**NORTH-WEST UNIVERSITY EMPLOYMENT EQUITY PLAN**

**KEY OBJECTIVES REGARDING AFFIRMATIVE ACTION MEASURES (ANNEXURE D)**

# 1  KEY OBJECTIVE 1:

| EMPLOYMENT EQUITY OBJECTIVES ARE INTEGRATED WITH MANAGEMENT SYSTEMS |
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The University recognises and is committed to the integration of employment equity at all levels. Integrating employment equity into the broad organisational planning, policy and management framework enhances its relevance and effectiveness. The University aims to achieve an organisational culture, which is supportive of diversity and employment equity.

## Outcomes:

The following outcomes have been set:

- All organisational plans, including but not limited to the Institutional Transformation Plan, Workplace Skills Plan and Strategic Goals should include employment equity outcomes.
- All Executive management, Directors, School directors and Heads of Department's job descriptions, performance systems and performance agreements should include responsibilities in regard to the promotion of employment equity.

## Areas of focus:

The University has identified four areas of focus for achieving the above outcomes.

- Planning, policies and procedures
- Promotion, education & consultation
- Reporting
- Performance management.

Objectives and strategies for each of these areas follow.

## 1.1  PLANNING, POLICIES AND PROCEDURES

### 1.1.1  Objective 1

Employment equity and diversity objectives, strategies and outcomes are included where applicable, in the University's Strategic Goals, Institutional Transformation Plan, Workplace Skills Plan, Faculty Strategic Plans and Divisional Strategic Plans.

#### 1.1.1.1  Strategies:

- Provide training and support to the Institutional Management, Campus Management, Deans, School directors and Heads of Departments to assist in the integration of equity and access within all strategic/organizational plans.

- Establish a consultative process at the campus level for the review of equity issues and the identification of barriers.
- Evaluate the effectiveness of equity objectives and strategies and update regularly.

#### 1.1.1.2 Accountability:

Institutional Management, Campus Management, Deans, School Directors, Heads of Departments, Employment Equity Officer

### 1.1.2 Objective 2

Employment equity is integrated into relevant University management plans.

#### 1.1.2.1 Strategies:

- Include a review of employment equity in the update and amendment of other relevant University management plans.
- Monitor and evaluate the effectiveness of employment equity objectives.

#### 1.1.2.2 Accountability:

Institutional Management, Campus Management, Deans, School Directors, Heads of Departments, Employment Equity Officer

### 1.1.3 Objective 3

Campus/Faculty/School/Departmental reviews and reviews of support sections include equity criteria in their terms of reference.

#### 1.1.3.1 Strategies:

- Include employment equity considerations in the review of progress in strategic plans at all levels.
- Develop a checklist for review committees to assist in assessing progress on equity criteria.
- Provide information and training to foster awareness and understanding of equity and diversity at the operational unit level.

#### 1.1.3.2 Accountability:

Campus Managements, Deans, School Directors, Employment Equity Office, Human Resources

### 1.1.4 Objective 4

Employment equity and cultural diversity is integrated into the functions and deliberations of all University decision-making committees.

#### 1.1.4.1 Strategies:

- Identify ways of ensuring consultation and appropriate representation of designated groups and people from culturally diverse backgrounds in University planning and decision-making, including participation in and chairing of committees.
- Set up mechanisms to ensure consultation with people with disabilities on relevant planning and policy issues.
- Include equity as an agenda item for meetings of Faculty Boards, Senate, Council, their committees and other appropriate University committees on a six monthly or more regular basis.
- Include equity as an agenda item on School board meetings and divisional management meetings on at least an annual basis.

- Review the composition of selection committees to ensure that race and gender representivity is a material consideration.

### 1.1.4.2  Accountability:

Chairs of the University decision-making committees, Institutional Management, Campus Management, Deans, School Directors, Employment Equity Office

## 1.1.5  Objective 5

All policy and planning decisions take account of employment equity/diversity considerations.

### 1.1.5.1  Strategies:

- The IEESDF to monitor and evaluate the extent to which policy and planning takes account of employment equity/diversity considerations.
- Provide information and training to IEESDF members to ensure an understanding of equity and diversity issues.

### 1.1.5.2  Accountability:

Chair of IEESDF, Employment Equity Office, Organisational Learning and Development

## 1.2   PROMOTION, EDUCATION & CONSULTATION

## 1.2.1  Objective 6

Consultation is undertaken with staff, unions and other interest groups to ensure University policy, planning and functions integrate equity and diversity considerations.

### 1.2.1.1  Strategies:

- Consultation between management and EOs on an institutional level by means of the IEESDF.
- Consultation between management, academic- and support staff and EOs on a campus level by means of the Campus EESDFs.
- Investigate the establishment of an annual equity consultation with staff addressed by the Vice-Chancellor or member(s) of the Institutional Management.

## 1.2.2  Objective 7

Actively promote a University culture that embraces and celebrates equity and diversity.

### 1.2.2.1  Strategies:

- Support and facilitate representation of designated equity groups on designated equity and diversity committees.
- Ensure that information relating to University's diversity policy is widely publicized both electronically and in printed format in English, Setswana and Afrikaans.
- Support and assist Equity Advisor(s) to provide information to faculty and divisional staff on equity matters.
- Re-examine the University's language policies to accommodate regional diversity.
- Ensure that wherever possible, signs and notices are translated into Setswana.

### 1.2.2.2 Accountability:

Institutional Management, Campus Management, Corporate Communications, Administration, Facilities Management, Registrars, Human Resources managers, Chairperson of the IEESDF

## 1.2.3 Objective 8

Staff at all levels has an understanding of and commitment to employment equity policy, principles and practice.

### 1.2.3.1 Strategies:

- Develop and implement cross-cultural awareness training programmes for staff.
- Develop and implement employment equity and diversity training programmes for staff at all levels and students.
- Provide staff training on awareness of disability issues and on responsibilities under disability legislation.
- Introduce an awareness programme for men and women on gender issues in the workplace.
- Provide equity training, information and awareness raising sessions for faculties and departments.
- Include equity components within all relevant University staff training.
- Develop and disseminate information on the University's employment equity policies and programmes.
- Maintain ongoing campaign about the University's zero tolerance for all forms of unfair discrimination and harassment.
- Confidential exit interviews to include assessment of the staff members experiences of unfair discrimination and harassment.
- Identify and publicise examples of equity best practice by faculties and departments.
- Develop and promote schemes to encourage and support equity initiatives at the faculty level.
- Organise a series of public forums and debates amongst staff and talks by internationally recognised scholars on issues such as equity, feminist research and diversity in the workplace.

### 1.2.3.2 Accountability:

Institutional Management, Campus Management, Deans, Employment Equity Office, IEESDF, Student Affairs and Human Resources

## 1.3 REPORTING

## 1.3.1 Objective 9

Progress on employment equity objectives and outcomes is reported and evaluated at a University wide level and at the level of schools, faculties, departments and divisions.

### 1.3.1.1 Strategies:

- Campus Rectors to report annually to the Institutional Management on campus equity performance.
- Deans to report annually to the Campus Rectors on faculty equity performance.
- Directors to report annually on progress in achieving equity goals to Institutional Management.

- Evaluate and report annually to Council on progress in achieving Equity Plan objectives.

#### 1.3.1.2   Accountability:

Institutional Management, Campus Management, Deans, Directors, Employment Equity Office, Chair of IEESDF, Employment Equity Office

### 1.4   PERFORMANCE MANAGEMENT

#### 1.4.1   *Objective 10*

All members of Institutional Management, Campus Managements, Deans, School Directors, Directors, Heads of Departments and other senior managers' job descriptions to include employment equity responsibilities

#### 1.4.1.1   Strategies:

- Review and update relevant job descriptions, and selection criteria for senior positions to include equal opportunity and employment equity responsibilities.
- All advertisements for Deans, School Directors and Heads of Departments to contain a selection criteria that requires demonstrated ability for implementation of and commitment to the University's policies relating to employment equity, diversity, unfair discrimination and harassment
- Provide training, information and support to above-mentioned managers in relation to equal opportunity and employment equity responsibilities.

#### 1.4.1.2   Accountability:

All senior managers, Employment Equity Office, Human Resources

#### 1.4.2   *Objective 11*

Employment equity responsibilities are included in the performance agreements of all managers and are part of the performance management system.

#### 1.4.2.1   Strategies:

- Review performance agreements and the performance management system to ensure the inclusion of equal opportunity and employment equity responsibilities.
- Include employment equity training in staff induction.
- Institutional Management, Campus Management, Deans, School Directors, Heads of Departments and other senior managers to report on equity achievements as part of the annual review process.

#### 1.4.2.2   Accountability:

Organisational Learning and Development, , Deans, School Directors, Heads aof Departments, Human Resources, Employment Equity Office

## 2   KEY OBJECTIVE 2:

**WORKPLACES ARE FREE FROM EMPLOYMENT POLICIES AND PROCEDURES THAT DISCRIMINATE UNLAWFULLY AGAINST EMPLOYEES OR POTENTIAL EMPLOYEES**

The achievement of employment equity depends on the elimination of all forms of discrimination from employment practices such as recruitment techniques, selection criteria and processes, training and development, promotion practices and conditions of service.

**Outcome:**

The following outcome has been set:

- Employment policies and procedures show no evidence of direct or indirect discrimination.

The University has identified four areas of focus for achieving the above outcome.

**Areas of focus:**

- Recruitment and selection
- Training and development
- Staff promotion
- Performance management
- Conditions of service

Objectives and strategies for each of these areas follow.

## 2.1  RECRUITMENT & SELECTION

### 2.1.1  Objective 12

Recruitment policy and selection practices are non-discriminatory.

#### 2.1.1.1  Strategies:

- Review recruitment policy, procedures and outcomes to ensure fair practice and identify barriers for employment equity.
- Investigate the recognition of prior learning, identification of potential, equivalent competencies and alternative qualifications, knowledge and experience in selection and appointment of staff.
- Develop more effective strategies to identify potential of current employees and students from previously disadvantaged groups and develop action plans to develop these employees in order to retain them to achieve equity goals. ("Growing our own timber")
- Ensure that all staff who sit on selection panels undergo training which incorporates equity issues including search processes, developing selection criteria and overcoming gender bias and cultural bias.
- Develop a system of reporting on appointments to the Equity Office for recommendations and monitoring of the progress made in achieving equity goals.

#### 2.1.1.2  Accountability:

Human Resources Division, Chairpersons of selection panels, Employment Equity Office, IEESDF and Barrier and Diversity Task Team

## 2.2  TRAINING & DEVELOPMENT

### 2.2.1  Objective 13

Training and development opportunities that meet the needs of all staff are provided.

### 2.2.1.1 Strategies:

- Review access to training and development opportunities for support staff at lower levels.
- Establish a mentoring scheme for academic and support staff for new appointees.
- Monitor and take action to rectify any imbalances in access to training and development opportunities between departments and faculties.
- Develop more effective strategies to identify potential of current employees and students from previously disadvantaged groups and develop action plans to develop these employees in order to retain them to achieve equity goals. ("Growing our own timber")
- Develop policy and procedures on acting, transfers and secondments with a focus on staff development and equity.
- Develop Learnerships to develop employees that have been identified for rapid advancement.
- Encourage the operational units to derive equity-driven succession plans for employees from designated groups.

### 2.2.1.2 Accountability:

Organisational Learning and Development, Employment Equity Office

## 2.2.2 Objective 14

Access to appropriate training and development opportunities are provided for designated groups, people of culturally diverse backgrounds, people with disabilities.

### 2.2.2.1 Strategies:

- Identify and provide access to culturally appropriate training, information, support and development opportunities for designated group staff.
- Provide training in English/Setswana as a second language and English/Setswana in the workplace for staff where required.
- Ensure access to all University training venues and provide appropriate facilities and support to meet the specific training and development needs of staff with disabilities.

### 2.2.2.2 Accountability:

Organisational Learning and Development and Employment Equity Office

## 2.2.3 Objective 15

Equity is integrated within the presentation and content of all training courses.

### 2.2.3.1 Strategies:

- Ensure all internal and external trainers have copies of and comply with the University's equity policies.
- Ensure that appointment of external and internal trainers complies with the University policy on procurement and equal opportunity.
- Progressively review training course presentation and content to identify and ensure non-discriminatory language and presentation, cultural inclusivity and the integration of equity.
- Include equity in the design and development of all new training courses.

### 2.2.3.2 Accountability:

Organisational Learning and Development and Employment Equity Office.

### *2.2.4 Objective 16*

University culture is supportive of the career aspirations of all staff.

#### 2.2.4.1 Strategies:

- Departments, Schools and Faculties to determine ways in which senior staff can provide support to junior staff in their career aspirations and development.
- Review the Employment Equity policy to accommodate the aspirations of existing staff in relation to promotion opportunities.
- Faculties to identify structural barriers, equity issues and elements of culture which may be unsupportive and determine ways of addressing these.

#### 2.2.4.2 Accountability:

Institutional Management, Campus Management, Deans, Employment Equity Office, Human Resources, Employment Equity Office

## 3 KEY OBJECTIVE 3:

**EMPLOYMENT PRACTICES RECOGNISE AND WHERE**

**APPROPRIATE INCLUDE MEASURES INTENDED TO ACHIEVE**

**EQUALITY OF OPPORTUNITY FOR PEOPLE FROM DESIGNATED GROUPS**

In the past employment skills and abilities of members of some groups in the community were often not recognised due to prejudiced attitudes and assumptions.

In the case of some groups, discrimination and disadvantage contribute to a lack of opportunity and barriers to employment.

The Employment Equity Act provides for "measures intended to achieve equality" and "reasonable accommodation". Measures to achieve equality are activities undertaken to overcome the barriers to employment opportunity created by the effects of past and/or continuing discrimination.

The following outcomes have been set:

**Outcomes:**

- Inequalities created by past discrimination are identified and effective strategies intended to achieve equality are developed.
- Special needs of groups covered by the Employment Equity Act are identified and effective strategies are developed and implemented to meet these needs.

The University has identified two areas of focus for achieving the above outcomes.

**Areas of focus:**

- Management Information
- Recruitment and selection
- Specific initiatives

## 3.1 MANAGEMENT INFORMATION

### 3.1.1 Objective 17

Demographic and equity related data are collected to identify and monitor the workforce distribution of designated groups, the incidence of harassment and unfair discrimination and the attitudes and perceptions of staff.

#### 3.1.1.1 Strategies:

- Set up a database of information through survey/census which identifies the workforce distribution of designated groups.
- Update the ORACLE system to accommodate internal and external equity reporting formats as well as easy accessibility to data.
- Develop a form for new employees that ensure compliance with all government employment equity statistical requirements.
- Conduct an organisational culture audit to identify issues, establish benchmarks and goals for change.
- Encourage and support equity research projects.
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#### 3.1.1.2 Accountability:

Organisational Learning and Development, Human Resources and the Employment Equity Office

## 3.2 RECRUITMENT & SELECTION

### 3.2.1 Objective 18

Support and encourage the employment of designated groups at all levels including senior management and academic positions, and in non-traditional areas within the University.

#### 3.2.1.1 Strategies:

- Develop search plans with strategies for identifying qualified applicants from designated groups for all senior positions where the designated groups are underrepresented.
- Identify and actively encourage nationally recognised designated group scholars to spend sabbaticals at the University.
- Introduce search plans with strategies for identifying qualified designated group applicants for appointment and promotion to technical, computing and senior level management positions and other support staff areas where designated groups are under-represented.
- Review wording and placement of job advertisements in the local and national press to encourage a broad diversity of applicants.
- Identify discipline and curricula areas which require designated groups input and expertise and actively search for and encourage applications from and appointment of designated groups.
- Ensure access, appropriate information and support is available to applicants and potential applicants with disabilities so that they may compete on a fair basis with other applicants.
- Secure funding for and implement access programmes for new and aspiring academics to be employed in capacity building posts in disciplines where the skills pool is lacking.
- Improve the quality of induction and professional development programmes for new academic staff.

**3.2.1.2    Accountability:**

Organisational Learning and Development and Employment Equity Office

## 3.3    SPECIFIC INITIATIVES

### 3.3.1    Objective 19

Programmes are developed and implemented which identify and address inequalities, special needs and the status of women in relation to employment at all levels.

**3.3.1.1    Strategies:**

- Faculties and Support Departments to establish medium and long-term goals to improve the representation of designated groups on academic staff, in permanent and longer term contract positions.
- Provide funding for a programme of affirmative action measures to improve the position and status of designated groups in the University.
- Conduct a review of the position of designated groups on support staff and implement its recommendations.
- Undertake programmes to increase the enrolment and retention rates of designated groups in postgraduate study with the intention of retaining postgraduates as employees.

**3.3.1.2    Accountability:**

All senior management staff, Organisational Learning and Development and Employment Equity Office

### 3.3.2    Objective 20

The specific needs of people with disabilities are identified and programs undertaken to ensure access and equity in employment opportunities and conditions within the University.

**3.3.2.1    Strategies:**

- Conduct an audit on people with disabilities.
- Provide appropriate workplace modifications and support if required to enable staff with disabilities to carry out their duties.
- Investigate the feasibility of setting up a work placement/experience programme for graduates with disabilities.
- Identify, prioritise and undertake modifications to buildings and acquisition of equipment necessary to enhance disability access.
- Include equity as a standing agenda item for new buildings planning.
- Provide adequate parking facilities to meet the needs of people with disabilities.
- Develop and implement a Disability Policy and Disability Action Plan which meets legislative requirements.

**3.3.2.2    Accountability**

Human Resources, Employment Equity Office, Organisational Learning and Development

# 4   KEY OBJECTIVE 4:

## THE WORK ENVIRONMENT IS FREE FROM HARASSMENT AND DISCRIMINATION

Harassment is contrary to University policy and is unlawful. Harassment covers a range of behaviours that constitute a verbal, visual or physical affront including but not limited to that of a sexual nature to a person. The distinguishing characteristics of harassment are that it is conducted with a degrading and demeaning component that is unwelcome, unsolicited and unreciprocated.

Harassment creates an intimidating, unpleasant and hostile work and study environment. The University is committed to maintaining a work and study environment free from all forms of harassment and discrimination.

The following outcome has been set.

**Outcome:**

- No harassment and discrimination occurs

The University has identified one area of focus for achieving the above outcome.

**Area of focus:**

- Elimination of harassment and discrimination

Objectives and strategies for this area of focus follow.

## 4.1   ELIMINATION OF HARASSMENT

### 4.1.1   Objective 21

Effective policy, procedures and education are implemented for the prevention and resolution of harassment complaints.

#### 4.1.1.1   Strategies:

- Develop a Harassment Policy
- Regularly update and disseminate information to all staff regarding harassment policy and procedures.
- Provide ongoing training and skills development, including cross-gender awareness training, to advisors
- Conduct training and awareness-raising sessions on harassment for staff.
- Incorporate information about harassment into relevant mainstream training.
- Include provisions concerning harassment in relevant University procedures.
- Regularly evaluate and update policy and procedures.
- Provide adequate lighting and the availability of a safe passage across campus.

#### 4.1.1.2   Accountability:

Employment Equity Office, Organisational Learning and Development, IEESDF, Labour Relations Office

### 4.1.2   Objective 22

Effective procedures are in place to deal with equity enquiries and complaints of discrimination.

#### 4.1.2.1 Strategies:

- Provide ongoing training, support and skills development, including cross-cultural awareness raising, to Equity Advisers.
- Monitor and evaluate the grievance processes to ensure it is effectively dealing with complaints of discrimination and harassment.

### *4.1.3 Objective 23*

Policy and procedures are developed to deal with other forms of workplace harassment.

#### 4.1.3.1 Strategies:

- Evaluate the effectiveness of policy and grievance procedures for dealing with complaints of bullying, harassment and intimidation in the work environment.

#### 4.1.3.2 Accountability:

Employment Equity Office and Human Resources

## 5 PERFORMANCE INDICATORS

### 5.1 KEY OBJECTIVE 1:

**Employment equity objectives are integrated with agency management systems.**

**Performance Indicators:**

*5.1.1 The increase over time in the number of departments with strategic plans which include employment equity objectives, strategies and performance indicators.*

*5.1.2 The increase over time in the number of University management plans which incorporate employment equity principles and goals.*

*5.1.3 The increase over time in the number of reviews which include equity criteria in their terms of reference.*

*5.1.4 The increase over time in the number of line managers' and senior managers' job descriptions and performance agreements which include employment equity responsibilities.*

### 5.2 KEY OBJECTIVE 2:

**Workplaces are free from employment practices that discriminate unlawfully against employees or potential employees.**

**Performance Indicators:**

*5.2.1 The increase over time in the percentage of applicants from designated groups for academic positions and senior staff positions.*

*5.2.2 The increase over time of the number of senior positions identified for designated group employment over time.*

*5.2.3* *The increase over time of the number of succession plans derived to advance the designated groups.*

*5.2.4* *The increase over time of the number of designated group candidates employed through access programmes on capacity building contract posts, who are appointed to establishment posts.*

*5.2.5* *The increase over time in the number of University training courses which include equity components.*

## 5.3   KEY OBJECTIVE 3:

**Employment practices recognise and where appropriate include measures intended to achieve equality of opportunity for people from designated groups**

**Performance Indicators:**

*5.3.1* *The number, level and employment status of designated group staff over time.*

*5.3.2* *The percentage, level and employment status of academic staff from designated groups within faculties and schools over time.*

*5.3.3* *The percentage, level and employment status of support staff from designated groups over time.*

*5.3.4* *The number, level and employment status of people with disabilities over time.*

## 5.4   KEY OBJECTIVE 4:

**The work environment is free from harassment.**

**Performance Indicators:**

*5.4.1* *An increase over time in the percentage of employees who are aware of policies and procedures for sexual harassment, harassment, and equity grievances.*

*5.4.2* *A reduction over time in the percentage of employees who identify, through survey, sexual harassment or harassment occurring in their workplaces.*