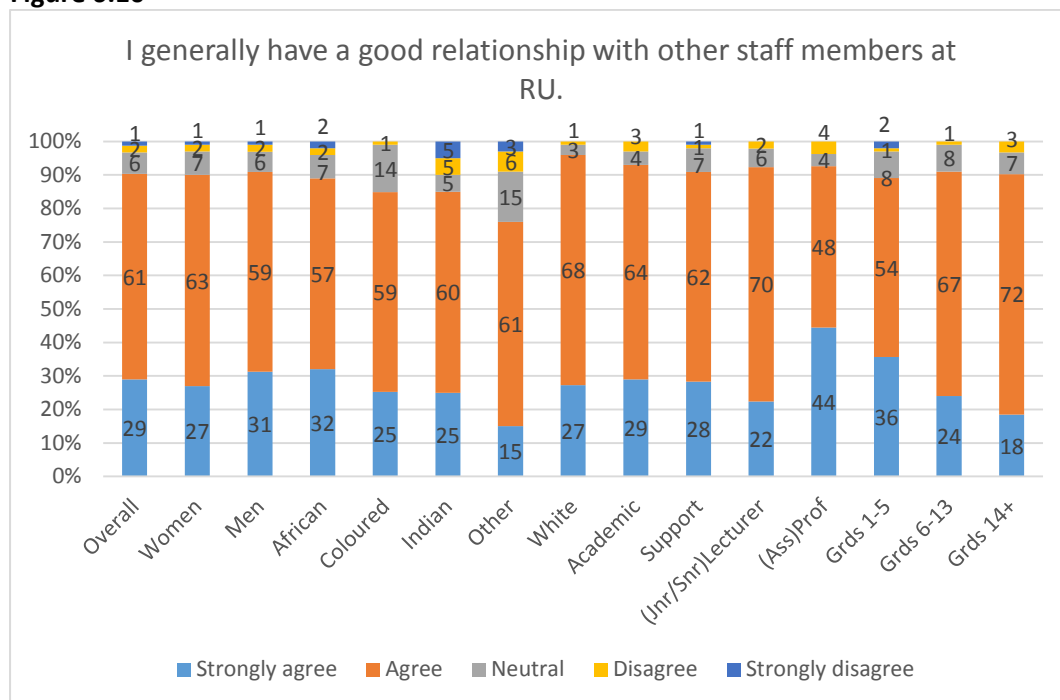
**Figure 6.9**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 6.10 also depicts a positive finding: 90% of staff members feel that they generally have a good relationship with other staff members at RU. When considering Figures 6.7, 6.8 and 6.9 together, it appears that despite the dissatisfaction expressed in other parts of the survey, most RU staff members do have good social relationships at work and do feel that there are other people in the workplace who are supportive of them and with whom they can get along.

**Figure 6.10**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

## 6.4 Open-Ended Feedback

This open-ended responses to this section included a lot more positive comments than in previous sections and many of the negative comments that were made related more to tensions between managers and staff members and thus were similar to the comments made in the section on management discussed in Chapter Four.

The positive comments ranged greatly, but revealed that for some staff members the relationships they have with colleagues and students are a key positive element of their working environment. Staff members spoke of having collegial and supportive relationships at work which helped make the workplace a pleasant and cordial place to be:

I get along well with my Rhodes colleagues, both academic and non-academic. I greet and chat to anyone who cares to respond to me and I must say have always felt comfortable doing so. I find Rhodes a pleasant and friendly place to work and enjoy engaging with a cross section of the Rhodes community.

I love my job because of many of the people I interact with on a daily basis, particularly the students. I find it incredibly rewarding.

*Apha ndingatsho ukuthi ndinazo kakhulu izihlobo endithi xa ndisondele kubo ndizive ndiphilile nokuba bendingekho right emphefumleni. Ngoku ngakumbi kwi department endiphangela kuyo imkhathalele umntu.*

[Here, I can say that I have friends who, when I am close to them, I feel well even when I had not been feeling emotionally and psychologically well. Now, especially in the department that I work for – it cares for people.]

In contrast with the comments above, a worrying number of respondents indicated that they are dissatisfied with the way in which RU handles sick employees. Staff members complained about unsympathetic managers and about a generally uncaring attitude towards those who are ill. Similar comments were made in previous sections where staff members also related that their managers respond with suspicion if they say they are sick and make it difficult for them to take leave.

Many staff members commented on working hours and flexibility. For the most part, academics seemed to value the flexibility they are given in relation to working hours and many spoke of this flexibility as being a very attractive and important feature of their job.

One of the merits of being an academic at Rhodes is the flexibility and I have found my HoD generally very supportive in this regard and trusting that as long as we are doing our work and doing it well, we do not need to be micro-managed or monitored.

I have fantastic flexibility as an academic.

Support staff, who have far less flexibility around work hours, were unsurprisingly less happy about their working hours and flexibility. In particular, staff members made mention of the fact that working hours have recently changed, both because of a move towards a 40 hour working week and because of changes in Central Cleaning Services:

*Ukungena ekuseni emsebenzini ndishiya abantwana ngasemva. Bendingena ngo8 am kuqala, sasiwa kwa CCS apho kufuneka u 6 30 usemsebenzini. Yeyona nto indivisa ubuhlungu ubom bam bonke, ndisebenze eRhodes for [more than 15] years amandla am aphelele apha ngoku*

*ekwaluphaleni abandikhathalele xa ndisiya epensionini usiya apho bathanda khona wena ungafuni.*

[Starting work early in the morning is not good. I leave children behind. I used to start work at 8am but when they introduced CCS, it required that I start work at 6:30am. That pains me a lot. I have worked at Rhodes for [more than 15]<sup>1</sup> years, I have spent all my energy in this space and now in old age they do not care for me; I am nearing pension and I am being sent where they like even when I do not like it.]

The working conditions changed recently, adding 45 minutes to my working day (15 minutes removed from lunchtime, a half hour added to the day). I understand there was a small amount added to salaries as compensation - I would gladly forgo this. The increased hours have impacted on my ability to fetch and carry my school-going children, to assist them at a reasonable time of day with homework before preparation needs to be made for dinner and the following day, to have adequate opportunity to manage my household needs such as food shopping and food preparation.

*Amaxesha ama okusebenza anzima kakhulu kuba umntu umka ekhaya ekuseni kakhulu abuye ebusuku kakhulu. Ubuya abantwana belele ungababoni. Amaxesha am anzima.*

[My working hours are quite difficult because I leave home very early in the morning, and return very late at night. When you get home the children are often sleeping. These working times are tough for me.]

The above themes were the most prominent ones to come out of the open-ended feedback, indicating that relationships with colleagues and the way in which working hours are structured and managed play a key role in influencing how people experience their social environment.

## 6.5 Conclusion

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RU staff members showed more satisfaction with their social environment than they did in relation to the areas discussed in the preceding chapters. It is clear that most staff members have at least some positive relationships at work and that these relationships improve the quality of work life at the institution. While staff members are particularly happy about their relationships with their colleagues and students, they indicated lower levels of satisfaction in relation to communication and flexibility in the workplace.

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<sup>1</sup> The exact number of years has been removed as it may make the respondent identifiable.

# CHAPTER 7: PHYSICAL ENVIRONMENT AND INFRASTRUCTURE

Staff members' experiences of an institution are not only influenced by the people with whom they interact, but also by the physical environment that surrounds them. For this reason the survey included a section which explored staff members' feelings with regard to the physical environment and infrastructure of the institution. This section consisted of five statements (see Table 7.1). As in previous chapters, the level of agreement is calculated based on the number of staff members who elected 'strongly agree' or 'agree' in response to the statement concerned. Those who selected 'NA/Don't know' were removed for the purposes of calculating the level of agreement.

**Table 7.1 Satisfaction Levels with Physical Environment and Infrastructure**

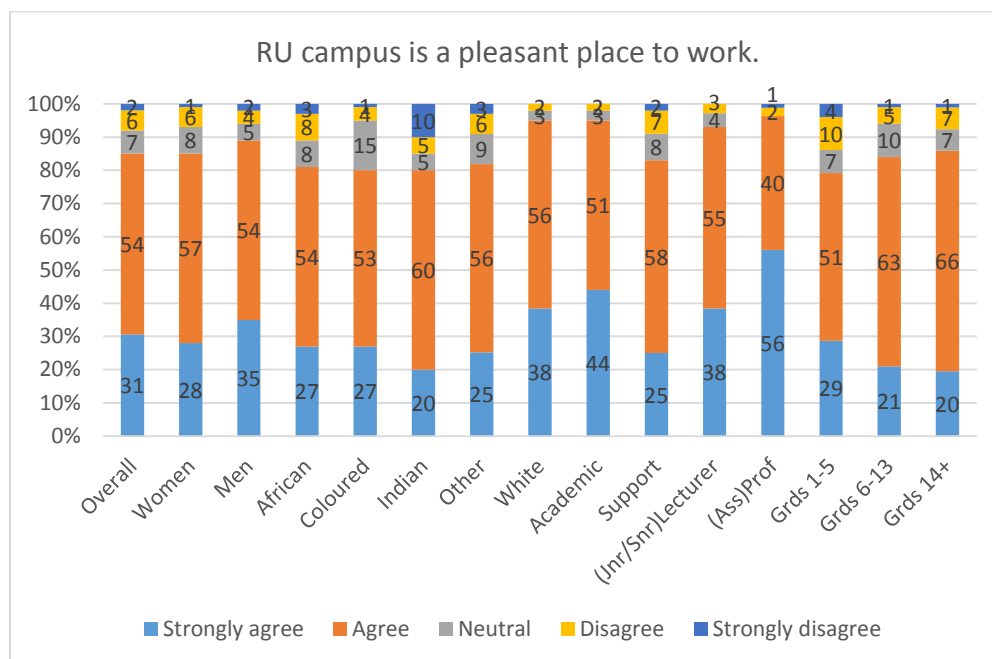
	Statement	Level of agreement %
1.	RU campus is a pleasant place to work.	84
2.	My immediate work environment (e.g. my office or area where I am based, as well as the tea room and toilets I use, etc.) is comfortable and welcoming.	70
3.	I feel safe and secure at work.	73
4.	I have the equipment necessary to do my work.	76
5.	I receive the technical and other support necessary to do my work.	70
	<b>Average score for this section.</b>	<b>74</b>

In general staff members showed high levels of agreement with the statements related to physical environment and infrastructure with this section having the highest overall score. It appears that Rhodes University staff members are generally very happy with the physical environment they work in and with the infrastructure, equipment and technical support provided by the university.

## 7.1 Summary of Responses

The figures to follow summarise the responses to each section, highlighting any differences in the experiences of different categories of staff members. Figure 7.1 shows that most staff members throughout the institution agree that RU campus is a pleasant place to work. There is little variation in terms of gender, race or role at the institution. Figure 7.2 also reveals high levels of satisfaction, this time in relation to staff members' immediate work environments. However, the satisfaction levels of Indian<sup>1</sup> staff members and staff members in Grades 1-5 are noticeably lower.

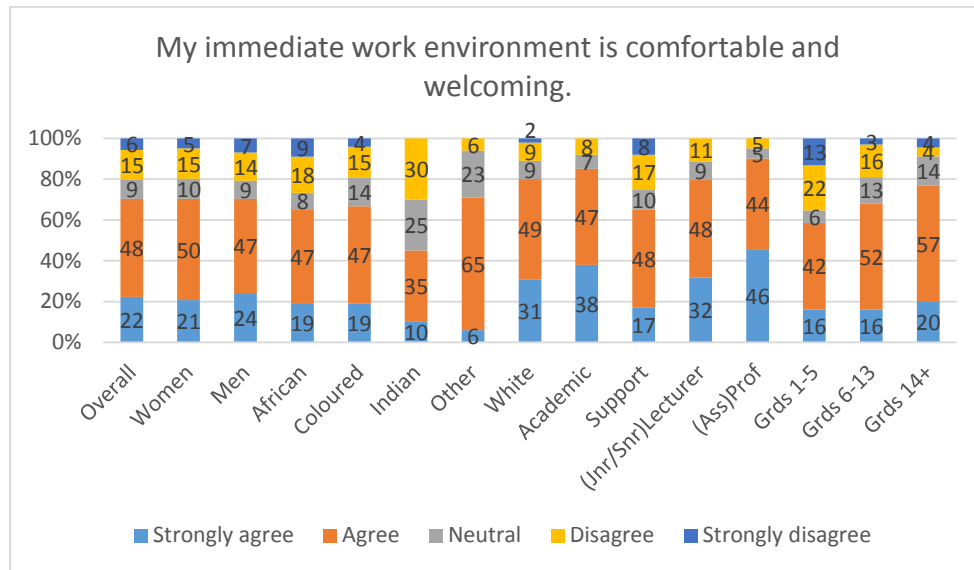
**Figure 7.1**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

<sup>1</sup> As indicated earlier, because only 20 respondents self-identified as Indian (out of a total population of 40 staff members), it is difficult to be sure of the significance of these results.

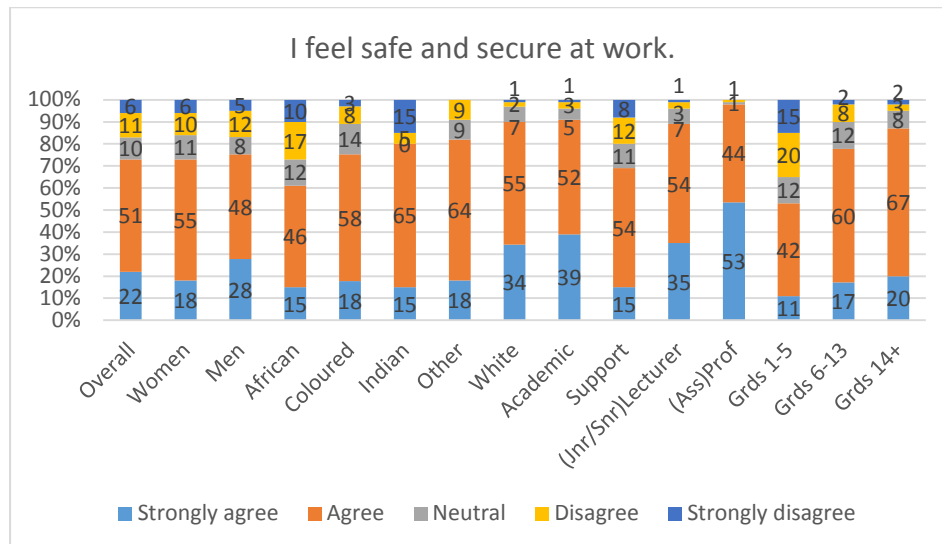
**Figure 7.2**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Figure 7.3 provides a snapshot of how safe and secure staff members feel at work. It is positive to note that most staff members do feel safe and secure at work, but of concern that staff members in Grades 1-5 showed much lower levels of satisfaction in this regard.

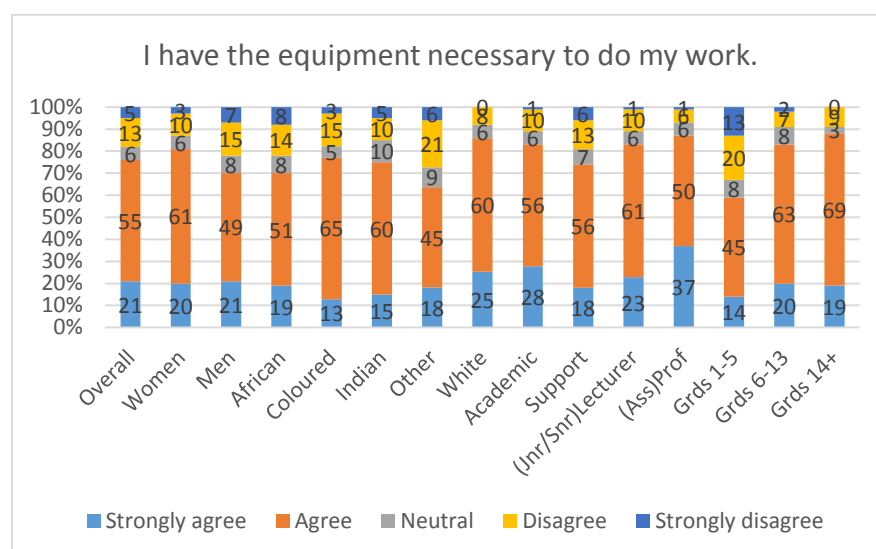
**Figure 7.3**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

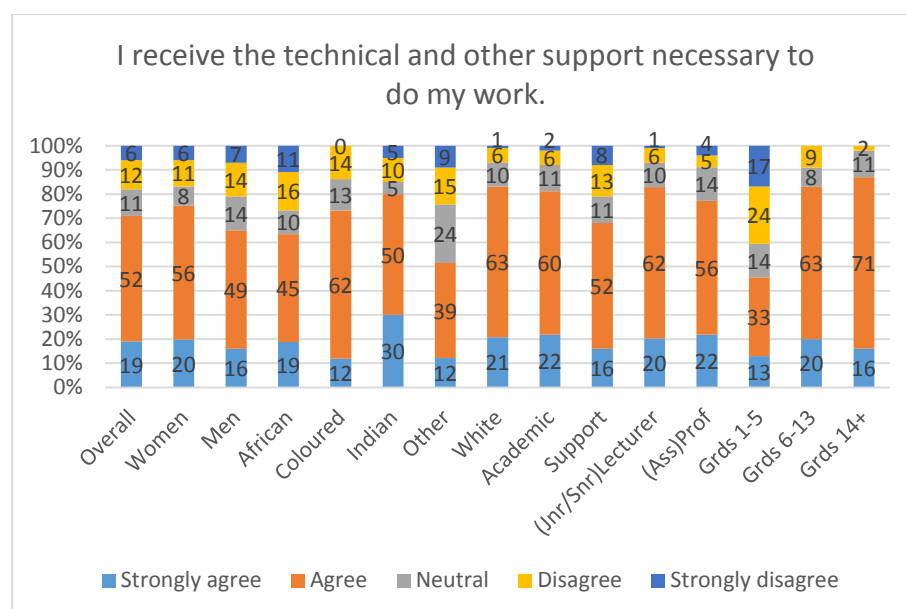
Figures 7.4 and 7.5 show that in general RU staff members feel that they have the equipment and support required to carry out their work. Again, it is of concern that staff members in Grades 1-5 express lower levels of agreement with both statements.

**Figure 7.4**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

**Figure 7.5**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

## 7.2 Open-Ended Feedback

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There were a relatively high number of positive comments made in the open-ended feedback which echo the findings of the Likert-scale responses summarised above. However, what was noteworthy is that staff members in Grades 1-5 had a lot more negative comments than did staff members employed as academics or in Grades 6 and above.<sup>2</sup>

The positive comments pointed to staff members' feeling that RU campus is attractive, generally well-maintained and pleasant. Staff members also indicated that they receive good support in at least some areas and that they feel that the university's open (but nevertheless generally safe) campus and pretty gardens make for a pleasant working environment. Typical positive comments include:

The physical environment is good at Rhodes. I've often travelled to other institutions (nationally and internationally) and I always think about how lovely this campus is and how we have good working and teaching spaces.

I live in a wonderful department, with lots of support from colleagues at all levels – service staff, admin, workshop, IT division. Couldn't ask for more.

Rhodes has very good infrastructure and I am very happy about the wellness provisions of the institution. I really enjoy the gym. The university is also very neat and tidy in appearance.

In terms of the negative comments made, many staff members (mostly employed in Grades 1-5) spoke of not having any dedicated and pleasant space to have lunch or tea, and about lacking a safe place to keep their clothing and personal belongings. Many also complained that the toilets they use are not well-maintained or are far from where they work.

*Waar ons werk moet ons eet, soos die toilet.*  
[We have to eat where we work, such as in the toilet.]

*Sifuna iikhabhathi, impahla yethu iyatyiwa ziimpuku.*  
[We want cupboards, our clothes get eaten by rats.]

*Thina sifika sihlale phandle nokuba kuyana okanye kuyabanda asinandawo yokuhlala, sathi ukuze sibe sikhuselekile kuxa kuvaliwe zisupervisors okanye sihlala phandle. Asikhathalelwanga.*  
[When we arrive, we sit outside, whether it is cold or raining. We have no place to sit. We are only safe when the supervisors are closed (are away). We are not cared for.]

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<sup>2</sup> We did not actually separate out the comments of Grades 1-5, but most (92%) of staff on Grades 1-5 completed the survey on paper, whereas most (95%) academics and most (92%) support staff in Grades 6 and above completed the survey online and we were able to look at those two data sets separately. When analysing the data, the difference between the responses made on the paper copies and those made on online was striking.



*Thina asinazo iindawo zokuphungela nezokutyela. Sihlala nezi zinto sisebenza ngazo ziyanuka ezinye ziyingozi, ungena kunxiba iskhuseleli uzakutya.*

[We do not have tea rooms or places to eat our meals. We sit with the equipment we use for work, and these things stink, others are dangerous, and you cannot wear protective gear when you are going to have a meal.]

We don't have a tea room and I think it is necessary for staff to spend at least 10 minutes a day chatting informally – that will boost the morale. I have been in the library tea room and people just look so relaxed sitting on the patio having coffee.

Relatedly, several staff members suggested that a general tea room or cafeteria for staff needs to be created, particularly one that serves healthy food:

We can do with proper student and staff cafeterias, a student/staff centre where students and staff can mingle, communicate and debate. Good and healthy food available for students and staff.

I would also like to see an improvement in the campus catering facilities (more variety and healthier options) and better treatment of the women who work in the Kaif.

Creation of a lounge/tea room for staff will be most welcome as not everyone goes home for lunch. There is very little space to gather informally. A chill space/cafeteria for staff that is vibrant will be most welcome.

While issues around race did not feature as prominently in the open-ended feedback given in this section as they did in some previous sections, it is of serious concern that some staff members indicated that certain toilets or tea rooms continue to be reserved for whites and/or for senior staff members or that black staff members are made to feel uncomfortable using certain spaces.

*Indawo endisebenza kuyo ayinayo itoilet engaphakathi elungiselelwe thina basebenzi ekhoyo ilungiselelwe abase ofisini kuphela ukuba ufuna ukuzinceda awukwazi ukuzinceda e-ofisini kufuneka ubethe amanzi odwa, xa ufuna ukwenza u-2 kufuneka uphume phandle uye apho sikhulelela khona iimpahla zethu sinxiba ezomsebenzi, kubanzima ngakumbi ke xa utyatyaza sisisu sele uhambisa kakubi.*

[There is no toilet for workers inside where I work. What we have is only for people in the offices. If you want to pass stool, you cannot use it, you can only use it to pass water, otherwise you have to go outside at the place we use for changing into work clothes. It becomes very difficult when you have bad diarrhoea.]

We are separated in the toilets at grounds, the white only still exists.

*Indawo endisebenza kuyo ayindixolisi. Le yokuba kufuneka utye umile ikhona irest room abamhlophe bengavumi nihlale kuyo kodwa icleanwa nguwe uphinde uthi ungumntu we treatment kufuneka utye sekudala ulambile because akho tea time because nge tea time kuthiwa phunga umile soze utye nesonka*

[I am not pleased with where I work – that you are required to eat your meal standing, when there is a restroom that white people do not want you to use, yet you are the one who cleans it. Also, they know that you are on medication and you eat after a long time when you are really hungry, because there is no tea time, or at tea time you get told to have tea on your feet, you cannot even have bread.]

In addition to this issue, there were a number of complaints from staff members about not being given the correct equipment and, particularly, about the lack of adequate equipment resulting in risk of injury:

*Izinto esisebenza ngazo apha azikhuselekanga. Kwaye usecicini lokonzakala ngoba akukho nkathalo.*

[Our working tools are not safe. And you are always risking injuring yourself because there is no care.]

*Asikhuselekanga apha asinazo neegloves kudala ndizibiza ngoba ezikhoyo azindilingani. Ndisibenza ngezandla zam akukho nomntu olandela emva komsebenzi wam akujonge ukuba uwenza njani umsebenzi. UMphathi uza kuwe xa efuna wenze umsebenzi wakhe.*

[We are not safe here. We do not even have gloves. It is a while now that I have been requesting them because what they have do not fit me. I use my hands at work, and there is no one checking on how I am doing my job. Your manager comes to you when s/he wants you to do her/his work.]

I have no protective equipment. My life is in danger all the time.

Relatedly, it is of great concern that some staff reported having been injured at work, but not having received adequate care or compensation. Respondents spoke about being injured and there not being a first aid kit available and about not being given compensation and care when injured:

*Zikhona izakhiwo kodwa xa wonzakele emsebenzini awufumani nto ndinamathambo nangoku ngenxa yokuba ndawa emsebenzini ndinxibe amasefety kodwa zange ndifumane nto usiwa esibhedlele qha.*

[There are buildings but when you get injured at work you do not get any compensation. Even now I am “useless” because I fell at work even though I was wearing safety clothes but I was not compensated – I was just taken to hospital.]

*Kumaxesha amaninzi andiziva ndikhuselekile kuba xa uthe wonzakala akhonto uyifumanayo unikwa umvuzo wakho wenyanga oleleyo kuphela kube kuphelele apho kungoko ndisithi andiziva ndikhuselekile.*

[Most of the times I do not feel safe because if you hurt yourself you do not get any compensation. You just get given the salary for the month you were hospitalised, so it is for that reason that I do not feel safe.]

Further investigation is needed in relation to the provision of adequate safety equipment and the university’s procedures for dealing with injury in the workplace in order to find out how common such complaints are and to what extent safety regulations are adequate and are being followed.

### 7.3 Conclusion

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What the above reveals is that despite the overall picture of general satisfaction in terms of RU’s physical environment and infrastructure, some staff members do not feel safe or comfortable at work. Those in academic or more senior support positions at the institution seem to benefit from

the generally pleasant environment and from reasonably good technical support, but those in Grades 1-5 are often not made to feel welcome, comfortable and safe on campus.

## CHAPTER 8: GENERAL SATISFACTION

The final section of the survey asked staff members some questions relating to their general satisfaction in the workplace. The aim here was to get a general picture about how happy staff members are overall, regardless of their feelings in relation to particular aspects of their working life. The levels of agreement with each of the statements in this section of the survey are summarised below.

**Table 8.1 General Levels of Satisfaction**

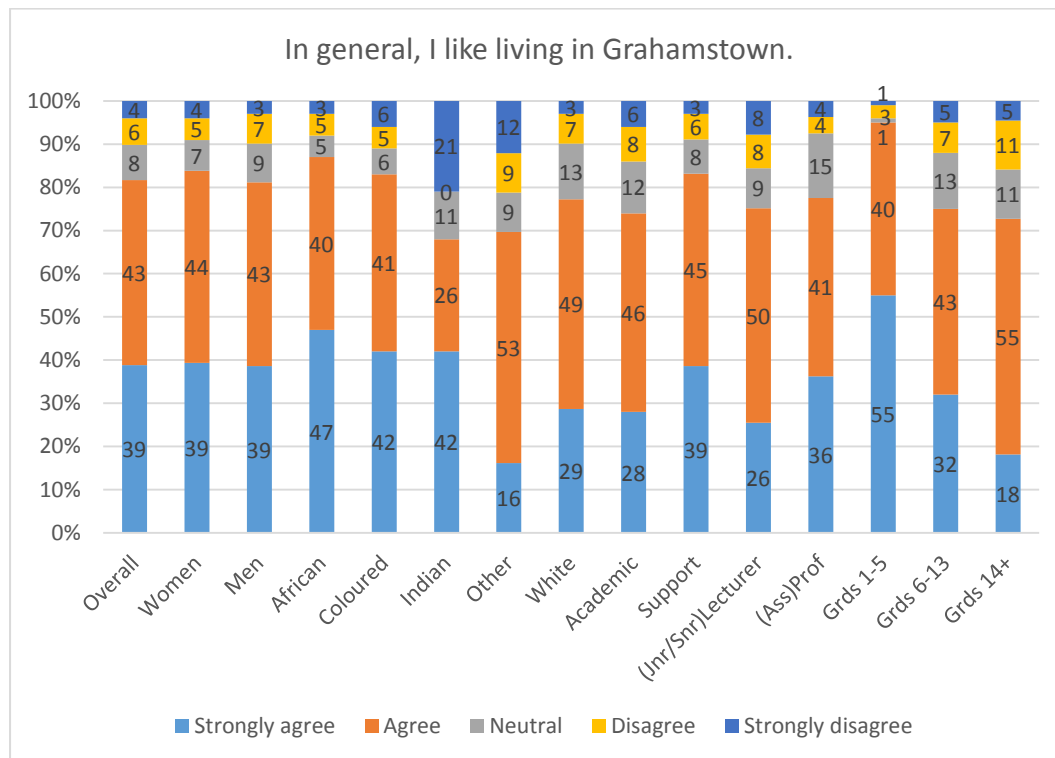
	Statement	Level of Agreement %
1.	In general, I like living in Grahamstown.	82
2.	I plan to continue working at RU for the foreseeable future.	74
3.	I am proud to be associated with RU.	79
4.	I feel a sense of belonging at RU.	57
5.	I would recommend working at RU to others.	64
6.	I would like to stay at RU even if (or even though) other good employment opportunities were (or are) available to me.	42
7.	In general, I enjoy working at RU.	70
	<b>Average score for this section</b>	<b>67</b>

As the table shows the levels of agreement with the statements in this section are relatively high, especially given the low levels of satisfaction in some sections of the survey. However, when examined in detail, the picture that emerged is more complex as the figures below show.

### 8.1 Summary of Responses

The first statement ('In general, I like living in Grahamstown') was included in the survey as the location of the university is often cited as a challenge in terms of the recruitment and retention of staff members. As the figure below shows, most respondents seemed to indicate that they are quite happy living in Grahamstown, casting some doubt on the idea that it is the town itself that drives staff members away.

**Figure 8.1**

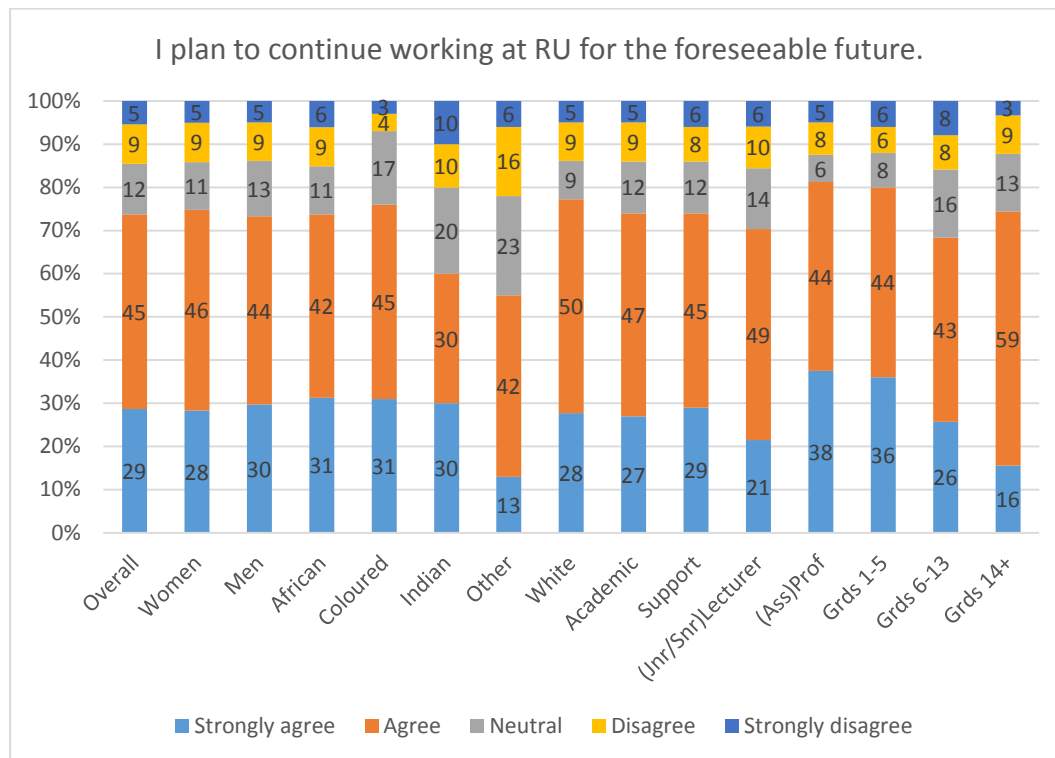


*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

According to this figure, the overwhelming majority of RU staff members like living in Grahamstown. There is some variation, most notably according to Grade, where support staff members in Grades 1-5 show much higher levels of satisfaction with the town than do those employed at higher grades.

The survey included two statements exploring staff members' intentions to continue working at the institution. The responses here (summarised in Figures 8.2 and 8.3) reveal that while almost three quarters (74%) of staff members do intend to continue working at RU for the foreseeable future, only 42% would continue working at RU if other good employment opportunities were available to them. This suggests that a worryingly high number of staff members are working at RU because of a lack of other options rather than because this is their workplace of choice. As the figures below show, there was not marked variation in terms of how different categories of staff members responded to the two statements.

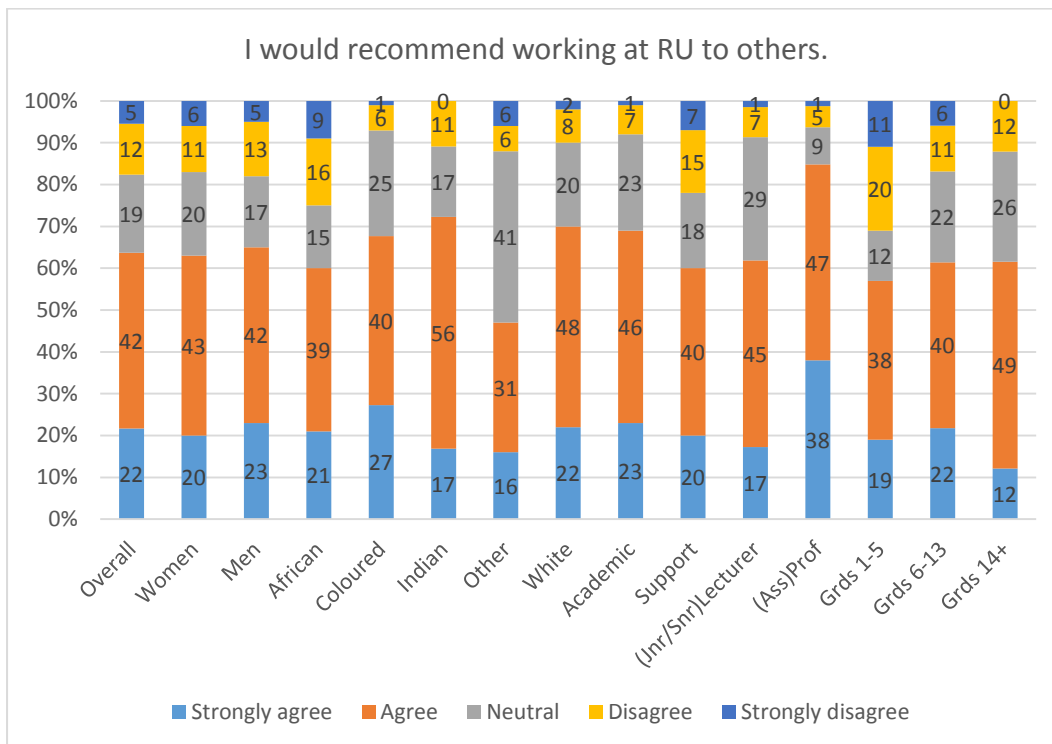
**Figure 8.2**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

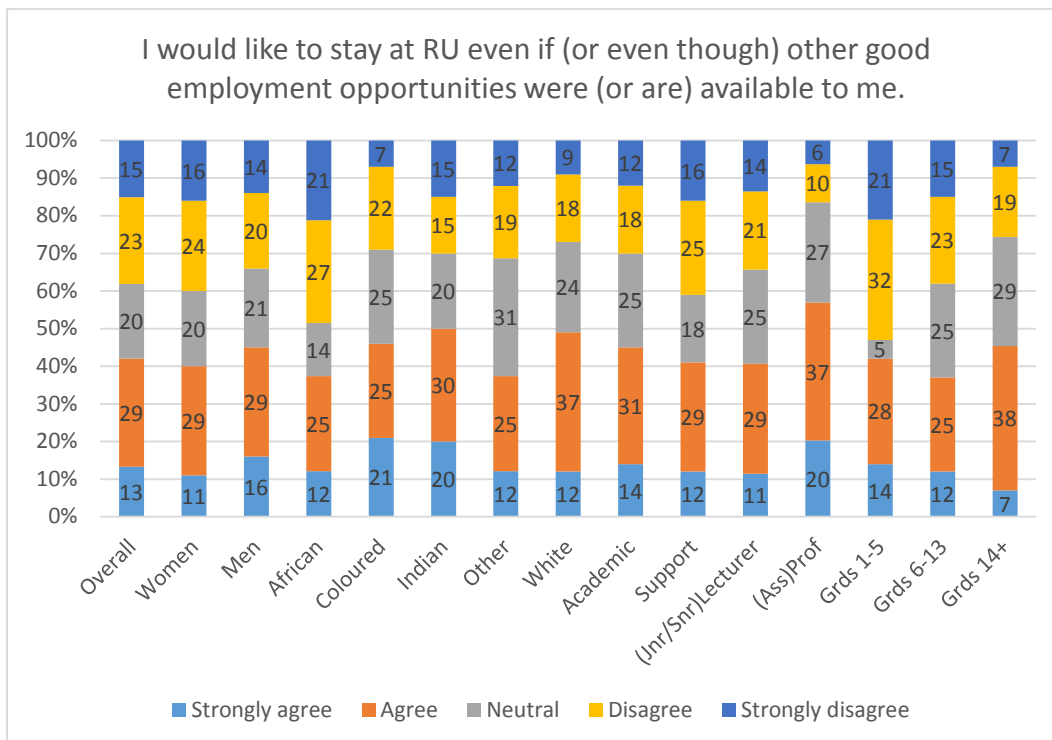
To further explore to what extent respondents feel that RU is a good place to work, respondents were asked whether they would recommend working at RU to others. The responses (summarised in Figure 8.3 below) indicate that around 60% of staff members would recommend working at RU. There was not much variation between different categories of staff members, with the exception that those who indicated their race as 'other' were less likely to recommend working at RU, while professors strongly agreed that they would recommend working at RU to others.

**Figure 8.3**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

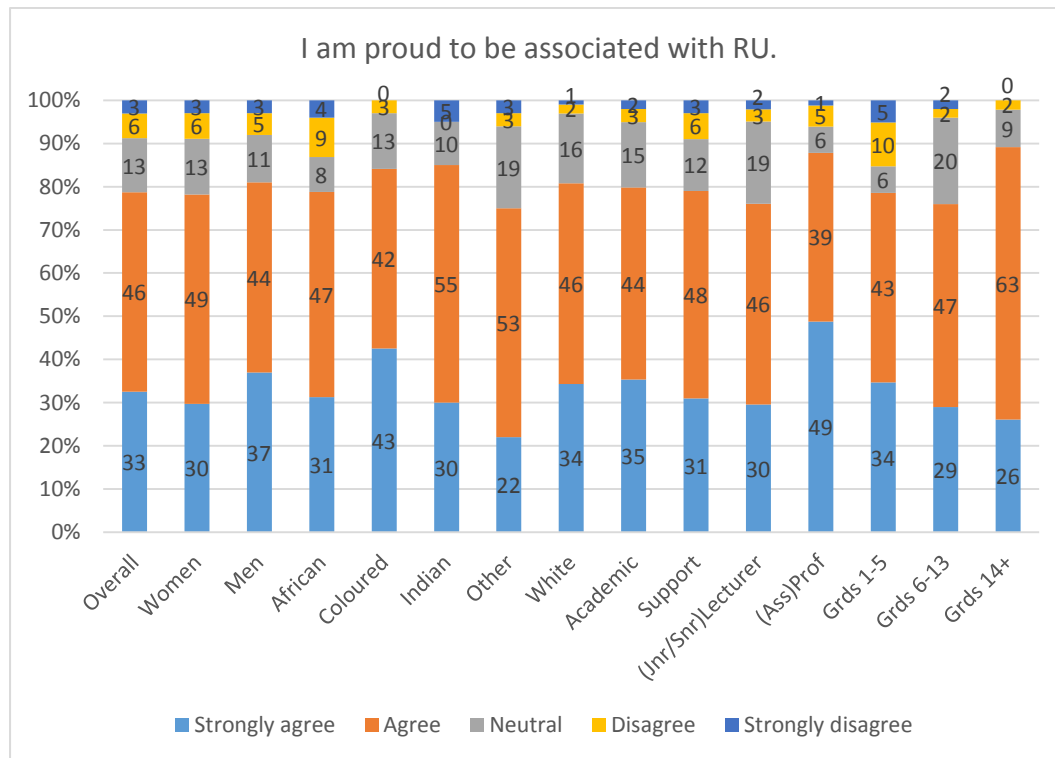
**Figure 8.4**



Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.

Despite so many staff members indicating that they would leave if they had other choices available to them, Figure 8.5 shows that staff members generally feel proud to work at RU. Again, there does not appear to be much variation across different categories of staff members, with staff members in all categories showing fairly high agreement with the statement.

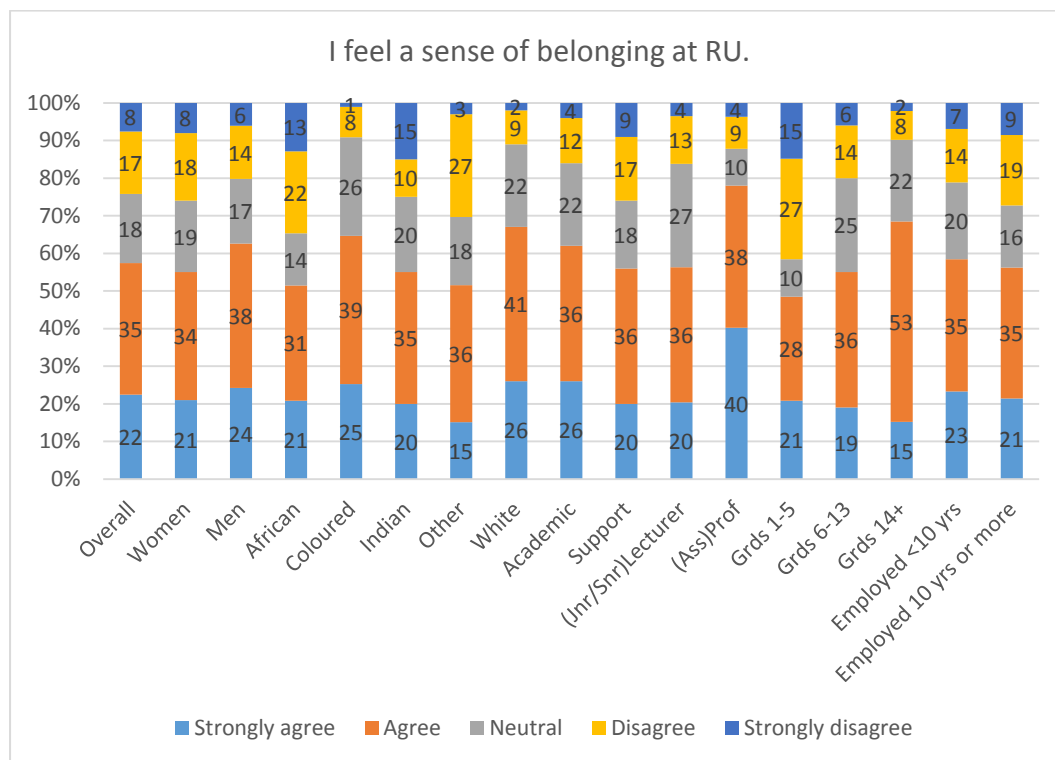
**Figure 8.5**



*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

While staff members feel proud to work for RU, many do not feel a sense of belonging at the institution. Figure 8.6 shows that a large number of staff members feel that they do not belong at RU and that a sense of belonging appears to increase in line with seniority with Professors and those at Grades 14 and above having more of a sense of belonging at RU than do lower ranked staff members. Figure 8.6 also shows that a sense of belonging does not seem to increase in line with the number of years one has worked at the institution as might have been expected – those employed for less than ten years showed similar levels of agreement with the statement as did those employed for ten years or more.

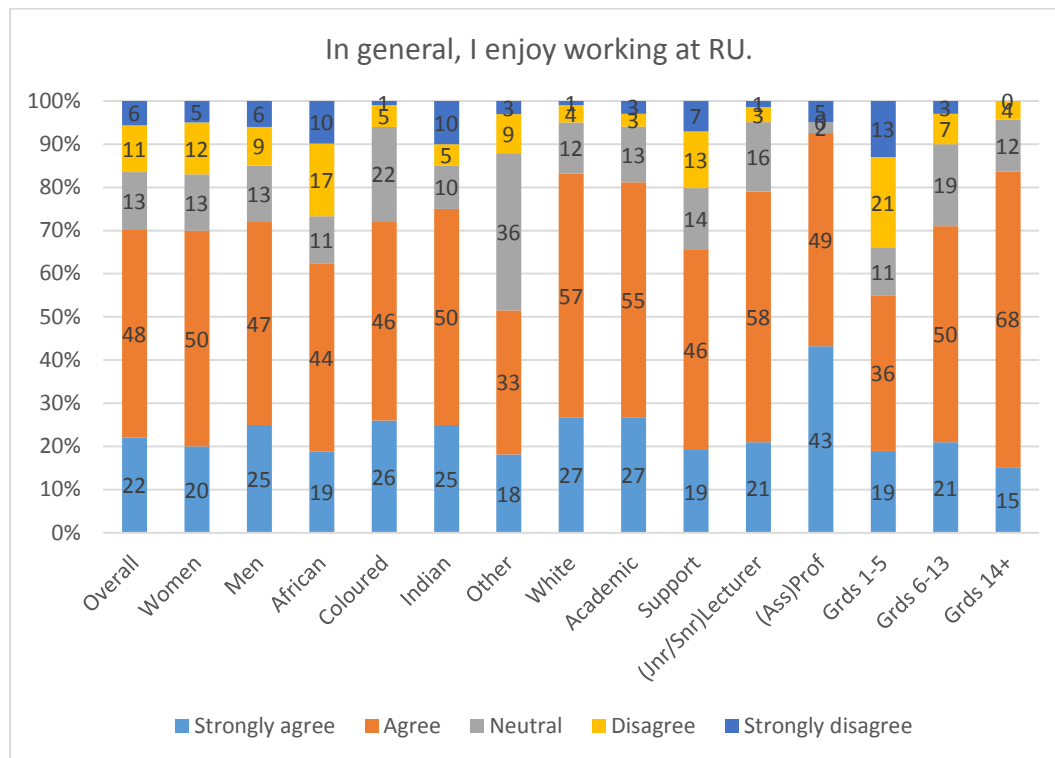


**Figure 8.6**

*Note: Excludes all those who responded 'NA/Don't know'. Researchers and Senior Researchers are included in the category (Jnr/Snr)Lecturer.*

Right at the end of the section, staff members were asked to indicate whether they agreed with the statement 'In general, I enjoy working at RU'. Responses to this statement help give a very general indication of staff members' overall assessment of how they feel about working at RU. The responses (summarised in Figure 8.7) show that most (70%) staff members do indeed generally feel positive about working at RU, despite the many negatives raised at various points in the survey. In particular, those in positions of relative seniority, such as professors and senior support staff, indicate high levels of general satisfaction with their job. In relation to gender, the responses of men and women were almost identical while when looking at the breakdown according to race, those who identified as 'African' or 'other' were less positive about working at RU than were those who identified as 'white', 'Indian' or 'coloured'.

**Figure 8.7**



## 8.2 Open-Ended Responses

The survey concluded by asking three open-ended questions:

- What do you think is the best thing about working at RU?
- What do you think is the worst thing about working at RU?
- Do you have any further comments about your general experience of working at RU?

These open-ended questions allowed staff members to add anything that had been missed out in the survey. The responses are also helpful in targeting what most influences staff members' experiences of working at the institution.

### 8.2.1 The Best Thing about Working at RU

The responses to the first question were very varied, although certain key themes came through. To begin with, it is necessary to note that a worrying number of staff members replied that there is nothing good about working at RU or made comments which were predominantly negative – for example, indicating that they used to enjoy working at RU, but that this is no longer the case or that

the only good thing is that they get paid at the end of the month. Indeed, more than 10% of the responses in this section were negative rather than positive comments.

In terms of the positive comments, the most often mentioned theme related to the opportunities for staff development provided by RU. Respondents were very pleased about the opportunities RU provides for further study and for other kinds of training. In addition, many staff members made general claims about how working at RU helped to broaden their horizons and deepen their learning in addition to simply providing opportunities to acquire qualifications:

We can study further. You have access to internet and libraries. You can be an educated person if you want to. All the information you look for is under your nose.

A second key theme related to staff members' appreciation of the ways in which RU supports the education of its staff members' children. Many staff members mentioned the rebate on fees for children of staff members or spoke more generally of RU as having supported the education of their children.

Thirdly, many respondents spoke positively about the salary and benefits offered to RU staff members. The fact that this came through fairly prominently in the open-ended question is somewhat odd given how negative the responses to the statements about salary were in the section of the survey focused on Rewards and Recognition (see Chapter 5). It seems that while many staff members are unhappy about their salaries, a fair number feel that the salary itself or the benefits that form part of the salary package are an attractive feature of the job:

The incentive benefits are good. My children can go to school and I can buy a car. I can also study. I can also get loans from my employer. These are the things that make it better than being employed elsewhere.

RU has many benefits, like if your child passes grade 12 and qualifies to come to RU, the staff member pays half the money. RU can buy a house or car for staff members and deduct the money at the end of the month.

*Into endenza ndisebenze eRhodes okokuqala iRhodes iyazikhathalela intsapho zethu nebenefits zayo zilungile.*

[What makes me work at Rhodes is because RU cares for our families, and it has good employee benefits.]

A fourth positive thing about working at RU, according to the respondents, is the opportunity to work closely with students. Very many staff members indicated that giving support to students and having the opportunity to interact with students is something they really enjoy about their jobs:

*Kukuthanda istudent kuba zifana nabantwana bam, nokugcina indawo yabo icocekile, ndiyawuthanda umsebenzi wam.*

[It is having a good relationship with the students because they look like my own children. I also like keeping their living space clean, I like my job.]

*Om met die studente van ander lande te kommunikeer en meer te leer oor hulle tradisie en kultuur.*

[[The best thing] is to communicate with students from other countries and to learn more about their traditions and culture.]

[The best thing is] my connection to the students and the sense of responsibility I feel towards them.

In addition to enjoying working with students, many respondents reported having warm, collegial and supportive relationships with their immediate colleagues which make the workplace a pleasant place to be:

Staff members are caring and you feel [a] sense of belonging and [of] not [being] left out or excluded.

Wonderful, positive, incredibly talented people who share common visions about the world.

My colleagues. We are a real team and get on, despite our differences in interests etc. We are very lucky.

Staff members, particularly academic staff members, also mentioned several features about the culture or general environment at RU in describing what the best thing about working at RU is. Staff members commented on how RU really values the academic project and how they experience the environment as warm and collegial:

There is a shared belief in the academic project (albeit discussion about its various forms). There is a strong academic identity that drives the work ethic, rather than bureaucratic forms and KPAs [Key Performance Areas] and other nonsense that made me feel very disillusioned in my previous university.

The academic project is still central to the institution. The institution is well run by highly competent leadership; people are hardworking and care about their work, their students, etc.

Furthermore, academic staff members mentioned how much they appreciate the flexibility that the job offers and many staff members spoke about how the fact that the institution is small makes them feel they can make a difference and allows for more of a community feeling.

Finally, a number of staff members mentioned Grahamstown itself when commenting on what the best thing about working at RU is. They mentioned the benefits of a short commute into work and expressed positive feelings about living in a small town.

### 8.2.2 The Worst Thing about Working at RU

Responses to this question were as varied as responses to the previous question. There were also quite marked differences in terms of the responses of staff at Grades 1-5 and other staff members. In relation to staff at Grades 1-5, three issues stood out most clearly (and were often related to each other): perceived unfair or abusive treatment from managers, racial discrimination and lack of staff development.

With regard to the comments about management, more than 10% of all respondents indicated that the poor way in which they are treated by their managers or supervisors is the worst thing about their job. The comments made show respondents' anger and despondency in relation to the way those who they report to treat them:

*Ukusetyenziswa ngokungenankhathalo ngoozilwakhe Bonomgogwaba abantamo zilukhuni (Phantsi ngabo phantsi)*

[Being made to work, with no care for us by authoritarian, fake and right wing people (Down with them, down).]

*Eyona nto ingaginyisi mathe yimanager yam ... efuna ukwenza indlu yayo iRU, nokufuna ukutshintsha imigaqo yeRU yenze iprivate company.*

[What is displeasing is my manager ... who wants to make RU her/his homestead. She/he also wants to change RU into a private company.]

*Into engaginyisi mathe ngabaphathi bethu ngakumbi imanaja engenankathalo ngabasebenzi, into eyifunayo ngamandla akho ayizi naxa uhlelwe lilifu elimnyama ikuxhase.*

[What is unpleasant is the treatment from our manager, especially a manager who has no care for workers, who wants only your labour, who will never visit even when you are bereaved.]

*Umpathi wethu akakwazi ukusebenzisana nathi basebenzi, yaye izigqibo uzenza eyedwa malunga nathi basebenzi, yaye ubetha etafileni ukuba.*

[Our manager has no way of working with us as workers, s/he makes decisions impacting on us by herself, s/he listens to no one.]

Respondents' accusations of racism on campus often tied up closely with their dissatisfaction with managers as it was often the managers themselves who were seen as racist. Other respondents simply indicated that they felt that the institution operates in a racist manner without indicating exactly what has made them feel this way.

The worst will be unfair treatment especially to non-whites. Each and every position, if the person is non-white he/she will be considered late, and white always preferred first.

*Ubuhlanga neCentralisation eqgiba abantu Ukuba umnyama uya kuhlala ukuGrade 1 ubomi bakho ude upensione.*

[Racism and centralisation is destroying people. If you are black you will remain in Grade 1 for the rest of your life, until you retire.]

Recent changes in terms of how cleaning services are organised and managed attracted much criticism in this section. Several respondents mentioned the centralisation of cleaning services as one of the worst things about working at RU. Others mentioned the introduction of earlier starting times for cleaning staff as a source of dissatisfaction.

*Okunye; xa unokuqwalasela abantu abangena ngo 7 kusasa ngabantu abamnyama bodwa, kwaye iLunch time yethu ayibalulekanga, sitya ngo 11 o'clock asinaxesha lesigxina nanjengabasebenzi ngokuba sizi cleaner asazelwa nto ngu[name removed].*

[If you were to look at people who start work at 7h00, it is only black people, and our lunch time is not seen as important. We eat at 11h00, there is no permanent time for meals, [our manager] undermines us, just because we are cleaners.]

*Eyona nto ibuhlungu kukuvuka ekuseni, abanye abamhlophe balele bona uthi ukhalaza kuthiwe baninzi abafuna umsebenzi.*

[What is most painful is waking up early in the morning, in the meantime the white people are still sleeping, and when you complain you get told that there are many people who are in need of employment.]

*Ayiginyisi mathe kwaphela into yeCCS apha eRhodes asiyamkeli kwaphela thina basebenzi apha eRhodes.*

The matter of CCS at Rhodes is unpleasant. It is unwelcome to us as workers at Rhodes.

A third issue which was raised by many staff members was the issue of a lack of staff development. This issue seemed to concern staff members employed at Grades 1-5 more than other staff members, but support staff members in higher grades also mentioned this as an issue. Many staff members complained that they have been working at the institution for many years without being able to progress:

*Ndisenze eRhodes for [more than 20] years ndikuGrade 1. Mdisiwe eCentral Cleaning ndingafuni ebudaleni sendikufuphi kwipenion. iRhodes ayindikhathalele ndakuqgiba amandla am ayindifuni ngoku ifuna abantu abatsha thina badala silahlelwa phaya. Sizinkomo ngoku, amandla agqitywe yiYunivesithi*

[I have worked for Rhodes for [more than 20]<sup>1</sup> years and I remain in grade 1. I have been taken to Central Cleaning against my will, I am nearing pension age. Rhodes does not want me after I have given all my energy here, now it wants younger people, it is throwing all the old people away. We are now old cows, our energy has been drained by this University.]

[The worst thing about working at RU is] the fact that this is the first time in nearly three decades that anyone has asked me anything about my job! My job is never reviewed and my job description has remained unchanged for decades despite constantly changing technologies and demands.

*Ek sal dood gaan en werk as 'n kombuis helper.*

[I will die [still] working as a kitchen helper.]

While the three issues above mostly related to the concerns of support staff, an issue raised by staff members across the university was the question of the salaries paid by the institution. Indeed,

<sup>1</sup> The exact number of years has been removed to prevent the respondent from being identifiable.

overall, this was the issue that was mentioned most in response to the question of what the worst thing about working at RU is. More than 15% of those who responded to this question mentioned dissatisfaction with their salaries. These very negative perceptions in relation to salary echo the findings discussed in Chapter 5. Staff members' perception appears to be that salaries are unsatisfactory because they do not allow staff members to meet their needs, are not comparable with those offered by other institutions, and have deteriorated over the years:

*Imbatalo ayifani nakwezinye iyunivesithi umzekelo iNMMU.*

[Salaries are not the same as with other universities, e.g. NMMU.]

You do not struggle to get paid but the salary does not meet my needs.

The way our salaries have slipped over time. Once, professors' salaries were pegged against judges'. Now a law graduate doing articles in Cape Town earns more than me.

In addition to dissatisfaction with salaries, a number of staff members mentioned a lack of collegiality and friendliness at the institution, growing bureaucracy, increasing administrative burdens and challenges relating to employment equity procedures. Dissatisfaction with Grahamstown was also mentioned by several staff members as a negative factor.

### **8.2.3 Further Comments on Working about RU**

The comments made in the 'further comments' section did not raise any new themes, but most reiterated the themes mentioned above. Of note, however, is that more than 10% of those who answered this question used their response to make positive comments along the lines that although there might be some problems, they are overall pleased to work at Rhodes. Some such comments were:

On balance, I love working at Rhodes notwithstanding the down-sides. In general my experience has been great and I love the line manager and colleagues in the division that I work in. Most of the other staff that I have to deal with are also awesome. There are just a couple of senior people that really spoil things from time to time.

I started working at RU as an intern, so RU is initially the first place I've set foot in, in the corporate world. The 2 years 6 months I've been at RU were pleasant and I feel that the skills I've acquired have prepared me to be able to cope in a fast paced environment whether within or outside RU. I honestly couldn't have started my career at any place better. If I were to go back and choose I'd choose RU all over again.

I left Rhodes after a period of almost 10 years for an offer with a private company. I earned almost double the salary I was earning at Rhodes, despite this I was miserable. I realised that in the private sector no matter what you did you could not make a difference as everything revolved around the making of money. I came back to Rhodes after 2 years – for the job satisfaction and for being able to make a difference.

I have never had more job satisfaction than I do at RU. Of course I want more money and I want to move RU to a city so my partner could have work and we could be together instead of apart so much of the time. But I am very proud to be part of this wonderful institution.

However, while such comments reveal that there are many staff members who find working at RU rewarding and fulfilling, they must be read alongside the many who used the further comments section to reiterate concerns they have around poor management, racism and lack of career development at the institution.

### 8.3 Conclusion

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The results of this section of the survey show that a fairly large proportion of RU staff members do feel satisfied about working at RU despite possible negative feelings in relation to certain aspects of their work life. It is pleasing to note that a full 70% of respondents indicate that overall they enjoy working at RU. The fact that almost 80% say that they are proud to work at RU is another positive finding.

However, this section of the survey also reveals some issues of concern. For example, only 42% of staff members indicate that they would stay at RU if they had other decent employment options which suggests that many of those working at RU continue to work here because they lack other opportunities rather than because they particularly enjoy working at the institution.

The open-ended questions at the end of the survey help to highlight some of the best and worst aspects of working at RU. In terms of the best aspects, it seems that RU staff members welcome the opportunity to work for an institution of learning in that they hope to improve their own education as well as to provide educational opportunities for their children as a result of working at a university. Furthermore, it is clear that many staff members value working closely with students and have managed to build close, rewarding relationships with both students and colleagues. Academic staff members also indicate valuing the flexibility their job offers and many consider RU to be a university where the academic project has not (yet) been overshadowed by corporate concerns.

In terms of the worst aspects of working at RU it is noteworthy that the responses of support staff (and particularly those employed at Grades 1-5) differ markedly from those of academics. Grades 1-5 staff members report experiencing abusive, insensitive and unprofessional managers and also describe confronting persisting racism. Many also report feeling that the opportunities for personal and career development that they hoped would be opened up through working at RU, have not



materialised. Across the board, staff members expressed dissatisfaction with their salaries and a belief that these salaries are not comparable with salaries paid by similar institutions. The other negative responses were quite varied with staff members expressing dissatisfaction about working hours, about uncollegial behaviour and about unhelpful bureaucratic and administrative procedures.

# CHAPTER 9: DISCUSSION AND CONCLUSION

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As mentioned at the outset, the aim of this survey was to get a broad picture of how Rhodes University staff members experience the institutional culture of the institution and, more generally, to get an overview of the general working experience of staff members at RU. It is acknowledged that the findings of the survey need to be complemented by further research and it is hoped that the survey can help identify areas where further research is required. However, while it is clear that further research is needed to fully understand the university's institutional culture, there are some conclusions that can be drawn from the survey that can help identify ways in which the institution can take action to improve the working experience of its staff members. This final chapter of the report highlights some of the key findings of the survey in order to spark the necessary further research and also to suggest areas where action is required on the part of the institution.

This chapter begins with a discussion of various categories of staff members in order to highlight where there is variation in terms of the ways in which staff members experience working at the institution. While some such variation has been identified in the preceding chapters, those chapters are arranged according to theme, whereas this chapter discusses the experiences of particular groups of staff members across themes. The chapter also includes a discussion of some of the common explanations given for RU's relatively poor track record in attracting and retaining black staff members by showing what the survey results suggest in relation to these often given explanations. Finally, the chapter concludes by identifying some key areas of concern highlighted by the survey results.

## 9.1 The Experiences of Different Categories of Staff Members

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At the end of the survey, staff members were asked to complete a section on their demographic characteristics and the role they play at the institution. This information was used to identify variation in terms of the experiences of staff members at the institution so that it would be possible to see if satisfaction (or dissatisfaction) correlates with any particular characteristic – so, for example, we could see if men are generally happier working at RU than women, or if staff members working in a particular faculty or division are more satisfied than those working elsewhere in the university.

While the various chapters in this report have already highlighted some differences in terms of how different groups of staff members experience the institution, it is useful at this point to provide an overview of the relationship between satisfaction with the institution and particular demographic characteristics. In order to get a sense of the relationship between particular demographic characteristics and levels of satisfaction in relation to the various themes explored in the survey, we used statistical tools to identify where there was a statistically significant relationship between a particular variable (say for example, sexual orientation or age or gender) and responses to a particular statement. We can then identify which variables appear to affect staff members' levels of satisfaction with RU's institutional culture. Statistical significance was calculated using either Pearson's Chi-square test of independence or Fisher's exact test.<sup>1</sup> A p-value of smaller than 0.05 was used to identify statistically significant variation.

### **9.1.1 Differences in Relation to Age**

Staff members were asked to indicate their age by selecting one of the following age categories: Under 26, 26-35, 36-45, 46-55, Over 55. The results of the survey show some variation with age,<sup>2</sup> but there was no particular age category that stood out as generally experiencing working at the institution differently across the board. Issues relating to age were also not often raised in the open-ended questions at the end of the survey.

### **9.1.2 Differences in Relation to Gender**

Staff members were asked if they identified as male, female or whether they have an alternative gender identity. As indicated earlier, only two staff members selected the latter option, making it difficult to generalise from the responses of those with an alternative gender identity. In terms of differences in the ways in which men and women working at the institution experience their work life, it was notable that there appears to be relatively little variation.<sup>3</sup> For the most part, men and women's responses to the various statements were very similar.

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<sup>1</sup> If none of the expected frequencies were less than one and no more than 20% of the expected frequencies were less than 5, Pearson's Chi-square test of independence was used to assess the hypotheses. If these requirements were not met, Fisher's exact test is used to test the relevant hypothesis.

<sup>2</sup> In 32 out of the 62 statements included in the survey, there was a statistically significant variation between the responses of staff members of different age categories.

<sup>3</sup> A statistically significant variation between the responses of men and women was found in only 16 of the 62 statements included in the survey.

This is of interest as South African higher education institutions, including Rhodes University, continue to employ far fewer women in higher positions. For example, at RU women only make up 22% of the professoriate and only 38% of all academics.<sup>4</sup> In terms of support staff, the picture is more favourable, however, with 58% of support staff being women and with recent appointments resulting in women also making up 58% of senior management.<sup>5</sup> Given the poor representation of women at senior levels in academia, it might have been supposed that women's satisfaction with the institution (particularly in relation to promotions or staff development) would be lower than that of men, yet there was no statistically significant difference in terms of the way in which men and women answered survey questions related to these topics, although women were more likely than men to disagree that RU does not tolerate sexual harassment or sexism (see Chapter Two). It was also noteworthy that very few respondents drew attention to gender-related issues in the open-ended questions at the end of each section.

In general, the survey results suggest that the day-to-day experiences of men and women at RU are not very different and that it cannot be said that either men or women have a more positive (or more negative) working experience at RU. Variation in relation to other demographic characteristics (such as race and sexual orientation) was far greater than variation in relation to gender. This is not to say that the university does not need to continue working to address the poor representation of women in the professoriate (and among academics generally), but it is to say that women working at RU are, for the most part, as satisfied with their jobs as are men.

### **9.1.3 Differences in Relation to Nationality**

Survey respondents were asked to indicate their nationality as South African, Other African or Other International. This question was included so that we could see if staff members of various nationalities experience working at the institution in different ways. The results suggest that there is little variation in terms of the experiences of staff members of different nationalities.<sup>6</sup> While non-South African staff members were more likely than South African staff members to disagree that RU is welcoming of international staff members and does not tolerate xenophobia (see discussion in

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<sup>4</sup> These figures are drawn from the university's Analysis for Equity Score-Card for the period 1 September 2013 to 31 August 2014.

<sup>5</sup> Senior management currently consists of only 12 staff members, of whom seven are women. These statistics are drawn from the university's Employment Equity Report.

<sup>6</sup> A statistically significant variation between the responses of staff members of different nationalities was found in relation to only 9 of the 62 statements included in the survey, with statistical significance being calculated using either Pearson's Chi-square test of independent or Fisher's exact test and with a p-value of smaller than 0.05 being used to identify statistically significant variation.

Chapter Two), overall South African and international staff members seem to experience working at the institution in broadly similar ways. The topic of nationality also did not feature prominently in responses to the open-ended questions at the end of each section.

#### **9.1.4 Differences in Relation to Race**

It should be evident from the previous chapters that racial divisions persist at RU. The responses of staff members of different race categories show great variation in relation to all the themes explored in the survey.<sup>7</sup> Furthermore, issues relating to race and racism feature prominently in the responses to the open-ended questions at the end of each section of the survey. The survey results thus suggest that staff members of different races experience the institution in profoundly different ways and, for the most part, black staff members are significantly less happy with the institution than are white staff members.

However, persisting racialized patterns of employment at the institution make the analysis of differences in terms of race complicated because differences in position and role at the institution coincide to a considerable extent with race differences. While Rhodes University employs more black staff members than white staff members, only 13% of all black<sup>8</sup> staff members are employed either as academics or as support staff in Grades 14 and above.<sup>9</sup> The corresponding figure for white staff is 65%. This means that when analysing the data above, the responses of staff who identified as African, coloured, Indian or 'other' tend to be very similar to the responses of staff in Grades 1-5 (and to a lesser extent in Grades 6-13). Thus, it is difficult to distinguish between differences which relate directly to race and those which relate to position or role in the institution.

In order to try to better understand to what extent staff members of different races experience the institution differently, it is useful to explore differences between the experiences of black and white academic staff members and between the experiences of black and white staff members in Grades 6 and above. This is helpful as it enables us to see whether black staff members across the institution experience the institution differently to their white counterparts or if the low levels of satisfaction

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<sup>7</sup> There was a statistically significant variation between the responses of staff members of different race categories in relation to all but two of the 62 statements in the survey, with statistical significance being calculated using either Pearson's Chi-square test of independence or Fisher's exact test and with a p-value of smaller than 0.05 being used to identify statistically significant variation.

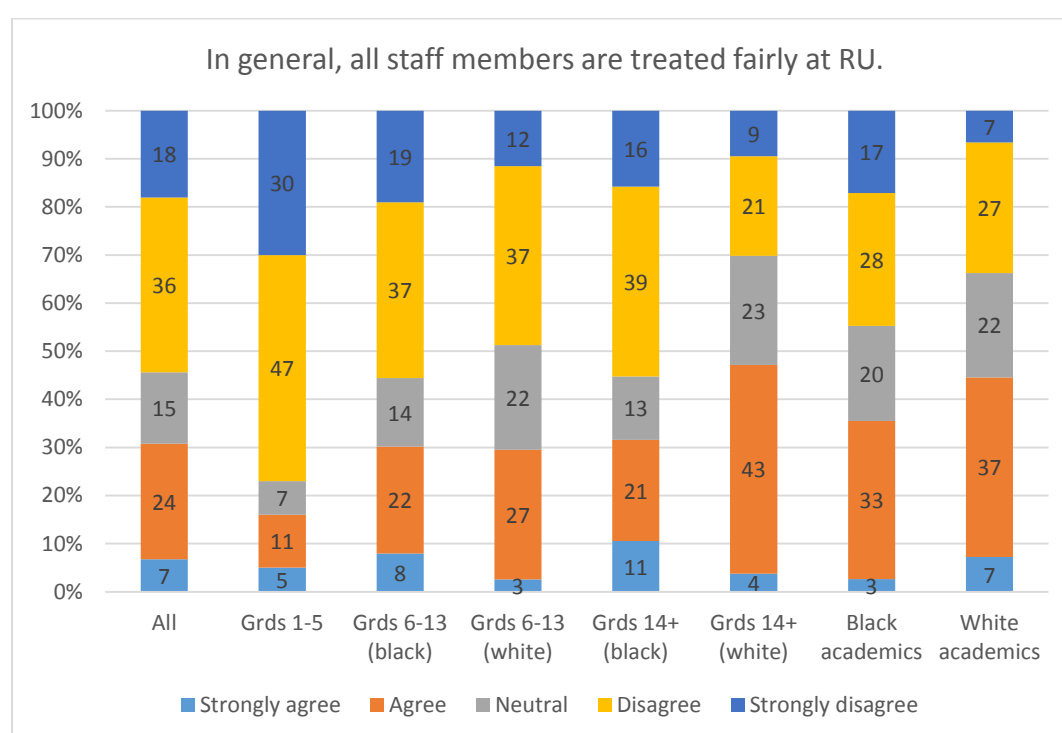
<sup>8</sup> The term 'black' includes all staff in the categories 'African', 'coloured', 'Indian' and 'other'.

<sup>9</sup> This information is drawn from the university's latest Employment Equity report.

shown by black respondents are a reflection principally of the strong dissatisfaction expressed by staff members at Grades 1-5 who are, with almost no exceptions, black.<sup>10</sup>

The figures below look at the responses of black staff members in different roles at the institution to two key statements in the survey: 'In general, all staff members are treated fairly at RU' and 'In general, I enjoy working at RU'. By looking only at the responses of black staff members, we are able to see to what extent the dissatisfaction of black staff members employed at Grades 1-5 is shared by black staff members employed in other roles.

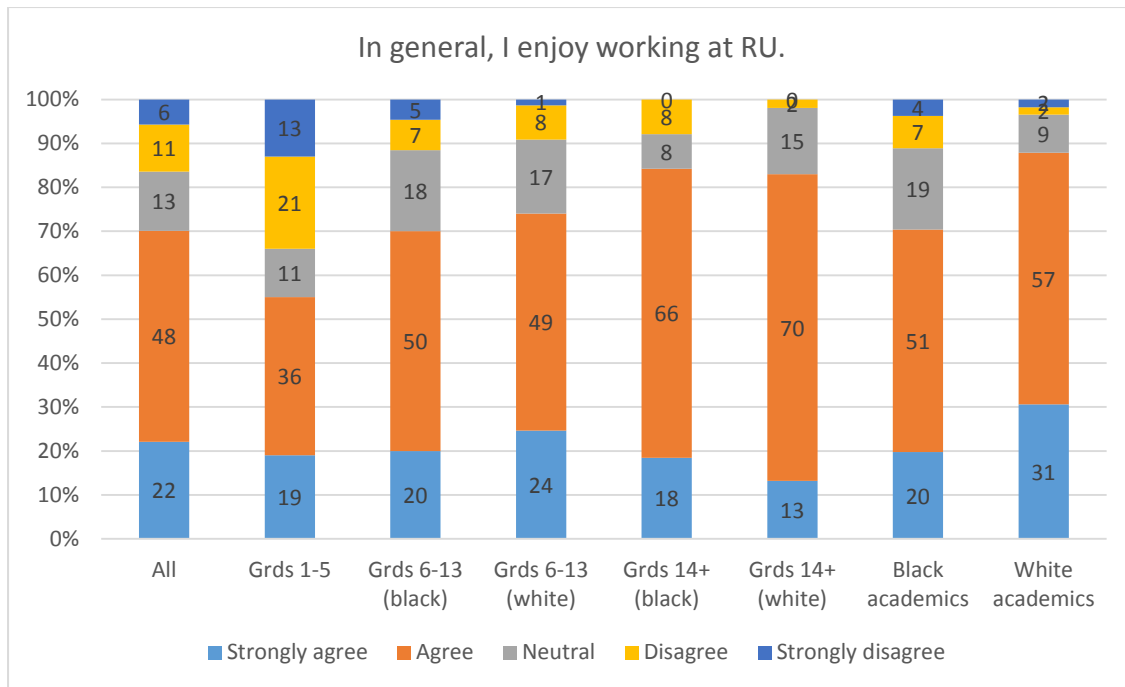
**Figure 9.1**



*Note: All respondents who identified as 'African', 'coloured', 'Indian' or 'other' are included in the category 'black'. The bar to the left represents the responses of all respondents of all races and all levels. No race breakdown has been done for Grades 1-5 as all or almost all staff members in this category are black.*

**Figure 9.2**

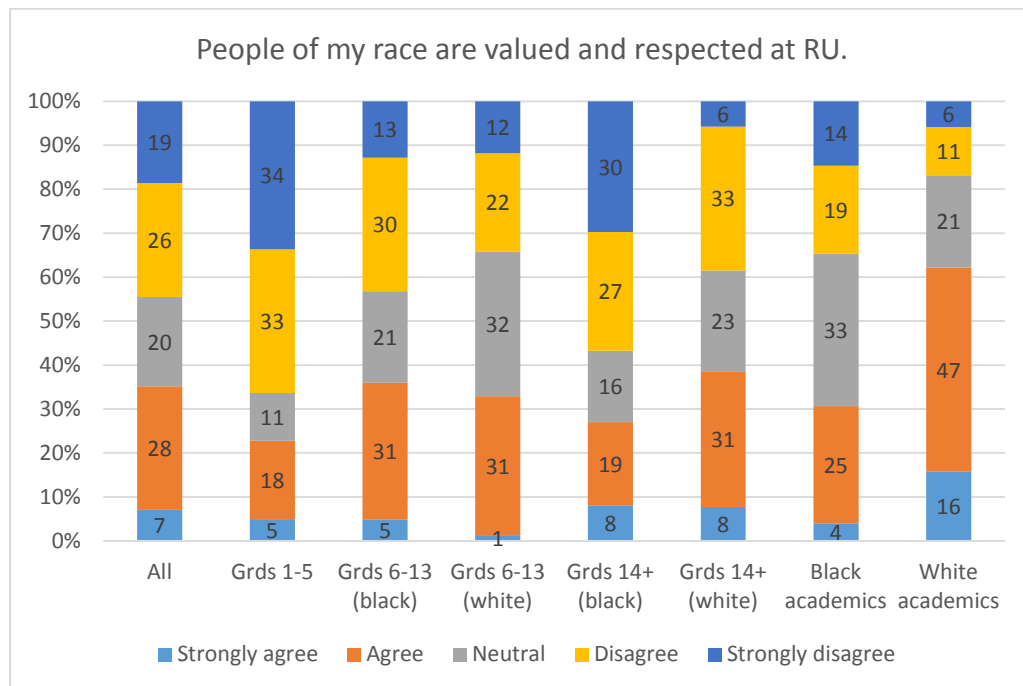
<sup>10</sup> The university's Employment Equity profile uses different categories to the ones usually used by the institution, making it difficult to identify exactly how many white people are employed at Grades 1-5, but the figures suggest that only one or two white individuals are employed at this level.



*Note: All respondents who identified as 'African', 'coloured', 'Indian' or 'other' are included in the category 'black'. The bar to the left represents the responses of all respondents of all races and all levels. No race breakdown has been done for Grades 1-5 as all or almost all staff members in this category are black.*

Figures 9.1 and 9.2 suggest that black academics and support staff members from Grades 6 upwards are more satisfied than those employed in Grades 1-5, but that black staff members in general show somewhat lower levels of satisfaction than do white staff members.

Figure 9.3 below looks at how staff members of different races in different roles responded to the statement 'People of my race are valued and respected at RU'. It appears that black staff members employed in academic and more senior support roles feel more respected than those employed at Grades 1-5. However, it is worth noting that black staff members employed in Grades 14 and above show a very similar response pattern to those employed in Grades 1-5.

**Figure 9.3**

*Note: All respondents who identified as 'African', 'coloured', 'Indian' or 'other' are included in the category 'black'. The bar to the left represents the responses of all respondents of all races and all levels. No race breakdown has been done for Grades 1-5 as all or almost all staff members in this category are black.*

When looking generally at differences along lines of race for support staff working at Grades 6 and above and for academics, it is interesting to note that for the most part the differences between the responses of staff members of different races are not statistically significant.<sup>11</sup> One important exception is in relation to the theme 'transformation' where the responses of support staff in both Grades 6-13 and Grades 14 as well as the responses of academics and above show significant variation in relation to race. Black staff members were more likely to support the need for more rapid transformation at RU and less likely to be convinced that the institution is committed to transformation, to redressing the injustices of the past or to employing more black staff members.

By breaking down the data and looking at differences in relation to both race and role, it is possible to see that the unhappiness of black staff members is more pronounced among support staff members employed at Grades 1-5 than it is among black staff members employed in other roles, but that in general, black staff members show lower levels of satisfaction than white staff members. It is

<sup>11</sup> When comparing responses of staff members of different races in Grades 14 and above, variation was only statistically significant in relation to 16 of the 62 statements. When comparing responses of staff members of different races in Grades 6-13, statistically significant variation was found in relation to only nine of the 62 statements. The variation among academics was higher, but even there statistically significant variation was found in relation to only 21 of the 62 statements.



also important to point out that black staff at the institution continue to mostly be employed in positions of lower status and lower pay and that this has an overall impact in terms of the way that being black at the institution is experienced.

### **9.1.5 Differences in Relation to Language**

The survey revealed considerable variation in terms of the responses of staff members of different languages.<sup>12</sup> In many ways these variations are similar to those along lines of race as the different language categories coincide to some extent with race. For example, English speakers (who are mostly white) were generally more likely to show satisfaction with the various themes than any other language category, while Xhosa speakers as well as those who speak a South African language other than English, Afrikaans or Xhosa (who are mostly black) were far more likely to indicate dissatisfaction. Afrikaans speakers tended to show less satisfaction than English speakers but more satisfaction than those who speak other languages.

### **9.1.6 Differences in Relation to Religion**

Significant variation was also evident in relation to the responses of respondents of different religions.<sup>13</sup> It was, however, difficult to make conclusions in relation to all the different religions present at RU as the number of respondents who indicated their religious affiliation as Hindu, Jewish or Muslim was too small to make comparison meaningful – only one respondent identified as Jewish, eight as Muslim and 11 as Hindu. In relation to the other categories, staff members who indicated their religious affiliation as Indigenous (*Inkolo yesiNtu*) generally showed lower levels of satisfaction than those with other religious affiliations.

### **9.1.7 Differences in Relation to Disability**

A comparison of the responses of staff members with and without disabilities reveals little variation in terms of how the university is experienced.<sup>14</sup> This suggests that overall staff members with disabilities are no less satisfied with their work life than are staff members without disabilities. However, it should be noted that many staff members commented on issues related to disabilities in

<sup>12</sup> In terms of language, there was statistically significant variation in relation to 57 of the 62 statements in the survey.

<sup>13</sup> In terms of religion, statistically significant variation was found in relation to 53 of the 62 statements.

<sup>14</sup> Statistically significant variation between the responses of staff members with and without disabilities was found in relation to only five of the 62 statements in the survey.

the responses to the open-ended questions. The problem of disability-unfriendly buildings was raised by many such respondents.

### **9.1.8 Differences in Relation to Sexual Orientation**

A comparison of the responses of staff members of different sexual orientations reveals some variation in terms of how staff members experience the institution.<sup>15</sup> In general, staff members who identify as asexual, bisexual, gay, lesbian or queer show lower levels of satisfaction than those who identify as heterosexual, although there was a fair amount of variation in terms of the levels of satisfaction of each of these categories. Issues relating to sexual orientation did not feature prominently in the open-ended feedback and so it is difficult to get a sense of exactly how staff members of different sexual orientations experience the institution and to know what aspects of RU's institutional culture are experienced as particularly alienating. It should also be noted that because official records are not kept in relation to staff members' sexual orientation, it is difficult to know if people of any particular sexual orientation were sufficiently represented in the sample. What we can conclude from the survey is that heterosexual staff members do appear to feel more comfortable and generally more included at RU than do other staff members. Further research into how the institution is experienced by members of the LGBTQI community and by those who identify as asexual would be helpful in order to make RU's institutional culture more inclusive.

### **9.1.9 Differences in Terms of Living Arrangements**

Respondents were also asked to provide information about their living arrangements. This was asked in order to explore whether any particular category of staff members (perhaps those who live alone or those who live with their children) experience the institution differently to others. The results of the survey do show some variation in relation to staff members' living arrangements,<sup>16</sup> but it is not possible to identify any particular group which is generally less satisfied in relation to the various themes included in the survey.

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<sup>15</sup> Statistically significant variation between the responses of staff members of different sexual orientations was found in relation to 45 of the 62 statements in the survey.

<sup>16</sup> Statistically significant variation between the responses of staff members with different living arrangements was found in relation to 30 of the 62 statements in the survey.

### **9.1.10 Differences in Relation to Levels of Education**

A comparison of the responses of staff members with different levels of education reveals considerable variation in terms of how the institution is experienced.<sup>17</sup> However, levels of education are very closely related to the role that staff members play at the institution so it is difficult to know if levels of education in themselves affect how satisfied staff members are with their work life. Those with less education tend to work in Grades 1-5, while more educated staff members work as academics or as senior support staff. Some of the responses to the open-ended questions did touch on the topic of education with many staff members indicating that one of the best things about working at RU was that working at RU provides them with the opportunity to further their own education or to advance the education of their children. However, some staff members (particularly in Grades 1-5) did indicate that they felt that opportunities for further education and training (and general personal development) were lacking at the institution. There were also instances where staff members indicated dissatisfaction with the introduction of minimum educational requirements for some positions.

### **9.1.11 Differences in Relation to Role at the Institution**

Staff members were asked to indicate whether their role at the institution is an academic one or whether they are a member of the support staff (or, indeed, play a dual role). All those whose primary role is to teach or research are considered academic staff members, while all other staff members are considered to be support staff members. Staff members who play a dual role include those academics who act as wardens in the residence system or the few staff members who might have a position that bridges the two roles. Academics staff members were also asked to indicate their level (i.e. lecturer, associate professor, professor, etc.) and their faculty. Support staff members were asked to indicate which division they work in and what grade category they fall under (e.g. Grades 1-5, Grades 6-13 and so on). We did not ask academics to indicate their Departments and grouped small support divisions together in order to alleviate concerns about identifiability. What the survey shows is that there is considerable variation in terms of the way in which support staff members at different grades experience the institution.<sup>18</sup> Staff members at Grades 1-5 show significantly higher levels of dissatisfaction in relation to almost every statement in the survey.

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<sup>17</sup> Statistically significant variation between the responses of staff members with different levels of education was found in relation to 55 of the 62 statements in the survey.

<sup>18</sup> Statistically significant variation between the responses of staff members at different grade levels was found in relation to 59 of the 62 statements in the survey.

There also appears to be a fair amount of variation in terms of how academics and support staff members experience working at the institution,<sup>19</sup> but it is not clear to what extent this variation is a reflection of the dissatisfaction of staff members at Grades 1-5. Support staff members at higher grades show satisfaction levels that are in many ways similar to those of academics. In terms of differences between academic faculties, there does not appear to be much variation.<sup>20</sup> Furthermore, because some faculties are very small (and because the response rates of these small faculties was not very high), the survey does not provide a basis for concluding that staff members in any particular faculty are significantly less satisfied than those in other faculties. In terms of the various divisions in which support staff work, more variation was found.<sup>21</sup> It appears that dissatisfaction is most pronounced in the Facilities Servicing and Residential Operations sub-sections of Infrastructure and Operations. However, response rates in these sub-divisions (and particularly in Residential Operations) was fairly low and so it cannot be concluded with certainty that the respondents accurately represent the populations as a whole.

The responses to the open-ended questions provided plenty of detail about why it is that many staff members in Grades 1-5 feel dissatisfied with their experience of working at RU. As discussed elsewhere in the survey, staff members describe feeling undervalued and disrespected, particularly by their direct managers and supervisors, and relate instances of unsympathetic and unprofessional treatment.

It thus seems that the role that one plays at the institution plays a very big role in influencing how one experiencing the university's institutional culture. Those playing a support rather than an academic role feel less comfortable and less valued at RU and those whose support role is a low-paid and low-status one feel particularly alienated and aggrieved.

#### ***9.1.12 Difference in Relation to Length of Service***

It might be expected that the length of time one has worked at the institution would affect how one experiences its institutional culture, but the survey results do not indicate significant variation in

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<sup>19</sup> Statistically significant variation between the responses of academic and support staff members was found in relation to 48 of the 62 statements in the survey.

<sup>20</sup> Statistically significant variation between the responses of academic staff members in different faculties was found in relation to 22 of the 62 statements in the survey.

<sup>21</sup> Statistically significant variation between the responses of support staff members in different divisions was found in relation to 44 of the 62 statements in the survey.

terms of length of service.<sup>22</sup> It does not appear that how long one works at the institution has much effect on how satisfied (or dissatisfied) one is with working at RU. While one might assume that those who have been working here the longest would be most satisfied (as, presumably, dissatisfied people are more likely to leave), but the survey does not provide support for such an assumption. It may be that many dissatisfied staff members continue to work at RU for lack of opportunities – indeed some of the responses to the questions in the final section of the survey suggest this (see Figures 8.2 and 8.4 in Chapter 8). For example, while 74% of staff members indicate that they intend to continue working at RU for the foreseeable future, only 42% of staff indicate that they would continue working at the institution if other opportunities were available. Thus it might be that some staff members who have been at the institution for many years (and who intend to continue working here), remain at the institution less because they feel satisfied with their working environment and more because they lack other opportunities.

#### **9.1.13 Differences in Relation to Contract**

A comparison of the responses of permanent staff members with those on contract reveals fairly low levels of variation.<sup>23</sup> However, what was interesting to note is that there were fairly high levels of in relation to the questions on the themes of management and of rewards and recognition, but that it was permanent staff members rather than contract staff members who showed the greatest dissatisfaction in relation to these two areas. In other areas of the survey, there was very little difference between the responses of permanent staff members and those on contract. It should however be noted that staff members on contract were somewhat under-represented in the survey – only 37% of contract staff members took part. Therefore, while the survey does not allow us to conclude that there is significant variation between the responses of permanent and contract staff members, the lower response rate of contract staff members is a matter of concern and makes it difficult to make firm conclusions.

#### **9.1.14 Differences in Relation to Union Membership**

A comparison of the responses of those who are members of the NEHAWU union, those who are members of the NTEU union and those who are not union members at all, reveals significant

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<sup>22</sup> Statistically significant variation between the responses of staff members with differing lengths of service was found in relation to only 18 of the 62 statements in the survey.

<sup>23</sup> Statistically significant variation between the responses of permanent and contract staff members was found in relation to 21 of the 62 statements in the survey.

variation.<sup>24</sup> NEHAWU (the National Education, Health and Allied Workers Union) represents staff members at Grades 1-5 only, while NTEU (the National Tertiary Education Union) represents all other staff members. Staff members are not required to be union members – indeed, less than half of all RU staff members are members of either union.

Respondents who are members of NEHAWU generally showed far higher levels of dissatisfaction than those who are NTEU members or not members of any union at all. Dissatisfaction among NTEU members was generally slightly higher than among those who are not union members, but the difference was not as marked as the difference between NEHAWU members and all other staff members. It is difficult to know how to interpret these results. Because NEHAWU members are all employed at Grades 1-5 and because dissatisfaction levels at Grades 1-5 were far higher than in relation to any other category, it may be that the higher levels of dissatisfaction of NEHAWU members are related more to the role their members play at the university and less to their union membership. It should be noted that there was a very high response rate among NEHAWU members – over 70% of all NEHAWU members participated in the survey (see Table 1-2 in Chapter 1). This means that the perspectives of unionised Grades 1-5 staff members are better represented than the perspectives of non-unionised staff members.

## 9.2 Common Explanations for RU's Poor Equity Profile

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One of the reasons why this survey was conducted is that while there are a few commonly cited explanations for why Rhodes University has not been able to attract and retain sufficient numbers of black staff members in academia and senior support positions, insufficient research has been conducted to confirm whether or not these explanations actually hold weight. In this section, we touch on some of the reasons that are often given for RU's slow transformation and indicate to what extent the findings of the survey confirm or challenge these common explanations.

### 9.2.1 *Money, Money, Money*

Members of the institutional culture survey committee have often heard it said that one reason why Rhodes University fails to attract and retain black staff members is because the salaries paid to Rhodes University staff members are not sufficiently attractive to black staff members. Indeed, the

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<sup>24</sup> Statistically significant variation between the responses of staff members with different union membership statuses was found in relation to 61 of the 62 statements in the survey. The one exception relates to the statement 'I plan to continue working at RU for the foreseeable future'.

latest Employment Equity report lists relatively poor salaries as one of the barriers to employment equity.<sup>25</sup>

The survey helps us better understand if it is indeed the case that the poor salaries at RU are a significant disincentive for staff in general and for black staff in particular. Of course, the survey only explores the attitudes of existing staff members, so it cannot give us any indication of whether or not RU salaries have been disincentives for potential staff members – a very important question about which further research is needed. The survey confirms that RU staff members are indeed unhappy about their salaries with 67% of all respondents disagreeing or strongly disagreeing with the statement ‘My pay package compares well with that offered by other employers’. While this shows that poor salaries (or, at least, the perception that salaries are poor) is generally a concern for RU staff members, the survey does not reveal any significant difference between the dissatisfaction of RU staff members of different races. While there were slight differences in terms of staff members of different races response to the statement (see Figure 5.1 in Chapter 5), these differences were not statistically significant suggesting that we cannot conclude that staff members of any particular race are any more dissatisfied than others with their salary. It might be suggested that low salaries only play a role in driving away black professionals (rather than black staff at all levels), but even when we look at the responses of academics or senior support staff members (Grades 14 and above), the survey suggests that there is no significant difference between the responses of black and white academics or senior support staff members in relation to satisfaction with their pay packages.

It should also be noted that the responses made in the open-ended sections of the survey show that there are widespread perceptions about salary differentials not all of which match up to the reality of the situation. For example, some white staff members bemoaned the fact that black staff members earn (or expect to earn) ‘BEE salaries’, while African staff members complained that white or coloured staff members unfairly earn more than they do. These kinds of perceptions need to be addressed more clearly by the institution. For example, there is currently no clear message in relation to so-called ‘equity premiums’ which can supposedly be paid to black staff to attract them to come to RU (or to retain such staff members once they are here). The perception that equity premiums are being paid creates some resentment among some white staff members, however there is actually little evidence to suggest that a significant number of black staff members are indeed earning such premiums. The university does not provide statistics in relation to how many

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<sup>25</sup> Rhodes University’s Employment Equity reports are available here:  
<http://www.ru.ac.za/humanresources/policies/employmentequity/eereports/>.

staff members are paid equity premiums, but the documentation it releases as part of compliance with Employment Equity legislation suggests that very few staff members earn such premiums. For example, according to the latest figures, white people (and white men in particular) earn more than other categories of staff members in all except one of the categories included in the Employment Equity reports.<sup>26</sup> While these higher figures can at least partially be explained by the fact that the categories include clusters of staff members<sup>27</sup> and that white people (particularly white men) tend to be appointed to higher paid positions within those clusters than are other staff members, the figures do show that on average white people (and particularly white men) are still far higher earners at the institution despite perceptions about black staff earning 'equity premiums'. Furthermore, recipients of 'scarcity allowances' (which are paid to staff in areas where it is difficult to attract staff because people with the required qualifications can easily find better remunerated work elsewhere)<sup>28</sup> are overwhelmingly white. Latest figures show that 93% of the academics and 58% of the support staff who receive scarcity allowances are white.<sup>29</sup> The number of white staff members earning scarcity allowances certainly far exceeds the number of black staff members earning any form of equity premium.

In short, the survey provides no evidence that black staff members are any more preoccupied with earning better salaries than are white staff members. Furthermore, the university's official EE documentation provides no evidence that black staff members earn 'BEE salaries' at RU nor that RU is making much use of equity premiums to attract or retain black staff members. Thus it appears that there is little evidence to suggest that black staff members would be or are currently being attracted to RU (or encouraged to remain at RU) through the payment of higher salaries than their white counterparts. This is not to say that the survey results suggest that equity premiums *should not* be used in order to attract or retain black staff members, only that they *are not* currently being used extensively, that there are *perceptions* among some white staff that black staff are earning equity

<sup>26</sup> This information is drawn from the EEA4 report for 2013/2014. The Employment Equity reports use categories such as 'senior management', 'professionally qualified and experienced specialists and mid-management' (which include academics) and 'semi-skilled and discretionary decision-making'. In all the categories except 'top management' (where there were only two employees, one African and one white, who were paid the same), white employees earned more on average than black earners (with black earners including those identified as African, coloured and Indian).

<sup>27</sup> Each of the categories used in the report includes staff members at different levels – for example the category 'professionally qualified and experienced specialists and mid-management' would include both a full professor and a junior lecturer. Thus differences in averages can at least partly be explained by the fact that white staff members tend to be employed in more senior positions within each of the categories.

<sup>28</sup> The logic behind the awarding of such allowances at RU is explained here:

<https://www.ru.ac.za/media/rhodesuniversity/content/humanresources/documents/supportstaffmatters/Protocol%20for%20support%20staff%20scarcity%20allowances.docx>.

<sup>29</sup> This information is taken from a 2014 remuneration analysis presented to the Equity and Institutional Culture committee.



premiums, and that dissatisfaction with salaries is a general disincentive for staff rather than a particular disincentive for black staff members.

### **9.2.2 *The Problem's not Rhodes, it's Grahamstown***

Another common explanation for Rhodes University's failure to attract and retain black staff members relates to people's dislike of Grahamstown rather than their dislike of the university itself. Grahamstown is blamed for being 'backward', colonial, racist and having a small-town mentality. While it is difficult to use the survey results to determine to what extent the location of the university is a disincentive for people to come to Rhodes University in the first place, the survey can help us determine whether or not current staff members dislike living in Grahamstown and whether or not black staff members are more likely than white staff members to dislike living in the town. In order to determine to what extent the town itself is a barrier to retention of staff, we included a question specifically about Grahamstown in the survey, asking people whether or not they like living in Grahamstown. Just over 80% of staff members agreed or strongly agreed with the statement 'In general, I like living in Grahamstown', suggesting that there is not a general dislike for the town among staff members. Furthermore, African and coloured staff members were more likely to agree with the statement than were staff members of other races, suggesting that there is no particular dislike for the town among black staff members (indeed it is white staff who are more likely to dislike the town). It is however worth noting that 38% of those who gave their home language as 'Other South African' (i.e. not Xhosa, English or Afrikaans) either disagreed or strongly disagreed with the statement 'In general, I like living in Grahamstown'. This was the only group of staff members where more than 30% of respondents indicated disagreement with this statement.

The survey thus provides little support for the claim that Grahamstown is unattractive to a significant number of *current* employees at RU, or that it is particularly unattractive to black staff members. However, further research would be needed in order to determine whether or not *prospective* employees consider the town itself to be a disincentive to working at RU.

### **9.2.3 *Alienating Institutional Culture***

Another reason commonly given for the institution's inability to attract and retain a more diverse range of staff members relates to the institution's culture. As indicated in Chapter 1, the term 'institutional culture' covers a broad range of issues which is why this survey explored staff

members' experiences of so many aspects of the institution. The survey does support the claim that some staff members experience the institution as alienating and do not feel at home at RU. In particular, the survey shows that black (and especially African) staff members are in general less happy than white staff members. However, the survey shows that it is staff members employed at Grades 1-5 who are particularly likely to experience the institution as alienating. Thus, while black (and particularly African) staff members do in general show higher dissatisfaction levels in relation to a number of themes explored in the survey, the slightly higher levels of dissatisfaction among black academic and senior support staff members are often not statistically significant,<sup>30</sup> whereas the higher levels of dissatisfaction of staff members at Grades 1-5 (who are almost all black) when compared with those at higher grades are very marked.<sup>31</sup> Thus black staff members (and particularly those who identify as African) are much less happy at RU than are white staff members, however differences in satisfaction are far less marked if the focus is only on academic and senior support staff members.

This is of interest because in many conversations about transformation and institutional culture much more attention is given to making the institution more welcoming and comfortable to academic staff members and senior support staff members from under-represented groups. Relatively little attention has been given to the experiences of staff members who play a role in keeping the campus clean and well-maintained, who ensure that staff and students are well-fed, and who generally provide the basic support required to keep the institution going. The survey results suggest that it is this category of staff in particular who do not feel welcome and at home at RU. While there is little difficulty with attracting and retaining staff members at this level, if the institution truly does want to live up to the motto of being a 'home for all', it is necessary to address feelings of alienation among staff members in Grades 1-5. This is not to say that the grievances of black staff members in other roles are unimportant and can be dismissed, but only that if the institution wants to be a less alienating place for all black staff members (rather than only for black professionals), careful attention needs to be given to the extreme unhappiness expressed by staff in Grades 1-5.

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<sup>30</sup> When comparing responses of staff members of different races in Grades 14 and above, variation was only statistically significant in relation to 16 of the 62 statements. When comparing responses of staff members of different races in Grades 6-13, statistically significant variation was found in relation to only nine of the 62 statements. Variation along the lines of race for academic staff was statistically significant in relation to 21 of the 62 statements.

<sup>31</sup> When comparing responses of staff members at Grades 1-5 with those of staff members in higher grades, statistically significant variation was found in relation to 59 of the 62 statements in the survey.

When considering whether there are other under-represented groups who feel alienated by RU's institutional culture, the survey suggests that those who identify as asexual, bisexual, gay, lesbian or queer feel less comfortable at the institution than those who identify as heterosexual. As discussed earlier (see 9.1.8 above), the survey results do not provide much detail as to how this discomfort or unhappiness manifests itself and so further research about the experiences of these staff members is required. In terms of gender, women are not an under-represented group at the institution as a whole (indeed 55% of RU staff members are women), but women are under-represented among academics at RU (women make up only 38% of academics) and especially in the professoriate (where only 22% are women). As discussed earlier, the results of the survey show that women report experiencing the institution in very similar ways to men and so the survey does not provide much information about whether or not the university's institutional culture contributes to women's poor representation in senior academic positions.

### 9.3 Conclusion: Key Areas of Concern

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The survey provides a very general overview of how staff members at RU experience working at the institution. The results of the survey cannot be seen to be the final word on institutional culture at RU and must be complemented by further research, particularly qualitative research, which can help provide a more detailed and nuanced picture of how staff members experience working at the institution. However, while further research is certainly needed, even without further research it is clear that attention is needed in some areas.

Firstly, the survey reveals widespread dissatisfaction with salaries, promotions and recognition awards. In 2009, the university undertook a review in relation to staff remuneration and several adjustments were made aimed at achieving both internal and external equity – in other words, an attempt was made to ensure that RU staff members are being paid at a comparable level to those doing similar jobs elsewhere in South Africa (external equity) and that people doing similar jobs at the institution receive similar pay. While this review resulted in a range of changes to the way in which staff are remunerated,<sup>32</sup> the changes do not appear to have convinced staff members that their pay packages are comparable with those offered by similar institutions. As indicated earlier, 82% of staff members feel that their salary compares poorly with the salaries offered by other

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<sup>32</sup> A communication from council in relation to these changes can be found here: <http://www.ru.ac.za/media/rhodesuniversity/content/humanresources/documents/3remunerationandallowances/Communication%20of%20Council%20decision%20staff%20newsletter.doc>.

employers. Assuming that RU does not have the funds to increase salaries substantially, creative strategies are required to ensure that staff members feel recognised and rewarded at the institution.

One area in which institutions can improve staff members' feelings in relation to rewards and recognition is through recognition awards which provide staff members who have excelled at work with additional remuneration. RU currently does have a merit awards system in place and also offers academics particular awards for excellent achievement, such as teaching, research and community engagement awards. However, the survey reveals that staff members have little faith that such awards are being fairly awarded. Only 27% of respondents agreed or strongly agreed that such awards are fairly given and dissatisfaction with the way in which such awards are given being pretty evenly spread across the institution (see Figure 5.8 in Chapter 5). It seems that quite substantial changes are required if the merit award system is to actually make staff members feel recognised and rewarded rather than fuelling resentment. Alternatively, the merit award system could be replaced by a different mechanism (or mechanisms) to encourage excellent achievement. It should also be noted that, as stressed in Chapter 5, feeling recognised and rewarded is not simply a matter of wanting more remuneration. Staff members also value non-monetary ways of showing appreciation and recognition and so alternative, non-monetary ways of recognising and rewarding staff could also be explored.

In addition to concerns around rewards and recognition, the survey reveals a second area where there are substantial shortcomings: the area of management. As Chapter 4 shows, staff members show widespread dissatisfaction with senior management and some staff members also show extreme dissatisfaction with their line managers. In particular, concerns were raised in relation to senior management's performance in the area of transformation (where only 33% of staff appear to be satisfied), in relation to the extent to which staff members' views are solicited and taken into consideration (where only 28% of staff appear to be satisfied) and in relation to accountability and transparency (where only 37% and 36% of staff are satisfied respectively). In relation to line managers, the picture was more mixed: while academics and high level support staff members (particularly those in Grades 14 and above) seem fairly satisfied with the performance of the person they report to, support staff members in Grades 1-5 expressed extreme dissatisfaction with their line managers (see Figures 4.6-4.8 in Chapter 4). Only 24% of respondents in Grades 1-5 think their line manager treats everyone consistently and fairly, only 38% feel that their line managers are comfortable with diversity, and only 29% feel that their line managers support their career development. It should also be noted that dissatisfaction with management appears to be

particularly high in certain divisions, most notably Infrastructure and Operations: Facilities Servicing, and Infrastructure and Operations: Residential Operations.<sup>33</sup> Furthermore, the responses to the open-ended questions include many references to unfair, unsympathetic and unprofessional behaviour on the part of line managers.

Finally, the survey results suggest that institutional transformation needs to be intensified. In general staff members show willingness and commitment in relation to increased transformation – 67% of staff members agreed or strongly agreed with the statement ‘RU needs to transform more quickly in order to better reflect South Africa’s diversity’. Furthermore, the report reveals that the categories of staff members most discriminated against in the past continue to feel undervalued at the institution, suggesting that transformation has yet to be achieved if transformation is understood to mean the redressing of past inequalities and the achievement of an equitable social order. As discussed in Chapter 2, staff members who identify as African, coloured or ‘other’ feel less valued than those who identify as white or Indian; people who identify as asexual, bisexual, gay, lesbian or queer feel less valued than those who identify as heterosexual; international staff members feel less valued than South African staff members, those who practice indigenous religions feel less valued than those who identify as Christian or as non-religious; people whose home language is anything other than English feel less valued than those whose home language is English; and people with disabilities feel less valued than those without disabilities. What this long list suggests is that staff members’ perceptions are that RU continues to value staff members who are white, heterosexual, able-bodied English-speaking South Africans who are either Christians or non-religious. Thus, those who dominated the institution in the past appear to continue to be more valued and respected at present. This suggests that transformation is far from complete. And, given the high levels of support among staff members for more rapid transformation, it appears that RU can confidently embark on more radical strategies of transformation.

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<sup>33</sup> Note that the response rate among staff members in Residential Operations was very low (26%) and so responses cannot be assumed to be representative of the population as a whole.

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# APPENDIX A: SURVEY (English Version)

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**RHODES UNIVERSITY**  
*Where leaders learn*

July 2014

Dear Colleague

Improving the institutional culture of Rhodes University so that everyone feels comfortable and valued is very important. In order to determine how best we can improve the way in which Rhodes University staff members experience working at the university, we need to know details about our staff members' current experiences. Furthermore, in order to be able to drive transformation forward at Rhodes University we need to know how staff members' experiences correlate with their race, gender, sexuality, nationality and other features.

With this in mind, we ask that you complete a survey about the institutional culture of Rhodes University. The survey should not take you longer than 20-30 minutes to complete. Kindly follow the email link to access the survey and begin completing it by carefully reading the instructions given. The survey is also available in isiXhosa and Afrikaans for those who would prefer to complete it in one of those languages. It is also available in hard copy for those who prefer to fill in a paper version (also in English, Afrikaans or isiXhosa). For any further information relating to the RU 2014 staff survey please contact [rustaffsurvey2014@ru.ac.za](mailto:rustaffsurvey2014@ru.ac.za).

Your confidentiality is guaranteed. The results will be handled in such a way that no individual can be identified. More information is provided in the attached information sheet.

Thank you for taking time to assist us in better understanding how you experience working at Rhodes University.

Yours sincerely

Dr Sizwe Mabizela

Acting Vice-Chancellor

**Information Sheet for the Rhodes University Institutional Culture Survey 2014**

### **What is this survey for?**

The purpose of this survey is to gather information from all Rhodes University staff members about Rhodes University's institutional culture and, more generally, about how people feel about working at Rhodes. We would like to hear about your experiences and about how Rhodes University could become a more comfortable and welcoming place for you.

The results of the survey will assist the University as a whole, and the Office of Equity and Institutional Culture, in particular, in improving the way in which Rhodes University staff members experience working here.

The survey has been approved by the Rhodes University Ethics Standards Committee.

### **What will you do with my answers/responses?**

The Survey will be implemented and managed by the Office of Equity and Institutional Culture in the Vice Chancellor's Office for the benefit of the entire University. We will use your responses to compile a report which can guide attempts to improve staff members' experiences of working at Rhodes University.

The information you give is completely confidential. You should not give your name or staff number anywhere. The individual surveys will be destroyed after coding and will be processed and reported upon in a manner that protects your identity.

### **How long will it take?**

The survey should not take you more than about 20-30 minutes to complete but you will be offered as much time as is necessary at the various survey stations.

### **Do I have to complete this survey?**

No, participation in this survey is completely voluntary. You can choose whether or not to participate, but please remember that the more people who participate, the better we can understand how to improve the quality of the work life at Rhodes University.

You may also choose to leave out any question if there is a question you are unable or unwilling to answer. You may stop the survey at any time if you decide you do not wish to continue.

Please indicate below whether or not you consent to participate in this survey?

☐ Yes, I would like to complete the survey.

☐ No, I do not want to complete the survey.



**RHODES UNIVERSITY**  
*Where leaders learn*



## INSTITUTIONAL CULTURE SURVEY

### What is your experience of working at Rhodes University?

In order to give us a sense of how you feel about working at RU, please could you indicate whether you agree or disagree with the statements below. The survey is divided into seven sections. At the end of each section you will be able to elaborate further on the issues covered in that section. After the seven sections, you will be asked to give us some information about your biographical characteristics (age, gender, race, etc.) and your role at Rhodes University. All information will be treated confidentially. You may choose to omit any question.

Please be aware that once you have submitted the survey as completed, you will not be able to access the survey again to make changes. If you choose to exit the survey site before you submit the survey as completed, on your return, you will be directed to where you left off and you can continue to answer the questions asked, provided that you return to the site to complete the survey within the period when the survey will be conducted. This is from 25 July to 14 August, 2014. The survey tool does allow you to make changes and to go back and forth the survey before you submit it as complete.

SECTION 1: EQUITY AND FAIRNESS							
To begin with, we would like to know how fairly you think you and others are treated at Rhodes University. Please indicate to what extent you agree with the following statements.							
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
1.1	In general, all staff members are treated fairly at RU.						
1.2	Work is fairly distributed among staff in my Department/Division.						
1.3	I can cope with the work I have and do not feel overloaded.						
1.4	RU policies and protocols protect me from unfair discrimination.						
1.5	Academic staff members are generally treated with respect at RU.						
1.6	Support staff members are generally treated with respect at RU.						
1.7	I know what to do and who to report to in the case of harassment and/or unfair discrimination.						

**SECTION 2: TRANSFORMATION**  
The next few questions relate to how you feel about transformation at RU.

## SECTION 3: MANAGEMENT

The following statements relate to your experience of management at RU.							
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
3.1	Senior management at RU provides good leadership to the institution.						
3.2	Senior management is doing a good job at transforming RU.						
3.3	People's thoughts about how things should be done at RU are actively solicited and considered.						
3.4	RU promotes a culture of accountability at all levels.						
3.5	RU promotes a culture of transparency.						
3.6	The person I report to (e.g. my Head of Department or Supervisor) treats everyone in the Department/Division consistently and fairly						
3.7	The person I report to (e.g. my Head of Department or Supervisor) is comfortable with diversity.						
3.8	The person I report to (e.g. my Head of Department or Supervisor) supports my career development.						
It would be helpful if you could comment further on your experience of management at RU?							

**SECTION 4: REWARDS AND RECOGNITION**

The next section aims to get an idea of how recognised and rewarded you feel at RU.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
4.1	My pay package compares well with those offered by other employers.						
4.2	I am satisfied that RU is doing as much as it can to pay me fairly.						
4.3	I am satisfied with the conditions of my employment (NOTE: this question does not include your pay).						
4.4	I feel recognised and rewarded for my efforts at work.						
4.5	I am satisfied with the opportunities provided for staff development at RU.						
4.6	Promotions at RU are fair and accurately reflect people's achievements.						
4.7	Recognition awards (including merit awards) are fairly awarded at Rhodes.						

**It would be helpful if you could comment further on how recognised and rewarded you feel at RU.**

**SECTION 5: SOCIAL ENVIRONMENT****We would also like to know about your social relationships at RU.**

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
5.1	I feel supported by others working in my Department/Division.						
5.2	An atmosphere of cooperation and collaboration exists at RU.						
5.3	There is regular and open communication amongst all staff at RU.						
5.4	Communication in my Department/Division generally takes place in a language/languages in which I am comfortable.						
5.5	RU recognises the need for balance between work responsibilities and personal life.						
5.6	I generally have a good relationship with the students with whom I interact.						
5.7	I generally have a good relationship with other staff members at RU.						
5.8	There is adequate flexibility in my job in terms of my working hours and conditions of service.						

**Do you have any further comments in relation to your social relationships at Rhodes?**

### What is your experience of RU's physical environment and infrastructure?

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
6.1	RU campus is a pleasant place to work.						
6.2	My immediate work environment (e.g. my office or area where I am based, as well as the tea room and toilets I use, etc.) is comfortable and welcoming.						
6.3	I feel safe and secure at work.						
6.4	I have the equipment necessary to do my work.						
6.5	I receive the technical and other support necessary to do my work.						
<p><b>Do you have any further comments in relation to RU's physical environment and infrastructure?</b></p>							

**Finally, we would like to get a sense of your general happiness with your work environment.**

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable/Don't know
7.1	In general, I like living in Grahamstown.						
7.2	I plan to continue working at RU for the foreseeable future.						
7.3	I am proud to be associated with RU.						
7.4	I feel a sense of belonging at RU.						
7.5	I would recommend working at RU to others.						
7.6	I would like to stay at RU even if (or even though) other good employment opportunities were (or are) available to me.						
7.7	In general, I enjoy working at RU.						
<b>What do you think is the best thing about working at RU?</b>							
<b>What do you think is the worst thing about working at RU?</b>							
<b>Do you have any other comments about your general experience of working at RU?</b>							



**BIOGRAPHICAL INFORMATION**

To be able to assess how fairly and respectfully people are treated at RU, we need to know something about your biographical characteristics. Please could you answer the following questions. You may choose to leave out any question.

1.	What is your age?			
	a. Under 26			
	b. 26 – 35			
	c. 36 – 45			
	d. 46 – 55			
	e. Over 55			
2.	What is your gender?			
	Female		Male	Alternative gender identity
3.	What is your nationality			
	South African		Other African	Other international
4.	Which of the commonly used South African racial categories best describes you?			
	a. African			
	b. Coloured			
	c. Indian			
	d. White			
	e. Other			
5.	What is your home language?			
	a. Afrikaans			
	b. English			
	c. Xhosa			
	d. Other South African			
	e. Other			
6.	Do you have a permanent physical or mental disability?			
	Yes		No	
7.	How would you describe your sexual orientation?			
	a. Asexual			
	b. Bisexual			
	c. Gay			
	d. Heterosexual/straight			
	e. Lesbian			
	f. Queer			
	g. None of the above			
8.	How would you describe your religious affiliation?			
	a. Christian			
	b. Hindu			
	c. Jewish			
	d. Muslim			
	e. Non-religious			
	f. Indigenous			
	g. Other			
9.	What are your living arrangements?			
	a. I live on my own.			
	b. I live with a partner/spouse.			
	c. I live with a partner/spouse and children/other family members.			
	d. I live with my child/children.			

	e. I live with family members (other than my partner or children).	
	f. I live with friends.	
	g. I live with friends and family members.	
	h. Other	
10.	What is your highest educational qualification?	
	a. PhD	
	b. Masters/Hons	
	c. Bachelor's Degree	
	d. Diploma	
	e. Post-matric qualification at NQF Level 5	
	f. Matric/Grade 12/NQF Level 4	
	g. Some high school/NQF Level 1,2 or 3	
	h. Primary school only or no formal education	

### INFORMATION ABOUT YOUR ROLE AT RHODES UNIVERSITY

To be able to assess how fairly and respectfully people are treated at RU, we need to know something about where you fit in at Rhodes University. Please could you answer the following questions. You may choose to leave out any question.

1.	Are you an academic/research member of staff or a member of the support staff (including management)?		
	Academic	Support	Both
2.	If you are an academic/research member of staff, at which level are you employed? (Leave this question out if you are a member of the support staff)		
	a. Professor		
	a. Associate Professor		
	b. Senior Lecturer/Senior Researcher		
	c. Lecturer/Researcher		
	d. Junior Lecturer		
	e. Other		
3.	If you are an academic/research member of staff, in which faculty do you work? (Leave this question out if you are a member of the support staff)		
	a. Commerce		
	b. Education		
	c. Humanities		
	d. Law		
	e. Pharmacy		
	f. Science		
4.	If you are a support staff member, where in the University do you work? (Leave this question out if you are an academic/research member of staff)		
	a. In an academic department		
	b. Student Services (includes Health Care Centre, Career Centre, Student Counselling, SRC and Sports Admin, Warden, Hall Wardens)		
	c. Infrastructure and Operations:		
	i. Facilities Servicing (Grounds and Gardens, Building Maintenance, Electrical Services, Engineering and CPU)		
	ii. Residential Operations (Food Services and Housekeeping, including CCS)		
	iii. HQ, Admin/Finance, Procurement (including Stores) and Business		

	Processing	
	g. Human Resources	
	h. Information and Technology Services	
	i. Library	
	j. Registrar (includes Admissions, Academic Administration)	
	k. Other	
5.	If you are a member of the support staff, at which level are you employed? (Leave this question out if you are an academic/research member of staff)	
	a. Grades 1 – 5	
	b. Grades 6 – 13	
	c. Grades 14 – 17	
	d. Grades 18 and above	
6.	How long have you worked at Rhodes University?	
	a. 0 – 4 years	
	b. 5 – 9 years	
	c. 10 – 14 years	
	d. 15 – 19 years	
	e. 20 or more years	
7.	What is the nature of your employment contract?	
	a. Permanent full-time	
	b. Permanent part-time	
	c. Long-term contract full-time (i.e. contracts longer than one year)	
	d. Long-term contract part-time (i.e. contracts longer than one year)	
	e. Short-term contract full-time (i.e. contracts of a year or less)	
	f. Short-term contract part-time (i.e. contracts of a year or less)	
8.	Are you a member of a union?	
	No, I do not belong to a union.	Yes, I am a NEHAWU member.
		Yes, I am a NTEU member
Do you have any final comments relating to this survey?		

**Thank you very much for taking the time to complete this survey.**

**This survey will help us find ways to improve your experience of working at RU.**

**Your responses and comments will be treated with the utmost confidentiality.**

## APPENDIX B: SURVEY (Xhosa Version)

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EYEKHALA/JULAYI 2014

Makholwane amahle

Ukuphucula isimo nendlela ezenziwa ngayo izinto eYunivesithi iRhodes khona ukuze wonke ubani azive ekhululekile futhi exabisekile yinto ebaluleke kakhulu. Ukuze sibe nako ukuqonda ukuba yeyiphi eyona ndlela ingcono esingaphucula ngayo indlela abaziva ngayo abo basebenza eYunivesithi iRhodes, kufuneka sibe nolwazi ngokubanzi ngendlela abaziva ngayo ngalo eli xesha abasebenzi ngoku. Ngaphezulu, ukuze sikwazi ukuqhubela phambili inguqu eYunivesithi iRhodes, sidinga ukwazi ukuba amava wabasebenzi anxulumana njani na nohlanga, isini, *isexuality*, ubuzwe kunye nezinye iimpawu zabo abasebenzi.

Unoku ke engqondweni, sicela uthathe ithuba uzalise iphepha lohlolo-zimvo malunga nesimo nendlela ezenziwa ngayo izinto eYunivesithi iRhodes. Olu hlolo-zimvo aluyi kuthatha ngaphezu kwemizuzu engama-20 ukuya kwengama-30 ukulugqiba. Siyakucela ukuba ulandele le *link* ye-imeyile ingezantsi ukufikelela kolu hlolo-zimvo, uze uqalise ukulwenza ngokuthi ufunde ngocoselelo imiyalelo enikiweyo. Olu hlolo-zimvo luyafumaneka ngesiNgesi nangesiBhulu kwabo bakhetha ukulwenza ngolunye kwezi lwimi. Ungalufumana lubhalwe ephepheni ukuba ukhetha oko. Ukuba ukhetha ukulwenza ephepheni elibhaliweyo (ngesiNgesi, ngesiBhulu okanye ngesiXhosa), nceda uqhagamshelane noSibusiso Mtshali ([s.mtshali@ru.ac.za](mailto:s.mtshali@ru.ac.za)) okanye uye kwiwebhusayithi [[rustaffsurvey2014@ru.ac.za](mailto:rustaffsurvey2014@ru.ac.za)] apho uya kufumanisa ukuba ungalwenza nini na.

Uyaqinisekiswa ukuba iinkcukacha zakho ziya kuba yimfihlo. Iziphumo ziya kuphathwa ngendlela eya kuqinisekisa ukuba akukho mntu unokunxulunyaniswa nazo. Iinkcukacha ezithe vetshe zinikiwe kweli phepha leenkcukacha liqhotyoshelweyo.

Siyakubulela ngokuchitha ixesha ekusincedeni ukuba siqonde ngendlela oziva ngayo njengomsebenzi eYunivesithi iRhodes.

Ozithobileyo

Gq Sizwe Mabizela

IBambela leSekela-ngqonyela

## **Iphepha elinika iinkcukacha malunga noHlolo-zimvo ngesimo nendlela ezenziwa ngayo izinto eYunivesithi iRhodes 2014**

### **Lwenzelwa ntoni olu hlolo-zimvo?**

Injongo yolu hlolo-zimvo kukuqokelela iinkcukacha nolwazi kubo bonke abasebenzi beYunivesithi iRhodes malunga nesimo nendlela ezenziwa ngayo izinto eYunivesithi iRhodes kwaye, ngokubanzi, lumalunga nendlela abantu abaziva ngayo ngokusebenza eRhodes. Singathanda ukuva ngamava wakho okusebenza eRhodes, nangokuba iYunivesithi iRhodes ingenziwa ukuba ibe yindawo okhululekileyo kuyo, noziva wamkelekile kuyo.

Iziphumo zolu hlolo-zimvo ziya kunceda iYunivesithi iphela, ingakumbi i-*Office of Equity and Institutional Culture*, ekuphuculeni indlela abasebenzi beYunivesithi iRhodes ababona nabaziva ngayo ngokusebenza apha.

Olu hlolo-zimvo luvunywe yi-*Ethics Standards Committee* yeYunivesithi iRhodes.

### **Niza kuzenza ntoni iimpendulo zam?**

Olu hlolo-zimvo luya kuqhutywa kwaye lulawulwe yi-*Office of Equity and Institutional Culture* yona ekwi-Ofisi kaSekela-ngqonyela ukuze iziphumo zalo zibe yinzuzo kwiYunivesithi iphela. Siya kuzisebenzisa iimpendulo zakho ukuqulunqa ingxelo eya kusikhokela kwiinzame zokuphucula indlela abaziva ngayo ngeRhodes abantu abasebenza khona.

Iinkcukacha ozinikayo ziyimfihlo ngokupheleleyo. Uze unganikisi naphi na ngegama lakho okanye inombolo yakho yomsebenzi. Uhlolo-zimvo olwenziwe ngumntu ngamnye luya kucinywa kanye lukrazulwe emva kokuba zifakiwe iinkcukacha, kwaye iziphumo ziya kuhlelwa ze kunikwe iingxelo ngazo ngendlela ekhusela igama lakhe nawuphi na umntu onike iinkcukacha.

### **Kuza kundithatha ixesha elingakanani?**

Uhlolo-zimvo akumelanga ukuba lukuthathe ngaphezu kwemizuzu emalunga nama-20 ukuya kuma-30 ukuba ulugqibe, kodwa ke uya kunikwa ixesha kangangoko ufuna kuzo zonke iindawo oluya kwenziwa kuzo uhlolo olu.

### **Ingaba ndinyanzelekile ukuba ndiluphendule olu hlolo-zimvo?**

Hayi, ukuthatha inxaxheba kolu phando *kwenziwa ngokuzithandela*. Ungakhetha ukuthatha inxaxheba okanye ungayithathi, kodwa nceda ukhumbule ukuba xa bebaninzi abantu abathatha inxaxheba, kuza kuba lula nakuthi ukuqonda indlela esinokuphucula ngayo umgangatho wesimo sabasebenzi kwiYunivesithi iRhodes.

Ungakhetha nokungawuphenduli umbuzo ukuba kukho umbuzo ongakwazi okanye ongafuni kuwuphendula. Unako ukurhoxa nanini na ufuna ukuba uziva ungasafuni kuqhubeka ukulwenza olu hlolo-zimvo.

Nceda uphawule apha ngasezantsi ukuba uyavuma na ukuthatha inxaxheba kolu hlolo-zimvo?

- ☐ Ewe, ndingathanda ukuthatha inxaxheba kolu hlolo-zimvo.
- ☐ Hayi, andithandi kuthatha inxaxheba kolu hlolo-zimvo.



**RHODES UNIVERSITY**  
*Where leaders learn*

## UHLOLO-ZIMVO MALUNGA NESIMO SOMGANGATHO SABASEBENZI

### Athini amava akho malunga nokusebenza eYunivesithi iRhodes?

Sicela ukuba ubonise ukuba uyazingqina okanye akuzingqini na ezi ntetho zilandelayo ukwenzela sifumanise ukuba uziva njani na ngokusebenza eRU

Olu hlolo-zimvo lwahlulwe lwangamacandela asixhenxe. Ekupheleni kwecandelo ngalinye uya kuba nako ukunaba nangakumbi ngemiba echatshazelweyo kwelo candela.

Emva kwala macandelo asixhenxe, uya kucelwa ukuba usinike inkcukacha ezithile ngawe (ubudala, isini, uhlanga, njl.njl.) kwakunye nendima oyidlayo eYunivesithi iRhodes. Zonke iinkcukacha ziya kuba yimfihlo. Uvumelekile ukuwutsiba nawo nawuphi na umbuzo.

#### ICANDELO 1: ULINGANO NOBULUNGISA

**Okokuqala , singathanda ukwazi ukuba ucinga ukuba wena nabanye niphethwe ngobulungisa kusini na eYunivesithi iRhodes. Nceda ubonise ukuba ungqinelana kangakanani na nezi ntetho zilandelayo.**

		Ndiyangqina kakhulu	Ndiyangqina	Andithath' icala	Andingqini	Andingqini konke konke	Ayiindichaphazeli/andazi
1.1	Xa kuthetha ngokubanzi, bonke abasebenzi baphethwe ngobulungisa eRU.						
1.2	Kwisebe/kwicandelo lam umsebenzi wabiwa ngobulungisa phakathi kwabasebenzi						
1.3	Ndiyakwazi ukumelana nomsebenzi endinawo kwaye andiwuboni ungaphaya kwamandla am.						
1.4	Imigaqo nemithetho yaseRU iyandikhusela kucalucalulo olungenabulungisa.						
1.5	Ikakhulu abo bangabahlohli nabangabaphandi eRU baphethwe ngentlonipho.						
1.6	Ikakhulu abo bangahlohliyo nabangaphandiyo eRU						

	baphethwe ngentlonipho.						
1.7	Kwimeko yohlukumezo kunye /okanye yocalucalulo olungenabulungisa, ndiyayazi into emandiyenze okanye umntu emandichaze kuye.						
1.8	Abantu bohlanga lwam baxatyisiwe yaye bahlonitshiwe eRU.						
1.9	Abantu besini sam baxatyisiwe yaye bahlonitshiwe eRU.						
1.10	Abantu abanenkolo efanayo neyam baxatyisiwe yaye bahlonitshiwe eRU.						
1.11	Abantu abane- <i>sexual orientation</i> efanayo neyam baxatyisiwe yaye bahlonitshiwe eRU						
1.12	Abantu abalingana nam ngobudala baxatyisiwe yaye bahlonitshiwe eRU.						
1.13	Abantu abanolwimi nenkcubeko efanayo neyam baxatyisiwe yaye bahlonitshiwe eRU.						
1.14	Abantu abavela kwamanye amazwe (amazwe angaphandle koMzantsi Afrika) baxatyisiwe yaye bahlonitshiwe eRU.						
1.15	Abasebenzi abakhubazekileyo baxatyisiwe yaye bahlonitshiwe eRU.						
1.16	Ukuhlunyezwa ngokwesini akwamkelekanga konke eRU.						
1.17	Ucalucalulo ngobuhlanga abamkelekanga konke konke eRU						
1.18	Intiyo yabantu bamanye amazwe ayamkelekanga konke konke eRU.						
1.19	Ucalucalulo ngokwesini alwamkelekanga konke eRU.						
1.20	Intiyo yabantu besini esinye abathandandanayo ayamkelekanga konke konke eRU.						

**Kungaluncedo ukuba unganaba nangakumbi ngeminye imiba emalunga nolingano nobulungisa.**



**Le mibuzo ilandelayo inxulumene nendlela oziva ngayo malunga nenguqu eRU.**

		Ndiyangqina kakhulu	Ndiyangqina	Andithath' icala	Andingqini	Andingqini konke konke	Ayiindichaphazeli/andazi
2.1	I-RU kufuneka yenze inguqu ekhawulezileyo ukuze ibonakalise ngokungcono iintlobo-ntlobo zabantu abaneembono ezingafaniyo boMzantsi Afrika.						
2.2	I-RU izibophelele kwinguqu						
2.3	I-RU izibophelele ekulungiseni ubugwenxa bangaphambili						
2.4	I-RU izimisele ukuqesha abantu abamnyama kwizikhundla ezazikade izezabamhlophe.						
2.5	I-RU izimisele ukuqesha abantu ababhinqileyo kwizikhundla ezazikade izezamadoda.						
2.6	I-RU izimisele ukongeza ingqesho yabantu abakhubazekileyo.						
2.7	I-RU iyazamkela iintlobo-ntlobo zabantu ezikhoyo, neenkcubeko ezihambelana nabo.						
<b>Kungaluncedo ukuba unganaba nangakumbi ngeminye imiba emalunga nenguqu.</b>							

**ICANDELO 3: ULAWULO****Ezi ntetho zilandelayo zinxulumene namava akho ngempatho eRU.**

		Ndiyinqina kakhulu	Ndiyinqina	Andithath' icala	Andingqini	Andingqini konke konke	Ayiindichaphazeli/andazi
3.1	Abaphathi abaphezulu eRU balikhokela ngendlela elungileyo eli ziko.						
3.2	Abalawuli abaphezulu benza umsebenzi oncomekayo ekudaleni inguqu eRU.						
3.3	Izimvo zabantu malunga nendlela izinto emazenziwe ngayo eRU ziyabongozwa kwaye zikwathathelwa ingqalelo.						
3.4	I-RU ixhasa ukuba abantu kuwo onke amanqanaba bakwazi ukunika ingxelo ngomsebenzi wabo.						
3.5	I-RU ixhasa inkqubo apho yonke into yenzelwa ekuhlени, kungabikho zinto zifihlwayo.						
3.6	Imanejala yam (umz. iNtloko yeSebe okanye uMphathi) uphethe wonke umntu kwiSebe/kwiCandelo ngobulungisa nangendlela efanayo.						
3.7	Umntu ongentla kum (umz. iNtloko yeSebe okanye uMphathi) akanangxaki ngentlobo-ntlobo zabantu.						
3.8	Umntu ongentla kum (umz. iNtloko yeSebe okanye uMphathi) uyakuxhasa ukukhula kwam emsebenzini wam.						

**Kungaluncedo ukuba unganaba nangakumbi ngeminye imiba emalunga nolawulo eRU.**

**ICANDELO 4: INDLELA OVUZWA NGAYO NOKUNIKWA NGAYO INGQALELO**

**linjongo zeli candela lilandelayo kukufumana izimvo malunga nendlela oziva uthathelwa ngayo ingqalelo nothi uvuzwe ngayo eRU**

		Ndiyangqina kakhulu	Ndiyangqina	Andithath'icala	Andingqini	Andingqini konke konke	Ayiindichaphazeli/andazi
4.1	Umvuzo wam uyahambelana nalowo ufumaneka kwezinye iindawo zomsebenzi.						
4.2	Ndiyakholiseka kukuba iRU yenza konke okusemandleni ukundi hlawula ngokwamkelekileyo.						
4.3	Ndiyakholiseka yimeko yomsebenzi wam. (QAPHELA: lo mbuzo awubandakanyi umvuzo wakho).						
4.4	Ndiziva ndithathelwa ingqalelo kwaye ndivuzwa ngemizamo yam emsebenzini.						
4.5	Ndiyaneliseka ngamathuba alungiselelwe ukukhula kwabasebenzi eRU.						
4.6	Ukunyuselwa komntu eRU kwenziwa ngobulungisa yaye kubonakalisa ngokuchanekileyo oko akuphumezileyo umntu.						
4.7	Amabhaso athathela ingqalelo igalelo lomntu emsebenzini (kuquka ne <i>merit awards</i> ) anikezwa ngobulungisa eRhodes.						

**Kungaluncedo ukuba unganaba nangakumbi ngendlela oziva uthathelwa ngayo ingqalelo nothi uvuzwe ngayo eRU.**

**ICANDELO 5: ISIMO SOLUNTU****Singathanda ukwazi nangesimo sakho sobudlelwane bakho noluntu luphela eRU.**

		Ndiyinqina kakhulu	Ndiyinqina	Andithathi'cala	Andingqini	Andingqini konke konke	Ayindichaphazeli/andazi
5.1	Ndiziva ndiyifumana inkxaso kwabo ndisebenza nabo kwisebe/kwicandela lam.						
5.2	Isimo sentsebenziswano nokuncedana sikho eRU.						
5.3	Kunxibelelwano rhoqo phakathi kwabasebenzi eRU kwaye akukho nto ifihlwayo.						
5.4	Unxibelelwano kwiSebe/kwiCandelo lwam, ikakhulu lwenziwa ngolwimi/ngeelwimi endingenangxaki ngazo.						
5.5	IRU iyakuqonda ukubaluleka kokulungelelana phakathi koxanduva lwam emsebenzini kwakunye nobomi.						
5.6	Ndinobudlelwane buncomekayo nabafundi endisebenzisana nabo.						
5.7	Ndinobudlelwane obuncomekayo nabanye abasebenzi eRU.						
5.8	Akukho ngqongqo emsebenzini wam malunga namaxesha am omsebenzi kwakunye neemeko zomsebenzi.						

**Ingaba ungathanda ukunaba nangakumbi malunga nezi ntetho zingentla?**

### **Athini amava akho ngezakhiwo kwakunye namamanye amalungiselelo eRU?**

		Ndiyangqina kakhulu	Ndiyangqina	Andithath'icala	Andingqini	Andingqini konke konke	Ayiindichaphazeli/andazi
6.1	I-RU yikhampasi entle ukusebenza kuyo.						
6.2	Eyona ndawo ndisebenza kuyo (umz. I-ofisi yam okanye indawo endikuyo, igumbi lokuphungela, indlu yangasese endiyisebenzisayo, njl-njl) ziyanelisa kwaye zinomtsalane						
6.3	Ndiziva ndikhuselekile emsebenzini.						
6.4	Ndinazo izixhobo ezidingekayo ukwenza umsebenzi wam.						
6.5	Ndiyayifumana inkxaso malunga <i>netechology</i> nenye edingekayo ekwenzeni umsebenzi wam.						
Ingaba unganaba nangakumbi ngezi ngxelo zingentla?							



**IINKCUKACHA NGAWWE**

Ukuze sikwazi ukuhlola ukuba abantu baphethwe ngobulungisa nangentlonipho na eRU, sidinga ukwazi iinkcukacha ngawe, kwakunye nendima oyidlalayo eRU. Sicela uncede uphendule le mibuzo ilandelayo. Ungawushiyelela nawuphi na umbuzo xa ufuna ukwenza njalo.

1.	2. Mingaphi iminyaka yakho?			
	a. Ngaphantsi kwama-26			
	b. 26 – 35			
	c. 36 – 45			
	d. 46 – 55			
	e. Ngaphaya kwama-55			
2.	Sithini isini sakho?			
	Owesifazane		Indoda	Isini esisesinye (Alternative gender identity)
3.	Buthini ubuzwe sakho?			
	Ummi waseMzantsi Afrika		Ummi wamanye amazwe ase-Afrika	Ummi wamanye amazwe ehlabathi
4.	Xa uzichaza ngokobuhlanga ngendlela evame ukusetyenziswa yiyiphi indlela ongazichaza ngayo?			
	f. ONtsundu			
	g. OweBala			
	h. OweNdiya			
	i. OMhlophe			
	j. Okunye			
5.	Uthetha oluphi ulwimi ekhaya?			
	f. IsiBhulu			
	g. IsiNgesi			
	h. IsiXhosa			
	i. Olunye ulwimi lwaseMzantsi Afrika			
	j. Olunye			
6.	Ngaba unokhubazeko olusisigxina ngokwasemzimbeni okanye ngokwasengqondweni?			
	Ewe		Hayi	
7.	Ungayichaza njani isexual orientation yakho?			
	h. "Asexual"			
	i. Bisexual /Ndithanda umntu nokuba isini sakhe sithini na			
	j. Gay/ Ndithanda abantu besini esifana nesam			
	k. Heterosexual/straight / Ndithanda abantu besini esingafani nesam			
	l. Lesbian/ Ndithanda abantu besini esifana nesam			
	m. "Queer"			
	n. Akukho nenye echaza isexual orientation yam kwezi zingentla			
8.	Ungayichaza njani inkolo ozibandakanya nayo?			
	h. UmKrestu			
	i. UmHindu/IHindu			
	j. UmJuda			
	k. UMusilamsi/um-Islam			
	l. Andinankolo			
	m. Inkolo yesiNtu			
	n. Enye			
9.	Ithini imeko ohlala kuyo?			

	i. Ndizihlalela ndedwa.	
	j. Ndihlala nomlingane wam/neqabane lam.	
	k. Ndihlala nomlingane wam/iqabane lam nabantwana/nezinye izizalwane.	
	l. Ndihlala nabantwana bam.	
	m. Ndihlala nezinye izizalwane (ngaphandle komlingane wam okanye abantwana bam).	
	n. Ndihlala nabahlobo.	
	o. Ndihlala nabahlobo kwakunye nezizalwane.	
	p. Okunye	
10.	Liliphi elona banga lemfundo liphakamileyo onalo?	
	a. Isidanga sobugqirha	
	b. I-MA/Hons	
	c. Isidanga se <i>Bachelors</i>	
	d. I <i>Diploma</i>	
	e. Isiqinisekiso esisemva kwematriki kwinqanaba 5 le-NQF	
	f. IMatriki/IsiGaba 12/Inqanaba 4 le-NQF	
	g. Amabanga athile kwisikolo samabanga aphezulu/ Inqanaba 1, 2 okanye 3 le-NQF	
	h. Imfundo yamabanga aphantsi kuphela okanye akuyanga esikolweni	
<b>IINKCUKACHA MALUNGA NENDIMA OYIDLALAYO KWAKUNYE NESIKHUNDLA SAKHO KWIYUNIVESITHI I-RHODES</b>  Sicela ukuba uphendule le mibuzo ilandelayo malunga nokuba udlala yiphi na indima eYunivesithi iRhodes. Ungawushiyelela nawuphi na umbuzo xa ufuna ukwenza njalo.		
1.	Ngaba ungumhlohli/umphandi olilungu labasebenzi okanye ulilungu lesupport staff (ukuquka nabaphathi)?	
	Umhlohli/ umphandi	Isupport staff
2.	Ukuba ulilungu labasebenzi elingumhlohli/elingumphandi, ngaba uqeshwe kweliphi inqanaba? Ungawuphenduli lo mbuzo ukuba ulilungu labasebenzi abancedisayo	
	f. UNjingalwazi	
	b. UNjingalwazi encedisayo	
	g. UMhlohli ophezulu/ uMphandi ophezulu	
	h. UMhlohli/UMphandi	
	a. UMhlohli osezantsi	
	i. Okunye	
3.	Ukuba ulilungu labasebenzi elingumhlohli/elingumphandi, ngaba usebenza kweyiphi ifakalithi? Ungawuphenduli lo mbuzo ukuba ulilungu labasebenzi abancedisayo	
	g. I <i>Commerce</i> (ezoRhwebo)	
	h. EzeMfundo	
	i. I <i>Humanities</i> (ezoLuntu)	
	j. ezoMthetho	
	k. I <i>Pharmacy</i> (iFamasi/ezamaChiza)	
	l. I <i>Science</i> (ezeNzululwazi)	
4.	Ukuba ulilungu lesupport staff, ngaba usebenza ndawoni eYunivesithi? Ungawuphenduli lo mbuzo ukuba ulilungu labahlohli/ abaphandi	



	d. Kwisebe elifundisayo kule fakalathi	
	b. Kwiziko/kwiProjekti efumana inkxaso-mali ngaphandle	
	c. ICandelo lezakhiwo nezinye izibonelelo kwakunye nokwenziwa komsebenzi ( <i>Infrastructure and Operations</i> ):	
	i. ICandelo lokuhanjiswa kweenkonzo kwiindawo ngeendawo ( <i>Facilities Servicing</i> )	
	ii. Iindawo zokuhlala zabafundi ( <i>Residential Operations</i> )	
	iii. I-HQ, uLawulo/ezeziMali, ukuFunyanwa kwezinto ngaphandle nezoshishino ( <i>HQ, Admin/Finance, Procurement and Business Processing</i> )	
	d. ICandelo lezabaSebenzi ( <i>Human Resources</i> )	
	e. ICandelo lezoBuchwepheshe ( <i>Information Technology</i> )	
	f. Ithala leencwadi/Ilayibrari	
	g. IRejistra (kuquka ulwamkelo lwabafundi, nolawulo lwamasebe afundisayo)	
	h. Okunye	
5.	Ukuba ulilungu lesupport staff, ngaba uqeshwe kweliphi inqanaba? Ungawuphenduli lo mbuzo ukuba ulilungu labahlohli/ abaphandi	
	e. Igreyidi 1 – 5	
	f. Igreyidi 6 – 13	
	g. Igreyidi 14 – 17	
	h. Igreyidi 18 ukunyuka	
6.	Lingakanani ixesha usebenza eYunivesithi iRhodes?	
	f. Iminyaka 0 – 4	
	g. Iminyaka 5 – 9	
	h. Iminyaka 10 – 14	
	i. Iminyaka 15 – 19	
	j. Iminyaka engama-20 okanye ngaphezulu	
7.	Sithini isimo okanye ikontrakti yakho yengqesho?	
	g. Isigxina, imini epheleleyo	
	h. Isigxina, isiqingatha semini	
	i. Ikontrakti yexesha elide yemini epheleleyo, esisigxina (oko kuthetha ikontrakti engaphaya konyaka ngobude)	
	j. Ikontrakti yexesha elide, engesosigxina (oko kuthetha ikontrakti engaphaya konyaka ngobude)	
	k. Ikontrakti yexeshana elifutshane, imini epheleleyo (oko kuthetha ikontrakti engaphantsi konyaka)	
	l. Ikontrakti yexeshana elifutshane, isiqingatha semini (oko kuthetha ikontrakti engaphantsi konyaka)	
8.	Ulilungu leyuniyoni yabasebenzi?	
	Hayi, Andilolungu leyuniyoni.	Ewe, ndililungu leNEHAWU.
		Ewe, ndililungu leNTEU
	Ingaba unayo inkcaza ongathanda ukuyinika malunga nolu hlolo-zimvo ?	

Enkosi kakhulu ngokuthi uthabathe ixesha uphendule olu hlolo-zimvo. Olu hlolo zimvo luya kuthi lusincede ekufumaneni iindlela zokwenza ngcono amava akho okusebenza eRU.

## APPENDIX C: SURVEY (Afrikaans Version)

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**RHODES UNIVERSITY**  
*Where leaders learn*

JULIE 2014

Geagte kollega

Dit is baie belangrik om die institutionele kultuur van Rhodes-universiteit so te verbeter dat elkeen daarmee gemaklik is en gewaardeer voel. Sodat ons op die beste wyse kan vasstel hoe om die personeel van Rhodes-universiteit hul werk aan die universiteit beter te laat ervaar, is dit nodig dat ons die besonderhede oor ons personeel se huidige ondervindinge te wete moet kom. Opdat ons daarnaas ook die transformasieproses vooruit kan dryf, is dit ook nodig dat ons moet weet hoe die ondervindinge van personeellede verband hou met hul ras-, geslags-, nasionaliteits- en seksuele eienskappe of voorkeure.

Met hierdie doelwit voor oë, versoek ons dat u 20-30 minute neem om die aangehegte oorsig te voltooi. Hierdie oorsig is sowel aanlyn as op papier beskikbaar. Volg asseblief die e-posskakel hieronder om die oorsig elektronies te bereik en begin deur die opdragte sorgvuldig deur te lees. Vir diegene wat verkies om die oorsig in Engels of isiXhosa te voltooi, is dit ook in daardie tale beskikbaar. Indien u verkies om die oorsig skriftelik in te vul (in Engels, Afrikaans of isiXhosa), moet u asseblief 'n e-pos stuur aan [rustaffsurvey2014@ru.ac.za](mailto:rustaffsurvey2014@ru.ac.za) om vas te stel waar en wanneer u die oorsig kan invul.

Vertroulikheid word gewaarborg. Die uitslae sal op so 'n wyse gehanteer word dat geen individu daarvolgens uitgeken sal kan word nie. Verdere inligting word op die aangehegte inligtingsblad verskaf.

Dankie dat u die tyd neem om ons te help om te verstaan hoe u dit vind om by Rhodes-universiteit te werk.

Die uwe

Dr Sizwe Mabizela

Waarnemende Vise-Kanselier

## **Inligtingsblad vir die Oorsig oor Lewenskwaliteit aan Rhodes-universiteit 2014**

### **Wat word met hierdie oorsig beoog?**

Die doel van hierdie oorsig is om van alle personeellede van Rhodes-universiteit inligting in te win oor die institusionele kultuur van Rhodes-universiteit en, op 'n breër grondslag dan, ook vas te stel hoe mense voel oor hoe dit is om by Rhodes te werk. Ons sal graag wil hoor van u ondervindinge en u mening oor hoe Rhodes-universiteit vir u 'n gemakliker en tegemoetkomender plek kan word.

Die uitslae van hierdie oorsig sal ons, dit wil sê die Universiteit in sy geheel, maar spesifiek ook die Kantoor vir Gelykheid en Institusionele Kultuur ("Office of Equity and Institutional Culture"), help om te verbeter hoe personeellede van Rhodes-universiteit dit ervaar om hier te werk.

Hierdie oorsig is reeds deur die Etiese Standaard-komitee goedgekeur.

### **Wat word van my antwoorde?**

Ons sal u antwoorde gebruik om 'n verslag saam te stel wat pogings kan belig hoe om personeellede se ervaring van hul werk by Rhodes-universiteit te verbeter.

Die inligting wat u aan ons verskaf, is heeltemal vertroulik. U moet asseblief nêrens u naam of personeelnommer aandui nie. Na die inligting gekodeer is, sal elke afsonderlike oorsig vernietig word. Die manier waarop dit alles geprosesseer sal word en hoe daarvoor verslag gedoen sal word, sal u identiteit beskerm.

### **Hoe lank sal dit neem?**

Die oorsig behoort nie meer as 20-30 minute te neem om in te vul nie, maar u sal soveel tyd gegun word as wat u benodig.

### **Is ek verplig om hierdie oorsig in te vul?**

Nee, deelname aan hierdie oorsig geskied heeltemal vrywillig. U kan self kies of u daaraan wil deelneem of nie, maar onthou asseblief dat hoe meer mense deelneem, hoe beter kan ons verstaan hoe om die kwaliteit van die werksomstandighede by Rhodes-universiteit te verbeter.

U kan ook kies om enige vraag uit te laat, as daar dalk iets is wat u nie kan of nie wil beantwoord nie. U kan ook te eniger tyd ophou met die oorsig indien u sou besluit om nie verder daarmee aan te gaan nie.

Dui asseblief hieronder aan of u gewillig of onwillig is om aan hierdie oorsig deel te neem.

- ☐ Ja, ek sal graag die oorsig invul.
- ☐ Nee, ek wil nie die oorsig invul nie.



**RHODES UNIVERSITY**  
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## OORSIG OOR INSTITUSIONELE KULTUUR

### Hoe vind u dit om by Rhodes-universiteit te werk?

Sodat ons 'n idee kan kry van hoe u voel oor hoe dit is om by Rhodes te werk, versoek ons dat u aandui of u met die stelling hieronder saamstem, al dan nie. Die oorsig word in sewe afdelings ingedeel. Aan die einde van elke afdeling sal u verder kan uitbrei oor die kwessies wat in daardie afdeling aangeraak word. Na al sewe afdelings word u versoek om bietjie inligting oor u eie biografiese eienskappe (u ouderdom, geslag, ras, ens ) te verskaf, asook oor u rol by Rhodes-universiteit. Alle inligting word streng vertroulik behandel. As u wil, kan u kies om enige vraag uit te laat.

AFDELING 1: GELYKHEID EN REGVERDIGHED							
Om mee te begin, wil ons weet in hoe 'n mate u meen dat u en ander regverdiglik by Rhodes-universiteit behandel word. Dui asseblief aan in hoe 'n mate u met die volgende stellings saamstem.							
		Ek stem volkome saam	Ek stem saam	Onsydig	Ek stem nie saam nie	Ek verskil sterk	Nie van toepassing op my nie/ Ek weet nie
1.1	Oor die algemeen word alle personeellede by RU taamlik regverdig behandel.						
1.2	Die werk in my department/afdeling word eweredig uitgedeel.						
1.3	Ek kan die werk wat ek het, behartig sonder om oorlaai te voel.						
1.4	RU se beleid en voorskrifte beskerm my teen onbillike behandeling.						
1.5	Akademie personeel word by RU meesal met eerbied bejeen.						
1.6	Onderhoudpersoneel word by RU meesal met eerbied bejeen.						
1.7	Ek weet wat om te maak en aan wie ek verslag moet doen in enige geval van teistering en/of onbillike behandeling.						

1.8	Mense van my rassegroep word by RU gewaardeer en geag.						
1.9	Mense van my geslag word by RU gewaardeer en geag.						
		Ek stem volkome saam	Ek stem saam	Onsydig	Ek stem nie saam nie	Ek verskil sterk	Nie van toepassing op my nie/ Ek weet nie
1.10	Mense van my godsdiens word by RU gewaardeer en geag.						
1.11	Mense van my seksuele voorkeur word by RU gewaardeer en geag.						
1.12	Mense van my ouderdom word by RU gewaardeer en geag.						
1.13	Mense van my taal- en kultuurgroep word by RU gewaardeer en geag.						
1.14	Internasionale personeellede (d.w.s. personeellede van lande buite Suid-Afrika) word by RU gewaardeer en geag.						
1.15	Gestremde personeellede word by RU gewaardeer en geag.						
1.16	Seksuele teistering word NIE by RU geduld nie.						
1.17	Rassisme word NIE by RU geduld nie.						
1.18	Xenofobie word NIE by RU geduld nie.						
1.19	Seksisme word NIE by RU geduld nie.						
1.20	Homofobie word NIE by RU geduld nie.						

**Dit sal behulpsaam wees as u hier enige verdere kommentaar ten opsigte van gelykheid en regverdigheid wil lewer.**

**Die volgende paar vrae het betrekking tot hoe u voel oor transformasie by RU.**

		Ek stem volkome saam	Ek stem saam	Onsydig	Ek stem nie saam nie	Ek verskil sterk	Nie van toepassing op my nie/ Ek weet nie
2.1	RU moet vinniger transformeer ten einde die uiteenlopende aard van Suid-Afrika beter te kan weerspieël.						
2.2	RU het hom verbind tot transformasie.						
2.3	RU het hom daartoe verbind om die onregverdighede van die verlede reg te stel.						
2.4	RU het hom daartoe verbind om meer swart personeel aan te stel in poste wat vroeër meestal deur blanke persone bekleë is.						
2.5	RU het hom daartoe verbind om meer vrouens aan te stel in poste wat vroeër meestal deur mans bekleë is.						
2.6	RU het hom daartoe verbind om meer gestremde mense in diens te neem.						
2.7	RU verwelkom verskeidenheid.						
<p><b>Dit sal behulpzaam wees as u hier enige verdere kommentaar ten opsigte van transformasie by RU wil lewer.</b></p>							

**Die volgende stelling hou verband met u ervaring van die bestuur by RU.**

		Ek stem volkome saam	Ek stem saam	Onsydig	Ek stem nie saam nie	Ek verskil sterk	Nie van toepassing op my nie/ Ek weet nie
3.1	Die senior bestuur by RU verskaf goeie leierskap aan die instelling.						
3.2	Die senior bestuur kwyd hom goed van sy taak om RU te transformeer.						
3.3	Die mense se menings oor hoe sake by RU gedoen behoort te word, word doelbewus gesoek en oorweeg.						
3.4	RU moedig 'n kultuur van toerekenbaarheid op alle vlakke aan.						
3.5	RU moedig 'n kultuur van deursigtigheid aan.						
3.6	Die persoon aan wie ek verslag doen (bv. my Departement- of Afdelingshoof) behandel elkeen in die Departement of Afdeling konsekwent en regverdig.						
3.7	Die persoon aan wie ek verslag doen (bv. my Departementshoof of Toesighouer) is gemaklik met verskeidenheid.						
3.8	Die persoon aan wie ek verslag doen (bv. my Departementshoof of Toesighouer) ondersteun die ontwikkeling van my loopbaan.						
Dit sal behulpzaam wees as u hier enige verdere kommentaar ten opsigte van die bestuur by RU wil lewer.							





**AFDELING 5: SOSIALE OMGEWING**
**Ons wil ook graag weet van u sosiale verhoudings by RU**

		Ek stem volkome saam	Ek stem saam	Onsydig	Ek stem nie saam nie	Ek verskil sterk	Nie van toepassing op my nie/ Ek weet nie
5.1	Ek voel ek word ondersteun deur ander wat in my departement/afdeling werk.						
5.2	'n Atmosfeer van samewerking bestaan by RU.						
5.3	Oop kommunikasie geskied gereeld onder alle personeellede by RU.						
5.4	In my Departement/Afdeling geskied kommunikasie geskied gewoonlik in 'n taal waarmee ek gekmaklik voel.						
5.5	RU erken die behoefte aan 'n ewewigtige verdeling tussen werksverantwoordelikhede en 'n werknemer se persoonlike lewe.						
5.6	Ek handhaaf oor die algemeen 'n goeie verhouding met die studente met wie ek in aanraking kom.						
5.7	Ek handhaaf oor die algemeen 'n goeie verhouding met ander personeellede by RU.						
5.8	Daar bestaan voldoende buigsaamheid in my werk ten opsigte van my werksure en diensvoorwaardes.						

**Het u enige verdere kommentaar ten opsigte van u sosiale verhoudinge by Rhodes?**





**BIOGRAFIESE INLIGTING**

Sodat ons kan bepaal hoe regverdig en eerbiediglik mense by RU behandel word, is dit nodig dat ons meer besonderhede oor u lewe moet weet. Sal u asseblief die volgende vrae beantwoord? U kan kies om enige vraag uit te laat as u wil.

1.	Hoe oud is u?		
	f. Jonger as 26		
	g. 26 – 35		
	h. 36 – 45		
	i. 46 – 55		
	j. Ouer as 55		
2.	Wat is u geslag?		
	Vroulik	Manlik	Ander geslagsidentiteit
3.	Wat is u nasionaliteit?		
	Suid-Afrikaner	Ander Afrikaan	Ander internasionaal
4.	Watter een van die algemeen gebruiklike Suid-Afrikaanse rassegroepe beskryf u die beste?		
	k. Afrikaan		
	l. Kleurling		
	m. Indiër		
	n. Blank		
	o. Ander		
5.	Wat is u huistaal?		
	k. Afrikaans		
	l. Engels		
	m. Xhosa		
	n. Ander Suid-Afrika-taal		
	o. Ander		
6.	Ly u aan enige permanente liggaamlike of geestelike gebrek?		
	Ja		Nee
7.	Hoe sal u u seksuele ingesteldheid beskrywe?		
	o. Aseksueel		
	p. Biseksueel		
	q. Gay		
	r. Heteroseksueel/straight		
	s. Lesbies		
	t. "Queer"		
	u. Geen van bostaande		
8.	Hoe sal u u godsdienstige ingesteldheid beskrywe?		
	o. Christelik		
	p. Hindoe		
	q. Joods		
	r. Moesliem		
	s. Nie-godsdienstig		
	t. Inheems		
	u. Ander		
9.	Wat is u woonomstandighede?		
	q. Ek woon alleen.		
	r. Ek woon saam met 'n metgesel(lin) /eggenoot/eggenote.		
	s. Ek woon saam met 'n metgesel(lin) /eggenoot/eggenote en kinders en ander gesins- of familieledede.		

	t. Ek woon saam met my kind/kinders.	
	u. Ek woon saam met familie- of gesinslede wat nie my metgesel(lin) of kind(ers) is nie.	
	v. Ek woon saam met vriende.	
	w. Ek woon saam met vriende en familie- of gesinslede.	
	x. Ander	
10.	Wat is u hoogste opvoedkundige kwalifikasie?	
	a. PhD	
	b. Masters/Hons	
	c. Baccalareusgraad	
	d. Diploma	
	e. Na-matriek kwalifikasie op NQI-vlak	
	f. Matriek / Graad 12 / NQI-vlak 4	
	g. Hoërskool / NQI-vlak 1, 2 of 3	
	h. Slegs Laerskool of geen formele onderwys	

#### INLIGTING OOR U ROL BY RHODES UNIVERSITEIT

Sodat ons kan bepaal hoe regverdig en eerbiediglik mense by RU behandel word, het ons meer besonderhede oor u rol by die universiteit nodig. Sal u asseblief die volgende vrae beantwoord? U kan kies om enige vraag uit te laat as u wil.

1.	Is u 'n lid van die akademiese/navorsingspersoneel of 'n lid van die ondersteuningspersoneel (insluitende die bestuur)?		
	Academic	Support	Both
2.	As u 'n lid van die akademiese/navorsingspersoneel, op watter vlak werk u? (Laat hierdie vraag onbeantwoord as u 'n lid van die ondersteuningspersoneel is.)		
	j. Professor		
	c. Mede Professor		
	k. Senior Lektor/Senior Navorsers		
	l. Lektor/Navorsers		
	m. Junior Lektor		
	n. Ander		
3.	As u 'n lid van die ondersteuningspersoneel is, waar in die Universiteit werk u? (Laat hierdie vraag onbeantwoord as u 'n lid van die akademiese/navorsingspersoneel is.)		
	m. Handel		
	n. Opvoedkunde		
	o. Lettere		
	p. Regte		
	q. Farmasie		
	r. Wetenskap		
4.	As u 'n lid van die ondersteuningspersoneel is, waar in die Universiteit werk u? (Laat hierdie vraag onbeantwoord as u 'n lid van die akademiese/navorsingspersoneel is.)		
	e. In 'n akademiese departement		
	f. In 'n Instituut/Ekstern gefundeerde projek		
	g. Kommunikasie en Bemaking		
	h. Afdeling Ontwikkeling en Alumnusverhoudinge		
	i. Studente		
	j. Infrastruktuur en Werke:		

	i. Diens van Fasiliteite	
	ii. Koshuiswerke	
	iii. Hoofkwartier, Administrasie/Finansies, Aankope en Sakeprosessering	
	l. Menslike Hulpbronne	
	m. Inligtingstegnologie	
	n. Biblioteek	
	o. Registrateur (Toelating en Akademiese Administrasie ingesluit)	
	p. Navorsingskantoor	
	q. Veiligheid/Kampusbeveiligingseenheid (CPU)	
	r. Ander	
5.	As u 'n lid van die ondersteuningspersoneel is, op watter vlak werk u? (Laat hierdie vraag onbeantwoord as u 'n lid van die akademiese/navorsingspersoneel is.)	
	i. Graad 1 – 5	
	j. Graad 6 – 13	
	k. Graad 14 – 17	
	l. Graad 18 en hoër	
6.	Hoe lank werk u al by Rhodes-universiteit?	
	k. 0 – 4 jaar	
	l. 5 – 9 jaar	
	m. 10 – 14 jaar	
	n. 15 – 19 jaar	
	o. 20 jaar of langer	
7.	Van watter aard is u werknemerskontrak?	
	m. Permanent voltyds	
	n. Permanent deelyds	
	o. Langtermynkontrak, voltyds (d.w.s kontrakte langer as een jaar)	
	p. Langtermynkontrak, deelyds (d.w.s kontrakte langer as een jaar)	
	q. Korttermynkontrak, voltyds (d.w.s. kontrakte van een jaar of minder)	
	r. termynkontrak, deelyds (d.w.s. kontrakte van een jaar of minder)	
8.	Is u lid van 'n vakbond?	
	Nee, ek is nie 'n vakbondlid	Ja, ek is lid van NEHAWU.
		Ja, ek is lid van NTEU.
Is daar enige finale kommentaar wat u oor hierdie oorsig wil lewer?		