



## Income differential statement

### PLEASE READ THIS FIRST

**WHAT IS THE PURPOSE OF THIS FORM?**  
This form contains the format for reporting income differentials to the Employment Conditions Commission.

**WHO FILLS IN THIS FORM?**  
All designated employers must complete every section of this statement.

**SEND TO:**  
Employment Equity Registry  
The Department of Labour  
Private Bag X117  
Pretoria 0001  
Telephone: 012 3094000  
Facsimile: 012 3094737 / 3094188  
e-mail: [ee@labour.gov.za](mailto:ee@labour.gov.za)

### SECTION A: EMPLOYER DETAILS

Trade name	Rhodes University
DTI registration name	
DTI registration number	
PAYE/SARS number	L 160 705 820
UIF reference number	105 715/8
EE reference number	Not supplied in any correspondence from DoL
Industry/Sector	ETDP
Seta classification	ETDP
Telephone number	046-6038113
Fax number	046-6038003
Email address	s.fischer@ru.ac.za
Postal address	P.O.Box 94
	Grahamstown
Postal code	6140
City/Town	Grahamstown
Province	Eastern Cape
Physical address	Lucas Avenue
	Grahamstown
Postal code	6140
City/Town	Grahamstown
Province	Eastern Cape

#### Details of CEO at the time of submitting this report

Name and surname	Dr Saleem Badat
Telephone number	046 603 8148
Fax number	046 622 8444
Email address	vc@ru.ac.za

#### Details of Equity Manager at the time of submitting this report

Name and Surname	Mrs Sarah Fischer
Telephone number	046 603 8113
Fax number	046 6038003
Email address	s.fischer@ru.ac.za

#### Business type

- |  |   |
|--|---|
| <input type="checkbox"/> Private Sector          | <input type="checkbox"/> Parastatal                         |
| <input type="checkbox"/> National Government     | <input type="checkbox"/> Provincial Government              |
| <input type="checkbox"/> Local Government        | <input checked="" type="checkbox"/> Educational Institution |
| <input type="checkbox"/> Non-profit Organization |   |

#### Information about the organization at the time of submitting this report

Number of employees in the organization	<input type="checkbox"/> 0 to 49 <input type="checkbox"/> 50 to 149 <input checked="" type="checkbox"/> 150 or more
In terms of Section 14 of the Act, are you voluntary complying?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your organization an organ of State?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Date of submitting this report	1 October 2007

**WHAT MUST BE TAKEN INTO CONSIDERATION WHEN COMPLETING THE EEA4 FORMS**

1. Foreign nationals, i.e. all those individuals who are not citizens of South African, should be excluded when completing the EEA4 forms.
2. Non-permanent employees should be included in the EEA4 forms in terms of the relevant occupational category and occupational level.
3. The calculation of remuneration must include twelve months of a financial year that is in line with the period covered by the EEA2 reporting form. Where this is not possible, e.g. in the case of non-permanent employees, the total payment the person received for the period worked should be divided by the number of months worked, and then multiplied by twelve.
4. The payments below indicates what must be included and what must be exclude in an employee's remuneration for the purposes of calculating pay in order to complete the EEA4 forms.

**INCLUDED:**

- Salaries and fees paid to directors
- Salary payments made to directors, executives and managers
- Payments for all types of leave which relate to the reference period
- Commissions paid
- Employer's contribution to pension, provident, medical aid, sick pay and other funds (e.g. UIF and CC)
- Payments for piecework, incentive or profit sharing schemes
- Fringe benefits paid in cash such as housing, mortgage and rent subsidies and transport allowance (e.g. monthly petrol allowance)
- Allowances and penalty payments relating to ordinary time hours
- Performance and other bonuses
- Value of any salary sacrificed
- Amounts paid

**EXCLUDED:**

- Payments to independent contractors
- Imputed value of fringe benefits
- Fringe benefits tax
- Reimbursement for expenses e.g. travel, entertainment, meals and other expenses
- Amounts paid from abroad to employees based in SA e.g. embassy employees
- Severance, terminations and redundancy payments
- Overtime pay
- Payments which do NOT relate to the reference period

## SECTION B: INCOME DIFFERENTIALS STATEMENT

Use the table below to indicate the total remuneration paid to all employees in each OCCUPATIONAL CATEGORY

OCCUPATIONAL CATEGORIES	TOTL IN CATE	TOTAL REM	MALE								FEMALE							
			AFRICAN		COLOURED		INDIAN		WHITE		AFRICAN		COLOURED		INDIAN		WHITE	
			NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM
LEGISLATORS, SENIOR OFFICIALS MANAGERS	40	16213315	2	480225	3	1584546	1	1255867	20	8668992	1	235111	1	131729	1	200344	11	3656500
PROFESSIONALS	328	92088319	18	4396143	2	620725	7	1969109	166	52439286	19	4450139	4	865426	2	536280	110	26811211
TECHNICIANS AND ASSOCIATE PROFESSIONALS	79	13070346	8	1073919	13	1743952	3	608672	35	6574290	1	128599	3	359300	0	0	16	2581613
CLERKS	212	24213760	11	1101656	7	878402	1	118441	6	805437	24	2258973	24	2497588	4	373002	135	16180261
SERVICE AND SALES WORKERS	105	7869463	16	1180077	7	803407	1	78869	3	261869	59	3775457	9	838216	2	164431	8	767138
SKILLED AGRICULTURAL AND FISHERY WORKERS	1	218009	0	0	0	0	0	0	1	218009	0	0	0	0	0	0	0	0
CRAFT AND RELATED TRADES WORKERS	66	6213953	26	1551565	24	2261614	0	0	13	2197459	0	0	3	203316	0	0	0	0
PLANT AND MACHINE OPERATORS AND ASSEMBLERS	30	1889134	29	1833636	0	0	0	0	0	0	1	55498	0	0	0	0	0	0
ELEMENTARY OCCUPATIONS	336	16425788	157	7806985	8	419915	0	0	0	0	166	7950161	4	204270	1	44456	0	0
NON - PERMANENT EMPLOYEES	1197	178202086	267	19424207	64	8312561	13	4030959	244	71165341	271	18853939	48	5099844	10	1318512	280	49996724
NON - PERMANENT EMPLOYEES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1197</b>	<b>178202086</b>	<b>267</b>	<b>19424207</b>	<b>64</b>	<b>8312561</b>	<b>13</b>	<b>4030959</b>	<b>244</b>	<b>71165341</b>	<b>271</b>	<b>18853939</b>	<b>48</b>	<b>5099844</b>	<b>10</b>	<b>1318512</b>	<b>280</b>	<b>49996724</b>

**PLEASE PROVIDE REASONS FOR DISPARITIES WITHIN EACH OCCUPATIONAL CATEGORY BELOW:**

<p>The University uses the JE Manager job evaluation system for this group. The conversion to Paterson would be D5 to F5. Job profiles are all graded prior to the advertising of a post. Each post is linked to a salary scale.</p>
<p>Minimum salary starting point is pitched taking into consideration the minimum skills, qualification and experience required for each particular post. The primary consideration for the specific salary of an individual is the incumbent's experience, skills, qualification relative to the minimum requirements. However, his/her current salary is also considered. The salaries of other employees currently employed relative to their experience, skills and qualification is looked at in terms of a desire to ensure internal equity.</p>
<p>Individuals are appointed on a salary scale. Provided they are not on the maximum of the scale, every year an employee's salary is increased by one notch increment until the maximum of the scale is reached. Scales are being checked using Remchannel salary survey of Channel consulting.</p>
<p>Therefore disparities between groups is linked back to the individual determination of salaries.</p>

**Discrepancies in the group of Professionals**

<p>This group also includes academic staff. Non-academic staff salaries are determined as above. Academic posts are not graded but there are particular levels of posts.</p>
<p>Minimum salary starting point is pitched taking into consideration minimum skills, qualification and experience required. The primary consideration for the specific salary of an individual is the incumbent's experience, skills, qualification relative to the minimum requirements. However, his/her current salary is also considered. The salaries of other employees currently employed relative to their experience, skills and qualification is looked at in terms of a desire to ensure internal equity.</p>
<p>Individuals are appointed on a salary scale provided they are not on the maximum of the scale, every year an employee's salary would increase by one notch increment until the maximum of the scale is reached. Scales are checked using Remchannel salary survey of Channel consulting to ensure a market related</p>

Please use the table below to indicate the total remuneration paid to all employees in each OCCUPATIONAL LEVEL

OCCUPATIONAL LEVELS	TOTAL WORKERS IN CATEGORY	TOTAL REMUNERATION	MALE								FEMALE							
			AFRICAN		COLOURED		INDIAN		WHITE		AFRICAN		COLOURED		INDIAN		WHITE	
			NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM	NO EML	TOTAL REM
TOP MANAGEMENT	18	10528454	0	0	2	1313622	1	1255867	11	6034817	0	0	0	0	0	0	4	1924148
SENIOR MANAGEMENT	25	7440069	2	480225	1	270924	0	0	16	5146513	1	235111	0	0	0	0	5	1307296
PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS AND MID MANAGEMENT	319	89436872	18	4396143	2	620725	7	1969109	161	50438796	19	4450139	4	865426	2	536280	106	26160255
SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS JUNIOR MANAGEMENT, SUPERVISORS, FOREMAN AND SUPERINTENDENTS	84	13923359	8	1073919	14	1899350	3	608672	32	5960540	1	128599	4	491029	1	200344	21	3560904
SEMI SKILLED AND DISCRETIONARY DECISION MAKING	340	35060876	33	2702760	18	2101779	2	197311	21	3070614	82	5987542	34	3419317	6	537433	144	17044121
UNSKILLED AND DEFINED DECISION MAKING	411	21812457	206	10771159	27	2106161	0	0	3	514061	168	8052547	6	324072	1	44456	0	0
TOTAL PERMANENT	1197	178202086	267	19424207	64	8312561	13	4030959	244	71165341	271	18853939	48	5099844	10	1318512	280	49996724
Non-permanent employees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1197	178202086	267	19424207	64	8312561	13	4030959	244	71165341	271	18853939	48	5099844	10	1318512	280	49996724

**PLEASE PROVIDE REASONS FOR DISPARITIES WITHIN EACH OCCUPATIONAL LEVEL BELOW:**

**Discrepancies in all groups except for professionals can be explained as follows:**

<p>The University uses the JE Manager job evaluation system for this group. The conversion to Paterson would be D5 to F5. Job profiles are all graded prior to the advertising of a post. Each post is linked to a salary scale.</p>
<p>Minimum salary starting point is pitched taking into consideration the minimum skills, qualification and experience required for each particular post. The primary consideration for the specific salary of an individual is the incumbent's experience, skills, qualification relative to the minimum requirements. However, his/her current salary is also considered. The salaries of other employees currently employed relative to their experience, skills and qualification is looked at in terms of a desire to ensure internal equity.</p>
<p>Individuals are appointed on a salary scale. Provided they are not on the maximum of the scale, every year an employee's salary is increased by one notch increment until the maximum of the scale is reached. Scales are being checked using Remchannel salary survey of Channel consulting.</p>
<p>Therefore disparities between groups is linked back to the individual determination of salaries.</p>

**Discrepancies in the group of Professionals**

<p>This group also includes academic staff. Non-academic staff salaries are determined as above. Academic posts are not graded but there are particular levels of posts.</p>
<p>Minimum salary starting point is pitched taking into consideration minimum skills, qualification and experience required. The primary consideration for the specific salary of an individual is the incumbent's experience, skills, qualification relative to the minimum requirements. However, his/her current salary is also considered. The salaries of other employees currently employed relative to their experience, skills and qualification is looked at in terms of a desire to ensure internal equity.</p>
<p>Individuals are appointed on a salary scale provided they are not on the maximum of the scale, every year an employee's salary would increase by one notch increment until the maximum of the scale is reached. Scales are checked using Remchannel salary survey of Channel consulting to ensure a market related</p>

## SECTION A: EMPLOYER DETAILS

**PURPOSE OF THIS FORM**

This form enables employers to comply with Section 21 of the Employment Equity Act 55 of 1998.

This form contains the format for employment equity reporting by employers to the Department of Labour. Both small employers (i.e. employers employing fewer than 150 employees) and large employers (i.e. employers employing 150 or more employees) are required to use this form. Those employers who are not designated, but wish to voluntarily comply, must also use this reporting form.

Although all sections of this form apply to large employers, only certain sections of this form should be completed by small employers. Employers who report for the first time are not required to complete the progress report section of this form.

**WHO SHOULD COMPLETE THIS FORM?**

All designated employers that have to submit a report in terms of the Employment Equity Act, 55 of 1998. Employers who wish to voluntarily comply with the reporting requirements of the Act are also required to complete this form.

**WHEN SHOULD EMPLOYERS REPORT?**

- Large employers must submit their first report within six months of being designated, and thereafter annually on the first working day of October; and
- Small employers must submit their first report within twelve months of being designated, and thereafter on the first working day of October of every year that ends with an even number.

**ESSENTIAL REQUIREMENTS**

Large employers, i.e. employers with 150 and more employees, must complete the entire EEA2 reporting form. Small employers, i.e. employers with fewer than 150 employees, must only complete areas of the EEA2 form that apply to them. Large employers, i.e. employers with 150 and more employees, must complete the entire EEA2 reporting form. Small employers, i.e. employers with fewer than 150 employees, must only complete areas of the EEA2 form that apply to them. All relevant areas of the form must be fully and accurately completed by employers. **Designated employers who fail to observe this provision will be deemed not to have reported.** Guidance to overcome difficulties on how to complete the form properly must be obtained from the Department prior to completing and submitting the report.

**SEND TO:**

Employment Equity Registry  
The Department of Labour  
Private Bag X117  
Pretoria 0001  
Telephone: 012 3094000  
Facsimile: 012 3094737 / 3094188  
e-mail: [ee@labour.gov.za](mailto:ee@labour.gov.za)

Trade name	Rhodes University
DTI registration name	
DTI registration number	
PAYE/SARS number	L 160 705 820
UIF reference number	105 715/8
EE reference number	Not supplied in any correspondence from DoL
Industry/Sector	ETDP
Seta classification	ETDP
Telephone number	046-6038113
Fax number	046-6038003
Email address	s.fischer@ru.ac.za
Postal address	P.O.Box 94
	Grahamstown
Postal code	6140
City/Town	Grahamstown
Province	Eastern Cape
Physical address	Lucas Avenue
	Grahamstown
Postal code	6140
City/Town	Grahamstown
Province	Eastern Cape

**Details of CEO at the time of submitting this report**

Name and surname	Dr Saleem Badat
Telephone number	046 603 8148
Fax number	046 622 8444
Email address	vc@ru.ac.za

**Details of Equity Manager at the time of submitting this report**

Name and Surname	Mrs Sarah Fischer
Telephone number	046 603 8113
Fax number	046 6038003
Email address	s.fischer@ru.ac.za

**Business type**

- |  |   |
|--|---|
| <input type="checkbox"/> Private Sector          | <input type="checkbox"/> Parastatal                         |
| <input type="checkbox"/> National Government     | <input type="checkbox"/> Provincial Government              |
| <input type="checkbox"/> Local Government        | <input checked="" type="checkbox"/> Educational Institution |
| <input type="checkbox"/> Non-profit Organization |   |

**Information about the organization at the time of submitting this report**

Number of employees in the organization	<input type="checkbox"/> 0 to 49 <input type="checkbox"/> 50 to 149 <input checked="" type="checkbox"/> 150 or more
In terms of Section 14 of the Act, are you voluntary complying?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your organization an organ of State?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Date of submitting this report	1 October 2007

Please indicate the preceding twelve-month period covered by this report:

From (date): **1/09/2006** To (date): **31/08/2007**

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

From (date): **1/09/2003** To (date): **31/08/2008**

## Section B: Workforce Profile -

### 1. Occupational Categories

1.1 Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational categories**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Categories											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, senior officials and managers	2	3	1	1	1	1	11	20	0	2	42
Professionals	18	2	7	19	4	2	110	166	12	4	344
Technicians and associate professionals	8	13	3	1	3	0	16	35	3	0	82
Clerks	11	7	1	24	24	4	135	6	0	1	213
Service and sales workers	16	7	1	59	9	2	8	3	0	0	105
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	1	0	0	1
Craft and related trades workers	26	24	0	0	3	0	0	13	0	0	66
Plant and machine operators and assemblers	29	0	0	1	0	0	0	0	0	0	30
Elementary occupations	157	8	0	166	4	1	0	0	0	0	336
<i>TOTAL PERMANENT</i>	267	64	13	271	48	10	280	244	15	7	1219
Non – permanent employees											
<b>GRAND TOTAL</b>	267	64	13	271	48	10	280	244	15	7	1219

1.2 Please report the total number of **employees with disabilities only** in each of the following occupational categories: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Categories										TOTAL	
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male		Female
Legislators, senior officials and managers	0	0	0	1	0	0	0	0	0	0	1
Professionals	0	0	0	1	0	0	0	0	0	0	1
Technicians and associate professionals	0	0	0	0	0	0	0	0	0	0	0
Clerks	1	0	0	0	0	1	0	2	0	0	4
Service and sales workers	0	0	0	0	1	0	0	0	0	0	1
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	2	0	1	0	0	0	0	0	0	3
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0	0	0
Elementary occupations	0	0	0	0	1	0	0	0	0	0	1
<i>TOTAL PERMANENT</i>	1	2	0	3	2	1	0	2	0	0	11
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	1	2	0	3	2	1	0	2	0	0	11



## 2. Occupational levels

2.1 Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Top management	0	2	1	0	0	0	4	11	0	0	18
Senior management	2	1	0	1	0	0	5	16	0	2	27
Professionally qualified and experienced specialists and mid-management	18	2	7	19	4	2	106	161	13	4	336
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	8	14	3	1	4	1	21	32	2	0	86
Semi-skilled and discretionary decision making	33	18	2	82	34	6	144	21	0	1	341
Unskilled and defined decision making	206	27	0	168	6	1		3	0	0	411
<i>TOTAL PERMANENT</i>	267	64	13	271	48	10	280	244	15	7	1219
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	267	64	13	271	48	10	280	244	15	7	1219

2.2 Please report the total number of **employees with disabilities only** in each of the following occupational levels: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels										TOTAL	
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	1	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	0	0	0	1	0	0	0	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	1	0	0	1	1	1	0	2	0	0	6
Unskilled and defined decision making	0	2	0	0	1	0	0	0	0	0	3
<i>TOTAL PERMANENT</i>	1	2	0	3	2	1	0	2	0	0	11
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	1	2	0	3	2	1	0	2	0	0	11

### 2.3 Core operation functions and Support functions by occupational level

A job could either be a **Core operation** function or a **Support** function. **Core Operation Function** positions are those that directly relate to the core business of an organization and may lead to revenue generation, e.g. sales, production, etc. Whereas **Support Functions** positions provide infrastructure and other enabling conditions for revenue generation, e.g. human resources, corporate services, etc.

*Rhodes University commentary: At Rhodes University and for the purposes of this report, "Core" is defined as those directly involved in the core business of the institution, namely teaching and research.*

2.3.1 Please indicate the total number of employees (including people with disabilities), that are involved in **Core Operation Function** positions at each level in your organization.

Occupational Levels											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	1	0	5	0	0	0	0	0	0	6
Senior management	0	0	0	6	0	0	0	0	0	2	8
Professionally qualified and experienced specialists and mid-management	15	2	6	151	13	3	2	84	12	4	292
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	15	3	6	162	13	3	2	84	12	6	306
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	15	3	6	162	13	3	2	84	12	6	306

2.3.2 Please indicate the total number of employees (including people with disabilities), that are involved in **Support Function** positions at each level in your organization. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	1	1	6	0	0	0	4	0	0	12
Senior management	2	1	0	10	1	0	0	5	0	0	19
Professionally qualified and experienced specialists and mid-management	3	0	1	10	6	1	0	22	1	0	44
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	8	14	3	32	1	4	1	21	2	0	86
Semi-skilled and discretionary decision making	33	18	2	21	82	34	6	144	0	1	341
Unskilled and defined decision making	206	27		3	168	6	1		0	0	411
<i>TOTAL PERMANENT</i>	252	61	7	82	258	45	8	196	3	1	913
Non – permanent employees	0		0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	252	61	7	82	258	45	8	196	3	1	913

## Section C: Workforce movement

### 3. Recruitment

3.1 Please report the total number of new recruits, including people with disabilities.

*Rhodes University commentary: Please note that in the case of Rhodes University, these figures only present employees brought into the institution for the first time. The figures exclude movements between posts of current staff.*

Occupational Levels											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	1	0	0	1	1	0	0	3
Professionally qualified and experienced specialists and mid-management	7	2	0	2	0	0	6	7	6	3	33
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	4	0	0	3	1	0	4	5	0	2	19
Semi-skilled and discretionary decision making	2	0	0	6	4	0	15	0	0	0	27
Unskilled and defined decision making	2	0	0	0	0	0	0	0	0	0	2
<b>TOTAL PERMANENT</b>	15	2	0	12	5	0	26	13	6	5	84
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	15	2	0	12	5	0	26	13	6	5	84

3.2 Please report the total number of new recruits with disabilities only in each occupational level.

Occupational Levels										TOTAL	
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	0	0	0	0	0	0	0	0	0	0	0
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

3.2 No individuals with disabilities were recruited during this period.

#### 4. Promotion

4.1 Please report the total number of promotions into each occupational level, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

*Rhodes University commentary: In the case of Rhodes University, these statistics also reflect the personal promotion process which only takes place for academic staff (professionally qualified staff). In this case, 9 academics were promoted, 4 WM, 4 WM and 1 foreign national.*

*In the case of the 185 vacancies that occurred, 81(44%) of these were advertised internally only. 108 (58%) of these vacancies went to Rhodes University employees, representing promotional opportunities for these staff.*

Occupational Levels											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Top management	0	0	0	0	0	0	2	1	0	0	3
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	3	0	0	2	0	1	13	8	0	1	28
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	1	0	0	0	0	5	0	0	0	6
Semi-skilled and discretionary decision making	7	2	0	13	4	0	6	0	0	0	32
Unskilled and defined decision making	30	2	0	12	2	2	0	0	0	0	48
<b>TOTAL PERMANENT</b>	40	5	0	27	6	3	26	9	0	1	117
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	40	5	0	27	6	3	26	9	0	1	117

4.2 Please report the total number of promotions involving **people with disabilities only** in each occupational level. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<i>TOTAL PERMANENT</i>	0	0	0	0	0	0	0	0	0	0	0
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

## 5 Termination

5.1 Please report the total number of terminations in each occupational level, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels												TOTAL
	Male			Female				White Male	Foreign Nationals			
	A	C	I	A	C	I	W	W	Male	Female		
Top management	1	0	1	0	0	0	0	2	0	0	4	
Senior management	0	0	0	0	0	0	0	0	0	0	0	
Professionally qualified and experienced specialists and mid-management	4	1	1	1	1	1	8	8	0	0	25	
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	0	0	0	2	1		0	4	
Semi-skilled and discretionary decision making	2	0	0	5	0	0	18	4	0	0	29	
Unskilled and defined decision making	9	2	0	10	0	0	0	0	0	0	21	
<i>TOTAL PERMANENT</i>	17	3	2	16	1	1	28	15	0	0	83	
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0	
<b>GRAND TOTAL</b>	17	3	2	16	1	1	28	15	0	0	83	

5.2 Please report the total number of terminations involving **people with disabilities only** in each occupational level. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	0	0	0	0	0	0	0	0	0	0	0
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

5.3 Please report the total number of terminations in each **termination category** below.

*Rhodes University commentary: The “other” category includes those individuals who have left the employment of the University due to reasons such as death and retirement.*

Terminations											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Resignation	8	1	1	4	0	1	21	9	0	0	45
Non-renewal of contract	0	0	0	0	1	0	4	1	0	0	6
Dismissal – Operational requirements (retrenchment)	0	0	0	0	0	0	0	0	0	0	0
Dismissal - misconduct	7	1	0	1	0	0	0	0	0	0	9
Dismissal - incapacity	1	0	0	0	0	0	0	0	0	0	1
Other	1	1	1	11	0	0	3	5	0	0	22
<b>TOTAL</b>	17	3	2	16	1	1	28	15	0	0	83

5.4 Please report the total number of terminations involving **people with disabilities only** in each **termination category** below. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

There were none.

## Section D: Disciplinary Action

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

Disciplinary Action											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
	22	2	0	1	0	0	1	0	0	0	

## Section E: Skills Development

### 7 Training

- 7.1 Please report the total number of people who received training, including for people with disabilities, and not the number of training courses attended, in each occupational category.

*Rhodes University commentary: These statistics reflect figures for the ETDP SETA period 1 April 2006 to 31 March 2007.*

Occupational Categories											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
	Legislators, senior officials and managers	2	2	1	2	1	1	18	9	Training statistics have not been captured to reflect nationality. The HR information system is in the process of being upgraded to allow for this facility in future.	
Professionals	189	35	14	118	73	38	607	722	1796		
Technicians and associate professionals	3	1	1	0	1	0	12	13	31		
Clerks	11	8	0	35	13	3	88	1	159		
Service and sales workers	6	3	0	7	5	0	3	2	25		
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	-		
Craft and related trades workers	11	8	0	1	0	0	0	5	25		
Plant and machine operators and assemblers	5	0	0	0	0	0	0	0	5		
Elementary occupations	69	3	0	78	2	0	0	0	152		
<b>TOTAL PERMANENT</b>	296	60	16	241	95	42	728	752	2230		
Non – permanent employees	2	0	0	4	0	1	6	3	16		
<b>GRAND TOTAL</b>	298	60	16	245	95	43	734	755	2246		



7.2 Please report the total number of **people with disabilities only**, and not the number of training courses attended, who received training in each occupational category.

Occupational Categories											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Legislators, senior officials and managers	0	0	0	0	0	0	0	0	0	0	0
Professionals	0	0	0	0	0	0	0	0	0	0	0
Technicians and associate professionals	0	0	0	0	0	0	0	0	0	0	0
Clerks	0	0	0	0	0	0	0	0	0	0	0
Service and sales workers	0	0	0	0	0	1	0	0	0	0	1
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0	0	0	0	0	0
<i>TOTAL PERMANENT</i>	0	0	0	0	0	0	0	0	0	0	0
Non – permanent employees	0	0	0	0	0	1	0	0	0	0	1
<b>GRAND TOTAL</b>	0	0	0	0	0	1	0	0	0	0	1

7.3 Please report the total number of people, including for people with disabilities, and not number of training courses attended, who received training in each occupational level.

Occupational Levels												TOTAL
	Male			Female				White Male	Foreign Nationals			
	A	C	I	A	C	I	W	W	Male	Female		
Top management	0	0	0	0	0	0	0	0	Training statistics have not been captured to reflect nationality. The HR information system is in the process of being upgraded to allow for this facility in future.		0	
Senior management	2	2	1	2	1	1	18	9			36	
Professionally qualified and experienced specialists and mid-management	189	35	14	118	73	38	607	722			1796	
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	1	1	0	1	0	12	13			31	
Semi-skilled and discretionary decision making	33	19	0	43	18	3	91	8			215	
Unskilled and defined decision making	69	3	0	78	2	0	0	0			152	
<i>TOTAL PERMANENT</i>	296	60	16	241	95	42	728	752			2230	
Non – permanent employees	2	0	0	4	0	1	6	3	16			
<b>GRAND TOTAL</b>	298	60	16	245	95	43	734	755	2246			

7.4 Please report the total number of **people with disabilities only**, and not the number of training courses attended, who received training in each occupational level.

Occupational Levels											TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	1	0	0	0	0	1
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
<i>TOTAL PERMANENT</i>	0	0	0	0	0	0	0	0	0	0	0
Non – permanent employees	0	0	0	0	0	1	0	0	0	0	1
<b>GRAND TOTAL</b>	0	0	0	0	0	1	0	0	0	0	1

## Section F: Qualitative Assessment (This section is *not applicable to small employers*)

### 8 Awareness of Employment Equity

8.1 Please indicate which of the following awareness measures were implemented by your organization:

	No. of employees covered	Yes	No	Please explain
Formal written communication	About 70	✓		Letters to all HoDs before commencement of process of writing equity policy and plan in 1990.
Policy statement includes reference to employment equity	About 600 staff who have access to computers.	✓		On the University website. This is available to all staff with computers. The policy statement has been translated into Xhosa and is able to staff upon request. All new staff are advised that they can request copies of these policies.
Summary of the Act displayed	About 600 staff who have access to computers.	✓		In HR Division office and links on website. The local Department of Labour has been approached for posters on employment equity but to date has not been able to provide these.
Employment Equity training		✓		Integrated with diversity programmes, see below.
Diversity management programmes	11	✓		As part of a ETDP SETA initiative.
Discrimination awareness programmes	17	✓		As part of certificate courses for administrative staff and supervisory staff run within the institution.
Equity Workshop and discussion at University Imbizo and HoDs Imbizo	Institution Imbizo: about 60 people  HoD Imbizo: about 60 people  Equity Workshop: about 30 people	✓		In July 2006, issues of employment equity were discussed at the institution's imbizo and then again at the HOD Imbizo's in July 2007. These discussions focused on the challenges faced. An Equity Workshop was held in June 2007 to profile the challenges faced and start to discuss a way forward.
<b>Total</b>	908			

### 9 Consultation

9.1 Please indicate which stakeholders were involved in the consultation process prior to the development of your employment equity plan and in preparing this Employment Equity Report:

	Yes	No	Please explain
Workplace forum (in terms of the LRA)		✓	No forum exists
Consultative body or employment equity forum	✓		Equity Committee exists
Registered trade union (s)	✓		Equity Committee has members of trade unions on it
Employees	✓		Equity Committee has employees on it.
Other (Please specify):	✓		Equity Committee has representatives of decision-making bodies on it plus students.

9.2 What was the level of agreement reached in the formulation of the plan? Please choose one.

Total	Sufficient	Some	None
✓			

9.3 How regularly do you meet with the stakeholders mentioned in 9.1? Please choose one.

Weekly	Monthly	Quarterly	Yearly	Other
			✓	

*Equity committee meets twice a year (this is an agenda setting meeting for all equity issues and a review meeting later in the year) and Employment Equity also twice a year, which delves into particular employment equity issues.*

## 10 Analysis

10.1 Please indicate barriers to employment equity in policy or practices identified:

Categories	Yes	No	Please explain
Recruitment procedures	✓		See Appendix A, section A
Advertising positions		✓	See Appendix A, section B
Selection criteria	✓		See Appendix A, section C
Appointments	✓		See Appendix A, section D
Job classification and grading	✓		See Appendix A, Section E
Remuneration and benefits	✓		See Appendix A, Section F
Terms and conditions of employment	✓		See Appendix A, Section G
Job assignments		✓	See Appendix A, Section H
Work environment and facilities	✓		See Appendix A, Section I
Training and development	✓		See Appendix A, Section J
Performance and evaluation systems	✓		See Appendix A, Section K
Promotions	✓		See Appendix A, Section L
Transfers		✓	See Appendix A, Section M
Demotions		✓	See Appendix A, Section N
Succession and experience planning			See Appendix A, Section O
Disciplinary measures		✓	See Appendix A, Section P
Dismissals		✓	See Appendix A, Section Q
Corporate culture	✓		See Appendix A, Section R
HIV and AIDS education and prevention programmes	✓		See Appendix A, Section S

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## 11 Affirmative Action measures

11.1 Please indicate in which categories **affirmative action measures** have been implemented:

Categories	Yes	No	Please explain
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Recruitment procedures	√		See appendix A, section A
Advertising positions	√		See Appendix A, section B
Selection criteria	√		See Appendix A, section C
Appointments	√		See Appendix A, section D
Job classification and grading	√		See Appendix A, Section E
Remuneration and benefits	√		See Appendix A, Section F
Terms and conditions of employment	√		See Appendix A, Section G
Job assignments		√	See Appendix A, Section H
Work environment and facilities	√		See Appendix A, Section I
Training and development	√		See Appendix A, Section J
Performance and evaluation systems	√		See Appendix A, Section K
Setting numerical goals	√		See Appendix A, Section U
Promotions	√		See Appendix A, Section L
Transfers		√	See Appendix A, Section M
Demotions		√	See Appendix A, Section N
Succession and experience planning	√		See Appendix A, Section O
Disciplinary measures		√	See Appendix A, Section P
Diversity programme and sensitization	√		See Appendix A, Section Q
Community investment and bridging programme	√		See Appendix A, Section R
Retention measures	√		See Appendix A, Section V
Reasonable accommodation	√		See Appendix A, Section W
Other (please specify):			

## 12 Resources

12.1 Please indicate what resources have been allocated to the implementation of employment equity during the past year:

Allocation of Resources	Yes	No	Please explain
Appointed a senior manager/s to manage the implementation and monitoring progress		✓	No specific officer. The responsibility of the HR Director and other HR managers.
Allocated a budget to support the implementation goals of employment equity	✓		Support staff internship programme budget of R250 000 per annum is allocated. ETDP SETA discretionary funds were accessed for training on diversity management. Mellon Foundation has been sponsoring an accelerated development programme for academic staff.
Time off for employment equity consultative committee (or equivalent) to meet on a regular basis	✓		

## 13 Monitoring and evaluation of implementation:

13.1 How regularly do you monitor progress on the implementation of the employment equity plan?  
Please choose one.

Weekly	Monthly	Quarterly	Yearly	Other
			✓	

## Section G: Progress Report

(Section G to be completed from the second cycle of reporting onwards)

14 Reporting period: From 1/09/2006 to 31/08/2007

Did you achieve the numerical targets as set out in your employment equity plan for this period?

Yes	No
	Mostly

*The exclusion of foreign nationals from designated groups has negatively impacted the University's achievements of its equity goals particularly in the area of professional staff. Given that 90% of this category are academic staff for which an Honours degree is a bare minimum in some disciplines while in others the bare minimum is a PhD degree, finding suitable staff from designated groups in this area is highly problematic. The category of clerical staff remains problematic in terms of the numbers of African staff in particular. While the number of applicants from this group remain high for clerical posts, almost 50% of applications received are not suitable in that they do not meet the minimum criteria required for these posts. The Support Staff Internship Programme is hoping to address this. It is of concern that there is an increase in the number of offers being made that are being declined.*

14.1 Did you achieve the affirmative action objectives as set out in your employment equity plan for this period?

Yes	No
Mostly	

14.2 If not, what were the obstacles you experienced:

<b>What were the obstacles to reaching the employment equity goals and objectives during the past year?</b>
1) Start of new Vice-Chancellor (CEO) and HR Director meant that new attention is being paid to this issue but this was within the context of both of these individuals having to adjust to new demands and cope with other pressing issues.
2) Capacity in terms of infrastructural support (additional staff in HR, HR information system) undermine progress. Communication about equity initiatives is sorely lacking due to this.
3) Difficulties in finding suitably qualified staff particularly in more professional posts. Remuneration at Rhodes and prices of housing remain significant obstacles.

14.3 If yes, what factors promoted the accomplishment of your goals and objectives:

<b>What were the factors that contributed to the accomplishment of the employment equity goals and objectives during the past year?</b>
1) Holding of an Equity workshop in July 2007 to renew the focus on equity issues and revisit the equity plan of the institution. This will be finalised by the end of 2007.
2) Internship support staff programme is helping to prepare individuals from designated groups without work experience to gain such experience in order to compete for jobs. These individuals are now in the process of being employed. The programme was expanded significantly in January 2006 (with these people being employed in 2007) and again in January 2007. This programme focuses predominantly on preparing individuals to take up administrative staff in an attempt to address equity goals in this area.
3) Mellon Foundational Accelerated Programme for academic staff from designated groups, is resulting in these staff being appointed into vacant positions.
4) Recent establishment of an initiative by the Women's Academic Solidarity Association (WASA) to assist women in completing a further degree in order to improve their prospects of advancement and promotion.
5) Improved commitment by managers to address issues of poor demographics amongst their staff.

- 14.4 Please indicate the numerical goals you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of occupational categories. Note: A=Africans, C=Coloureds, I=Indians and W=Whites:  
Rhodes University commentary: This is as at 1 August 2008.

Occupational Categories											TOTAL
	Male			Female				White Male	Foreign Nationals		
	A	C	I	A	C	I	W	W	Male	Female	
Legislators, senior officials and managers	2	1	1	2	1	1	9	25	0	0	42
Professionals	24	4	6	29	6	5	121	149	0	0	344
Technicians and associate professionals	13	16	6	6	1	1	18	21	0	0	82
Clerks	28	14	4	46	21	7	85	8	0	0	213
Service and sales workers	22	8	1	51	6	1	13	3	0	0	105
Skilled agricultural and fishery workers	0	0	0	0	0	0	0	1	0	0	1
Craft and related trades workers	24	18	0	5	2	1	2	14	0	0	66
Plant and machine operators and assemblers	24	1	2	3	0	0	0	0	0	0	30
Elementary occupations	151	9	0	169	6	0	1	0	0	0	336
<i>TOTAL PERMANENT</i>	288	71	20	311	43	16	249	221	0	0	1219
Non – permanent employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	288	71	20	311	43	16	249	221	0	0	1219

- 14.5 Please indicate the numerical goals you have set to achieve for the total number of **employees with disabilities only** at the end of your current employment equity plan in terms of occupational categories. Note: A=Africans, C=Coloureds, I=Indians and W=Whites :

Occupational Categories	Designated							Non-Designated		TOTAL
	Male				Female			Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	
Legislators, senior officials and managers	This information is still under consideration with the Employment Equity Committee.									
Professionals										
Technicians and associate professionals										
Clerks										
Service and sales workers										
Skilled agricultural and fishery workers										
Craft and related trades workers										
Plant and machine operators and assemblers										
Elementary occupations										
<i>TOTAL PERMANENT</i>										
Non – permanent employees										
<b>GRAND TOTAL</b>										



14.6 Please indicate the numerical goals you have set to achieve for the total number of employees (including people with disabilities) at the end of your current employment equity plan in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites:

Occupational Levels	Designated							Non-designated			TOTAL		
	Male				Female				White Male	Foreign Nationals			
	A	C	I		A	C	I	W	W	Male		Female	
Top management	This information is still under consideration with the Employment Equity Committee.												
Senior management													
Professionally qualified and experienced specialists and mid-management													
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents													
Semi-skilled and discretionary decision making													
Unskilled and defined decision making													
TOTAL PERMANENT													
Non – permanent employees													
<b>GRAND TOTAL</b>													

14.7 Please indicate the numerical goals you have set to achieve for the total number of **employees with disabilities only** at the end of your current employment equity plan in terms of occupational levels:

Occupational Levels	Designated								Non-Designated		TOTAL
	Male				Female				Foreign Nationals		
	A	C	I	W	A	C	I	W	Male	Female	
Top management	This information is still under consideration with the Employment Equity Committee.										
Senior management											
Professionally qualified and experienced specialists and mid-management											
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents											
Semi-skilled and discretionary decision making											
Unskilled and defined decision making											
TOTAL PERMANENT											
Non – permanent employees											
<b>GRAND TOTAL</b>											



14.10 Please indicate the numerical targets you have set to achieve for the total number of employees (including people with disabilities) for the end of the period following the period covered by the current report in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Designated							Non-designated			TOTAL		
	Male				Female				White Male	Foreign Nationals			
	A	C	I		A	C	I	W	W	Male		Female	
Top management	The University does not have a year by year target but instead compares its current profile with the target set for 2008. In small categories of staff such as legislators, small movements make big differences on a year to year basis but are smoothed out over a longer period of time. Please refer to point 15.4												
Senior management													
Professionally qualified and experienced specialists and mid-management													
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents													
Semi-skilled and discretionary decision making													
Unskilled and defined decision making													
TOTAL PERMANENT													
Non – permanent employees													
<b>GRAND TOTAL</b>													

14.11 Please indicate the numerical targets you have set to achieve for the total number of **employees with disabilities only** for the end of the period following the period covered by the current report in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Designated							Non-Designated		TOTAL		
	Male				Female				Foreign Nationals			
	A	C	I	W	A	C	I	W	Male		Female	
Top management	The University does not have a year by year target but instead compares its current profile with the target set for 2008. In small categories of staff such as legislators, small movements make big differences on a year to year basis but are smoothed out over a longer period of time. Please refer to point 15.4											
Senior management												
Professionally qualified and experienced specialists and mid-management												
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents												
Semi-skilled and discretionary decision making												
Unskilled and defined decision making												
TOTAL PERMANENT												
Non – permanent employees												
<b>GRAND TOTAL</b>												

## Section H: Signature of the Chief Executive Officer

### Chief Executive Officer

I hereby declare that I have read, approved and authorized this report.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ year \_\_\_\_\_

At place: \_\_\_\_\_

\_\_\_\_\_  
Signature: Chief Executive Officer

\_\_\_\_\_  
Full Name

**BARRIERS TO  
AND  
MEASURES IMPLEMENTED  
to 31/08/2007**



**RHODES UNIVERSITY**

**EMPLOYMENT EQUITY  
FOR THE PERIOD 1/09/2006**

In 1999, as stipulated by the Employment Equity Act, Rhodes University undertook an analysis of its employment practices. From this analysis, a range of barriers to employment equity were identified. The 2000 and 2001 Equity Reports of the University, sent to the Department of Labour, detailed all of these barriers. Since 2000, the University has implemented a range of measures to counteract these barriers. These are also detailed in previous Equity reports.

In 2003, discussion groups were held with Black staff to ascertain barriers regarding institutional culture issues. In 2005, diversity management workshops were held with middle and senior management amongst support staff and these surfaced some of the issues raised in previous analyses. A University wide Imbizo in July of 2006 also highlighted some of the barriers that exist. A Equity Imbizo held in July 2007 again looked at these issues. In addition, the Human Resources Division staff continue to monitor processes and their effectiveness thereof on an ad hoc basis.

This appendix thus reflects the status quo as at 31 August 2007, indicating:

- (i) the barriers that are still evident, and
- (ii) measures put in place to address these during this period.

**A. RECRUITMENT PROCEDURES**

1. The following barriers were identified:
  - (i) Insufficient number of suitably qualified people from designated groups applying for posts at Rhodes University. This affects the recruitment pool from which the University can select new staff.
  - (ii) The exclusion of Foreign Nationals as members of the designated groups has had a negative impact on the recruitment pool as often members of designated groups applying for posts are foreign nationals.
  - (iii) Difficulties in appointing on potential given the lean staffing structures of the institution.
2. The following measure have been implemented to address these barriers:
  - (i) The use of Search Committees is being used more vigorously with Selection Committees being held responsible to report back precise details of measure taken.
  - (ii) Internship programmes for clerical staff continue to increase thereby providing a larger recruitment pool for this category of staff.
  - (iii) Increasing use of listservs (use of electronic media) has gone some way to increase the recruitment pool.
  - (iv) The new Recruitment Policy for Support Staff is more specific and vigorous in its approach to recruitment procedures and the overcoming of barriers in creative ways.

**B. ADVERTISING POSITIONS**

1. The following barrier was identified:
  - (i). Contrary to other Higher Education institutions, Rhodes University did not have a clause at the beginning of adverts that stated its commitment to employment equity. This was perceived as problematic in attracting members of designated groups to apply at Rhodes University.

2. The following measure was implemented:

- (i) All University adverts for employment now include a statement indicating the institution's commitment to employment equity and diversity and encourages members of designated groups to apply for posts.

Further changes to the advertising of positions has been:

- (ii) In addition, newspapers with wider circulation in the Eastern Cape are being used for Support Staff vacancies at the lower levels.

### **C. SELECTION CRITERIA AND PROCESS –**

1. The following barriers was identified:

- (i) There is has been uncertainty amongst selection committees on how to address the issue of potential versus experience in the recruitment and selection process.

2. The following measures have been implemented to address these barriers:

- (i) The new Recruitment Policy for Support Staff seeks to guide Selection Committees on how to approach this subject in a more informed way.
- (ii) The Recruitment and Selection Policy for Academic Posts is currently being revisited. Discussions have also been held with Deans and Heads of academic departments of the need to look more closely at the benefits of diversity of candidates versus only considering the experience and educational qualifications of candidates.

### **D. APPOINTMENTS -**

1. The following barriers were identified:

- (i) The salary levels for certain categories of staff, together with the high cost of housing in Grahamstown, has negatively impacted on the number of candidates declining offers of appointment.
- (ii) Nine candidates declined posts during the period under review, seven of them from members of the designated groups. This number has increased significantly in the last year given that in the previous reporting periods, this number was usually 1 to 2 people.
- (iii) Limited job opportunities for spouses/partners of prospective candidates impacts the pool of available candidates able to move to Grahamstown.

2. The following measures have been implemented:

- (i) The University is currently examining its remuneration levels for all staff.
- (ii) Under consideration is the introduction of a "spousal policy" which looks at how best to facilitate the employment of spouses/partners of academic staff. This is part of the review of the Recruitment and Selection Policy for Academic Posts.
- (iii) The Vice-Chancellor has established two task teams to explore issues and propose solutions to the issues of housing and academic remuneration. These tasks teams have recently produced a report of their findings and recommendations. A third task team to review support staff remuneration has also been established.

### **E. JOB CLASSIFICATION AND GRADING –**

1. The following barriers were identified:
  - (i) Some inequities in job grading have been identified as a result of the Job Grading project that has been underway since August 2006.
  - (ii) In addition to the above staff indicated that the lack of transparency with regards to job evaluation and job grades was of concern.
  
2. The following measures have been implemented to address this barrier:
  - (i) A job grading project commenced in August last year. To date almost 70% of the posts in the University have been reviewed and the grades confirmed. The aim to have all current jobs reviewed by the end of 2007.
  - (ii) All new posts (i.e. posts that never existed before or posts where the responsibilities have changed) are graded so that new staff are placed at the correct grading.
  - (iii) Various matrices have been developed to ensure that there is internal equity and parity with regards to job grades as well as external equity in comparison of jobs within the remuneration market.
  - (iv) A job evaluation policy was approved in May 2007 which outlines the principles that govern job evaluation. This has significantly increased the transparency with which job evaluation is conducted.
  - (v) In addition to the above a number of workshops have been held for managers and staff in respect of job grading and on how to write job profiles. This has enabled staff to gain a deeper understanding of what job grading is about and the fundamental principles that govern job grading. This has contributed to increased transparency with regards to job evaluation.

#### **F. REMUNERATION AND BENEFITS –**

1. The following barriers were identified:
  - (i) Staff leaving for better remuneration at other institutions and employers.
  - (ii) Based on a survey done amongst academic staff, almost 80% of this group of staff expressed unhappiness with the current levels of remuneration at the institution.
  - (iii) Problems with availability of funds to address remuneration difficulties.
  - (iv) Lack of knowledge of remuneration practises.
  
2. The following measures have been implemented to address this barrier:
  - (i) Rhodes University belongs to REM Channel to allow for comparison with other employers.
  - (ii) Based on the recommendation of the Vice-Chancellor, the University Council agreed to an investigation of remuneration levels and competitiveness. A task team was convened to do this work. A comprehensive survey was done amongst academic staff to establish concerns. The task team has produced a report regarding Remuneration Levels of Academic staff including recommendations of the way forward. Approval of recommendations are expected by end of 2007.
  - (iii) Remuneration workshops to be held. The University Council has also approved an investigation into support staff remuneration levels and work on this will commence in October 2007.
  - (iv) Remuneration policy to be established by end 2008.

#### **G. TERMS AND CONDITIONS OF EMPLOYMENT –**

1. The following barrier was identified:
  - (i) Within job grades, there is no discrimination between race and sex groups as regards terms and conditions of employment. There are however distinctions between occupational groupings. One union has expressed concern as regards this practice.
2. The following measure has been implemented to address this barrier:
  - (i) The union has been advised that this matter will be addressed by the Support Staff Reference group dealing with remuneration issues.

#### **H. JOB ASSIGNMENTS –**

No barriers were identified.

#### **I. WORKING ENVIRONMENT AND FACILITIES –**

1. The following barriers were identified:
  - (i) Not all buildings (i.e. older buildings) are accessible to the disabled.
2. The following measures have been implemented:
  - (i) As regards point (i) above, there is ongoing consideration of what buildings need to be altered to be more accessible to the disabled.
  - (ii) The Staff Disability Policy for staff requires that attention be given to this matter upon the appointment and on-going employment of disabled staff.

#### **J. TRAINING AND DEVELOPMENT**

1. The following barriers have been identified:
  - (i) Staff participation difficulties in the ABET programmes: high absenteeism and drop-out rates. Without this basic level of English, access to other training is problematic e.g. participation in learnerships. This limits the advancement of staff into more senior positions. This in turn impacts the equity goals of the institution.
  - (ii) Staff capacity problems in the Human Resources Development Office given a high turnover of staff in this area.
2. The following measures have been introduced:
  - (i) Introduction of development plans for each ABET learner. Ongoing monitoring from ABET staff continues.
  - (ii) New staff appointments have been or are being made.

#### **K. PERFORMANCE and EVALUATION SYSTEMS**

1. The following barriers were identified:



- (i) Performance standards expected of staff are not always clearly and consistently communicated to all new staff.
  - (ii) Performance counselling does not always take place consistently when performance standards are not met.
  - (iii) Criteria used to evaluate performance are not always closely linked to specific inherent job requirements.
  - (iv) Special assistance is not always and consistently provided to members of designated groups who do not meet the required standard.
  - (v) There is no formal performance management system including an appraisal system operating in the institution.
2. The following measures have been implemented to address these barriers:
- (i) All new support staff appointed get a copy of their job profile.
  - (ii) This profile is used as part of the probationary process and managers/HoDs are required to comment on the person's competence relative to the profile. HoDs/managers are encouraged to discuss the person's performance with them and are required to give the staff member a copy of the probationary report.
  - (iii) The merit award system for support staff uses the job profile.
  - (iv) Training on the new disciplinary procedure has taken place which insists on performance counseling as the first step with performance problems.
  - (v) Senior management have indicated its support for a performance management system and have asked the HR Division to explore the implementation of such a system.

#### **L. PROMOTION & MERIT AWARDS –**

1. The following barriers were identified:
- (i) Support staff were unhappy with the quota system (where a set number of awards were allowed within different occupational categories based on historical statistics of success rates) that formed part of the merit award process last year.
  - (ii) Staff are concerned about using job profiles as the basis on which to determine merit awards.
  - (iii) Staff expressed unhappiness about the individual amounts paid as merit bonuses. The view is that the bonuses are too low in relation to the market.
  - (iv) Lack of recognition for staff involved in Community Engagement.
2. The following measures have been implemented to address these barriers:
- (i) Point (ii) above may be addressed in time by the possible performance management system.
  - (ii) The merit award system has been revised and an interim system has been put in place until such time as a performance management system is developed. Staff and Unions are being consulted in the revision of the merit award program. NTESU is positive about the direction with which the organisation is going in terms of merit awards. NEHAWU is still being consulted.
  - (iii) Senior management has proposed that the pool for bonuses is doubled for next year. There has been a positive reaction from staff in this regard.
  - (iv) From 2007, the introduction of an award for staff involved in Community Engagement.

#### **M. TRANSFERS –**

1. No barriers were identified.

**N. DEMOTIONS –**

1. No barriers were identified.

**O. SUCCESSION AND EXPERIENCE PLANNING -**

1. The following barrier was identified:
  - (i) Whilst succession planning takes place on an informal, ad hoc basis, there is no formal succession planning policy.
2. The following measures have been implemented to address these barriers:
  - (i) Within the Recruitment and Selection Policy for Support Staff, the relevant manager is required to consider and report to the Selection Committee if there are suitable staff within his/her department/area that could be considered or encouraged to apply for the vacant position.
  - (ii) The University is now looking at retirement statistics in earnest amongst academics and looking at how in particular more senior positions will be filled in the new few years.
  - (iii) If a performance management system for support staff was to be implemented, this would also allow for more formalization of the succession planning process.
  - (iv) The Mellon Programme for accelerated Development engages in succession planning and the placement of these posts is linked to upcoming retirements.

**P. DISCIPLINARY MEASURES –**

No barriers were identified.

**Q. DISMISSALS –**

No barriers were identified.

**R. CORPORATE CULTURE –**

1. The following barriers were identified:
  - (i) The need to ensure that the organisational culture is inclusive of all staff and is one that all staff can identify with.
  - (ii) There is a need to support new staff.
  - (iii) Racism is experienced by some staff.
  - (iv) Concerns over the current methods of reporting grievances concerned with equity i.e. the standard grievance procedure. In particular effective and timeous mechanisms are needed to deal with complaints of prejudice.
  - (v) Concerns regarding the lack of transparency on remuneration issues.
2. The following measures have been implemented to address these barriers:

- (i) Work continues to be done in this area. Diversity management workshops, as part of a leadership programme run by the ETDP SETA, were run for interested staff.
- (ii) As regards (ii) above, the induction programme attempts to provide support for new staff. A review of this is currently taking place by the HRD Office.
- (iii) As regards point (iii) above, the University's harassment policy recognizes racism as a form of harassment. All staff subjected to racism, have recourse under this policy. In addition the disciplinary procedure has been updated and training has taken place.
- (iv) A new grievance procedure has been approved by the unions and management. However, consideration is being given to a slightly different process for dealing with prejudice such as complaints related to racism. It is proposed that dealing with such complaints require specialist intervention that the immediate manager/supervisor may not be able to provide. This in turn may escalate the grievance and distress experienced by the two parties concerned.
- (iv) Classes in isiXhosa are offered to encourage knowledge about different cultures and to overcome difficulties due to language barriers.
- (vi) Revised language policy has sought to ensure implementation of the policy. This has included improved signage in isiXhosa and Afrikaans.
- (vii) Naming (and renaming) committee has been established to look at the naming of buildings etc as well as renaming of such structures.
- (viii) Exit interviews continue to be conducted to ascertain why staff are leaving. In an attempt to maximize the number of staff providing information, exit questionnaires (where staff leaving may elect to complete a questionnaire rather than participate in an interview) have been established. The benefit of collecting this data and the method for doing this needs to be revisited.
- (ix) Equity Committee is currently looking at how to address issue of culture.
- (x) Vice-Chancellor held a Forum in August 2007 to address issues related to transparency regarding remuneration. This was attended by about 30% of all staff and has been seen as a positive move towards increased transparency.

## **S. HIV/AIDS EDUCATION & PREVENTION PROGRAMME –**

1. The following barrier was identified:
  - (i) More training on the Policy and the management of HIV/AIDS is needed.
  - (ii) Lack of staff capacity to drive policies in this regard.
2. The following measures have been implemented to address these barriers:
  - (i) HIV/AIDS policy was revised in late 2006.
  - (ii) Training on managing HIV in the workplace was run by the ETDP SETA. However, participation by managers was very poor which may have been due to the timing of the workshop and not giving managers sufficient warning of the upcoming training. This was due to the ETDP SETA not timeously advising the University. The HRD Manager has been asked to raise this concern with the ETDP SETA.
  - (iii) The University has partnered with student organization, SHARC and TAC by providing to these organizations who have in turn provided some training and initiatives around HIV/AIDS.

## **T. RETAINING STAFF –**

1. The following barriers were identified:
  - (i) The high cost of acquiring accommodation in Grahamstown.
  - (ii) Remuneration levels are not sufficiently competitive in the HE sector but also in relation to private industry and government.
  - (iii) A number of staff indicate that they wish to leave Rhodes University due to family or personal concerns such as returning to their family elsewhere in the country or the broader social environment not being conducive to single individuals.
  
2. The following measures have been implemented to address this barrier:
  - (i) The Vice-Chancellor established a task team in late 2006 to explore the issue of housing. After a survey amongst academic staff, the group has made a number of recommendations regarding the way forward. These recommendations now need further consideration and costing before final decisions can be taken.
  - (ii) The issue of remuneration has been covered under the section on attracting staff.

**In addition, section F, point 14 requires information on affirmative action measures implemented for the following:**

## **U. SETTING NUMERICAL GOALS**

1. Reworked numerical goals given the exclusion of foreign nationals from the definition of designated groups.

## **V. DIVERSITY PROGRAMMES AND SENSITISATION**

This has been discussed under section R.

## **W. COMMUNITY INVESTMENT AND BRIDGING PROGRAMMES**

1. The establishment of a section for Community Engagement has made progress in this regard. In addition, an award for staff engaging in community engagement has been established.
  
2. A memorandum of understanding has been established with the Makana Municipality.
  
3. As regards bridging programmes:
  - (i) The Mellon Foundation Programme for Accelerated Development for new academic staff continues.
  
  - (ii) The Support Staff Internship Programme also continues. In 2007, the programme was expanded to accept 15 interns, predominantly in the clerical area.

**X. RETENTION MEASURES –**

1. Exit interview process has been revisited with a view on how to ensure meaningful data.

**Y. REASONABLE ACCOMMODATION –**

1. A Ill-health Policy looking at reasonable accommodation related to ill-health including HIV/AIDS is currently under discussion.