



**UNIVERSITY OF
KWAZULU-NATAL**

FACULTY OF MANAGEMENT STUDIES

EMPLOYMENT EQUITY PLAN

AND

REPORT

2010 -2014

OCTOBER-SEPTEMBER

SECTION A: INTRODUCTION AND INSTRUCTIONS

The University of KwaZulu-Natal is a public institution with a mission of becoming a leading institution of higher learning in South Africa. The University commits itself to academic excellence, innovation in research and critical engagement with society.

VISION

To be a Premier University of African Scholarship.

PURPOSE

A broad objective of the Employment Equity Act is to achieve an equitable representation of the designated groups that mirrors their Economically Active Population (EAP). The Economically Active Population includes people from 15 to 64 years of age who are either employed or unemployed and seeking employment; as per Statistics South Africa's parameters.

In line with this objective the University has pledged itself as a truly South African university that is demographically representative, redressing the disadvantages, inequities and imbalances of the past.

PRINCIPLES AND CORE VALUES

The University commits itself to the principles and values enshrined in the constitution of the Republic of South African and articulated in the preamble to the Higher Education Act of 1997 (as amended).

GOALS

The University is trying to achieve the following goals in Equity:

- Increase representation of under-represented groups in both staff and students, across all levels of the University, and to provide support for those groups;
- Staff and students skilled in working and studying with people from diverse cultural and linguistic backgrounds;
- Ensure that the University meets its responsibilities to staff and students as required by legislation like the Employment Equity Act and the Promotion of Equality and Prevention of Unfair Discrimination Act;
- Embed principles of equity within the fabric of the working life of the University;
- Work towards 'best practice' in equity and diversity in all areas of the University's operations.

SECTION B: NATIONAL AND REGIONAL DEMOGRAPHICS

The national and regional workforce distribution supplies information on the total population and the Economically Active Population (EAP) of the country's four major population groupings in terms of their race and gender, which is crucial for the setting of Employment Equity numerical goals.

It is important for the demographics of the workplace to reflect the demographics of the operating region, thus it is necessary to consider the KZN population, to see whether there are any marked differences from the national data.

Table 1: Profile of the national population by race and gender and profile of the Active Population by race and gender

| Population Group | National population distribution (2007) | | | Economically active (QLFS, 3 rd Quarter 2009) | | |
|------------------|---|-------------------|-------------------|--|------------------|-------------------|
| | Male | Female | Total | Male | Female | Total |
| African | 18,417,431 | 19,837,737 | 38,255,168 | 6,697,284 | 5,847,073 | 12,544,357 |
| | 38.0% | 40.9% | 78.9% | 39.2% | 34.2% | 73.5% |
| Coloured | 2,117,606 | 2,257,918 | 4,375,524 | 1,034,927 | 891,633 | 1,926,560 |
| | 4.4% | 4.7% | 9.1% | 6.1% | 5.2% | 11.3% |
| Indian | 615,971 | 628,663 | 1,244,634 | 332,403 | 186,366 | 518,769 |
| | 1.1% | 1.3% | 2.4% | 1.9% | 1.1% | 3.0% |
| White | 2,261,054 | 2,365,683 | 4,626,737 | 1,150,381 | 936,986 | 2,087,367 |
| | 4.7% | 4.9% | 9.6% | 6.7% | 5.5% | 12.2% |
| Total | 23,412,062 | 25,090,001 | 48,502,063 | 9,214,995 | 7,862,058 | 17,077,058 |
| | 48.2% | 51.8% | 100% | 54% | 46% | 100% |

Table 1 shows that Africans constitute the largest group (78.9%) of the national population in South Africa; followed by Whites (9.6%); Coloureds (9.1%) and Indians (2.4%). In terms of gender, females constitute 51.8% and males 48.2% of the national population.

Again **Table 1** shows that Africans constitute the largest group (73.5%) of the EAP in South Africa; followed by Whites (12.2%); Coloureds (11.3%) and Indians (3%). In terms of gender, males and females are relatively evenly distributed at 54% and 46% respectively. Africans are the only group, where their EAP lags behind their National Population Distribution (NPD).

Table 2: Profile of the regional (KZN) population by race and gender and profile of the Active Population by race and gender

| Population Group | Regional population distribution (2007) | | | Economically active (QLFS, 3 rd Quarter 2009) | | |
|------------------|---|-------------------|--------------------|--|------------------|------------------|
| | Male | Female | Total | Male | Female | Total |
| African | 4, 173 734 | 4, 651 488 | 8, 825 222 | 1,231,997 | 1,188,358 | 2,420,355 |
| | 40.7% | 45.3% | 86% | 40.7% | 39.3% | 80% |
| Coloured | 68,769 | 77,135 | 145 904 | 19,824 | 20,363 | 40,187 |
| | 0.7% | 0.8% | 1.4% | 0.7% | 0.7% | 1.3% |
| Indian | 410,786 | 425,094 | 835 880 | 205,848 | 119,429 | 325,277 |
| | 4.0% | 4.1% | 8.1% | 6.8% | 3.9% | 10.8% |
| White | 219,993 | 232,231 | 452 224 | 131,842 | 106,277 | 238,119 |
| | 2.1% | 2.3% | 4.5% | 4.4% | 3.5% | 7.9% |
| Total | 4, 873 282 | 5, 385 948 | 10, 259 230 | 1,589,510 | 1,434,427 | 3,023,937 |
| | 47.5% | 52.5 % | 100% | 52.6% | 47.4% | 100% |

Quarterly Labour Force Survey (3rd Quarter 2009)

Table 2 shows that in Kwazulu-Natal Africans constitute the largest group (80%) of the EAP; followed by Indians (10.8%); Whites (7.9%); and Coloureds (1.3%). In terms of gender, males and females are relatively evenly distributed at 52.6% and 47.4% respectively.

SECTION C: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. FACULTY WORKFORCE PROFILE – 2010 APRIL

Table 3: Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

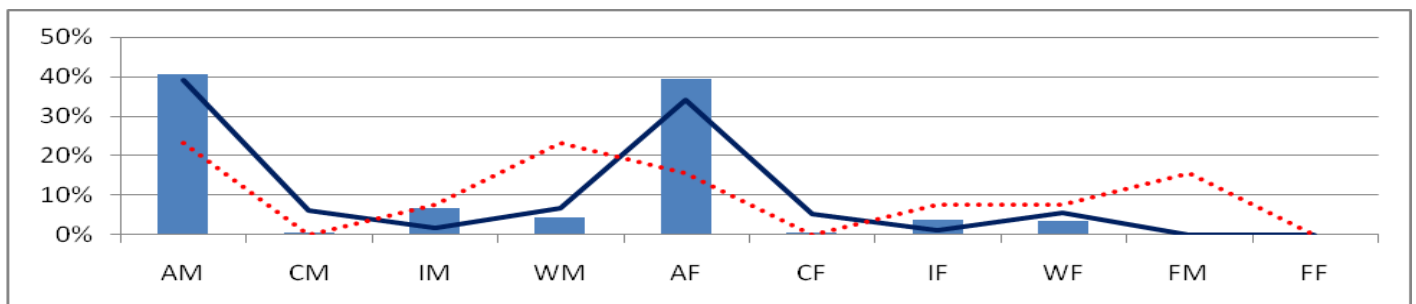
| Occupational Levels | Male | | | | Female | | | | Foreign Nationals | | Total |
|--|------|---|----|----|--------|----|----|----|-------------------|---|-------|
| | A | C | I | W | A | C | I | W | M | F | |
| Top management (Gr. 1) | | | | | | | | | | | |
| Senior management (Gr.1 - 3) | | | | | | | | | | | |
| Professionally qualified and experienced specialists and mid-management (Gr. 4 - 6) | 2 | | 9 | 14 | | | 5 | 2 | 6 | | 38 |
| Skilled technical and academically qualified workers, and junior management (Gr. 7 - 12) | 15 | 2 | 27 | 20 | 20 | 6 | 44 | 47 | 10 | 1 | 192 |
| Semi-skilled and discretionary decision making (Gr. 13 – 16) | 6 | 1 | | 2 | 10 | 2 | 5 | 4 | | | 30 |
| Unskilled and defined decision making (Gr. 17 – 19) | | | | | 1 | | | | | | |
| TOTAL PERMANENT | 23 | 3 | 36 | 36 | 31 | 8 | 54 | 53 | 16 | 1 | 261 |
| Temporary employees | 14 | | 4 | 11 | 25 | 2 | 11 | 13 | 3 | 1 | 84 |
| GRAND TOTAL | 37 | 3 | 40 | 47 | 56 | 10 | 65 | 66 | 19 | 2 | 345 |

2. TRENDS ANALYSIS

The trends analysis provides a snapshot of representation in the top four occupational levels for the year 2009. Focus is placed on these specific four levels because almost all designated employers, including ourselves both large and small, have a large over-representation of Africans in the lower levels as such setting of special target in less needed. Trends on the representivity levels is centred around the first three occupational levels, i.e. Top Management and Senior Management, Professionally Qualified and Academically Qualified levels, as this is where the designated groups are most under-represented.

Figure 1: Percentage representation of senior and top management employees by race and gender

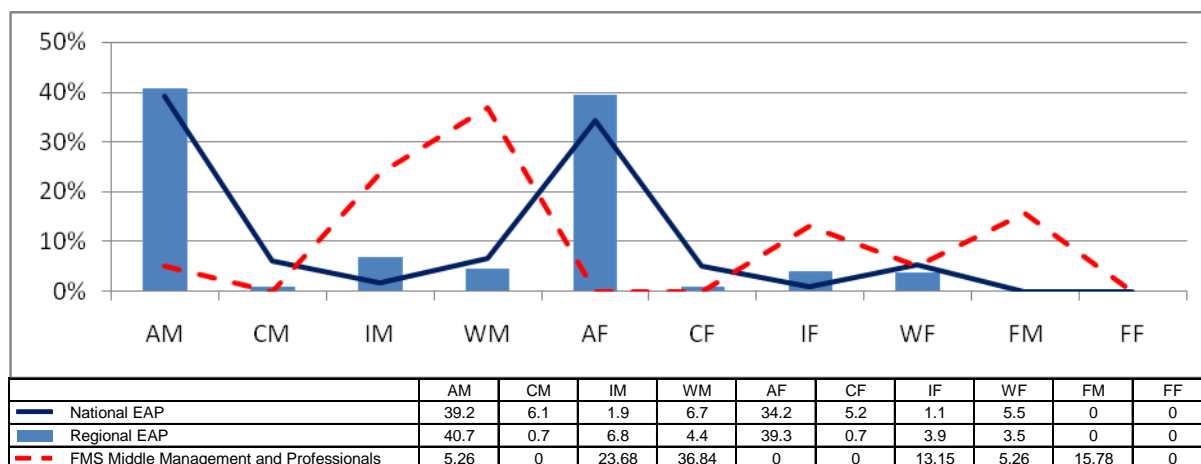
| | | | | |
|----------------------|---------------------|-------------------|--------------------|---------------------|
| AM - African Male | AF - African Female | IM - Indian Male | IF - Indian Female | CM - Coloured Male |
| CF - Coloured Female | WM - White Male | WF - White Female | FM - Foreign Male | FF - Foreign Female |



| | | | | | | | | | | |
|--------------------------------------|------|-----|-----|------|------|-----|-----|-----|------|----|
| — National EAP | AM | CM | IM | WM | AF | CF | IF | WF | FM | FF |
| ■ Regional EAP | 39.2 | 6.1 | 1.9 | 6.7 | 34.2 | 5.2 | 1.1 | 5.5 | 0 | 0 |
| UKZN Top and Senior Management | 40.7 | 0.7 | 6.8 | 4.4 | 39.3 | 0.7 | 3.9 | 3.5 | 0 | 0 |
| | 23.1 | 0 | 7.7 | 23.1 | 15.4 | 0 | 7.7 | 7.7 | 15.4 | 0 |

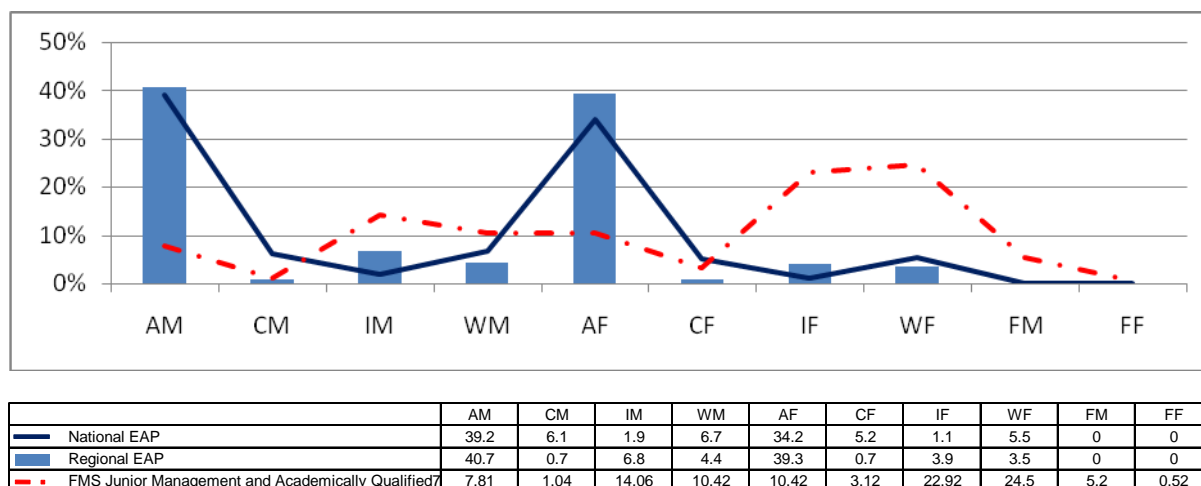
Figure 1 shows that UKZN top and senior Management lags behind relative to their national and regional EAP statistics. It also shows that white males have the highest representation, followed by Indians and White females.

Figure 2: Percentage representation of middle management and professionals employees by race and gender



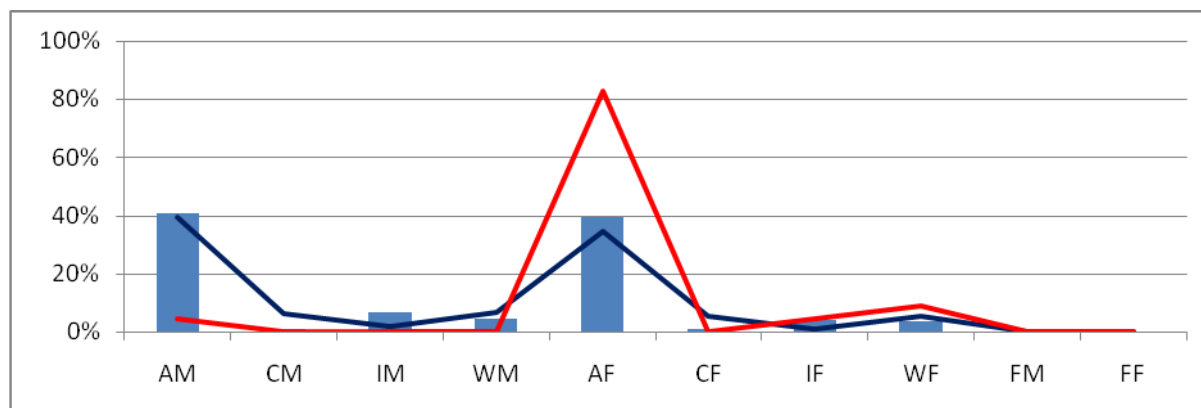
Quarterly Labour Force Survey (3rd Quarter 2009)

Figure 3: Percentage representation of junior management and academically qualified employees by race and gender



Quarterly Labour Force Survey (3rd Quarter 2009)

Figure 4: Percentage representation of semi-skilled employees by race and gender



| | AM | CM | IM | WM | AF | CF | IF | WF | FM | FF |
|--------------------------|------|-----|-----|-----|------|-----|------|------|----|----|
| National EAP | 39.2 | 6.1 | 1.9 | 6.7 | 34.2 | 5.2 | 1.1 | 5.5 | 0 | 0 |
| Regional EAP | 40.7 | 0.7 | 6.8 | 4.4 | 39.3 | 0.7 | 3.9 | 3.5 | 0 | 0 |
| FMS Semi Skilled Workers | 4.34 | 0 | 0 | 0 | 82.6 | 0 | 4.34 | 8.69 | 0 | 0 |

Quarterly Labour Force Survey (3rd Quarter 2009)

SECTION D: TARGET SETTING

1. Guidelines and principle for setting targets

- The national and regional statistics of economically active people should provide a guide.
- Targets should be set by occupational levels, race and gender, first at the university level and then at a college/division level; the reason to this is because Department of Labour (DoL) evaluation is at university level, and not at college/division level.
- The principle of appointable candidates (as entrenched in the equity policy) should be retained.
- A special consideration and/or target should be set for people with disabilities.

2. Implementation guidelines

- Special development programs as well as budget should be identified and introduced to accelerate upward movement especially for internal staff, i.e. accelerated development programs.
- Transformation is of strategic importance to the university as such, it must form key performance criteria of all executive members as well as senior management.
- Special considerations and communication addressing the possible fears of the non-designated employees must be introduced (promotion will be without prejudice).

NB* Employment equity and skills development are the two elements of the seven pillars of broad-based black economic empowerment which was gazetted in 2009. The Institute of Higher Learning, in part the university, in terms of statement 004 of code 000 of the Code of Good Practice is eligible to be measured against the adjusted generic scorecard as they are incapable of being measured against the ownership scorecard. Special consideration and executive decision is required in setting skills development and employment equity targets.

3. Approved Positions and Vacancies

Table 4: Please report the total number of vacancies against approved positions as per staff establishment.

| Occupational Levels | Grade | Vacancies |
|--|---------------------|-----------|
| Top management | 1 | |
| Senior management | 3 and above | 1 |
| Professionally qualified & specialists and mid-management | 4, 5, 6 | 16 |
| Skilled technical and academically qualified workers, junior management, and supervisors | 7, 8, 9, 10, 11, 12 | 18 |
| Semi-skilled and discretionary decision making | 13, 14, 15, 16 | |
| Unskilled and defined decision making | 17, 18, 19 | |
| GRAND TOTAL | | 35 |

Table 5: Please report the total number of expected vacancies in the department.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

| Vacancies | Male | | | | Female | | | | Foreign Nationals | | Total |
|---|------|---|---|---|--------|---|---|---|-------------------|---|-------|
| | A | C | I | W | A | C | I | W | M | F | |
| Resignation (projection) | 5 | | 2 | 4 | 5 | | 4 | | 1 | | 21 |
| Non-renewal of contract | | | | | | | 3 | | | | 3 |
| Retrenchment – Operational requirements | 1 | | | | 1 | 1 | | | | | 3 |
| Retirement | | | | | | | | | | | |
| GRAND TOTAL | 11 | | 2 | 4 | 6 | 1 | 7 | | 1 | | 27 |

4. Skills Development

Table 6: Please report the total number of people from the designated groups, including people with disabilities, who form a part of a skills development programme/leadership programmes aimed at capacity building (eg. LEAP).

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

| Occupational Levels | Male | | | | Female | | | | Total |
|----------------------------------|------|---|---|---|--------|---|---|---|-------|
| | A | C | I | W | A | C | I | W | |
| Academic | | | 1 | | | | 1 | 1 | 3 |
| Support Staff | | | | | 1 | | | 1 | 2 |
| TOTAL PERMANENT | | | | | | | | | |
| Temporary (Graduate/Learnership) | | | | | | | | | |
| GRAND TOTAL | | | 1 | | 1 | | 1 | 2 | 5 |

5. Numerical goals

Table 7: Please indicate the numerical goals (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, **at the end of your current employment equity plan** in terms of occupational levels.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites:

| Occupational Levels | Male | | | | Female | | | | Foreign Nationals | | Total |
|-------------------------------|------|---|---|---|--------|---|---|---|-------------------|---|-------|
| | A | C | I | W | A | C | I | W | M | F | |
| Top management (Gr. 1) | | | | | | | | | | | |
| Senior management (Gr. 1 – 3) | | | | | | | | | | | |

| | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|---|-----|
| Professionally qualified and experienced specialists and mid-management (Gr. 4 – 6) | 4 | 2 | 6 | 10 | 2 | | 5 | | 6 | | 35 |
| Skilled technical/academically qualified workers, junior management, and supervisors. (Gr. 7 – 12) | 68 | 10 | 46 | 51 | 66 | 11 | 77 | 96 | 17 | 4 | 446 |
| Semi-skilled and discretionary decision making. (Gr. 13 – 16) | 3 | | | | 7 | | | | | | 10 |
| Unskilled and defined decision making (Gr. 17 – 19) | | | | | | | | | | | |
| Temporary employees | | | | | | | | | | | |
| TOTAL PERMANENT | 75 | 12 | 52 | 61 | 75 | 11 | 82 | 96 | 23 | 4 | 491 |

6. Numerical targets

Table 8: Please indicate the numerical targets (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, **at the end of the next reporting in terms of occupational levels.** Note: A=Africans, C=Coloureds, I=Indians and W=Whites

| Occupational Levels | Male | | | | Female | | | | Foreign Nationals | | Total |
|--|------|----|----|----|--------|----|----|----|-------------------|---|-------|
| | A | C | I | W | A | C | I | W | M | F | |
| Top management (Gr. 1) | | | | | | | | | | | 1 |
| Senior management (Gr. 1 – 3) | 1 | | | | | | | | | | |
| Professionally qualified and experienced specialists and mid-management (Gr. 4 – 6) | 7 | 2 | 5 | 6 | 4 | | 5 | | 6 | | 35 |
| Skilled technical/academically qualified workers, junior management, and supervisors. (Gr. 7 – 12) | 72 | 13 | 42 | 49 | 68 | 12 | 75 | 93 | 17 | 4 | 445 |
| Semi-skilled and discretionary decision making. (Gr. 13 – 16) | 3 | | | | 7 | | | | | | 10 |
| Unskilled and defined decision making (Gr. 17 – 19) | | | | | | | | | | | |
| Temporary employees | | | | | | | | | | | |
| TOTAL | 83 | 15 | 47 | 55 | 79 | 12 | 80 | 93 | 23 | 4 | 491 |

SECTION E: MONITORING & EVALUATION

1. Disciplinary Action

Table 9: Disciplinary action: (report the total number of disciplinary actions during the twelve months preceding this report). Report on formal outcomes only.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

| DISCIPLINARY ACTION | Male | | | | Female | | | | Foreign Nationals | | Total |
|---------------------|------|---|---|---|--------|---|---|---|-------------------|--------|-------|
| | A | C | I | W | A | C | I | W | Male | Female | |
| | | | | | | 1 | | | | 1 | |

2. Awareness of Employment Equity

Table 10: Please indicate which of the following awareness measures were implemented by your organization:

| | Yes | No | No. of employees covered |
|--|-----|----|----------------------------------|
| Formal written communication | X | | All employees within the Faculty |
| Policy statement includes reference to employment equity | X | | All employees within the Faculty |
| Summary of the Act displayed | | X | |
| Employment Equity training | | X | |
| Diversity management programmes | | X | |
| Discrimination awareness programmes | | X | |

3. Consultation

Table 11: Please indicate which stakeholders were involved in the consultation process when developing and implementing your employment equity plan and when preparing this Employment Equity Report:

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

4. Barriers and affirmative action measures

Table 12: Please indicate in which categories of employment policy or practice barriers to employment equity were identified. If your answer is 'Yes' to barriers in any of the categories, please indicate whether you have developed affirmative action measures and the timeframes to overcome them.

| CATEGORIES | BARRIERS | | AFFIRMATIVE ACTION MEASURES | | TIMEFRAME FOR IMPLEMENTATION OF AA MEASURES | |
|--------------------------------|----------|----|-----------------------------|----|---|----------|
| | YES | NO | YES | NO | START DATE | END DATE |
| Recruitment procedures | | x | | | 2010 | 2014 |
| Advertising positions | | X | | | | |
| Selection criteria | | x | | | 2010 | 2014 |
| Appointments | X | | x | | 2010 | 2014 |
| Job classification and grading | | X | | | | |
| Remuneration and benefits | X | | | | 2010 | 2014 |

| | | | | | | |
|--|---|---|---|--|------|------|
| Terms and conditions of employment | | X | | | | |
| Job assignments | | X | | | | |
| Work environment and facilities | X | | | | 2010 | 2014 |
| Training and development | | X | | | | |
| Performance and evaluation | | X | | | | |
| Promotions | | x | | | 2010 | 2014 |
| Transfers | | X | | | | |
| Succession planning | X | | X | | 2010 | 2014 |
| Disciplinary measures | | X | | | | |
| Dismissals | | X | | | | |
| Retention of designated groups | X | | X | | 2010 | 2014 |
| Corporate culture | X | | X | | 2010 | 2014 |
| Reasonable accommodation | | X | | | | |
| HIV&AIDS prevention and wellness programmes | | X | | | | |
| Appointed Snr. manage(s) to manage EE actions | | X | | | | |
| Budget allocation in support of EE goals | | x | | | 2010 | 2014 |
| Time off for EE consultative committee to meet | | X | | | | |

5. Monitoring and evaluation of implementation

Table 14: How regularly do you monitor progress on the implementation of the employment equity plan? Please choose one.

| | | | |
|--------|-----------|-----------|--------|
| Weekly | Monthly | Quarterly | Yearly |
| | 6 MONTHLY | | |

Table 15: Did you achieve the annual objectives as set out in your employment equity plan for the first six months of 2010?

| Yes | No | Please explain |
|-----|----|---|
| | X | <ul style="list-style-type: none"> University salaries are uncompetitive in relation to salaries in the commercial industry. It is particularly difficult to attract staff (of any racial group) to academia in the field of accounting/finance. Financial constraints Staff can earn much higher salaries. School of Accounting – CA- further reduces the pool of candidates. Losing senior African staff to government posts. Posts at Ass Prof/Prof - applicants do not meet the minimum requirements. |