



**UNIVERSITY OF  
KWAZULU-NATAL**

**OFFICE OF THE DVC  
TEACHING AND LEARNING  
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 truly South African University as 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:

- Increased 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;
- Ensuring 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;
- Principles of equity embedded within the fabric of the working life of the University;
- To work towards 'best practice' in equity and diversity in all areas of 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 <sup>rd</sup> 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	2,111,606	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%
<b>Total</b>	<b>23,412,062</b>	<b>25,090,001</b>	<b>48,502,063</b>	<b>9,214,995</b>	<b>7,862,058</b>	<b>17,077,058</b>
	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** show 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 <sup>rd</sup> 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%
<b>Total</b>	<b>4, 873 282</b>	<b>5, 385 948</b>	<b>10, 259 230</b>	<b>1,589,510</b>	<b>1,434,427</b>	<b>3,023,937</b>
	47.5%	52.5 %	100%	52.6%	47.4%	100%

Quarterly Labour Force Survey (3<sup>rd</sup> 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. DVC: TEACHING AND LEARNING WORKFORCE PROFILE – SEPTEMBER 2009

**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

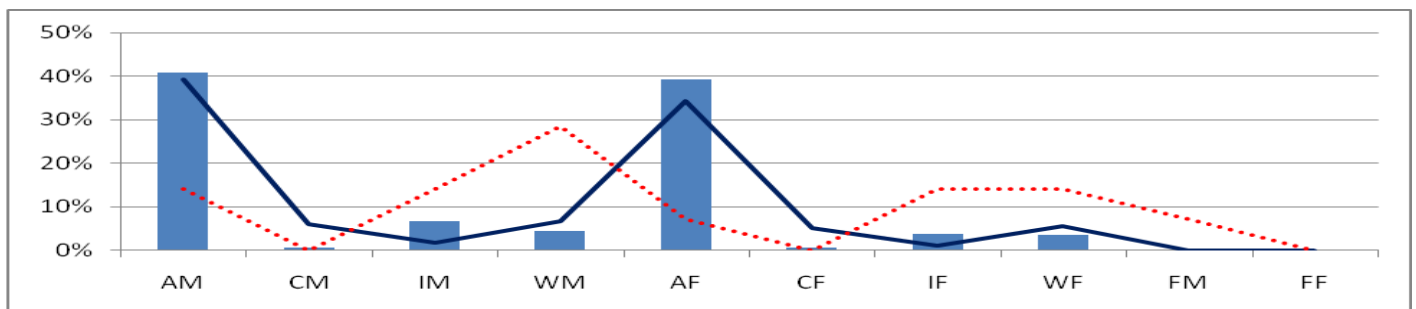
Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
<b>Top management (Gr. 1)</b>	1	0	0	0	0	0	0	0	0	0	14
<b>Senior management (Gr.1 - 3)</b>	1	0	2	4	1	0	2	2	1	0	
Professionally qualified and experienced specialists and mid-management (Gr. 4 - 6)	0	0	1	0	0	0	0	1	0	0	2
Skilled technical and academically qualified workers, and junior management (Gr. 7 - 12)	0	0	0	0	5	1	3	3	0	0	12
Semi-skilled and discretionary decision making (Gr. 13 – 16)	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making (Gr. 17 – 19)	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	2	0	3	4	6	1	5	6	1	0	28
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	2	0	3	4	6	1	5	6	1	0	28

### 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 centered 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

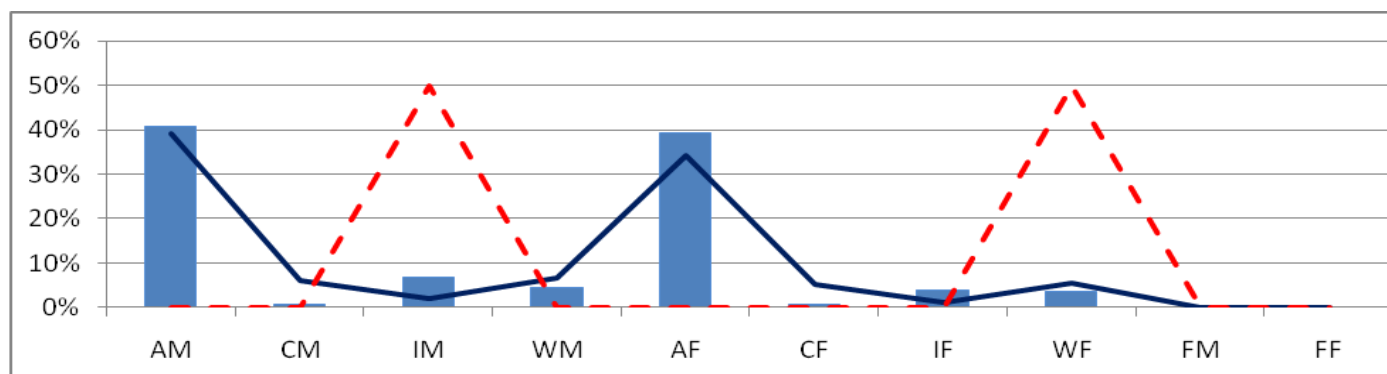
AM - African Male	AF - African Female	IM - Indian Male	IF - Indian Female	CM - Coloured Male
CF - Coloured Female	WM - White Male	WF - White Female	FM - Foreign Male	FF - Foreign Female



— 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
	14	0	14	29	7	0	14	14	7	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

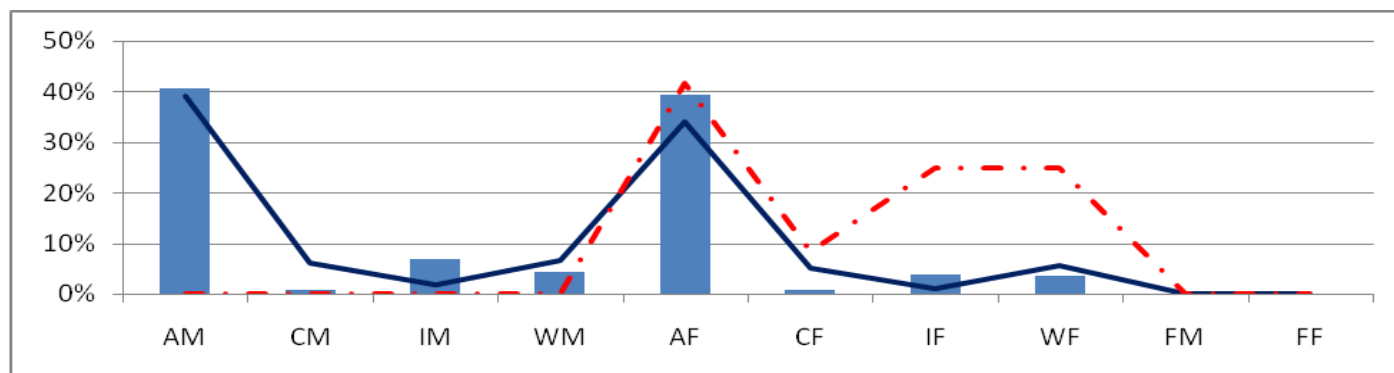


	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
National EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
Regional EAP	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
DVC: T&L Middle Management and Professionals	0	0	50	0	0	0	0	50	0	0

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

At the professionally qualified level, there is only one Indian male and one white female therefore it appears that there is a huge over-representation relative to their respective national and regional EAP statistics.

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

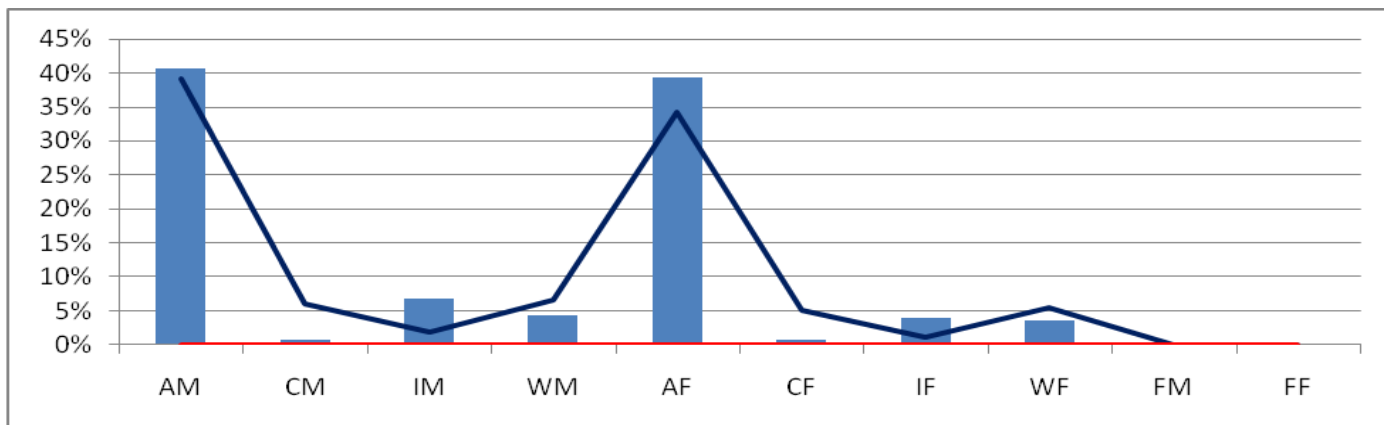


	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
National EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
Regional EAP	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
DVC: T&L Junior Management and Academics	0	0	0	0	42	8	25	25	0	0

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

At this level, African Females are slightly over represented, with no representation in males. Careful consideration for equal opportunities must be preceded by an increase of African female as well as African and Coloured males in this occupational category – to address lags behind the EAP statistics.

**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
— DVC: T&L Semi-Skilled Workers	0	0	0	0	0	0	0	0	0	0

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

This figure shows that there are no appointments the level of semi-skilled employees. We suggest that this level should not form part of the reporting and target setting unless there is an accelerated development plan to provide talent pool and feed to junior and middle management i.e. learner ship and internship.

## 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 within the university and then in college/division; 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
<b>Top management</b>	<b>1</b>	<b>0</b>
Senior management	3 and above	0
Professionally qualified & specialists and mid-management	4, 5, 6	1
Skilled technical and academically qualified workers, junior management, and supervisors	7, 8, 9, 10, 11, 12	1
Semi-skilled and discretionary decision making	13, 14, 15, 16	0
Unskilled and defined decision making	17, 18, 19	0
<b>GRAND TOTAL</b>		

**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)	0	0	0	0	0	0	0	1	0	0	1
Non-renewal of contract	0	0	0	0	0	0	0	0	0	0	0
Retrenchment – Operational requirements	0	0	0	0	0	0	0	0	0	0	0
Retirement	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0	0	1	0	0	1

### 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 (e.g. 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	0	0	0	0	1	0	0	0	1
Support Staff	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	0	0	0	0	1	0	0	0	1
Temporary (Graduate/Learner ship)	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	1	0	0	0	1

## 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:

### Numerical targets

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
<b>Top management (Gr. 1)</b>	1	0	0	0	0	0	0	0	0	0	14
<b>Senior management (Gr.1 - 3)</b>	1	0	2	4	1	0	2	2	1	0	
Professionally qualified and experienced specialists and mid-management (Gr. 4 - 6)	2	0	1	0	1	0	0	1	0	0	5
Skilled technical and academically qualified workers, and junior management (Gr. 7 - 12)	0	0	0	0	5	1	3	3	0	0	12
Semi-skilled and discretionary decision making (Gr. 13 – 16)	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making (Gr. 17 – 19)	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	4	0	3	4	7	1	5	6	1	0	31

## 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	
<b>Top management (Gr. 1)</b>	1	0	0	0	0	0	0	0	0	0	14
<b>Senior management (Gr.1 - 3)</b>	1	0	2	4	1	0	2	2	1	0	
Professionally qualified and experienced specialists and mid-management (Gr. 4 - 6)	2	0	1	0	1	0	0	1	0	0	5
Skilled technical and academically qualified workers, and junior management (Gr. 7 - 12)	0	0	0	0	5	1	3	3	0	0	12
Semi-skilled and discretionary decision making (Gr. 13 – 16)	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making (Gr. 17 – 19)	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	4	0	3	4	7	1	5	6	1	0	31

Due to a resignation of one white female, there has been an appointment of a black male



## 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	
	0	0	0	0	0	0	0	0	0	0	0

### 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		
Policy statement includes reference to employment equity	x		
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:** Indicate in which categories of employment policy or practice barriers to employment equity may be identified. If your answer is 'Yes' to barriers in any of the categories, indicate whether there are 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				
Advertising positions	X					
Selection criteria		X				
Appointments		X				
Job classification and grading	X					
Remuneration and benefits	X					
Terms & conditions of employment		X				
Job assignments		X				
Work environment and facilities		X				
Training and development		X				
Performance and evaluation		X				
Promotions		X				
Transfers		X				
Succession & experience planning	X					
Disciplinary measures		X				
Dismissals		X				
Retention of designated groups		X				
Corporate culture	X					
Reasonable accommodation		X				
HIV&AIDS prevention and wellness programmes		X				
Appointed senior manage(s) to manage EE implementation		X				
Budget allocation in support of employment equity goals		X				
Time off for employment equity 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
		x	

**Table 15:** Did you achieve the annual objectives as set out in your employment equity plan for this period?

Yes	No	Please explain