

**MANAGING EMPLOYMENT EQUITY IN HIGHER EDUCATION IN
SOUTH AFRICA**

by

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DECLARATION

Student number:38934280

I declare that **“MANAGING EMPLOYMENT EQUITY IN HIGHER EDUCATION IN SOUTH AFRICA”** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of completed references.

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SIGNATURE DATE
(Malose Isaac Kola)

DEDICATION

“The only rock I know that stays steady, the only institution I know that works, is the family” **Lee Iacocca**

This work is dedicated my precious and supportive wife Nare, you stayed steady when I spent long hours at work sacrificing family time and my delightful daughters Tšhegofatšo, Matjutla, and Lethabo. I love you.

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“No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude”.

Alfred North Whitehead.

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ABSTRACT

South African universities have embarked upon a wide range of initiatives to foster and acclimatise to new social development needs of the society. A significant area of change involved implementation of employment equity. This study investigated the manner in which universities manage employment equity. The composition of staff in higher education institutions fails to reflect the demographic realities of South Africa. As a result, black people and women are still severely under-represented, especially in senior academic management positions. Universities are slowly, but steadily redirecting their student bodies and staff to reflect the demographics of South African society applying fragmented effort and piecemeal approach.

The “as is” statistical reports obtained from the Department of Labour were used to substantiate the progress being made in the selected universities. Quantitative research methods were employed to collect data. University of Pretoria, University of Witwatersrand, and Free State University were selected as the population and the academic managers (Heads of Departments, Directors of Schools, and Deans of Faculties) as the sample of the study.

The study finds that white males still dominate in the universities and white females are adequately represented, particularly in the professional and academic categories. The academic managers responded less positively on retention strategies for academic staff, especially for the designated groups and the functionality of employment equity awareness campaigns. The study also outlined the success of employment equity factors that the academic managers indicated, such as their loyalties to the institutions, prospects of career development, and collegial relations.

The study recommended proficient leadership to drive the employment equity process, development of employment equity strategy with reasonable goals, diversity management, retention strategy, and vigorous employment equity awareness.

Key terms:

Employment equity; affirmative action; egalitarianism; equality of opportunity; justice; discrimination; academic managers; demographics; designated groups; employment equity legislation; diversity management and strategic management.

LIST OF FIGURES

Pages

| | |
|---------------------------------------------------------|-----|
| Figure 1: Institutional loyalty mean scores | 166 |
| Figure 2: Personal reward mean scores | 167 |
| Figure 3: Effect of Employment Equity | 168 |
| Figure 4: Career prospects mean scores | 168 |
| Figure 5: Institutional loyalty | 172 |
| Figure 6: Effect of Employment Equity perception trends | 173 |
| Figure 7: Career prospects trends | 174 |
| Figure 8: Value of Affirmative action | 174 |
| Figure 9: Employment Equity Strategy | 191 |

LIST OF TABLES

| | Pages |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Table 2.1 UNSW Women’s Employment Strategy | 71 |
| Table 2.2 University of Sydney Strategic Planning on Equal Employment Opportunity | 75 |
| Table 2.3 University of Guelph Employment Equity Plan 2008-2010 | 78 |
| Table 2.4 The University of British Columbia Employment Equity Plan 2010 | 80 |
| Table 2.5 University of Victoria Employment Equity Plan (2003) | 83 |
| Table 3.1 University of the Free State: Representation of males and females in top management, senior management and professionally qualified staff | 117 |
| Table 3.1.1 University of the Free State: Representation of males and females among academically qualified, semi-skilled and unskilled staff | 118 |
| Table 3.2 University of Pretoria: Representation of males and females in top management, senior management and among academically qualified staff | 120 |
| Table 3.2.1 University of Pretoria: Representation of males and females among academically qualified, semi-skilled and unskilled staff | 121 |
| Table 3.3 Witwatersrand University: Representation of males and females among top management, middle management and among academically qualified staff | 123 |
| Table 3.3.1 Witwatersrand University: Representation of males and females among academically qualified, semi-skilled and unskilled staff | 124 |
| Table 4 Frequency distribution of the four biographical properties of respondents probed in section A in the questionnaire | 147 |
| Table 5 Scale reliability testing conducted on each of the eight sub-sets of questionnaire item response ratings of participating adolescents to verify the internal consistency reliability of each construct (or aspect) on employment equity | 149 |
| Table 6 Perception of employment loyalty | 152 |
| Table 7 Perception of institutional loyalty | 153 |
| Table 8 Perception of institutional ethics | 154 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 9 Perception of personal rewards | 155 |
| Table 10 Perception of effect of equity | 157 |
| Table 11 Perception of career advancement opportunities | 158 |
| Table 12 Perception of progress towards employment equity | 160 |
| Table 13 Perception of affirmative action | 161 |
| Table 14 Analysis of variance results on employment equity construct scores to evaluate the statistical significance of employee position on perceptions regarding these aspects | 164 |
| Table 15: Two-way frequencies of performance rating r.e. factors of successfulEE and biographical properties and Cochran-Armitage trend tests | 170 |

LIST OF ACRONYMS

| | |
|------------|-----------------------------------------------------------------------------|
| ACR | Abella Commission Report |
| ADA | Americans with Disability Act |
| AGPA | Australian Government Public Administration |
| ALRC | Australian Law Reform Commission |
| ATN:WEXDEV | Australian Technology Universities Women Executive Development Programme |
| AVCC | Australian Vice-Chancellors Committee |
| CACA | Commonwealth Australia Constitutional Act |
| CCRF | Canadian Charter of Rights and Freedoms |
| CEE | Council/Commission on Employment Equity |
| CHE | Council on Higher Education |
| CHRA | Canadian Human Rights Act |
| CMA | Canadian Multiculturalism Act |
| CRRFA | Canadian Race Relations Foundation Act |
| DDA | Disability Discrimination Act |
| DoE | Department of Education |
| DoPSA | Department of Public Service and Administration |
| EE | Employment Equity |
| EEA | Employment Equity Act |
| EEB | Employment Equity Bill |
| EEC | Employment Equity Committee |
| ED | Executive Deans |
| EEO | Equal Employment Opportunity |
| EEP | Employment Equity Plan |
| EOA | Equal Opportunity Act |
| DoS | Directors of Schools |
| FCP | Federal Contracts Programme |
| GESC | Gender Equity Strategy Committee |
| HBCUs | Historically Black Colleges and Universities |
| HRD | Human Resources Development |
| HESA | Higher Education South Africa |
| HODs | Heads of Departments |

| | |
|-------|---------------------------------------------|
| HWIs | Historically White Institutions |
| O UAE | Office of the University Advisory Committee |
| PDR | Performance Development Review |
| PSA | Public Service Act |
| Prof | Professors |
| QU | Queen's University |
| RDA | Racial Discrimination Act |
| RQF | Research Quality Framework |
| SAS | Statistical Analysis System |
| SDA | Skills Development Act |
| SEEC | Senate Educational Council Equity Committee |
| UBC | University of British Columbia |
| UC | University of California |
| UFS | University of the Free State |
| UG | University of Guelph |
| UNISA | University of South Africa |
| UK | United Kingdom |
| UM | University of Melbourne |
| UN | University of Canberra |
| UNJ | University of New Jersey |
| UNSW | University of New South Wales |
| US | University of Sydney |
| USA | United States of America |
| WBR | World Bank Report |

CONTENTS

| | |
|------------------|------|
| Declaration | ii |
| Dedication | iii |
| Acknowledgements | iv |
| Abstract | v |
| List of figures | vii |
| List of tables | viii |
| Abbreviations | x |

| | |
|---------------------------------------------------------------------|----------|
| CHAPTER ONE | 6 |
| BACKGROUND TO THE PROBLEM, RATIONALE, AIMS AND METHODS OF THE STUDY | 6 |
| 1.1 INTRODUCTION | 6 |
| 1.2 BACKGROUND TO THE PROBLEM | 8 |
| 1.3 RATIONALE OF THE STUDY | 11 |
| 1.4 STATEMENT OF THE PROBLEM | 11 |
| 1.5 AIMS OF THE STUDY | 12 |
| 1.6 RESEARCH METHODS | 13 |
| 1.6.1 Literature review | 13 |
| 1.6.2 Empirical investigation | 15 |
| 1.6.3 Analysis of data | 16 |
| 1.7 DEFINITION OF CONCEPTS | 16 |
| 1.8 SCOPE AND DELINEATION OF THE STUDY | 18 |
| 1.9 THE STRUCTURE OF THE STUDY | 19 |
| 1.10 SUMMARY | 20 |

| | |
|----------------------------------------------------------------------------------------|-----------|
| CHAPTER TWO | 22 |
| TRENDS IN TERMS OF AFFIRMATIVE ACTION AND EMPLOYMENT EQUITY | 22 |
| 2.1 INTRODUCTION | 22 |
| 2.2 AFFIRMATIVE ACTION | 23 |
| 2.2.1 Fears about affirmative action | 25 |
| 2.3 AFFIRMATIVE ACTION IN THE UNITED STATES OF AMERICA | 27 |
| 2.3.1 Constitution of the USA (1787) | 27 |
| 2.3.2 Equal Pay Act (1963) | 28 |
| 2.3.3 Civil Rights Act (1964) | 28 |
| 2.3.4 Americans with Disabilities Act (1990) | 29 |
| 2.4 AFFIRMATIVE ACTION PROGRESS IN THE USA | 30 |
| 2.4.1 Advancement of women in the USA | 32 |
| 2.4.1.1 Gender pay disparity | 33 |
| 2.5 EMPLOYMENT EQUITY IN CANADA | 35 |
| 2.5.1 Constitution Acts (1867) | 35 |
| 2.5.2 Canadian Charter of Rights and Freedoms (1985) | 36 |
| 2.5.3 Canadian Human Rights Act (H-6 of 1985) | 37 |
| 2.5.4 Canadian Multiculturalism Act (1985) | 38 |
| 2.5.5 Federal Contractors Programme of 1986 | 39 |
| 2.5.6 Canadian Race Relations Foundation Act (1991) | 40 |
| 2.5.7 Employment Equity Act (c.44 of 1995) | 41 |
| 2.6 EMPLOYMENT EQUITY PROGRESS IN CANADA | 42 |
| 2.6.1 Advancement of women in the workplace in Canada | 44 |
| 2.6.2 An Overview of the Canadian Universities | 45 |
| 2.7 EMPLOYMENT EQUITY IN AUSTRALIA | 47 |
| 2.7.1 Commonwealth of Australia's Constitution Act (1900) | 47 |
| 2.7.2 Racial Discrimination Act (1975) | 48 |
| 2.7.3 Equal Opportunity Act (1984) | 49 |
| 2.7.4 Disability Discrimination Act (No. 135 of 1992) | 50 |
| 2.7.5 Public Service Act (1994) | 50 |
| 2.7.6 Equal Opportunity for Women in the Workplace Act (No. 183 of 1999) | 51 |
| 2.8 EQUAL OPPORTUNITY PROGRESS MADE IN AUSTRALIA | 53 |
| 2.8.1 Advancement of women in Australia | 54 |
| 2.8.2 "Equal pay" in Australia | 55 |
| 2.8.3 An overview of Australia's universities | 56 |
| 2.9 DIVERSITY | 60 |
| 2.9.1 Diversity management | 62 |
| 2.10 STRATEGIC MANAGEMENT | 64 |
| 2.10.1 Implementation of the employment equity strategy in universities | 65 |
| 2.10.1.1 The Australian Technology Universities' Women Executive Development Programme | 66 |
| 2.10.1.1.1 The indicators of success integration and embedding ATN-WEXDEV | 66 |

| | |
|------------------------------------------------------------------------------------------------------|---------------|
| 2.10.1.2 AVCC Action Plan for Women Employed in Australian Universities | 68 |
| 2.10.1.3 University of Melbourne Staff Equity and Diversity Framework | 68 |
| 2.10.1.4 University of New South Wales: Women's Empowerment Strategy 2008-2010 | 69 |
| 2.10.1.5 University of Canberra: Aboriginal and Torres Straits Islander Employment Equity | 70 |
| 2.10.1.6 University of Sydney: EEO/AA Management Plan | 70 |
| | 72 |
| | 72 |
| | 74 |
| 2.11 EMPLOYMENT EQUITY STRATEGY IN CANADIAN UNIVERSITIES | 78 |
| 2.11.1 University of Guelph: EEP 2008-2010 | 78 |
| 2.11.2 University of British Columbia EEP 2010 | 80 |
| 2.11.3 Queen's University | 81 |
| 2.11.4 University of Victoria's EEP | 82 |
| 2.12 EQUITY STRATEGY IN USA UNIVERSITIES | 84 |
| 2.12.1 University of California's EEO | 85 |
| 2.12.2 State University of New Jersey: Guidelines for recruitment and selection of faculty | 86 |
| | 86 |
| 2.13 CONCLUSIONS | 87 |
| CHAPTER THREE | 91 |
| EMPLOYMENT EQUITY: THEORETICAL FRAMEWORK, CONCEPTS, POLICIES AND LEGISLATIVE REQUIREMENTS | 91 |
| 3.1 INTRODUCTION | 91 |
| 3.2 EGALITARIANISM | 91 |
| 3.2.1 The concept of equality | 93 |
| 3.2.1.1 Rawls's principles of justice | 98 |
| 3.3 THEORY OF LIBERALISM | 99 |
| 3.4 DISCRIMINATION | 100 |
| 3.4.1 Direct discrimination | 101 |
| 3.4.2 Indirect discrimination | 101 |
| 3.4.3 Discrimination against women | 101 |
| 3.5 EMPLOYMENT EQUITY | 103 |
| 3.5.1 Definitions of equity | 103 |
| 3.5.2 The concept of employment equity | 104 |
| 3.6 EMPLOYMENT EQUITY LEGISLATION IN SOUTH AFRICA | 105 |
| 3.6.1 Constitution of the Republic of South Africa (No. 108 of 1996) | 107 |
| 3.6.2 Green Paper entitled "Employment and Occupational Equity" (No. 806 of 1996) | 107 |
| 3.6.3 Employment Equity Bill (EEB) (No. 68 of 1998) | 107 |
| 3.6.4 Employment Equity Act (EEA) (No. 55 of 1998) | 108 |
| 3.6.5 CODE OF GOOD PRACTICES (No.1394 of 1998) | 109 |
| 3.6.5.1 Policy and Practice | 111 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3.6.5.1.1 Policy and practice analysis | 112 |
| 3.6.5.1.2 Consultation | 112 |
| 3.7 OTHER EQUITY LEGISLATION | 113 |
| 3.7.1 The Skills Development Act (SDA) (No. 97 of 1998) | 113 |
| 3.7.2 Promotion of Equity and Prevention of Unfair Discrimination Act (No. 4 of 2000) | 114 |
| 3.8 EMPLOYMENT EQUITY IN SOUTH AFRICAN INSTITUTIONS OF HIGHER EDUCATION | 115 |
| 3.8.1 Transformation in higher education in South Africa | 126 |
| 3.8.2 The role of higher education with regard to employment equity | 127 |
| 3.9 CONCLUSION | 128 |
| CHAPTER FOUR | 132 |
| RESEARCH DESIGN AND METHODOLOGY | 132 |
| 4.1 INTRODUCTION | 132 |
| 4.2 RESEARCH DESIGN | 133 |
| 4.2.1 Survey design | 134 |
| 4.3 RESEARCH METHODOLOGY | 134 |
| 4.3.1 Population and sample | 135 |
| 4.3.1.1 Sampling design | 136 |
| 4.3.2 Data Collection Method | 136 |
| 4.3.2.1 Format of the questionnaire | 137 |
| 4.3.2.2 Pilot-testing the questionnaire | 138 |
| 4.3.3 Ethical considerations | 139 |
| 4.3.4 Data analysis | 140 |
| 4.3.5 Validity and Reliability | 141 |
| 4.3.5.1 Scale reliability testing | 142 |
| 4.3.5.2 Calculation of construct scores | 143 |
| 4.4 SUMMARY | 143 |
| CHAPTER FIVE | 144 |
| DATA PRESENTATION AND ANALYSIS | 144 |
| 5.1 INTRODUCTION | 144 |
| 5.2. PRESENTATION AND ANALYSIS OF THE RESULTS | 145 |
| 5.2.1 Frequency distributions of biographical properties of respondents are presented in Table 4. | 147 |
| 5.2.2 Cronbach alpha values in the region of, or greater than 0.70; it can be regarded as indicators of internal consistency reliability. | 149 |
| 5.2.3 Composite frequency tables of the eight constructs of successful EE implementation | 151 |
| 5.2.4 One-ways analyses of variance and Bonferroni multiple comparisons | 162 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| of means tests | 162 |
| 5.2.5 Two-ways frequencies of performance rating r.e. factors of successful EE and biographical properties and Cochran-Armitage trend tests | 169 |
| 5.2.6 Bar graphs to illustrate differences in perception trends for employee position-groups | 172 |
| 5.3 SUMMARY | 175 |
| CHAPTER SIX | 178 |
| SUMMARY, RECOMMENDATIONS, AND CONCLUSION | 178 |
| 6.1 INTRODUCTION | 178 |
| 6.2 SUMMARY OF THE STUDY | 180 |
| 6.3 LIMITATIONS OF THE STUDY | 185 |
| 6.4 SYNTHESIS OF THE FINDINGS OF THIS STUDY | 186 |
| 6.4.1 Findings from the preliminary data | 186 |
| 6.4.2 Findings from the quantitative research | 187 |
| 6.5 RECOMMENDATIONS | 188 |
| 6.6 CONCLUSION | 194 |
| 6.7 FUTURE RESEARCH | 196 |
| 6.8 CONCLUDING REMARKS | 196 |
| REFERENCES | |

CHAPTER ONE

BACKGROUND TO THE PROBLEM, RATIONALE, AIMS AND METHODS OF THE STUDY

1.1 INTRODUCTION

This study focuses on the management of employment equity in higher education institutions. The higher education institutions in South Africa have recently been mandated to conform to observed social and economic imperatives (Ntshoe, 2003: 381). Higher education is perceived to be a springboard for the establishment of an impartial and democratic society (Ramrathan, Manik, & Pillay, 2007: 734).

According to the Department of Education (DoE) (1997: 7), South Africa's change from apartheid to a more democratic dispensation requires that all policies be reviewed in order to be relevant to the new era. Higher education plays an important role in developing the society socially and economically. Higher education institutions in South Africa are faced with the challenge to eradicate the historical imbalances and realign its programmes in order to serve the new social order (DoE, 1997: 7).

In an attempt to eradicate the past inequalities in South Africa, affirmative action was approved to promote equal opportunity and fair treatment. The main purpose of affirmative action is to advance the members of the designated groups, namely black people, women and people with disabilities (Thomas, 2003:6).

In order to establish a more equitable workplace, a significant degree of change involves staff composition from all backgrounds. Employment Equity Act (EEA) of 1998 was introduced to enhance diversity in the workplace including higher

education institutions. All higher education institutions were required to review their existing policies and draft employment equity plan (Portnoi, 2009: 373).

The purpose of the EEA is to achieve equity in the workplace by:

- Eliminating unfair discrimination and promoting equal opportunity and fair treatment; and
- Implementing affirmative action (EEA, 1998: 5).

The employer must draft and implement an employment equity plan to achieve employment equity. An employment equity plan includes:(a) the yearly objectives to be achieved by employment equity, (b) identifying people from the designated groups, (c) the timeframes to achieve the objectives, (d) the duration of the plan, (e) the procedures to be used in order to monitor and evaluate the implementation of the plan, and (f) the responsible person who will monitor and implement the plan (EEA, 1998: 10).

South African higher education institutions should create a welcoming environment that embrace diversity and be able to meet the challenges of producing knowledgeable workforce capable of making a significant contribution in a non-racial society (Norries, 2001: 219). To eliminate employment insecurity, higher education institutions ought to shift from the legacy of confrontational relationships (Horwitz, Jain, & Mbabane, 2005: 4).

The introduction of this chapter establishes the background to the problem, the rationale of the study, and the statement of the problem. The chapter clarifies the main research questions, the aims of the study, and the research methods that were applied. In addition, the chapter explains the definition of the key concepts, the scope and the structure of the study.

1.2 BACKGROUND TO THE PROBLEM

According to (Meyer, 2002: 223), South African employers are faced with the challenges of implementing the employment equity plans and eliminate the effects of discrimination in the workplace and the society at large. Employers are not only faced with the challenge to ensure legal compliance, but also to foster productivity while considering the demographic labour market changes in the global perspectives (Boxall & Purcell, 2007: 255).

Swanepoel, Erasmus, and Schenk (2008: 86) assert that the political developments that transpired in 1994 in South Africa that provided all citizens with an equal opportunity to vote, did not automatically translate into equal employment opportunities. In addition, the quality of life is fundamentally based on access to socio-economic environment.

South Africa's political and social transformation has prompted higher education institutions to develop their respective transformation programmes based on the principles of democracy, equity, and social justice. Several higher education institutions have already advanced on equity and diversity while others are sluggish (Cassim, 2005: 655).

South African universities have enormous prospective to contribute to social and economic imperatives of the nation and including the entire African continent, but the current higher education system has numerous challenges and serious flaws that emanate from apartheid. These challenges and flaws severely diminish the system's capacity to accomplish the important national goals (DoE, 2000: 12).

According to DoE (2000:19-21), the challenges of higher education system include: (a) the decline in student enrolment, (b) substantial funding decreased, (c) an increase in private higher education institutions, (d) numerous institutions

lacking governance capacity, and (e) inadequate information systems particularly on financial matters.

Higher education institutions in South Africa are customarily perceived as a platform for intellectual capacity and skills development and as a result, frequently steered by policy makers. The steering process is intended to ensure access and equal opportunity to both students and staff. The composition of staff in higher education fails to reflect the demographic realities (DoE, 1997:20). Boshoff (2005:359) affirms that black people and women are under-represented particularly in the senior management positions.

During the launch of the transformation programme at the University of Cape Town, Pandor, the former Minister of Education, announced that employment equity was an area where progress had been very slow and higher education institutions in South Africa should succeed in addressing equity and be an example to the rest of the sector. The universities cannot simply rely on equity plans as evidence of change (Pandor, 2005).

According to the *City Press* (7 August, 2005:23), academics, by virtue of their qualifications, are the most enlightened group in any society and should be the pioneers and torchbearers of the country. All historically white universities were struggling to meet their employment equity goals and there is no need to educate academics on the need for transformation. Academics know it is not only the law that requires transformation of the composition of the staff at universities, but that it is a requirement for a stable country.

The present demographic profile remains skewed in the South African universities and this raises the question on whether sufficient progress has been made to correct the scenario. Universities struggle to retain academic staff from the designated groups since they are enticed by the government departments and private sector with lucrative remuneration. In addition, the rapid changes and

insecurities within higher education institutions compound the difficulty(Mkhwanazi & Baijnath, 2003:106).

Almost all organizations in South Africa are faced with the challenge to achieve employment equity. There is a limited number of competent black people, women and people with disabilities. Most black people were disadvantaged by insufficient training and women were affected by patriarchal and sexist culture that existed for a very long time. African women are severely under-represented while people with disabilities are still discriminated against(Portnoi, 2003:79-85).

Zulu (2003: 98) asserts that gender is one of the main challenges in higher education transformation. Gender imbalances have not received thoughtful attention in higher education and it is still prominent in the South African society (Higgs, Higgs, & Wolhuter, 2004: 273).

The effect of apartheid is still prevalent in terms of skills distribution among white and black people. In the past more resources were channeled to advance white education system while black people were not allowed to attend universities that were for white people only. Consequently, white people became more skilled than black people and received preference in the workplace(Greef & Nel, 2003: 27).

According to Thaver (2003:148), the consideration of black applicants or women have been perceived to be lowering standards, a compromise to merit. In addition, the credentials of black candidates were considered as “tokenism”. Leonard and Grobler (2006: 394) argue that the individuals from the designated groups are distressed by being victimized and marginalized when appointed as employment equity candidates.

1.3 RATIONALE OF THE STUDY

South African higher education institutions have developed far-reaching programmes in order to conform to the changes within society. They are slow, but progressively supporting their students' representatives and staff to reflect the demographics of South African population applying fragmented determination and piecemeal strategies (Cross, 2004: 407-408).

Walbrugh and Roodt (2003: 28) assert that the existing employment equity legislation does not provide explicit guidelines to rectify the historic discriminatory practices. Both local and international researches show that while legislation address unfair workplace discrimination, it is not adequate (Booyesen, 2007: 48). To substantiate the latter, the Department of Labour (DoL) (2008: 1) testifies that success in terms of a number of objectives measures of employment equity remains uninspiring.

In this context, the study strives to contribute to the debate on employment equity and attempt to expedite the implementation of employment equity in the South African universities, incorporating strategies that are applied by universities abroad.

1.4 STATEMENT OF THE PROBLEM

From the afore-going discussion it is clear that the composition of staff in higher education institutions fails to reflect the demographic realities of South Africa so that black people and women are still severely under-represented, especially in the senior academic management positions. The following questions therefore arise:

- What is employment equity and what does the relevant policy and legislation require from higher education institutions?

- What progress have the institutions in South Africa made to achieve the requirements of the EEA?
- What are international trends in terms of affirmative action and in which ways should this action be deployed to achieve equal opportunity and access?
- What are the experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA?
- What recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity?

1.5 AIMS OF THE STUDY

In the light of the problem statement, the aims of this study were:

- ✚ To scrutinize the concept employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education;
- ✚ To investigate international trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access;
- ✚ To probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA; and
- ✚ To establish the kind of recommendations that could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity.

The above aims were regarded as vital to determine what relevant literature to cite and which methods to use in investigating the problem as stated above, hence the discussions of the research methods that were employed throughout this study follow in the next section.

1.6 RESEARCH METHODS

The research questions were investigated on the basis of literature review and an empirical investigation. Mouton (2001:86) points out that, to start with a review of the existing scholarship or available body of knowledge is to see how other scholars have investigated the research problem that a researcher is interested in.

1.6.1 Literature review

A literature review forms a crucial part of any dissertation (Potter, 2002:118). A literature review is important for researchers to learn about other reasons besides identifying research ideas in order to justify and build a case for conducting the study (Crew, Hardman, & Hosp, 2008:31). In this study, the literature review was used throughout the thesis in order to learn from other scholars how they have theorized and conceptualized issues of employment equity and in addition, accomplish the aims of this study.

The literature review addresses the following aims (cf. 1.5):

- To scrutinize the concept employment equity and all relevant policies and legislative requirements for higher education institutions;
- To examine progress made by the institutions in South Africa to achieve the requirements of the EEA; and
- To investigate the trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access.

An in-depth literature study is reflected in Chapters Two and Three, using the recent kinds of resources, namely books, journals, theses and dissertations, newspaper articles, internet articles, and government publications. Greenfield (2002:67-69) argues that government publications are surprisingly rich in all kinds of facts and figures.

According to Moore (2006:98), the primary aim of academic journals is to communicate the products of scientific (in the broadest sense) endeavour to the scholarly community. Primary sources were carefully selected and studied to identify critical issues in the past research and establish the current trends on affirmative action and employment equity in South Africa.

In addition, the study examined the experiences and progress of the United States of America (USA) and Canada as well as Australia in higher education in order to acquire comprehensively the broad spectrum and international trends with regard to affirmative action and employment equity. Such a review will provide insight into different perspectives on employment equity and present a framework for further exploration. Affirmative action originates in the USA and their experience in implementing affirmative action would be valuable to South African institutions.

Canada introduced employment equity instead of affirmative action and established appropriate legislation to support employment equity. In order to enhance affirmative action and employment equity, both USA and Canada encouraged diversity management in their institutions (Agócs & Burr, 1996: 30). Australia drew inspiration from Canada and adopted employment equity to promote equal opportunities in their respective labour institutions. In addition, Australian higher education institutions developed enormous literature and inspirational strategies to implement employment equity.

Thomas (2002: 251) argues that South African institutions are required to conform to the EEA and the experiences gained from abroad can make a meaningful contribution to avoid pitfalls that other countries stumbled up on.

1.6.2 Empirical investigation

An overview of the empirical investigation will be outlined in this section. However, the detailed technique of the research methodology will be extended in Chapter Four. The essential idea in empirical research is to use observable data as the ways of answering questions, and of developing and testing ideas (Punch, 2009:3).

This study is quantitative in nature. Quantitative methods are procedures and techniques used to analyze data numerically; they include a study of the valid methods used for collecting data in the first place, as well as a discussion of the limit of validity of any given procedure (that is, an understanding of the situations when a given procedure yields valid results), and of the ways the results are to be interpreted (Antonius, 2003:2).

The methodology addresses the aim of the study (cf. 1.5), namely, to probe the experiences and attitudes of the academic staff in the selected universities in terms of affirmative action and employment equity. Importantly, the quantitative research methodology systematically provides answers to the questions related to the problem statement of this research study. Data were collected by means of a questionnaire.

According to Crew *et al.* (2008:125-126), the questionnaire represents the link between a researcher and the data. It must stand on its own because a researcher is not usually present to prompt a response or clarify areas where the participant may be confused.

1.6.3 Analysis of data

According to De Vos, Strydom, Fourie, and Delport (2002:23), data analysis in the quantitative paradigm entails that the analyst breaks data down into constituent parts to obtain answers to research questions. Ary, Jacobs, Razavien, and Sorensen (2006:117) argue that a fundamental step in the conduct of quantitative research is measurement: the process through which observations are translated into numbers. In addition, quantitative researchers first identify the variables they want to study and use rules to determine how to express these variables numerically.

In this study frequency tables, composite frequency tables, one-ways-analysis, Bonferroni multiple comparisons of means tests, Box Plot graphs, two-ways frequency tables, and bar graphs. The detailed data analysis is dealt with in Chapter Five.

Following the research methods of this thesis, the definitions of concepts are presented.

1.7 DEFINITION OF CONCEPTS

In the light of this study, the following key terms are conceptually defined to ensure clarity of meaning:

In South Africa the term **designated groups** means black people, women and people with disabilities who are citizens of the Republic of South Africa (RSA) by birth or descent; or became citizens of RSA by naturalization before 27 April 1994; or after 26 April 1994 who would have been entitled to acquire citizenship by naturalization prior to that date but were precluded by apartheid policies based on race (EEA, 1998:3).

Black people is a generic expression which includes African, coloured and Indian people in South Africa (EEA, 1998:3).

The term **employer** in the United States of America refers to a person engaged in an industry affecting commerce which has twenty-five or more employees for each working day (Civil Rights Act, CRA:1964).

In the South African context, the term **employer** refers to an organization that appointed fifty or more employees (EEA, 1998). In this study, the term refers to universities.

The expression **relevant employer** means higher education institutions that have employed hundred or more employees in Australia (Equal Opportunity for Women in the Workplace Act, EOWWA: 1999).

The term **employment agency** means any person regularly undertaking with or without compensation to procure employees for an employer and includes an agent of such a person (CRA, 1964).

The term **justice** refers to social happiness (Kelsen, 2009: 6). It is a concept closely related to equity (Wessels, 2005: 130). The principle of justice suggests that people have a right to equal treatment unless a disparity of power or capacity warrants differential treatment (Cournoyer, 2008: 118).

Equal employment opportunity refers to the formal right of all to be treated equally in employment irrespective of race, gender and disability (DoPSA, 1998).

Strategic committees refers to Senate, Institutional Forum which reports directly to the University Council.

The scope and delineation of the study is now discussed.

1.8 SCOPE AND DELINEATION OF THE STUDY

The title of this study denotes that it concentrates on managing employment equity in higher education in South Africa. It needs to be acknowledged that the study has limitations. It seeks to probe the experiences and attitudes of academic managers in the University of the Free State, the University of Pretoria and the University of the Witwatersrand with regard to their respective progress on employment equity.

These universities were selected on the basis that they were historically dominated by white personnel. However, in its annual review (2006), the University of the Free State pronounced that it remains committed to implementing employment equity at all levels of the institution. The University of Pretoria has a strategic plan (2007–2011) on transformation which declares that it aims to continue transforming the university to be a home for the rich diversity of South African and international talent, while the University of Witwatersrand in its employment equity plan of 2000 – 2003 states that the institution is committed to implement a number of strategies in order to achieve greater diversity in staff demography. The commitment of the three universities incited the researcher to select them as the population of this study.

The deans, directors of schools and the academic heads of department (HODs) of the three universities were selected because of their expertise and experiences in managing their faculties, schools and departments and they represent their departments in various strategic committees which make decisions about the welfare of the university.

It would be an extensive and cumbersome task to investigate each academic staff member in all the South African universities, let alone the three selected universities. It is hoped that the results of this study would enable other senior

managers in their various institutions, to play a significant role in order to ensure that employment equity is achieved.

The structure of the study is now outlined.

1.9 THE STRUCTURE OF THE STUDY

This study consists of six chapters. **Chapter One** describes the background to study, rationale of the study, statement of the problem investigated and aims of the study, the research methods, the definition of the key concepts and lastly, the scope and delineation of the study.

Chapter Two consists of a literature review presenting an overview of trends in terms of affirmative action and employment equity. This chapter aims to investigate the trends in terms of affirmative action and to determine ways in which this action should be deployed to achieve equal opportunity and access (cf. 1.5). In order to achieve this aim, international trends in affirmative action were examined. The strategies to implement employment equity are examined in this chapter.

Chapter Three presents an overview of the literature related to employment equity. This chapter aims to scrutinize the concept of employment equity and all relevant policies and legislative requirements for higher education institutions and to examine the progress made by the selected institutions of higher education (cf. 1.5).

The research design and methodology to be used in this study is described in detail in **Chapter Four**. The population and sample are identified. In addition, methods of data collection and data analysis are described. The aim of this chapter (cf. 1.5) is to probe what the experiences and attitudes of the academic managers of the selected universities are in terms of the effectiveness of

affirmative action/employment equity measures applied to achieve the goals of EEA.

Then, **Chapter Five** deals with the presentation, analysis and interpretation of data. The analysis of data stems from the questions that were sketched in this chapter (cf. 1.4).

In **Chapter Six**, the last chapter, the researcher draws conclusions and makes recommendations. This chapter aims (cf. 1.5) at establishing what recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity.

1.10 SUMMARY

This chapter has presented the problem under investigation and sketched the background and preliminary review of the literature in order to become aware of what other scholars have theorized and how they have conceptualized issues of employment equity. The statement of the problem, the aims of the study and research methods to be applied have been specified. The definitions of the key concepts as well as the scope of the study were clarified.

It is noticeable from the literature reviewed so far, that South African universities are faced with an enormous challenge to redress the past inequalities and transform themselves to serve a new social order; hence the government introduced the Employment Equity Act to guide and monitor the progress made by these institutions.

Higher education in South Africa has strengths and an immense potential to contribute to the economic and social development needs of the society. However, the present system of higher education has a number of fundamental problems that compromise its capability to achieve employment equity. The problems of the

system include fragile governance capacity and that the composition of the staff in higher education fails to reflect the demographic realities of South Africa in that black people and women are still severely under-represented, especially in the senior positions.

Consequently, the researcher found it necessary to examine the progress made by the institutions of higher education and probe the experiences and attitudes of academic managers. The literature review of the trends in affirmative action and employment equity will be conducted in the next chapter.

CHAPTER TWO

TRENDS IN TERMS OF AFFIRMATIVE ACTION AND EMPLOYMENT EQUITY

2.1 INTRODUCTION

The previous chapter presented the problem under investigation and sketched the background to the problem, the rationale of the study, the statement of the problem and the aims of the study, including the research methods to be applied. The principal aim of this chapter (cf. 1.5) is to investigate international trends in terms of affirmative action and to suggest ways in which this action should be deployed to achieve equal employment opportunity and access. To achieve this aspect of the research aim, this chapter focuses on: (a) a definition of affirmative action, (b) affirmative action in the USA, Canada and Australia, (c) the diversity of the concept and (d) employment equity strategies of the universities in the countries referred to countries.

Affirmative action is discussed in this chapter because it is a fundamental strategy to eliminate inequalities. South Africa adopted this strategy to redress the imbalances caused by a long history of discrimination and subsequently introduced employment equity to enhance affirmative action. The researcher is of the view that South African universities could learn from the universities in the USA, Canada and Australia on strategies to enhance employment equity.

The USA has been selected since it is stated (cf. 2.2) that affirmative action originated in the USA and the advancement of affirmative action in that country would contribute significantly to this study. It is necessary to determine the progress made since the inception of affirmative action in the USA. Canada has been selected because the concept of “employment equity” was instigated there by the Abella Commission of 1980 and the researcher considers the Canadian

experience valuable to determine its progression. Australia has developed a vigorous literature on equal employment opportunity and various strategies to implement equity, so its experiences are essential to this study.

Employment equity increased global exposure recently as governments changed policies based on the experience of other nations. USA experience in advancing affirmative action legislation inspired both Australia and Canada. Canada opted for a modest concept of employment equity instead of affirmative action and the South African government adopted the model of the Canadian legislation on employment equity (Portnoi, 2005: 363).

The researcher suggests that a diversified workforce is built on three principles: affirmative action, equal employment opportunity and diversity. Hence these principles have been examined exhaustively in this chapter. The concept of diversity inspires a culture of acceptance and tolerance. Diversity means understanding that each individual is unique, and recognizing these differences in a safe, positive and nurturing environment. The last segment of this chapter examines employment equity strategies. It is imperative to examine the different strategies being applied in various international universities to accomplish the aims of the study (cf. 1.5).

In the following section affirmative action is discussed.

2.2 AFFIRMATIVE ACTION

Affirmative action emanates from the USA and was based on five premises namely (a) white males dominated the business mainstream, (b) competent professionals were required to advance the growing economy, (c) recognition of designated groups, (d) eradication of racial and gender prejudice, and lastly (e) the need to bring about legal and social change (Spierenburg & Wels, 2004: 7; Dupper, 2004: 189; Agocs & Burr, 1996: 3).

Affirmative action and equal opportunity programmes serve as instruments to advance the representation of the designated groups in the workplace. Affirmative action programmes were created to redress all forms of discrimination in the workplace, in particular to increase the number of the under-represented groups (McMillan-Capehart, Grubb&Herdman, 2009:415-419).

According to Werner and DeSimone (2009: 510), the purpose of affirmative action programme is to consider members of the designated groups who have been discriminated into a higher degree of participation in the workplace. Affirmative action is primarily a policy envisioned to promote reallocation of opportunity (Kellough, 2006: 5). Portnoi (2005: 352) adds it is a strategy aimed at achieving employment equity.

Affirmative action measures recognise that acts to eradicate discrimination are insufficient and additional steps are needed to eliminate discrimination practices and safeguard against discrimination in future the (Strachan, Burgess, & Henderson, 2007: 529). Canada has been applying affirmative action strategies to achieve employment equity (Thomas, 2002:242).

Thomas and Robertshaw (1999: 5) assert that affirmative action is an initiative to expedite the advancement of the designated groups and provide specific plans in relation to human resource policies that are aimed at promoting equity in the workplace. Affirmative action is a policy to deal expeditiously with the systematic discrimination that is rooted in the organizational policies which reflect history of discrimination (Agocs& Burr, 1996:32).

Affirmative action put right what has been previously wrong and unfair. Affirmative action is aimed at overcoming the barriers and promote access to opportunity particularly employment opportunity with the fundamental admiration to integrate black people and women into management positions. It is not aimed at furthering the interests of certain groups, but affirmative action is a sensible process to eliminate discrimination(Charlton& Van Niekerk, 1994:xviii).

Affirmative action is a means to create equal employment opportunity and does not encourage reverse discrimination and it is a temporary intervention intended to achieve employment opportunity without compromising the standards and unduly hampering the career prospects of those who are employed in the organization and competent in their particular roles (Human, 1993:1).

From the above, it is clear that affirmative action is the principal intervention strategy to eradicate all forms of discrimination and enhance equal opportunities in the workplace. Affirmative action complements the legislation that expresses disapproval of discrimination and it is credible of the USA to have introduced affirmative action since legislation alone could not sufficiently redress the past inequalities. Strategies such as affirmative action appear to be imperative in countries such as South Africa. Hence countries such as South Africa adopted an affirmative action policy.

In addition, it is essential that barriers of discrimination be eradicated to allow those who were discriminated against to be afforded the opportunity to access their employment of choice and advance in their respective careers. One of the aspects of affirmative action is that it is planned as a temporary and flexible intervention strategy because its principal objective is to establish a suitable environment for equal opportunity. Once this goal is achieved, institutions should continue to reflect the demographic realities of the society.

The next section addresses the fears about affirmative action. Like any change introduced in the organization, misconceptions about affirmative action cannot be ruled out.

2.2.1 Fears about affirmative action

Affirmative action or, as others refer to it, black advancement, arouse a number of undesirable reactions from various quarters. Lowering standards, new kinds of discrimination, and the overall misconception those competent white

people should be replaced by incompetent black people (Herbert, 1994:10). Blakemore and Drake (1996:73) argue that affirmative action promotes reverse discrimination and intensifies public conflict.

Kang and Banaji (2006: 1066) emphasize that critics of affirmative action consider affirmative action to circumvent merit and promoting unfairness in the workplace. Coate and Loury (2006: 1221) add that opponents of affirmative action regard affirmative action as an approach that lowers the standards with the result that yield poor performance. In addition, undesirable prejudices might emerge because of the historically disadvantaged employees who lower standards.

In conclusion, it is a common phenomenon that once change is enacted, resistance commences in an attempt to maintain the status quo and dampen the morale of those who are keen and determined to embrace change. Those who fear affirmative action are anxious that the privileges of the discrimination they used to enjoy will diminish and now have to compete equally with those who were discriminated against. Affirmative action is a strategy geared toward achieving employment equity.

Based on the views articulated above, misgiving and anxiety about affirmative action emanate from poor programmes inducting affirmative action and its virtue. Sound orientation initiatives of affirmative action are imperative to allay fears and distrust. An organization that has instituted a profound vision and mission with precise programmes, including career development strategies, will not be threatened by affirmative action candidates lowering their standards.

The next section examines the manner in which affirmative action was introduced in the USA, where it originated (cf. 2.2).

2.3 AFFIRMATIVE ACTION IN THE UNITED STATES OF AMERICA

In this section, I scrutinize the legislation in the USA and then establish the perspective of other scholars with regard to the progress or difficulties in realizing equal employment opportunities. The following acts have been examined since the researcher deems them relevant to the implementation of equal employment opportunities in the USA:

- ✚ Constitution of the USA;
- ✚ Equal Pay Act of 1964;
- ✚ Civil Rights Act of 1964; and
- ✚ Disability Act of 1990.

2.3.1 Constitution of the USA (1787)

The constitution of the USA (1787: 1) entrenches the people of the USA's attempts to form a more perfect union, by establishing justice, ensuring domestic tranquility, providing for common defence, promoting general welfare and securing the blessings of liberty for themselves and their posterity by establishing this constitution for the USA.

The researcher considers the constitution of the USA's preamble inspirational, however silent it is on equality. As entrenched in the constitution justice is one of the fundamental principles which in simple terms, means fairness, impartiality, righteousness, honesty, and integrity. The USA constitution has embraced nobility from its inception and that is praiseworthy, although the researcher was disillusioned about all forms of discrimination that have prevailed in the USA. After numerous amendments, the USA constitution amendments still entrench the same preamble and this convinced the researcher to conclude that although this praiseworthy constitution conforms to the new dispensation, its implementation is somewhat difficult.

The next section examines the Equal Pay Act.

2.3.2 Equal Pay Act (1963)

The Equal Pay Act (EPA, 1963:1) stipulates that no employer having employees according to any provisions of Section 6 shall discriminate, within any establishment in which such employees are employed, between employees on the basis of gender by paying wages to employees at a rate less than the rate at which he or she pays wages to employees of the opposite sex for equal work on jobs which require equal skills, effort and responsibility, and which are performed under similar working conditions. The only exceptions are where such payment is made pursuant to (i) a seniority system; (ii) a merit system; (iii) a system which measures earnings by quantity or quality of production.

In view of the above, the researcher concludes that this Act is the first intervention legislation from the government of the USA to eliminate discrimination of pay in the workplace; hence, it explicitly articulates the basis of pay discrimination. It is rather unprincipled to employ candidates with equal skills, effort and responsibilities and pay them differently and this discrepancy will definitely discourage those that are marginalized.

The next section examines the Civil Rights Act in an attempt to reveal the sequence of how equal employment opportunity came into being in the USA.

2.3.3 Civil Rights Act (1964)

The Civil Rights Act (CRA, 1964: 1) enforces the constitutional right to vote, to confer jurisdiction upon the district courts of the USA, to promote injunctive relief against discrimination in public accommodation, to authorize the attorney-general to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programmes, and to establish a Commission on Equal Employment Opportunity.

Section 201 of Title II stipulates that all people shall be entitled to the full and equal enjoyment of goods, services, facilities, and privileges, advantages, and accommodation, as defined by this section, without discrimination or segregation on the ground of race, colour, religion, or national origin (CRA, 1964: 1).

Section 703 of Title VI (CRA, 1964: 10), stipulates that it shall be unlawful employment practice for an employer to fail or refuse to hire or discharge any individual, or otherwise to discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment, because of this individual's race, colour, sex, or national origin.

After examining the CRA of 1964, the researcher has come to the conclusion that this act clearly delineates all forms of discrimination including discrimination in the workplace. This act was the first to constitute the Commission on Civil Rights and Equal Employment Opportunity, a courageous initiative to exterminate all forms of discrimination in the USA; however, this act did not specify the designated groups.

The next subdivision of this chapter examines the Disability Act.

2.3.4 Americans with Disabilities Act (1990)

The Americans with Disabilities Act (ADA, 1990: 1) recognizes and protects the civil rights of people with disabilities and is modeled after earlier landmark laws prohibiting discrimination on the basis of race and gender. The ADA covers a wide range of disabilities, from physical conditions affecting mobility, stamina, sight, hearing, and speech to conditions such as emotional illness and learning disorders. The ADA addresses access to the workplace, state and local government services, and the places of public accommodation and commercial facilities.

It is commendable of the USA legislation to ensure that people with disabilities have access to equal employment opportunities and all public facilities. It is imperative that people with disabilities have the same benefits and opportunities as any able person. Being a person with disabilities does not mean that such a person is redundant as there are numerous institutions that could learn from people with disabilities. It also brings diversity to the workplace. In addition, the ADA explicitly sketches what is meant by being a person with disabilities which is essential for employers who need to devise some means to accommodate them.

In view of the above, it can be assumed that the USA legislation is relevant to equal employment opportunities. The next part of the chapter observes the views of other researchers who investigated the development of affirmative action in the USA, especially on gender and pay discrimination.

2.4 AFFIRMATIVE ACTION PROGRESS IN THE USA

In the USA, affirmative action programmes are intended to advantage African Americans and women. The programmes are designed to cater for quota systems in higher education. The pattern of affirmative action policies in higher education were modified; while at first they emphasised monitoring, they are now more diverse (Gupta, 2006: 7-8).

According to Chapa (2005: 182), race is the foremost element of the USA's social life, including the education system. The latter traditionally consigned numerous African Americans to separate, imbalanced, and substandard educational facilities.

Historically, USA elite universities advanced a class-based affirmative action for recruiting academics with mutual social and cultural backgrounds. Socio-economic status played a significant role in hiring academics and also determined the students' selection. Class-based affirmative action is perceived as the barrier

to diversity in higher education. The respective universities are growing, but the numbers of African American professors collectively remains highly under-represented (Oldfield, 2010: 1033).

Allen, Epps, Guillory, Suh and Bonous-Hammrth (2001: 112) assert that the imbalance and lower academic ranks of African Americans in the universities continue to be problematic in the USA. The numbers of African American professors are limited and mostly concentrated in the lower categories of the academe. African Americans represent 4% of the professorate in higher education while white Americans comprise 87% of tenured university staff. African Americans form a marginal share of lecturers' pool (7%) while their white counterparts represent 82% (Elle *et al.*, 2001: 112).

The USA has become a progressively diverse nation (Bowman, 2010: 4). In the past thirty years, higher education institutions have been involved in immense social experiments to determine whether racial tendencies that prevail in the universities could expedite integration in the society (Sandler, 2004: 368). The USA higher education system has progressed from elite exclusiveness to a multi-level mass education system and consequently, comparable numbers of minorities (African Americans) and women advanced to senior management positions in their respective departments. However, higher education institutions are predominantly white (Dugger, 2001: 118-119).

Historically Black Colleges and Universities (HBCU) have advanced African Americans' career prospects where Historically White Institutions (HWI) discriminated against them (Palmer, 2010: 762).

In view of the above, the researcher is of the opinion that higher education institutions are the cradle of social justice and prosperity. It is rather depressing that elite universities in the USA promoted class-based affirmative action and in essence deprived African Americans of the opportunities to prove their potential.

Bowman above asserts that the USA is a diversified nation, but the ratio of participation does not reflect that and white people largely dominate in the higher education system. Equitable distribution of resources is essential to develop HBCUs. This is an opportunity that might improve the ratio of participation in higher education.

2.4.1 Advancement of women in the USA

Significant progress has been made in relation to women's career prospects during the previous thirty years in the commercial Western nations, including the USA, Canada, and the European Community. In addition, there have been improvements in the representation of women in management positions, but the process is incomplete. In the USA, Canada and Australia, men dominate women in the senior management positions despite evidence of improved representation (Kottke & Agars, 2005: 190).

According to Moore, Parkhouse and Konrad (2010:105), the human resources management profession developed an extensive variety of structural interventions to improve gender inequality and organizations are required to demonstrate commitment to equality of opportunity in order to improve their employment statistics.

Women have made momentous strides over the past decade in the labour force and improved their qualifications at a higher rate. However, their employment conditions (promotions, equal access to just and equitable salaries) do not reflect the accomplishment. A glass ceiling which is invisible, yet real, deters women's access to senior management positions (Jamali, Sidani and Kobeissi, 2008: 230).

The glass ceiling refers to artificial and undetected obstacles based on a form of discrimination that prevents competent women from advancing to senior management positions (McKinney & Miles, 2009: 121-122). The glass ceiling has become a common way of referring to the limited number of women in the senior

management positions. The term glass ceiling suggests that women's performances are not equivalent to those of men. In addition, a ceiling is an object that confines individuals regardless of their competence (Valian, 1998: 1).

From the foregoing, it is evident that gender discrimination in the USA, it is concluded that gender discrimination is a global phenomenon. The USA, just like any other country, acknowledges that gender discrimination exists and the established legislation denounces the pockets of discrimination that still prevail. The government intervention by means of legislation, nevertheless, is insufficient since the society at large does not take initiatives to correct the dilemma. The government might impose penalties on institutions that do not comply but until society condemns gender discrimination, this phenomenon will never be eradicated.

It is clear that women have been making significant strides; nonetheless, men continue to outnumber women in workplaces. Based on the latter, it is clear that the working conditions are not yet appropriate to embrace change, hence the invisible barrier (glass ceiling).

In the next section I examine the gender pay gap. It has been discovered that there are disparities in pay among men and women even if they have to share the similar responsibilities in the workplace.

2.4.1.1 Gender pay disparity

Gender differences in human capital and the labour market structure are the two overall clarifications for gender disparities in pay. Human capital clarification claims that gender differences in pay replicate differences in industrious characteristics of men and women experience. Employer claims that women are less productive and display lower levels of human capital than men. Gender obstacles emanate from the patriarchal society and make it challenging for women to reach the same levels of human capital as men. Family responsibilities

are the ultimate barriers for women's career prospects and attainment of similarly productive work experiences as men (Broyles, 2009: 215 -222).

Jamali *et al.* (2008:231) assert that the wage gap is still prevalent in virtually every society despite the influx of women into the labour market. Nanda (2000: 212) confirms that gender discrimination continues to exist particularly within the same fields and that it is intensely related to prestige and pay disparities.

According to Doyle and Paludi (1998:188), in job categories where qualifications and experiences are taken into considerations, women are discriminated and there is still a vast salary gap between men and women. In addition, cultural stereotype influenced salary disparity since men were traditionally regarded as the "breadwinners" of their respective families.

In terms of the argument above, the researcher is of the opinion that gender pay disparities occur. It is concluded that this practice is unprincipled and morally wrong. Human beings possess similar ambitions and desires and strive for prosperity with one goal in mind: to make a significant contribution in society. It is somewhat gloomy to learn that with all the efforts to add value to the respective organizations, women are paid less than men. This practice should be condemned in the strongest possible terms.

In the latter section I discussed affirmative action in the USA and the study established that the USA has profound legislation to eliminate all forms of discrimination. However, the implementation is somewhat difficult. Being the originator of affirmative action since the 1960s, the USA should have been an example to other nations with explicit progression to serve as a yardstick. The researcher thus concludes that the regulations could have been splendid; however, brilliant strategies to supplement the regulations are rousing.

In the next section I examine the trends in terms of employment equity in Canada. Canada uses the term “employment equity” instead of “affirmative action” (cf. 2.1).

2.5 EMPLOYMENT EQUITY IN CANADA

In this section of the study I scrutinize the legislation in Canada and then determine the progress made in employment equity. The following legislative measures have been examined since they have an effect on implementation of employment equity:

- ✚ Constitution Acts of 1867;
- ✚ Canadian Charter of Rights and Freedoms of 1982;
- ✚ Canadian Human Rights Act of 1985;
- ✚ Canadian Multiculturalism Act of 1985;
- ✚ The Federal Contractors Programme of 1986;
- ✚ Canadian Race Relations Foundation Act of 1991; and
- ✚ Canadian Employment Act of 1995.

2.5.1 Constitution Acts (1867)

Section 15 of the Constitution Acts of Canada (CCA) that has been amended between 1867 to 1982, stipulates that every individual is equal before and under the law and has the right to equal protection and equal benefits of the law without segregation and, in particular, without exclusion based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability. In addition, section 36 of the Constitution Acts emphasizes the government of Canada's commitment to: (a) promote equal opportunity for the welfare of all Canadians; (b) further monetary advances in order to lessen disparity in opportunities; and (c) provide indispensable public services of sensible quality to all Canadians (CCA, 1867: 1-2).

The researcher is of the opinion that the Canadian constitution has accommodated all the citizens from its inception and that this is commendable given the period at which it was established. Equality has been the principle that the constitution subscribed to from its commencement and this commendable principle has never allowed room for discrimination to prevail. A society where every person is treated equally creates a platform for prosperity since everyone is given an opportunity to acquire productive skills without any doubt that they would be marginalized. The Canadians have considered people with disabilities from the onset, which illustrates their commitment to equality and this is admirable.

The next section scrutinizes the Canadian Charter of Rights and Freedom, an act that complements the Canadian Constitution Acts.

2.5.2 Canadian Charter of Rights and Freedoms (1985)

The Canadian Charter of Rights and Freedoms (CCRF, 1985: 1) guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society. Since rights and freedom were not specified in the Constitution Acts, the CCRF explicitly emphasizes the rights of every citizen, including his or her freedom. The researcher concludes that this legislation is an intervention to ensure that the Canadian citizens acknowledge their rights and the rights of others in a free and democratic social order.

The next segment examines the Canadian Human Right Acts which overtly condemn all forms of discrimination practices and other legislation to strengthen the Canadians' commitment to equality.

2.5.3 Canadian Human Rights Act (H-6 of 1985)

The purpose of the Canadian Human Rights Act (CHRA, 1985: 1-2) is to extend the laws in Canada to give effect, within the range of authority of matters coming within the legislative authority of Parliament, to the principle that all persons should have an opportunity equal with others to make for themselves the lives that they are able and wish to have. Also, to have their needs accommodated, with their duties and obligations as members of society, without being prevented from doing so by discriminatory practices based on race, ethnic origin, religion, age, sex, marital status, family status, disability, or conviction for which a pardon has been granted.

The established Canadian Human Rights Commission (CHRC) specifies its powers, duties and functions. In addition to the Commission's duties, with respect to complaints regarding discriminatory practices, the CHRC is generally responsible for the administration of the CHRA, excluding its application. The CHRA further explains the functions of the Canadian Human Rights Tribunal (CHRT) and its terms of reference (CHRA, 1985: 1).

This act was the first to explicitly point out the bases of discrimination and discriminatory practices and complements in the Constitution Acts of Canada by placing emphasis on the terms of discrimination. To its credit, the commission has been established to ensure that every institution adheres to this order and there are mechanisms to register complaints and address those complaints. The act on its own is insufficient to monitor the implementation process and the established commission is indispensable given that its mandate is clear and has the authority.

In addition, the Canadian government ensures that those who contravene this act are brought to task, which serves as a good model to the South African government since those who continue to exercise discriminatory practices are mostly unpunished. The victims of discriminatory practices are compensated as

an acknowledgement of transgression and the act denounces wage disparities among men and women.

In the next part of the chapter I examine the Canadian Multiculturalism Act which enhances diversity in the society at large.

2.5.4 Canadian Multiculturalism Act (1985)

The Canadian Multiculturalism Act (CMA, 1985: 1) demands that the government of Canada recognizes the diversity of Canadians with regard to race, ethnic origin, colour and religion as a fundamental characteristic of Canadian society. The act commits Canada to a policy of multiculturalism designed to preserve and enhance the multicultural heritage of Canadians while working to achieve the equality of all Canadians in the economic, social, cultural, and political life of Canada.

Among other stipulations the Multicultural Policy (MP) of Canada ensures that all individuals receive equal treatment and protection under the law, while respecting and valuing their diversity. In addition, the MP ensures that Canadians of all origins have an equal opportunity to obtain employment and advancement in those institutions (CMA, 1985: 1).

Section 5 (CMA, 1985: 5) specifies how the MP of Canada should be implemented. To implement the MP, the Minister (Department of Justice) shall take such measures that he considers appropriate to implement the MP of Canada and above all, encourage and assist individuals, organizations and institutions to project the multicultural reality of Canada in their activities in Canada and abroad.

In conclusion, the CMA is an intervention meant to instil diversity in all the spheres of society. It is commendable of the Canadian authorities to have

introduced this legislation because once the entire society embraces the aspect of multiculturalism, the results will reflect in the workplace. The behaviour of the individuals in the workplace emanates from the social structures in society.

In the next section I examine the Federal Contractors Programme which explicitly delineates the criterion to implement employment equity in Canada.

2.5.5 Federal Contractors Programme of 1986

The Federal Contractors Programme (FCP, 1986: 1) is an employment equity programme which applies to all provincially regulated organizations with 100 or more employees and which receive individual contracts valued at \$200,000 or more from the government of Canada. These organizations have to comply with a number of criteria:

- Announcements of employment equity developments to employees;
- Task a high-ranking official to be responsible for employment equity;
- Gathering of workplace statistics;
- Scrutinize workplace information;
- Review employment coordination;
- Establish reasonable objectives;
- Develop an Employment Equity Plan (EEP); and
- Establish a suitable workplace environment (FCP, 1986: 5).

The FCP of 1986 was the ultimate intervention to eliminate inequalities in the workplaces and expedite the process of implementing employment equity. The criteria are comprehensive and clear and ensure that every organization understands what is expected. In addition, the criteria established a platform for the introduction of the employment equity legislation.

In the next segment I discuss the Canadian Race Relations Foundation Act, since it is an attempt to eliminate the racial discrimination which the CMA has denounced.

2.5.6 Canadian Race Relations Foundation Act (1991)

The purpose of the Canadian Race Relations Foundation Act (CRRFA, 1991: 1) is to facilitate the development, sharing and application of knowledge and expertise in order to contribute to the elimination of racism and all forms of discrimination in Canadian society by, among other stipulations:

- Intensifying public awareness of the significance of eliminating racism and racial discrimination; and
- Collaborating with business, labour organizations, key stakeholders and public institutions.

The researcher is of the view that unless racial discrimination is eliminated in society, it will always prevail in the institutions of higher education. The institutions of higher education are part and parcel of the society and any discriminatory practice being exercised in the society will be extended to the institutions of higher education. The CRRFA is indispensable since the successful implementation of employment equity depends on it.

In addition, it is commendable that the Canadian government took the initiative to promote public awareness of racial discrimination with the support of all organs of the society. Racial discrimination, if not dealt with, could devastate the society and hinder any attempt to realize employment equity.

In the section below I scrutinize the Employment Equity Act in Canada which complements the FCT (cf. 2.4.5) and is the most recent legislation to enforce employment equity in Canada.

2.5.7 Employment Equity Act (c.44 of 1995)

The primary purpose of the Employment Equity Act (EEA, 1995: 1) is to achieve equity in the workplace so that no individual shall be deprived of employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to rectify the conditions of disadvantage in employment experienced by women, the Aboriginal population, people with disabilities and members of visible minorities by giving effect to the premises that employment equity means more than treating people equally, but also requires special measures and the accommodation of disparities.

According to the Canadian EEA of 1995, Section 5, Part I, every employer shall implement employment equity by: (a) classifying and removing employment obstacles against persons in designated groups that result from the employer's employment systems, policies and practices that are not sanctioned by law; and (b) instituting such positive policies and practices and making sensible accommodations to ensure that designated groups achieve a degree of representation in each occupational group in the employer's workforce that reflects their representation in the Canadian workforce.

Section 6 (EEA, 1995: 2) demands that the obligation to implement employment equity does not require an employer to: (a) implement employment equity by measures that would cause undue hardship to the employer, (b) hire or promote competent people, and (c) with respect to the public sector, to hire or promote persons on merit.

After examining the Canadian EEA, the researcher concludes that this is the ultimate legislation to achieve employment equity. The introduction of Canadian Charter of Rights and Freedoms of 1985, the Canadian Multiculturalism Act of 1985, and lastly, the Canadian Race Relation Foundation Act of 1991, collectively herald the Canadian EEA. The researcher considers the EEA as the ultimate

legislation since it explicitly delineates the designated groups and sets the criteria in which employment equity could be successful. This is the reason why the South African government adopted it.

It is praiseworthy that the Canadian EEA does not require an employer to appoint or promote designated group members who do not meet the mandatory qualifications for the work to be performed. Appointments and promotions are based on merit, a phenomenon that the South African EEA does not emphasize (cf. 3.8.4). Wessels alluded to the contention that “merit” as a concept is closely associated with performance, expertise and technical qualifications. Merit also serves as a principle for the recruitment, selection, promotion, and dismissal of employees.

In the next section I examine the employment equity progress made in Canada. It is essential to determine the progress made subsequent to the introduction of the equity legislation.

2.6 EMPLOYMENT EQUITY PROGRESS IN CANADA

Canada is a liberal state that instituted a federal state structure and the supremacies amongst the federal, provincial and local prerogatives are explicitly articulated and prudently secured (England & Gad, 2002: 284). Canada has sound legislation and regulatory requirements that stress positive discrimination and the responsibility to monitor the success of employment equity lies with the respective employers. Employers submit the annual report to the Human Resource Development Canada (HRDC) and the strategies to implement employment equity (Simpson, Sturges, Woods & Altman, 2004: 470).

According to Hartin and Wrights (1994:12-13), the Abella Commission Report (ACR) led to the introduction of Federal Employment Equity Act subsequent to a series of reports written in the early 1980s. Canadian

government intervention emanates from the need for policy initiatives in order to improve the economic conditions of the previously discriminated groups. The ACR revealed the obstacles that the designated groups (women, ethnic minorities, Aborigines and persons with disabilities) faced and recommended the strategy to avoid social conflict (Jain & Verma, 1996:19).

The employment equity legislation in Canada is unique and combined with the degree of self-regulating systems with no standard approaches for achieving equity, but provides guidance and non-coercive support. Every institution is expected to develop an employment equity plan that addresses its specific needs with sensible goals and time frames to implement employment equity. Employment equity plans are submitted to government and government might institute a compliance review to monitor the process (Falkenberg & Boland, 1997: 969).

According to Saha, O'Donnell, Patel, and Henegha (2008: 629), despite several initiatives in Canada from the civil society and government legislation, employment equity had not been successfully implemented. There has been some pocket of progress, but other institutions lag behind. The concept of affirmative action in the USA influenced Canadian employment equity policy. Canadians' employment equity policy has been influenced by the conceptual framework of affirmative action as implemented in the USA. However, it has from its inception set a course different from affirmative action (Agocs & Burr, 1996:35).

After weighing the views of the various sources above, the researcher concludes that it is the responsibility of the employers to implement and monitor the progress of employment equity. However, progress is somewhat sluggish. Since Canada is a federal state, each province applies its prerogative authority to influence the implementation of employment equity, including the time frame. The researcher regards this modus operandi as rather ineffective, hence the progress

is sluggish. The implementation and monitoring of employment equity should be centralized such that any developments that hamper the progress should be dealt with accordingly. Institutions might defer the implementation given that the time frame is determined by them.

The advancement of women in the workplace in Canada to determine how women are progressing is the topic examined in the next section.

2.6.1 Advancement of women in the workplace in Canada

The number of women in management positions has grown impressively over the last thirty years. Promotions of women in the managerial positions have doubled from 16 percent to 33 percent between 1966 and 1971, but women are still marginally represented in the management categories (Simpson *et al.*, 2004: 459).

The progression of women in the workplace, especially in management positions, threatens some men and this is perceived to be limiting their career prospects. In addition, policies that advocate gender integration limit promotion opportunities for men and ruffle the environments to which males are accustomed (Kottle & Agars, 2005: 194).

Canada has expounded systems of laws and policies that establish the suitable environment for potential women in the labour market. However, women are still paid less than their male counterparts and tend to be discriminated in certain occupations. Canada introduced essential employment policies that redress the gender wage gap and access for women in any position in the workplace (England & Gad, 2002: 28).

In conclusion, there is still serious resistance to women's advancement in the workplace. Some men regard the inclusion of women in the workplace as an

invasion of their comfort zones. Women are still discriminated against in Canada and earn less than men. The researcher considers this to be morally wrong given that men and women contribute equally in the workplace. The government intervention is evident in the legislation; however, society should practice the principles of equality.

The ensuing phase of this chapter presents an overview of the Canadian universities. It is essential to determine the progress on employment equity in the Canadian universities to learn how they received employment equity since Universities are the pioneers of change in the society.

2.6.2 An Overview of the Canadian Universities

Social justice is implicitly entrenched in the universities. Universities have been placed in the spotlight with regard to the manner in which they distribute benefits in the societies they serve. Universities are the suitable establishments to distribute justice and uphold the principles of social justice (Cunningham, 2007: 153-162).

According to Canadian Association of University Teachers (CAUT) (2007:1), Canadian higher education institutions are placed under severe pressure to eliminate barriers facing academic staff from the designated groups. In addition, the degree of exclusion in the post-secondary education raised grave concerns since it does not only arouse essential questions about fairness and social justice, but it destabilizes quality in teaching and research.

Women are determined to achieve equity in terms of salaries and recognition. Inequalities still persist even though there are some indications of improvement in the recognition of women. Women earn less than men and acquire rarer promotions and tenured conditions of service than men (Wilson, Gadbois, & Nichol, 2008:212).

According to Furedy (2001:1), the university's tenure stream advertisements reflect less commitment to the principles of employment equity. Some institutions use the term "balance" instead of merit, which is, however, the fundamental criterion.

These latter views on the overall Canadian universities led to the conclusion that universities are appropriate institutions to embrace equity and persuade humanity to acknowledge the equity process as inevitable. Universities are the platforms that should highlight the benefits of equality. However, inequalities still persist in Canadian universities because women continue to earn less than men.

In the latter segment of this chapter the researcher examined the trends in terms of employment equity. The researcher established that the Canadian constitution has accommodated all the citizens from its inception. Equality had been a fundamental principle in Canada, hence the Canadian Charter of Rights Act, the Canadian Multiculturalism Act and the establishment of Employment Equity Act.

It is clear that the Canadian philosophy of life has always been based on equality. The legislation demonstrates that Canada has been determined to advance equal opportunity and diversity in all spheres of society. If racial discrimination is not dealt with accordingly, it could devastate a society and hinder any attempt to realize employment equity.

The study established that the Canadian EEA does not compel institutions to appoint or promote designated group members who do not meet the mandatory qualifications for the work to be performed. Appointments and promotions are based on merit, a sound principle that South African legislation does not emphasize. However, since Canada is a federal state, each province applies its prerogative to implement employment equity. This modus operandi is considered ineffective by the researcher. The progress of the implementation of employment equity should be influenced and monitored by the central authority.

In the next section I will focus on the Australian approach to employment equity since Australia has been selected as one of the countries to learn from (cf. 1.6.1).

2.7 EMPLOYMENT EQUITY IN AUSTRALIA

In this section of the study I scrutinize the legislation in Australia and then determine the progress made in employment equity. The following legislation has been examined since the researcher considers that they have an effect on the implementation of employment equity:

- ✚ Commonwealth of Australian Constitution Act of 1900;
- ✚ Racial Discrimination Act of 1975;
- ✚ Equal Opportunity Act of 1984;
- ✚ Disability Discrimination Act of 1992;
- ✚ Public Service Act of 1994; and
- ✚ Equal Opportunity for Women in the Workplace Act of 1999.

2.7.1 Commonwealth of Australia's Constitution Act (1900)

The Australian constitution is divided into eight Chapters, namely: (i) Chapter I that focuses on Parliament and which has five Parts, i.e., the General, the Senate, the House of Representatives, both Houses of the Parliament, and Powers of the Parliament; (ii) Chapter II outlines the Executive Government; (iii) Chapter III deals with the Judicature; (iv) Chapter IV focuses on Finance and Trade; (v) Chapter V delineates the Senate; (vi) Chapter VI outlines miscellaneous matters in which the last Chapter summarizes the alteration of the Constitution (CACA, 1900: 1-3).

The CACA does not advocate equality or affirmative action, let alone employment equity. The constitution of Australia, with its numerous amendments, is still silent on equality and Australia has been a heterogeneous nation for decades.

The Racial Discrimination Act will be the next act to determine the establishment of affirmative action.

2.7.2 Racial Discrimination Act (1975)

Part II of section 10 of the Racial Discrimination Act (RDA, 1975: 5), as amended, specifies that by reason of a law of the Commonwealth, people in a particular race, colour, and ethnic origin should enjoy full rights to the same extent as persons of another race, colour or ethnic origin. Section 9 (RDA, 1975: 1) stipulates that it is unlawful to discriminate on the basis of race, colour, descent, ethnic origin which has the purpose of damaging the recognition of

In addition, Section 15 of Part II of the RDA (1975: 6) specifies that it is illegal for an employer to:

- (a) reject a qualified person available for employment; and
- (b) refuse to afford a person the same terms of employment and training as well as promotion.

The researcher regards the RDA of 1975 as the primary intervention legislation in Australia to redress the inequalities amongst races, colour and national or ethnic origin. It took this country more than seventy-four years to acknowledge that there had been inequalities. However, the RDA still did not consider sex and people with disabilities as other grounds on which people are discriminated against. Women are not considered as discriminated against by the RDA while it is acknowledged in this chapter (cf. 2.3.5) that despite evidence of greater representation in management in the USA, Canada, the UK, and Australia, men outnumber women in high-level, power-based positions in organizations.

In addition, the RDA explicitly highlights instances of being unlawful in employment, especially when the candidates have the same qualifications. It is

creditable of the Australian legislation to promote equal opportunities for deserving candidates.

The next Act, the Equal Opportunity Act, will be examined since it is one of the most important pieces of legislation to ensure that employment equity is successfully implemented in Australian institutions.

2.7.3 Equal Opportunity Act (1984)

Since Australia is a Federal State, the researcher became aware that there were two different Equal Opportunity Acts but both were authorized in the same year (1984). The Western Australian Equal Opportunity Act (EOA, 1984:1) promotes equal opportunity and provides remedies for discrimination on the grounds of sex, marital status, pregnancy, sexual orientation, family responsibility or family status, race, religious or political conviction, impairment, or age.

The South Australian EOA (1984:2) (a) promotes equality of opportunity between the citizens of South Australia, (b) prevents certain kinds of discrimination based on sex, race, disability, age or various other grounds; (c) facilitates the participation of citizens in the economic and social life of the community; and (d) deals with other related matters.

Since Australia is a federal state, it is difficult to detect consistency in the implementation of the legislation. However, the two different EOAs share sentiments on promoting equality of opportunity and are both determined to exterminate all forms of discrimination.

The next act to be scrutinized is the Disability Discrimination Act, which serves as an intervention to eliminate discrimination against people with disabilities since both EOAs are silent on discrimination against people with disabilities.

2.7.4 Disability Discrimination Act (No. 135 of 1992)

The purposes of the Disability Discrimination Act (DDA, 1992: 1), are: (a) to eliminate discrimination against individuals on the grounds of disability in the areas of work, accommodation, education, access to premises and sport; and (b) to ensure that persons with disabilities enjoy the same rights of equality as the rest of the community; (c) to endorse recognition and acceptance within the community of the principle that persons with disabilities have similar fundamental rights as the rest of the community.

In the researcher's view the DDA legislation is indispensable since the people with disabilities are an integral part of society and should enjoy the same rights and privileges as any other able member of society. Diversity also encompasses people with disabilities and it is the responsibility of government and society to afford them access to all the aspects of humanity.

In the next sector of this chapter the Public Service Act is examined since this act complements the EOAs.

2.7.5 Public Service Act (1994)

Section II of the Public Service Act (PSA, 1994: 2) plainly delineates equal employment opportunity programmes designed to ensure that: (a) suitable actions are taken to eliminate unfair discrimination against women and persons in designated groups, (b) appropriate measures are considered to support women and persons in the designated groups to pursue their career and compete for promotions and transfer in the departments of the federal public service sector.

In Australia, "designated group" refers to members of the Aboriginal race of Australia or persons who are descendants of indigenous inhabitants of the Torres Strait Islands, persons who have migrated to Australia and whose first language

is a language other than English, persons who are physically or mentally disabled, as well as any other persons declared by the regulations to be a designated group (PSA, 1994: 3).

From the above, the researcher is of the opinion that this legislation is meant to complement the RDA which does not openly make a distinction of the designated groups. To further complement the RDA, the PSA outlines the employment opportunity programmes and appropriate actions to be taken in order to eradicate discrimination against women. The PSA was the second intervention legislation after the RDA to promote diversity in the workplace.

The PSA necessitated the Australian government to introduce the Equal Opportunity for Women in the Workplace Act and is discussed in the next section of the chapter.

2.7.6 Equal Opportunity for Women in the Workplace Act (No. 183 of 1999)

The principal objectives of the Equal Opportunity for Women in the Workplace Act (EOWWA, 1999: 2-3) are:

- (a) to endorse the principle that employment should be based on merit;
- (b) to encourage employers to eliminate all forms of discrimination and make provision for equal opportunities for women; and
- (c) to nurture consultation between employers and employees on issues concerning equal opportunity for women.

Part II, Section 6 of the act (EOWWA, 1999: 4) requires an employer to develop and implement workplace programmes. Before developing a workplace programme, a relevant employer should (a) confer responsibility for development and implementation of the programme on people having sufficient authority and status within the management of the relevant employer to enable them to

appropriately develop and implement the programme; and (b) frequently consult with employees, particularly female employees.

In addition, the Equal Opportunity for Women Agency was established (a) to guide and support relevant employers in the development and implementation of workplace programmes; (b) to issue procedures that support the relevant employers to achieve the purpose of this Act; (c) to monitor and assess the effectiveness of workplace programmes in achieving the purpose of this Act; and lastly (d) to support public dialogue on equal opportunity for women in the workplace (EOWWA, 1999: 4).

This act thus illustrates the Australian government's commitment to the advancement of women in the workplace. It is admirable that this is done by considering the merit of the candidates. As does Canada, Australia promotes meritocracy in the appointment of women and the researcher is of the opinion that this approach will benefit the workplace and the entire society since designated group members will make a meaningful contribution.

In addition, the EOWWA fosters a culture of consultation in the workplace and is regarded as embodying a profound principle of ownership. It does develop a sense of belonging to the entire workforce. Employees that are consulted on the developments of equal opportunity in the institution will not obstruct the equal opportunity programmes since they were part of the process and will definitely assist the employers to embrace this process.

The progress in equal opportunities made in Australia is discussed in the next section.

2.8 EQUAL OPPORTUNITY PROGRESS MADE IN AUSTRALIA

In order to promote the advancement of women in equal employment opportunity, policies were introduced in Australia in the 1980s. Australia's exceptional form of affirmative action was reinforced by legislation, and designed to encourage gender equity in the workplace. The central procedure for implementing a progressive and all-encompassing equity programme in the workplace is through human resource management which should serve as the custodian of diversity (Strachan, Burgess, & Sullivan, 2004:196).

Since the European settlement in 1788, segregation by race and gender has been a foremost feature of Australian history. Prejudiced policies against employment of women, Aborigines and non-European migrants during the 1970s were characterized by blatant segregation on the grounds of race. At the beginning of 1975 impartial legislation was introduced on the grounds of race and sex. However, in the succeeding decade affirmative action legislation obliged all employers to make a commitment on employment equity and particularly eliminate all forms of discrimination against women (Agocs, 2002a:47).

In recent times social injustice, especially the advancement of women, has received serious attention in Australia. Considering the Canadian experiences in employment equity, the Australian Law Reform Commission's (ALRC) report on equity before the law (Women's Equality), adopted the legislation on equality in relation to the economic and social detriment of women (Fridman, 1995: 455).

Following the foregoing views, it was concluded that, the onus to implement equal opportunity in the workplace lies with the human resources management to promote diversity. The main focus of equal opportunity in Australia is women since they are the ones that bear the brunt of discrimination.

The progress made in the advancement of women is further examined in the next section.

2.8.1 Advancement of women in Australia

Subsequent to intense legislation and policy programmes that were recommended by the Royal Commission into Australian Government Public Administration (AGPA), the representation of women in leadership and decision-making positions has received dedicated attention. Concerted efforts were made to eradicate discrimination practices in the workplace and ensure that women are recognized (Still, 2006: 180).

Affirmative action or equal employment opportunity legislation is not limited to Australia. Other nations have also developed employment policies to promote equal participation in the labour market by women. Affirmative action and equal employment opportunities were initially developed as short-term measures to redress and reimburse women since they were excluded (Noble & Mears, 2000: 404-405).

In the study that was conducted to explore the occurrence of promotion to senior management positions in a sample of middle managers who aspired to progress in their careers. The findings were that women are not being promoted to senior roles as frequently as their male colleagues, even when they are similarly qualified and experienced, and have similar aspirations to achieve further promotions and possess the necessary traits considered important to achieve managerial career advancement (Wood, 2006: 290).

The next paragraphs focus on the female representatives in leadership positions to determine the advancement women have made.

According to Kloot (2004:472), manliness is an inherent construct in the view of leadership, and women are seldom defined as qualifying for leadership. In addition, societal customs define the predictable roles of conduct of men and women, and managerial characteristics are habitually assigned to men.

Australia is prominent for its “macho” culture, which extends into management and the boardroom, and is an essential component of the management culture. Women progress to senior management positions through four paths, namely charisma, inheritance, achievement of professional eminence, and selection. Recently merit was added as the fifth path. However, the concept of management remains a manly notion, being defined by understated and deeply rooted cultural customs and values in the institutions (Still, 2006: 186). Ramsay (2000: 4) argues that universities neglect the potential leadership attribute possessed by female counterparts.

Subsequent to reviewing the opinions on the advancement of women in Australia, it is concluded that women are still under-represented in executive management positions. It is credible that more women are advancing in their studies than men and this is a signal that women are determined to make significant contributions in the workplace, including in the higher echelons of the institutions. However, it is to a certain extent disappointing that women are not being promoted to senior levels as frequently as their male colleagues even if women have similar qualifications, experience, and inspirations to advance to senior positions.

In the next section the focus falls on pay disparities in Australia to determine if women are paid less than men.

2.8.2 “Equal pay” in Australia

According to Strachan, Burgess, and Henderson (2007:527), the industrial relations system instigated equal pay in Australia before the development of anti-

discrimination legislation. However, the implementation of equal pay has been inconsistent over a number of years.

The subject of gender pay equity is rather a provocative one for policy makers, labour organizations, employers, and also women in the workplace. Significant disparities still exist between the general earnings of men and women. These discrepancies could be clarified by the employment positions men and women occupy in their respective labour market. Masculine notions on both wages and competency are still influential, according to Lyons and Smith (2008: 4). Pay equity somewhat complements employment equity in dealing with wage disparities in which women candidates bear the brunt (Agocs, 2002b: 256-257).

In conclusion, Australian women are paid less than their male counterparts. Australian institutions continue to pay women less than men amid level-headed legislation to eradicate all forms of discrimination. Equal pay is another form of discrimination and has an enormous impact on equal employment opportunities and ought to be removed.

In the section below I provide an overview of the Australian universities to determine the progress made in the universities on employment equity.

2.8.3 An overview of Australia's universities

About thirty-eight of Australia's universities were reproached for disregarding women as potential managers by preserving male dominated management structures, yet the Australian universities encourage gender integration at the senior management levels. Intensive equal opportunity legislation to eliminate gender inequalities in both Australian business and universities have been emphasized at national levels (Chesterman & Ross-Smith, 2006: 540).

Despite the presence of employment equity programmes in the respective universities, academic women are under-represented at senior management levels. Those (women) who advance to senior management positions come across the supremacy of male domination that could only accommodate a relatively lesser number of women (White, 2003: 46).

It is important for organizations to develop programmes that enable equitable career prospects for all the employees. Traditionally, the Australian universities have not established equitable promotion processes. The decisions of committees that are responsible to scrutinize applicants for promotions were not questioned despite then committees' exercising discrimination against the designated groups. These committees emphasized merit at the expense of gender imbalance and it was not surprising that academic women did not advance within such structures (Todd & Bird, 2000:1).

Gender inequality is prominent in both the Australian private and public sectors, particularly in the universities. The principle of gender equity and equal employment opportunity are embraced by the Australian universities, but implementation is rather poor (Kloot, 2004: 470).

The research conducted in response to the commitment of the Australian Vice-Chancellors Committee (AVCC) to promote gender equity in Australian universities discovered that many universities have undertaken considerable work on promotions in line with their commitment to the AVCC Action Plan and Policy Statement. However, the numbers of women in the senior management positions have remained lower than those of men. The rate of progress in women's representation in the senior management positions has changed only incrementally since the early 1990s and the research conducted shows that there is good practice generally across the sector and that there are sound success rates for women who apply for promotion required (Winchester, Chesterman, Lorenzo, & Browning, 2005: 32).

Bishop (2006:1) points out that even though the Australian universities have made remarkable progress in increasing the representation of women, women are still under-represented in the senior management positions and there is a great demand for proficient academics in Australia and this demand encourages cohesive workforce participation. Chesterman (2000: 2) acknowledges that the increased number of academic women in the senior management categories remains unrepresentative to substantiate structural and cultural obstacles for the advancement of women. In addition, the lack of diversity in senior management levels somewhat signifies that universities are incapable to embrace change.

Todd and Bird (2000:2) further argue that the lack of networks, twofold responsibilities on the part of women and masculinity-dominated culture are among the barriers to the progression of women in the workplace.

The AVCC (2002: 1) recognizes that the achievement of greater gender equity in Australian universities is a significant issue for both the quality and strength of Australian universities because they are leading organizations in promoting gender equity through:

- Equal opportunity and affirmative action policies;
- Determination to provide the environment that promotes equality and development of women students across all the disciplines; and
- Contributing leadership to the broader community deliberations for women and support for equal opportunity legislation in Australia.

According to Fredman(2001: 21), to achieve equality of opportunity requires intensive measures that warrant all members of the society to have humble equal chances based on a particular merit criterion.

Subsequent to examining the views expressed about employment equity in Australia, it is apparent that Australian universities are still dominated by men,

even though universities have been in the forefront to encourage gender equality. Academic women are not afforded an opportunity to advance to the senior management positions of universities. Concerted resistance is prevalent to ensure that women do not infiltrate men in serious positions in the universities. In addition, men have made vital networks and it is difficult for women to break through and be included in the network. The determination is there to accommodate women but the implementation is challenging.

It has been noted that in Australia, universities have been criticized (cf. 2.7.3) for maintaining male-dominated management structures and ignoring the potential of women as managers. The researcher thus concludes that equal opportunity remains a challenge in Australian universities as it is in the USA and Canada (cf. 2.5.2). It is clear that once women reach senior levels in universities, they encounter the power of male supremacy. This is an indication that some men are conservative and not prepared to embrace change. The legislation on equal opportunity in Australia is inspiring; however, for universities to succeed in equal opportunity there has to be vigorous intervention aimed at a paradigm shift, particularly concerning men.

It is admirable that the AVCC is determined to redress the gender inequalities in Australia. This initiative demonstrates the strength to achieve employment equity and South African universities could learn from this. It is imperative that Higher Education South Africa (HESA), a statutory representative organization which has a similar mandate as the AVCC, should advance employment equity in all South African universities. Diversity in any institution is inevitable; hence I explore diversity management in the ensuing segment of this chapter.

This study has established that there are appropriate regulations to promote equal opportunity in Australia; however, the fundamental legislation (constitution) is silent on equality and this is a peculiar revelation given that Australia has been a diverse nation for decades. The researcher is of the opinion that the primary

legislation, which is the constitution, should uphold deep-seated principles such as equality so that the ensuing legislation can draw from the constitution. In conclusion, it can be regarded as an oversight by government to overlook the essence of equality in the constitution.

In addition, the Racial Discrimination Act that was introduced was also silent on gender discrimination, although this legislation was the primary intervention to redress the inequalities in Australia. The Equal Opportunity Act followed the RDA but it is difficult to detect consistency in the implementation of this EOA since Australia is a federal state.

In view of the fact that Australia has the appropriate legislation to eliminate all forms of discrimination, women are the most vulnerable groups that bear the brunt of discrimination. Women are poorly paid compared to men in similar job categories and remain under-represented in management positions despite initiatives to upgrade their studies. The researcher concludes that it is imperative to inculcate a paradigm shift in order to enable change, otherwise employment equity will be difficult to achieve in Australia.

In the next section of the chapter I will discuss diversity in management since it has been a phenomenon that all the legislation of the USA, Canada and Australia has sought to uphold.

2.9 DIVERSITY

Diversity is not a term that is stipulated in any law or policy, instead it emanates from academic discourse. Diversity accentuates that every individual is distinctive although sharing biological and ecological characteristics with others (Grobler, Carrell, & Elbert, 2006: 75). Price (2007: 385) argues that people differ in terms of gender, race, culture, and psychological perspectives, but diversity in the workplace refers to recognition of people with different personalities.

Diversity fundamentally denotes that people are not the same and thus emphasises the variety of differences such as the genetic, environmental, and how people were raised and educated (Swanepoel *et al.*, 2008: 129). Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2008: 175) claim that diversity is different to universality, an overt implication that may be applied to all cultures. Some activities are common to all cultures, but their manifestation is inimitable to a certain society. Diversity in the workplace is an authoritative aspect to embrace change (Nelet *et al.*, 2008: 175).

There is an extensive description of diversity that brings about divergence with respect to diversity attributes (Patrickson&OBrien, 2001: 2). Kreitner, Kinicki, and Buelens (2002: 34) assert that diversity symbolizes numerous differences and resemblances that expose the exceptionality in individuals.

Harris, Rousseau, and Venter (2007: 52) argue that institutions should promote diversity in order to remain competitive. Hunter and Swan (2007: 43) affirm that diversity begets creativity in the organization and cultivates a solid foundation for prosperity in business amid a pool of different perspectives. The attributes of diversity are essentially instigated in the process of recruitment and also after recruitment (Brief, 2008: 33).

It is clear that diversity is not a legislated ruling but an initiative that emerged out of humanity. The uniqueness within the individuals generates an advanced system of human social development. Diversity in higher education institutions is inevitable and it is extremely important for these institutions to establish a diverse workforce since the higher education institutions are the trendsetters in society. Higher education institutions are morally obliged to promote diversity. In complementing the views expressed by Brief, it is important for organizations to establish a conducive environment that caters for the interest and welfare of the newly recruited staff, a premise that has a bearing on retention strategy.

2.9.1 Diversity management

Spierenburg and Wels (2004: 7) highlight that diversity management serves as a modest political term to complement affirmative action. Diversity management is an attempt to utilize the capability of every employee with the intention to enhance competitive advantage. Uys (2003: 34) argues that diversity management incorporates a far-reaching variety of a pool of individuals whereas both affirmative action and equal opportunity or employment equity are perceived as the strategy to recognize those who were previously discriminated against.

Diversity management is a course that encompasses variety (planning, organizing, directing, and supporting) of measures to enhance organizational performance (Hubbard, 2004: 8). Kreitner *et al.* (2002: 39) perceive diversity management as a phenomenon that enables people to exercise their ultimate capabilities and change the culture of the organization. Clegg and Cooper (2009: 318) argue that diversity management is in essence the repercussion of both affirmative action and equal opportunity policies.

Meyer (2002: 225) states that diversity management is a complete, broad process that establishes a suitable environment in which all employees feel appreciated and recognized irrespective of their social standing. Diversity management expedites the platform for both affirmative action and employment equity and promoting a diverse workforce and it is a strategic instrument to achieve employment equity (Walbrug & Roodt, 2003: 28).

Diversity management and equal opportunity are two concepts that are capable of being used in place of each other. Equal opportunity is a policy to strengthen and appreciate representation in the workplace while diversity management establishes an inclusive culture that stimulates employees' optimal participation that yields competitive advantages (Noon & Ogbonna, 2001: 32).

According to Blakemore and Drake (1996:190), diversity management inspires staff to improve their skills which in turn benefits the organization and enhances personal development. It is necessary to enhance the skills of those who were under-represented after their appointment. Agocs and Burr (1996: 36) concur and emphasise that diversity management programmes should encourage awareness of “differences”.

It is imperative for organizations to recognize the essence of diversity and be explicit about its intention to manage diversity. Managing diversity is not a short-term process, but a long-term process that requires commitment from the senior management team and utilizes the capabilities of all employees. Gómez-Mejía, Balkin, and Cardy (2010: 171) highlight factors that lead to successful diversity management and include visible commitment from the senior management, employee mentoring and support, and accountability.

Diversity management requires:

- ✚ Commitment to change;
- ✚ Functional cultural change;
- ✚ Dedicated and proficient leadership; and
- ✚ Changing the nature of the organizational structure (Werner & DeSimone, 2009: 515).

Diversity management is an immense assignment for the reason that once diversity is instilled, it is necessary to create an enduring culture of openness and tolerance. Institutions that used to be homogeneous in staff composition ought to acknowledge change and embrace it. Effective management of diversity is fundamental to preserve a diverse staff composition and stimulate different perspectives to find solutions in the institution. The senior management commitment to diversity management cannot be over-emphasized. It is crucial

that change be driven by the senior management in order to inspire the entire workforce in the institution.

In the next section I explore the strategies to achieve equal opportunity and access to achieve one of the aims of the study as indicated in Chapter One (cf. 1.5).The researcher defines the strategic management concept prior to exemplifying the route applied by the Australian, Canadian and USA universities respectively.

2.10 STRATEGIC MANAGEMENT

Strategic management refers to the ability to articulate the new direction of the organization and being able to achieve its objectives. The primary aim of strategic management is to exploit the new organizational opportunities and maintain competitive advantages (David, 2001:5). Dess, Lumpkin and Eisner (2007: 5) state that strategic management involves scrutinizing the status quo and deciding on the new approach to sustain business.

Strategic management involves capitalizing on the durable services that add value in the organization. It is a managerial responsibility which requires leaders committed to proactive change, develop enticing reward systems, and establish appropriate organizational structures and sensible resource allocation (Fitzroy & Hulbert, 2005:6). Strategic management is a thoughtful process which should be understood meticulously since it is an instrument that organizations utilize to determine their objectives (Thompson, 2001:9). According to Ehlers and Lazenby (2004:2), strategic management refers to the tactics that organizations manoeuvre in order to implement the designed strategies which conform to the environment and sustain competitive advantage.

Subsequent to defining the strategic management concept, it is concluded that strategic management revolves around three processes, namely: formulation,

implementation and lastly, evaluation. The primary objective of strategic management is to change the institution to acclimatize to new trends. It is an enormous management task that requires proficient leadership and collective commitment of the entire institutional workforce and consistent participation in these processes in order to develop a sense of ownership.

In the next segment of this chapter I focus on the implementation of the strategy in the selected universities in an attempt to fulfil this component of the research aim (cf. 1.5).

2.10.1 Implementation of the employment equity strategy in universities

In this section of the chapter I examined strategies followed by Australian institutions:

- ✚ The Australian Technology Universities' Executive Development Programme;
- ✚ The Australian Vice-Chancellors' Committee;
- ✚ University of Melbourne;
- ✚ University of New South Wales;
- ✚ University of Canberra; and
- ✚ University of Sydney.

These institutions were selected as they were electronically accessible and the researcher considered their strategies informative towards the successful implementation of employment equity.

2.10.1.1 The Australian Technology Universities' Women Executive Development Programme

The Australian Technology Universities' Women Executive Programme (ATN-WEXDEV) began its operations in 1996. It involves the senior women from academic and administrative staff of the five universities of the ATN: Curtin University, Queensland University of Technology, the Royal Melbourne Institute of Technology (RMIT), University of South Australia, and the University of Technology, Sydney (ATN-WEXDEV, 2003:4).

The objectives of ATN-WEXDEV highlight the importance of working collaboratively with other organizations to:

- Enhance women's professional development for senior management opportunities;
- Support organizational culture that values diversity;
- Build on intensive networks between ATN- WEXDEV universities; and
- Reinforce strategic coalitions with other organizations (ATN-WEXDEV, 2003:4).

2.10.1.1.1 The indicators of success integration and embedding ATN-WEXDEV

The models from the five universities show the steps that have been taken to ensure the ATN-WEXDEV continues. The following are significant indicators for the successful integration of a programme for women's executive development:

- ❖ Commitment at the senior management categories and integration of women into senior management;
- ❖ Developed and explicitly articulated professional growth strategy;
- ❖ Establishment of rewarding channels for communication;

- ❖ Provision of separate opportunities for inclusive networking;
- ❖ Merit-based selection and performance appraisal at senior management categories being sensitive to gender;
- ❖ Promote organizational culture that embraces and values diversity;
- ❖ Assigning a senior manager to monitor women's professional development;
- ❖ Establishment of forums across the universities to monitor equity and gender relations; and
- ❖ Implementation of gender-equity principles in leadership across the universities (ATN-WEXDEV, 2003: 16-17).

In the view of the above, the researcher concludes that commitment from the senior management in the institution is crucial. The success of gender equity in the institution depends heavily on the commitment of senior management. The commitment displayed by senior management, more often than not, cascades into the succeeding levels of management and as a result, employment equity will be achieved.

It is clear that an articulated strategy plays a significant role to achieve employment equity. Effective communication channels and consultation are paramount instruments that should explicitly be linked to the strategy. All the appropriate resources should be channeled to the strategy while monitoring the process is imperative. It is praiseworthy that merit continues (cf. 2.4.7) to be the criterion to determine the selection and performance at the senior levels from the perspective of gender. The organizational culture is crucial since it is a factor that determines the prospects of equity in the university; hence the ATN-WEXDEV encourages a culture that integrates and value diversity.

Lastly, to demonstrate that ATN-WEXDEV is determined to realize gender equity the appropriate senior-level forums within the faculties and administration and across the five universities had been established to monitor the progression of

gender equity. In addition, accountability of the team leader and managers for success or failure in implementation of gender equity is emphasized.

In the ensuing section of this chapter I examine the AVCC plan for women employed in Australian universities.

2.10.1.2 AVCC Action Plan for Women Employed in Australian Universities

In the statement of commitment, the AVCC supports the ongoing effort across the sector to bring about improved employment equity and an inclusive culture. In an increasingly complex university environment, it is vital that universities build on the equity achievements of the past years, and utilize fully the skills and capabilities for higher education (AVCC, 2006:1).

Over the five-years of the Plan (2006-2010), the AVCC priority goals were:

- To ensure that all universities incorporate and support equity strategies;
- To encourage the representation of women in senior management positions;
- To continuously monitor women's access to academe and provide necessary support; and
- To highlight and involve universities on crucial gender matters and disseminate good practice. These include:
 - Women conducting research that has an impact on the Research Quality Framework (RQF);
 - Conditions of service in the university that has a bearing on achievement of gender equity; and
 - Identify and eliminate equity barriers.

In conclusion, it is inspirational to note that the AVCC is determined to ensure equal employment opportunities in all Australian universities. The

AVCC's commitment to equal employment opportunity is vital since the AVCC consists of the leaders of the respective universities. It is clear that the strategy without performance indicators is insufficient; thus the AVCC encourages all universities to integrate equity strategies and performance indicators to determine progression. The second priority goal demonstrates that the AVCC concedes that women are still under-represented.

According to Le Feuvre (2009: 15), it is certainly true that women all over the world bear the brunt of discrimination and are on the receiving end of patriarchal stereotypes and that their academic career prospects are less than those of their male counterparts. The determination of both the ATN: WEXDEV and AVCC to abolish gender inequalities in the Australian universities demonstrate courage and dedication to gender equity accomplishment in the universities.

In the next section I inspect the staff equity and diversity framework of the University of Melbourne.

2.10.1.3 University of Melbourne Staff Equity and Diversity Framework

In December 2005 the University of Melbourne (UM) adopted its growing esteem strategy to enhance staff equity and diversity as one of the key enabling elements for the fulfilment of their vision. The UM developed two goals:

(a) Goal One: A diversified and inclusive work environment

The ability to create and sustain an inclusive workplace culture that respects and values difference, and is free from all forms of discrimination and harassment, is the key to achieving staff equity and diversity. Four priorities under the first goal were identified as follows:

Priority 1: Cultivate an inclusive organizational culture that embraces and values

equity and diversity;

Priority 2: Establish a suitable environment that that is free from all forms of discrimination and maltreatment;

Priority 3: Create an appropriate working environment that inspires access to employment access and equity for all; and

Priority 4: Establish an accountability process to implement equity (UM, 2007:5-6).

(b) Goal Two: research, teaching and knowledge transfer

The researcher considers the second goal to have no bearing on employment equity. It is clear that the UM is committed to achieve employment equity. Of the identified two goals, the first goal explicitly highlights strategies to be applied to ensure the successful execution of the strategy on staff equity and ensuring that the university culture is receptive to embrace equity and diversity. The fourth priority in the first goal highlights the essence of accountability in monitoring performance against equity and diversity strategies and targets. It is admirable that the UM is committed to staff development for the designated groups to promote efficiency in the University.

In the subsequent section I inspect the employment equity in the University of New South Wales.

2.10.1.4 University of New South Wales: Women's Empowerment Strategy 2008-2010

In order to optimize the effectiveness of future initiatives to improve equity, opportunity and diversity, the University of New South Wales (UNSW) has

established a synchronized approach in which extensive involvement and contributions are encouraged to all members of the university staff (UNSW, 2008:4). The objectives and outcomes of the university are outlined below:

Table 2.1 The UNSW Women’s Empowerment Strategy 2008-2010

| Objectives | Outcomes |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Recognize and support female abilities. | Specify Key Performance Tasks(KPT) for equity and diversity. |
| Increase appointments of women across the entire professional spectrum. | Expand representation of women. |
| Establish an organizational culture that entices and preserves women. | Marginal women turnover and considerable women progression |
| Ensure gender equitable salaries. | Diminish salary gaps. |
| Recognize potential in females. | Advance a succession plan for capable women. Recognize women’s management and leadership attributes. |

Source: UNSW (2008: 4)

A comprehensive and systematized process for the Gender Equity Strategy Committee (GESC) had been developed to ensure that:

- ✚ The Vice-Chancellor leads the entire process of strategy implementation;
- ✚ The Deans of Faculty, Directors of Schools and Heads of Department are accountable to achieve employment equity;
- ✚ Faculties and Departments are represented in the GESC and coordinate the implementation of the Women’s Employment Strategy; and

- ✚ The Manager Workplace Diversity facilitates equity programmes and establishes the supporting systems and processes that enable the implementation of the strategy. The programmes include:
 - Enablement of staff consultation;
 - Guidance on substantial best practice for gender equity and
 - Ensure that the equity statistics are correct (UNSW, 2008:5).

In conclusion, the UNSW has demonstrated a real dedication to gender equality and diversity. The researcher has noted that all managers in the university are involved to establish KPTs in order to fulfil the first objective of the strategy, thus to identify and promote female talent. The university is determined to make gender equity a success. Consecutively, the organizational culture is considered to be a critical factor as highlighted by ATN: WEXDEV (cf. 2.9.1.1). Importantly, the strategy intends to reduce any pay gap, the phenomenon that the study has alluded to (cf. 2.8.2).

In addition, the UNSW outlined the responsibilities of each line manager. It is apparent that the Vice-Chancellor and Executive should lead and champion the overall implementation of the strategy. Similar to the WEXDEV (cf. 2.9.1.1), the commitment at senior levels to the full integration of women into senior management is critical.

In the next section I examine the equity strategy in the University of Canberra.

2.10.1.5 University of Canberra: Aboriginal and Torres Straits Islander Employment Equity

The University of Canberra's (UC) employment strategy is built upon five key components:

- Building Relationships;

- Recruitment;
- Career Development;
- Retention; and
- Support Mechanisms (UC, 2007: 3).

Building relationships refers to striving to build a network of relationships with the designated groups' communities and community partners to encourage designated groups to apply for positions at the UC and to promote the university as a culturally supportive employer. Recruitment refers to the university's intention to increase the number of employees at all levels of employment in academic and general staff roles at the university, to reflect the demographics in the Australian Capital Territory and the Australian Capital Region. The Career Development programme in the university provides career development opportunities for existing and newly recruited designated staff through the Performance Development and Review (PDR) process and related mechanisms (UC, 2007:3).

Retention as another strategy in the UC refers to maximizing the retention of the designated employees by offering a culturally sensitive, supportive and rewarding work environment; positioning a design to maximize work satisfaction; and ensuring the University meets the legitimate work environment performance expectations of employees. Lastly, the Support Mechanism plan has to support and foster support networks and strategies for designated employees (UC, 2007:3).

Based on the above, the researcher concluded that the UC demonstrates dedication to achieve employment equity. The five key components of the university strategy are elementary since they encompass the fundamental factors of employment equity. It is necessary to build sound relationships with the communities of those who were discriminated against to establish a fitting compassion that would create a productive platform for diversity. Career

development remains imperative to ensure that the designated groups contribute meaningfully to the university and retention is the key to build enduring relations and preserve diversity.

In the ensuing section the equity strategy in the University of Sydney is examined.

2.10.1.6 University of Sydney: EEO/AA Management Plan

The University of Sydney's (US) strategic plan sets out strategic goals and objectives for the period 2006 to 2010. This EEO/AA management plan was designed to promote equal participation of all EEO target groups at every level of decision-making and across each of the US's core functions as the subsequent table explicitly delineates the strategy:

Table 2.2. University of Sydney Strategic Planning on Equal Employment Opportunity

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Objective 1: To create broad and precise EEO statistical data | |
| Strategy | Performance measures |
| Continue to use the existing processes to ensure the collection of appropriate EEO data | Accessible EEO statistics and provision of meaningful data to be used in EEO for planning. |
| Objective 2: To assemble all relevant information for EEO planning | |
| Strategies | Performance measures |
| Consult with EEO target group on equity issues; Reporting to Equity Advisory Committee on EEO targets and achievements. | Maintained effective systems and reviewed information readily available. |
| Objective 3: To ensure that EEO target group part of the decision-making at all levels in the university | |
| Strategies | Performance measures |
| Support EEO target groups' representation in senior decision-making structures. Promote cultural diversity in the university | Decision-making bodies reflecting the diverse staffing profile of the university. |
| Objective 4: To incorporate EEO principles into university strategy planning | |
| Strategies | Performance measures |
| Apply EEO principles and strategies in decision-making. Provide EEO training for staff. | Decision-making bodies reflecting the diverse staffing profile of the university. |
| Objective 5: Monitoring the university's policies and processes | |
| Strategy | Performance measure |
| Audit employment policies and procedures of the university. | Review policies and procedures. |
| Objective 6: To provide flexible employment practices | |
| Strategy | Performance measures |
| Intensify employment equity awareness initiatives. | Allow flexible working conditions. |
| Objective 7: To develop and promote career progression for EEO target groups | |
| Strategies | Performance measures |

| | |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Identify and rectify barriers for career progression. Achieve affirmative action targets. | Increase EEO target group participation in career development |
| Objective 8: To target EEO groups for recruitment strategies | |
| Strategies | Performance measures |
| Recognize potential barriers to recruitment of designated groups. Consider alternative strategies. | Appointments based on merit. |
| Objective 9: To lay down EEO performance managers and supervisors | |
| Strategy | Performance measures |
| Develop EEO performance indicators in the conditions of services for managers and supervisors. | Achievement of EEO targets. |
| Objective 10: To incorporate EEO issues expansion programmes | |
| Strategy | Performance measures |
| Ensure integration of EEO principles in the development programmes. | Reflection of the EEO principles. |
| Objective 11: To notify all employees about EEO policies and programmes | |
| Strategy | Performance measures |
| EEO training should be mandatory to all staff involved in selection and promotions. | Communicate EEO developments to all staff. |
| Objective 12: To intensify the representation of women in senior management positions | |
| Strategies | Performance measures |
| Monitor women's access into academe and their career. Address barriers that academic women face. | Achieve appropriate representation of women in senior management posts in 2010. |

Source: USYD (2006)

From this account, it has been established that their strategy is comprehensive and demonstrates the university's undertaking to achieve equal employment opportunity. In the preamble to the university strategy, the US delineated the deep-seated principles of equal employment opportunities, namely: (a) a workplace free from discrimination and harassment, (b) mutual respect and

equality in the workplace, (c) diversity and equality in the workplace at all levels, and (d) an inclusive and culturally sensitive work environment. The principles are obligatory and set the appropriate platform to acknowledge equal employment opportunities.

The university's established management plan (2006 – 2010) with twelve clearly defined objectives includes the rationale for each objective, the time frames and the responsible personnel. The responsibilities of executing the objectives are shared by all university stakeholders, in particular, senior management. Successful implementation of the strategy depends on the commitment of the senior management team.

The researcher considers the rationale of each objective to be a pinnacle of the US's strategy. It is necessary for all the staff members in the university to recognize the justification for each objective of the development strategy in order to be clear about the prospects.

Notably, the US recognizes the significance of accurate EEO statistics, which is critical to measure the EEO achievements and provide the basis for effective planning. The university has established a system to monitor and analyse grievances that could be submitted and there is continuous consultation with staff on equity issues. In addition, there is an established Equity Advisory Committee where the responsible staff on a particular objective report on the EEO achievements.

This approach consolidates all the developments on EEO and progress could be monitored collectively. The researcher is confident that the US's strategy on equal employment accomplishes the aim of the study (cf. 1.5) namely: to investigate the trends in terms of affirmative action and the way this action should be deployed to achieve equal employment opportunity and access. The objectives are explicitly defined and comprehensive in nature.

In the next section the employment equity strategy in the ensuing universities in Canada is discussed.

2.11 EMPLOYMENT EQUITY STRATEGY IN CANADIAN UNIVERSITIES

The following universities were examined to determine the strategy progression in Canadian Universities:

- ✚ University of Guelph;
- ✚ University of British Columbia;
- ✚ Queen’s University; and
- ✚ University of Victoria.

These universities were selected since they were the most accessible and their initiatives were persuasive. Examining their employment equity will determine the trend in Canada on the implementation of strategies.

2.11.1 University of Guelph: EEP 2008-2010

Table 2.3: University of Guelph Employment Equity Plan 2008-2010

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1: Attitudes and corporate culture |
| Continuous consultation with the prospective employees of the university. |
| Goal 2: Recruitment, Selection and Hiring |
| Create employment equity recruitment procedures for staff and consistency all over the university. Senior management and the Human Rights and Equity Office (HREO) should formulate the recruitment strategies collectively. |
| Goal 3: Hiring and Promotion |
| Ensure that designated group members are considered in order to expedite diversity in the workplace. |
| Goal 4: Corporate culture, and development |
| Develop educational programmes that strengthen staff members who are responsible for managing diversity in the workforce. Provide comprehensive training that will advance career mobility. |
| Goal 5: Retention |
| Develop retention strategies to ease transition in the respective departments. |

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 6: Accommodation |
| Employees in specific contracts at the university should be entitled to similar advantages like full-time staff. |
| Goal 7. Compensation |
| Review the salary structure to determine the wage gap. |
| Goal 8. Accountability and Monitoring |
| Line managers accountable for implementation of equity in their respective departments. Progress on employment equity developments should frequently be reported to the Vice-Chancellor. |
| Goal 9: Resources and support for implementing employment equity |
| Conduct regular assessment to determine whether resources are allocated in accordance with the Employment Equity Plan. |

Source: UG (2008)

In conclusion, it is evident that consultation and communication are the primary ideology in the University of Guelph (UG) since they are emphasized in the foremost goal of the university's strategy. Consultation and communications are regarded as the fundamental instruments to accomplish a suitable culture in the university.

It is credible that the university at the outset endeavoured to instil a fitting culture as the means of establishing an appropriate platform for transition. Once the positive attitudes are displayed, the environment can turn out to be suitable to embrace diversity, the notion which the university aspires to realize.

It is noticeable that senior management is responsible to carry out most of the goals. In addition, the university is determined to develop the designated group members to enhance meaningful contribution. Retention is one of the goals which the university intends to attain as the designated group members are developed. This helps to harvest the results of staff development.

Similar to the ATN: WEXDEV in Australia (cf. 2.9.1.1), managers and supervisors are held accountable for employment equity in their respective units. The employment equity process is monitored and assessment will be conducted

continuously to determine whether resources allocated to implement the goals in the EEP are sufficient. The latter is another indication to demonstrate the university's commitment to achieve employment equity.

In the following section I examine the strategy in the University of British Columbia.

2.11.2 University of British Columbia EEP 2010

The University of British Columbia (UBC) is committed to fostering a living, learning and working environment to which all can contribute and within which all can thrive. The initiatives provide an opportunity to embed equity and diversity goals in all aspects of strategic planning (UBC, 2010:1). The UBC has the four objectives that are outlined below:

Table 2.4 The University of British Columbia Employment Equity Plan 2010

| Objective A: | Strategies: |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review employment policies and practices that support employment opportunities for designated groups. | <p>Line managers review their employment policies and procedures to ensure consistency with the objectives set by UBC.</p> <p>Intensify consultations with employees associations.</p> <p>Provide support for career development and vigorously communicate equity</p> |
| Objective B: | Strategy: |
| Develop an inclusive representation to achieve and sustain. | Review the recruitment policies in order to accommodate the under-represented groups. |
| Objective C: | Strategies: |

| | |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Foster a humbleworking environment that supports inclusiveness. | Provide continuous feedback on equity developments. |
| Objective D: | Strategies: |
| Acceptliability mechanisms to assess Employment Equity Programmes. | Strengthen the EE Committee and provide support in order to preserve diversity. Continuously advise staff on employment equity activities. |

Source: UBC (2010)

In conclusion, the UBC pledges to achieve employment equity by initially reviewing policies in every academic and administrative unit. Employees’ representatives are involved in the employment policy review, which is in order since all stakeholders should be involved in an attempt to establish a sense of inclusiveness in the university. It is clear that employment equity is an ongoing process at the UBC as demonstrated in the table and it indicates that achieving equity in the university is rather an enormous challenge.

The inspection of the strategy initiatives of the Queen’s University is the topic discussed in the next section.

2.11.3 Queen’s University

The Queen’s University (QU) is dedicated to fostering an institutional culture that recognizes and respects every employee and upholds equal dignity by rejecting all forms of discrimination, particularly against those who were previously disadvantaged (QU, 2008:4).

The QU created a three-part equity structure to help to achieve employment equity. The structure is composed of the Office of the University Advisory on Equity (OUAE), the Council on Employment Equity (CEE), and the Senate

Educational Equity Committee (SEEC). The OUAE is charged with promoting the University's equity goals. Its activities include the yearly collection and analysis of employment equity data and the coordination of the University's equity matters (QU, 2008:4-5).

The CEE evaluates policies and practices that are related to HR and makes recommendations for modification. The CEE also monitors the university's effectiveness implementation of employment equity, whereas the SEEC is responsible for educational equity-related policy in all matters pertaining to the academic mission of the university (QU, 2008:5).

In conclusion, the QU has established purposeful committees to ensure successful implementation of employment equity. The statement of intent demonstrates commitment from the university to eradicate elements of discrimination and cultivate an institutional culture that is suitable and thoughtful to equality. However, the researcher suggests that the committee's approach is inadequate as there should be dedicated personnel responsible to execute the employment equity goals.

The strategy at the University of Victoria is the topic explored in the following subsection of the chapter.

2.11.4 University of Victoria EEP

The University of Victoria (UV) is committed to fair employment practices for all employees as a cornerstone of its equity policy and programme. In accordance with the British Columbia Human Rights Code (BCHRCC) and the FCP, the university has established an employment equity programme in order to identify and remove barriers to equity in employment for members of the designated group.

In addition, the UV endeavours to create an inclusive and welcoming environment for members of any group protected by the BCHRCC. Employment equity focuses on results and work within a framework of inclusion, respect and a climate free of discrimination barriers to support merit (UV, 2003:1). The ensuing table represents the UN’s employment equity plan.

Table 2.5 University of Victoria employment equity plan (2003)

| Goals | Objectives |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To ensure that principles that uphold fairness and equity are integrated in all aspects of employment. | <p>Integrating equity goals in the planning process of the university.</p> <p>Methodically assess all policies and identify possible barriers that affect the designated groups.</p> |
| To preserve the representative workforce. | <p>Developing reasonable employment equity goals.</p> <p>Ensuring that designated group members participate in the professional developments.</p> <p>Establish a suitable inclusive and welcoming work environment that supports effective integration and retention of designated group members.</p> |
| To endorse employment practices that promote equity. | <p>Educate and orientate managers and supervisors.</p> <p>Combine equity and diversity awareness as a “norm” in the university</p> |

Source: UV (2003)

Examining the UV employment equity plan leads one to the conclusion that the strategy is all-inclusive and understandable in the sense that the objectives in each goal entail responsibilities being assigned to the specific staff members, including the senior management. In the preface of the University Employment Equity Plan, the UV recognized that it would benefit from the workforce that

reflected the rich diversity of the Canadian society. The researcher interprets the latter statement as an absolute undertaking to embrace change and foster the successful implementation of the employment equity.

In addition, merit is regarded as paramount and instituting equity is deemed to be full recognition to support merit. The UV established the EEP to comply with the BCHRCC and FCP in an attempt to set a good example to all institutions of higher education in Canada and most importantly emphasized merit, a concept that the EEA (cf. 2.4.7) aims to promote. Any Canadian institution that complies with the BCHRCC, the FCP, and the EEA respectively as fundamental principles, displays unquestionable commitment to employment equity and the UV has demonstrated that.

In the ensuing segment of this chapter I scrutinize the equity strategy in some USA universities.

2.12 EQUITY STRATEGY IN USA UNIVERSITIES

In this study I will determine the equity strategy in the following USA universities:

- 🚩 University of California; and
- 🚩 The State University of New Jersey.

These universities were selected since they were easily accessible (electronically) and their initiatives were persuasive enough to be considered. Examining their strategies will determine the trend in the USA on employment equity implementation.

2.12.1 University of California EEO

The University of California (UC) has developed modifications to the steps in the university's hiring process that affect compliance with Proposition 209 of 1997. Proposition 209 of 1997 is a guiding principle stipulated in the Californian State Constitution to condemn all forms of discrimination (UC, 2007:1).

Modifications to the steps in the UC's hiring process are:

- ❖ Utilize available data;
- ❖ Promote diversity and inclusive involvement;
- ❖ Provide training for candidates with potential to be promoted;
- ❖ Manage diversity and exploit maximum participation (UC, 2007:1).

It is therefore, clear that organizational culture plays a vital role to determine the success of employment equity; hence the UC outlined it as the second modification step of the hiring process. The UC also embraces diversity. However, it is not clear who should be held responsible to implement each step and the time frames are not specific. It is noted that the responsibility to hire in compliance with Proposition 209 are left to the staff that have appointment authority.

The UC has highlighted some factors that influence the successful implementation of employment equity, namely enhance diversity, training and mentoring. However, the university is silent on accountability and this could hold back the achievement of equal employment opportunity. It is a matter of essence that the university should delegate the responsibility and with accountability to the staff that is liable to implementation of equal employment opportunity, including the senior management team.

2.12.2 State University of New Jersey: Guidelines for recruitment and selection of faculty

The State University of New Jersey's (SUNJ) policy protects all employees and applicants for employment against all forms of discrimination. The SUNJ guidelines are centred on: (a) major recruitment, (b) recruitment, (c) interviewing, (d) selection, (e) record-keeping, (f) staff externally funded project, (g) handling special situations, and (h) obligations to new appointees (SUNJ, 2002:2).

According to the university guidelines, there are two major requirements when recruiting for faculty positions and a broad search that will result in a representative application pool (minorities and women). The second requirement pertains to the nature of the post (full/part-time). Therecruitment refers to the established Search Committee that makes recommendations to the Faculty in the appointment of members from the designated groups. Individuals with disabilities whoqualify for positions on condition they meet the skills, experience, and education essential to the functions of the position with or without a reasonable accommodation. Accommodation refers to reasonable adjustments to allow a qualified individual to enjoy employment equity (SUNJ, 2002:2).

In view of the above, it could be deduced that the SUNJ guidelines for AA/EEO are ambiguous. The guidelines do not complement the principles of EEO as the document suggests. The outlined guidelines sound like a smokescreen for the university to be seen as complying with the EEO whereas the context is misleading. The focal point if these guidelines are the selection of individuals with disabilities, but the university is not prepared to hire and develop designated members who do not meet the position requirements. The next segment of this chapter gives the conclusions of the entire chapter.

2.13 CONCLUSIONS

The aim of this chapter (cf. 1.5) was to investigate international trends in terms of affirmative action and the ways in which this action should be deployed to achieve equal employment opportunity and access. In order to accomplish this facet of the research aim, this chapter presented discussions on: (a) the definition of affirmative action, (b) affirmative action in the USA, Canada and Australia, (c) diversity, and (d) the employment equity strategies of the universities in the latter countries.

The study established that the issues of employment equity have gained international importance (cf. 2.1) and exposure in the recent years as governments have begun to transfer policies based on the experience of other countries. Affirmative action is the principal intervention strategy to eradicate all forms of discrimination and to enhance equal opportunities and promote diversity in the workplace.

It is essential that barriers of discrimination be eliminated in order to afford opportunity and access to those who were discriminated against. Australia and Canada built upon the groundwork of the USA experience on affirmative action and made advances in employment equity legislation. South Africa borrowed extensively from the Canadian employment equity legislation.

Affirmative action complements the legislation that expresses disapproval of discrimination and it is credible of the USA to have introduced affirmative action since legislation alone could not sufficiently redress the past inequalities. Affirmative action is a flexible and temporary intervention strategy to establish a suitable environment for equal opportunity and once that is achieved, institutions should continue to reflect the demographic realities of the society. Resistance to

embrace change can be achieved by means of vigorous campaigns aimed at emphasizing the benefit of affirmative action or employment equity.

The researcher considers the constitution of USA's preamble inspirational because justice is entrenched as one of the fundamental principles. However, it is silent on equality. It took the USA almost two centuries since the establishment of the constitution to introduce the Equal Pay Act. Subsequently, legislation to denounce all forms of discrimination emerged. The USA government's intervention by means of legislation proved insufficient since the society at large does not take initiatives to correct the dilemma.

Canada has established fitting legislation to promote employment equity and the Canadian constitution that was amended for more than a century has consistently included all citizens. Equality is one of the fundamental principles that was ingrained in the Canadian society. The kind of legislation that Canada has established (cf. 2.4) demonstrates the determination to eradicate any degree of discrimination.

The Federal Contractors Programme of 1986 was the ultimate intervention strategy to eliminate inequalities in the workplace and expedite the process of implementing employment equity. The criterion is comprehensive and clear in ensuring that every organization understands what it is expected and in addition, the criterion established the platform to the introduction of the employment equity legislation. Hence the South African government promulgated the Employment Equity Act of 1998.

The process to implement employment equity in Canada may be regarded as leisurely since it is the responsibility of the institutions to implement and monitor. The researcher is of the view that it is the responsibility of the collective government to intensify the process in a considerate manner so that the institutions would expedite the progress, otherwise the progress on employment

equity will continue to be sluggish. Canada should have been a good example to South African universities both on employment equity legislation and the implementation process. There are still pockets of resistance in Canadian workplaces, including the universities, to the advancement of women.

The Australian constitution does not advocate equality or affirmative action and amid numerous amendments, it is still silent on equality even though Australia has been a heterogeneous nation for decades. It took the Australian government more than seventy decades to introduce the Racial Discrimination Act (1975) and subsequently, the Equal Opportunity Act and other legislation that condemns discrimination emerged. The onus of implementing equal opportunity in the workplace lies with the human management of diversity and focuses on women since they are the ones that bear the brunt of discrimination.

Australian women are still under-represented in the executive management position even though women advance their studies to a larger degree than men to demonstrate their determination. In addition, women are not promoted to senior management levels as frequently as their male colleagues although they possess similar qualifications, experience, and ambitions to advance to senior positions. In addition, Australian women are still paid less than their male counterparts.

Having examined the trends in terms of affirmative action and employment equity in the USA, Canada and Australia, the study concludes that affirmative action and employment equity are difficult to implement. The three countries gained valuable experiences and could have been a good example to the South African universities on both the legislation and successful implementation process. Nonetheless, the universities in the respective countries have developed eloquent strategies to implement employment equity, particularly the University of Sydney. South African universities could explore these strategies (cf. 2.9) and enhance the implementation process.

The researcher is of the view that since the three countries are battling to put to practice, although they are in possession of appropriate legislation and inspiring strategies, this is an opportunity for South African Universities to make a breakthrough. South Africa as a nation has demonstrated the determination to unravel the social ills and apartheid is a case in point. Universities emerge from the same society and they ought to lead the way for other organizations to follow suit.

Legislation without the strategy is insufficient because the strategy to implement employment equity is imperative as the criteria are explicit, including the responsibilities of those assigned to execute a particular goal or objectives. In all the selected international universities that were examined in this study, it has been emphasized that to achieve employment equity, the commitment at the most senior management levels to the strategy is paramount.

The university's culture plays a significant role to implement employment equity and promote diversity. Effective communication channels and consultation are vital instruments that should clearly be linked with the strategy to achieve employment equity. In addition, the responsibilities of executing the objectives with the degree of accountability should be shared by all the university's stakeholders, especially the senior management team (cf. 2.9.1.6). All possible barriers to implement employment equity should be eliminated.

In the next chapter I will explore the concepts, theories, policies, and legislative requirements for employment equity and examine the progress made in the institutions of higher education.

CHAPTER THREE

EMPLOYMENT EQUITY:

THEORETICAL FRAMEWORK, CONCEPTS, POLICIES AND LEGISLATIVE REQUIREMENTS

3.1 INTRODUCTION

Subsequent to exploring the trends in terms of affirmative action and employment equity in the previous chapter, the primary aim of this chapter (cf. 1.5) is to scrutinize the concept employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education. In order to accomplish this aspect of the research aim, in this chapter I present the literature review on employment equity.

This chapter focuses on: egalitarianism theory, the concept of equality, the definition of equity, the concept of employment equity, the theory of liberalism, discrimination, the employment equity legislation in South Africa, and the progress of employment equity in the South African institutions of higher education. The theory of liberalism has been considered in this study since liberalism has the features of equality. In addition, it is essential to comprehend the concept of egalitarianism and the relevant theories that instigated equality to be able to detect the dynamics of achieving employment equity.

3.2 EGALITARIANISM

The fundamental theory of egalitarianism is that all people are equal, particularly in terms of political and human rights, a notion that is ethical (Kirch, 2008: 322). Egalitarianism is one of the contemporary ultimate models that inspire diversity in social movements, but it is easier said than done. The egalitarian point of view is

that every individual member of the general public should receive equal treatment (O'Leary, 2007: 72-73).

Haralambos and Holborn (2000: 23) assert that people aspire to an egalitarian society. The manner in which the people relate to each other is a concern for egalitarians (Holtug&Lipert-Ramussen, 2007: 3). Islam, Merlo, Kawachi, Lindström, and Gerdtham (2006: 2) affirm that egalitarianism is a diverse concept in both social and political deliberations and has extensive forms which include economic, moral, legal, democratic, political, gender, and opportunity egalitarianism.

Freeman (2003: 241) states that egalitarianism is a multifaceted concept and has numerous degrees of equality that individuals could subscribe to and argue that they promote egalitarian principles. In contemporary democratic societies, egalitarian conceptions are frequently used in the circumstances that support equality of income and wealth. Islam *et al.* (2006: 2) concur, stating that economic egalitarianism (which was fashionable in the 20th century), emphasized that people differ in terms of material goods and capabilities and as a result could not be treated equally to the letter.

Having examined the theoretical framework relating to egalitarianism, the researcher concludes that egalitarianism is an ambiguous concept. Hence there are so many types of egalitarianism. A society in which everyone has an equal share of the outcomes demeans the essence of social responsibility. It is not surprising to learn that egalitarianism is difficult to achieve. Every member of the society should act in a manner that benefits the society at large. The researcher supports the perception that everyone should earn a living. However, egalitarianism is an inspirational concept, instilling diversity as alluded to by O'Leary.

In this study, I have opted for opportunity egalitarianism. Mason (2006: 2) asserts that the idea of equality of opportunity creates fertile grounds for open competition for everyone. To ensure that the society is equitable, the manner in which

opportunities are dispersed should be the same for all. The probabilities should equally advantage all individuals in the society (Peragine, 2002: 46).

Since equality originated from egalitarianism theories, in the next section I examine the concept of equality.

3.2.1 The concept of equality

The concept of equality is associated with the inspiration of justice (Adams, 2005: 279). Avila (2007:104) affirms that equality is a principle that forbids discrimination and advances egalitarian ideology. Dieltiens, Unterhalter, Letsatsi, and North (2009: 366) state that equality is an inexplicable political model intended to treat people equally. Dworkin (2002: 11) argues that people determine their degree of equality.

Menke (2006: 2) remarks that the notion of equality is the contemporary regulation based on ethical grounds whereby humanity upholds equal rights for everyone. According to Malik (2003: 1), equality refers to advocating human rights without discrimination and cherishing diversity in its multidimensional nature (gender, culture, and disabilities), creating suitable conditions that afford equal chances to every member of the society regardless of their social background.

Equality is a multifaceted political ideal, but fundamentally endorses the same treatment for all citizens. There are different types of equality, namely formal, moral, equality before the law, and equality of outcomes, equal access, and equality of opportunity (Hoffman & Graham, 2006: 62).

(a) Formal equality

West (2003: 141) describes formal equality as a principle that excessively emphasizes adherence to law. Hill (2009: 163) affirms that formal equality

espouses impartial rules applied similarly and unconditionally to all members of society.

(b) Moral equality

Hoffman and Graham (2006: 61-62) assert clarify that every person is by nature a similarly moral representative and subject to moral imperatives. Pojman (2008: 7) asserts that everyone should obey similar moral imperatives accordingly.

(c) Equality before the law

In terms of equality before the law, equality depends on the specified criteria and taking into account the intention of the particular law (Avila, 2007: 104). It is widely acknowledged that rules are functional to those who are subjected to them (Hoffman & Graham, 2006: 61-62). Judges are responsible to apply the law impartially (Pojman (2008: 7).

(d) Equality liberty

In accordance with liberal circumstances, people have particular basic rights, e.g. the right to life, freedom of association including the right to vote (Wolff, 2006: 115). Pojman (2008: 23) affirms that the principle of equality liberty promotes equal social responsibility.

(e) Material equality

Distribution of income is regarded as the utmost substantial argument in the respective societies including physical material good. Quality of life tends to be based on material equality (Hoffman & Graham, 2006:62).

(f) Equality of outcomes

Equality of outcomes is the model that promotes economic and social equality (Janda, Berry, & Goldman, 2008: 16). Equality of outcomes entails that people obtain goods (Blim, 2007: 62). Unlike other forms of equality, equality of outcomes is regarded as a contentious concept since it requires intense policy intervention and directives (Gordon & Bridglall, 2007: 101).

(g) Equal access

Equal access advocates the aspirations of social justice and it is a springboard for equal opportunity (De Jong & Rizvi, 2008: 8). Equal access is different to other ideas of justice in the sense that it does not relate to distribution of capital. Equal access establishes appropriate environments for equal opportunity (Cournoyer, 2008: 118).

(h) Equality of opportunity

As stated in this chapter (cf. 3.2), equality of opportunity is the focal point in this section of the study since it is considered the desired form of equality relevant to this study, hence it will be discussed thoroughly.

Equality of opportunity is a prominent concept in social justice, particularly in the civilized societies. In essence, equality of opportunity institutes the conducive conditions for individuals to compete for opportunities regardless of their background by "levelling the playing field" (Roemer, 2006: 1). Mason (2006: 15) emphasises that equality of opportunity is a compound model and it complements the principles of justice and encourages open competition for limited opportunities. Equality of opportunity is broadly recognizable version of egalitarian justice (Jacobs, 2004: 9).

Page and Simmons (2000: 167) argue that the essential rationale for equal opportunity is the idea that people should be given equal chances. The criteria for selection should be based on talent rather than superfluous considerations (Gray & Herr, 2006: 39). Equality of opportunity empowers everyone to be successful in life (Janda *et al.*, 2008: 16). Blim (2005: 62) affirms that equality of opportunity is the model that allows competent candidates to actively participate fruitfully in the economy and in social milieus.

People who are in the minority are exposed to unfair ruling. Equality of opportunity eliminates unfair discrimination (Clements & Spinks, 2009: 1). Swift (2001: 98) remarks that equal opportunity is the suitable frontage of equality and supported broadly in political circles.

Equality of opportunity is an egalitarian concept that promotes meritocracy (Heywood, 1999: 291). Schmitz (2006:110) affirms that in a meritocratic society, people are judged on merit and satisfy the notion of similar remuneration for similar responsibility. Equal employment opportunity signifies equal probability of work and the criterion based on proficiency (Byars & Rue, 2006: 22). In a meritocratic society, race and gender are immaterial and the emphasis is pinned on the state of being potential and competent (Swift, 2001: 100).

Considering the views expressed about equality, it can be concluded that the principle of formal equality advocates equal treatment of all citizens. The principle of formal equality promotes consistency in the treatment of individuals. The principle of moral equality supports individuals who will be judged by the manner in which they conduct themselves in the society.

People are granted special treatment on the basis of moral integrity in the community. The principle of equality before the law requires that people all adhere to the same laws and be held accountable for their behaviour. Equality

before the law means that the law should be applied impartially. The principle of equal liberty means that each person in the society has the same rights.

People conform to the rules that govern them and are free to participate in any function of the society without constraint. This principle allows people to prove their potential in their respective roles in society. In conclusion, the principle of equality of outcome is the doctrine that everyone should end up with the same equal results; by implication the staff composition of an organization should reflect proportional racial representation of the society.

Equal is a notion in which irrelevant obstacles should not stand in the individual's way in attaining education, employment and promotion prospects. People should be given a fair chance to compete for opportunities. The general idea of equality of opportunity is that institutions should create an appropriate environment for all prospective candidates to be selected on merit.

In addition, the researcher had noticed that equality of opportunity is a more significant principle of equality than equal access, since this principle is based on meritocracy. The more radical notion of equal opportunities is often thought to have followed naturally from the idea of formal equality. Formal equality pays attention to the status people enjoy either as human beings or before the law; however, formal equality does not address their opportunities, the circumstances in which people live and the prospects available for them. Equality of opportunity is an endeavour to eliminate prejudice.

Van Wyk (2005: 38) asserts that Rawls has explicitly advanced the theory of justice as the ultimate fairness which other theories disregarded. Dworkin, Sen, and Walzer were influenced by Rawls's principle of justice and developed contemporary liberal theories. Franks (2002: 36) complements the latter and suggests that people ought to be treated equally in respect of the conception of justice.

Having noted the views expressed on equality of opportunity, in the next section I discuss the authoritative theory of egalitarianism instigated by Rawls as mentioned in the introduction to this chapter (cf. 3.1). One of the focuses of this chapter is to discover the most authoritative theory of equality.

3.2.1.1 Rawls's principles of justice

According to Rawls (1972: 54), the fundamental structure of the society emanates from the principles of social justice and the cohesion within the established social institutions is imperative. Rawls developed the following principles:

- (i) Every person is entitled to equal rights;
- (ii) Every person should benefit equally from social and economic activities (Rawls, 1972:54).

In accordance with equal opportunity, social and economic activities should greatly benefit those who were disadvantaged (Barcalow, 2007: 264). Lent (1998: 19) acknowledges that the order of these principles expresses their priority. Thus, the achievement of equal liberty is considered more important than ensuring wide social and economic benefit, and equality of opportunity is considered more valuable than the benefit of the least advantaged. Evans and Gaze (2008: 44) emphasise that the society should be considerate to those who were less fortunate in order to enhance social harmony, consequently entrenching Rawls's principles.

The plausibility of Rawls' maximum principles lies in the fact that social harmony is indispensable in maintaining a given social order. The society has to operate with such principles of justice that cater for the well-being of the less fortunate members of the society.

Considering Rawls' principles of justice and the analysis provided by various analysts on the principles of justice, it can be concluded that the theories of justice recognize the fundamental rules cognizant of unprejudiced judgment in the society. In essence, Rawls' theory of justice entrench a decent and respectable life where opportunities are competed for equally. An environment in which each person has equal rights, emancipates prejudice and creates a platform for meritocracy in the career path and as a result, the society stands to benefit immensely and most importantly, synergy would prevail.

In addition, Rawls' principles of justice hold that any individual in society with the same native talent and ambition should have the same prospects of success in contesting for positions that bestow benefits and advantages. The society that inspires social and economic equality is desirable and hard workers should be rewarded accordingly.

In the section below, I delineate the theory of liberalism.

3.3 THEORY OF LIBERALISM

According to Talisse (2005: 57), liberalism is a broad political ideal that promotes liberty and equality. In a liberal society, individuals are free to pursue their ambitions without state deterrence. Liberalism is a concept that provides people with the capacity to make choices free from certain kinds of restrictions (Pojman, 2006: 372). Hanna (2009: 327) describes liberalism as an obligation to justify equality.

Liberalism supports egalitarian measures that are presented by an impartial government. Liberalism founded on equality principles considers it vital that the government should treat its citizens equally and ingrain moral neutrality (Dworkin, 1985: 205).

Van Wyk (2005: 189) suggests that liberty and equality should be regarded as cohesive concepts. According to Starr (2007: 34), liberalism is a feasible principle that promotes equal rights to freedom and empowers people to flourish in a free society. Liberalism qualifies those who are determined to thrive by setting the decree that emphasises equal citizen rights. In essence, liberalism creates a suitable environment in which people are free to choose their government and participate in the conditions that preside over them (Divala&Waghid, 2008: 6).

A just society affords people the right and freedom to choose. Liberalism establishes the appropriate conditions that warrant that there is no transgression to individual freedom by others or the state (Cruickshank (2000: 2).

An examination of liberalism, leads to the conclusion that the liberalism theory emphasizes that people ought to be free, equal and capable of pursuing their own goals. Liberalism asserts that the government should take a neutral stance on moral issues and support the egalitarian notion. It has transpired that liberalism and equality cannot be separated. This has been established by Rawls' first principle of justice (cf. 3.2.1) that, each person is to have an equal right to the most extensive basic liberty compatible with a similar liberty for others.

The nature of discrimination is now presented.

3.4 DISCRIMINATION

The effect of employment discrimination across the world undertakes different forms and their state of being manifested have recently changed. These changes include prejudice in hiring, pestering in the workplace, gender pay gaps, limitations in career prospects, and exclusion from senior management positions (Agocs, 2002a:1).

Discrimination is an attempt to disadvantage others on the basis of gender, race, and disability. Discrimination is a delicate observable fact that is difficult to discover, while culprits might not be aware that they practice it (Roscigno, 2007:1). Discrimination provides for an imbalance in remuneration to designated groups in spite of qualifications and merit (Cohn, 2000:3).

3.4.1 Direct discrimination

Direct discrimination refers to marginalization on the grounds of race, sex, and religion (Jordaan, Kalula, & Strydom, 2009: 39). The treatment of an individual is less favourable in direct discrimination (Ronalds, 2008: 36). The attributes of direct discrimination include denying an individual admission to employment and career advancement (Chandler & Waud, 2003: 219).

3.4.2 Indirect discrimination

Indirect discrimination refers to a justified criterion to eliminate a particular candidate having specific age as compared with others (Bartelings, 2009: 313). Grogan (2009: 96) adds that indirect discrimination transpires when apparent objective barriers dismiss members from certain groups since members of those groups are considered to be unable to overcome the barriers.

3.4.3 Discrimination against women

Gottfried and Reese (2004: 60) claim that discrimination, particularly on the grounds of gender, is prominent in the workplace. People have pigeon-hole perspectives about the nature of work and the physiognomies of women in the workplace and question the aptitudes of women against the entrenched attributes (astuteness, resoluteness, or assertiveness) customarily ascribed to men (Barnes, 2005: 40).

The subject of discrimination is crucial in view of diversity intensification in the workplace, but it is contentious to eradicate all forms of discrimination. Notwithstanding government intervention by affirmative action and employment equity, transformation is marginal since men still dominate in the labour force (Ng & Weiner, 2007: 177).

A society that is steadfast on the principles of equality cannot sanction exemptions to equality law (Evans & Gaze, 2008: 44). Traditionally, women have been subservient to men and not making meaningful contributions economically. As a result, that compromised their legal and social status. The culturally stereotyped ideology in the society claimed that women are inferior to men and substantiated their subordinate standing (Barcalow, 2007: 182).

Fredman (2002: 15) affirms that the convenience of freedom and equality for all instigated feminists and provided those who were marginalized the platform to advance emancipation for all. Lent (1998: 168) adds feminism is an implausible diverse concept on broad range of philosophies that advanced emancipation of women and made a distinctive impact. Blackorby, Bossert, and Donalson (2000: 466) suggest that feminism maintains that women are under-represented, deprived, and beleaguered and this ought to be rectified.

Apparent aspects of culture activated inferences that are insulting such as the predisposition to consider men as unabridged individuals with excessive potentials and rights, but to describe women as men's servants (Koppelman, 1996: 123). Thompson (1998: 15) adds that the society is chiefly designed by ideological ends that are embedded in the culture.

It has been noted that discrimination is a form of oppression and practice that is imposed to disadvantage designated groups to access opportunities. However, it is a phenomenon that might be difficult to detect. Discrimination frustrates cohesion in the workplace and the victims (designated groups) will do the least in

the workplace and the sense of belonging to the institution will not prevail. Those who are victimized will opt to seek a conducive environment elsewhere. Whether discrimination is direct or indirect, it yields similar outcomes.

The concept of employment equity is now defined.

3.5 EMPLOYMENT EQUITY

3.5.1 Definitions of equity

Equity refers to techniques that are exploited to support equal opportunity and warrant fair treatment (Cassim, 2005:653). The concept of equity in higher education signifies the strategies and methods to enable access to those who were disadvantaged (Faakye, 2007: 9).

Equity is a fundamental obligation of the public system and signifies equality and social justice in the society (Reimer, 2005: 1). Wheeler (2002:613) asserts that equity remains a dominant subject that draws public attention and support. Equity is one of the underpinning constitutional principles entrenched in the South African education policies. David (2004: 813) argues that the manner in which equity and equality are conceptualized is an intricate matter that ranges over contesting definitions.

The term “equity” in higher education refers to:

- ✚ Reflection of a broad social composition of the society in the higher education sector;
- ✚ Equitable distribution of opportunities;
- ✚ Broad representation of staff composition;
- ✚ Equitable participation in research;
- ✚ Accessibility of resources for designated groups;
- ✚ Sufficient funds to develop the previously marginalized institutions; and

- ✚ Enhance quality career advancement (Council on Higher Education [CHE], 2004:60).

In view of the definition of equity, the researcher concludes that equity is the lifeblood of social justice. Equity is the strategy to eliminate the past inequalities and promote equal opportunities. The commitment from higher education cannot be over-emphasized. Access to higher education is paramount to prosperity.

The concept of employment equity is now defined.

3.5.2 The concept of employment equity

The concept employment equity designates equal treatment for all in the labour force by providing employees with the platform to prove their potential irrespective of their social background (Rashid, 2009:1). The term employment equity emanates from Canada and order to articulate the process aimed at accomplishing equality in all facets of employment (Marinoff, 2000:1; Rashid, 2009:1).

Mighty (1996:3) describes the term employment equity as a concept that promotes equal compensation for equal responsibilities; equal access and the conditions of service at work; in essence, employment equity signifies equality in the workplace. Portnoi (2005: 352) affirms that employment equity is an ultimate strategy to minimize discrimination and reflect a developed representation of the society.

Employment equity is commonly regarded as a change strategy intended to avert and remedy discriminatory practices and improve representation in the workplace (Agocs & Burr, 1996:35). Employment equity is not only focused on improving representation of the designated groups, but also on providing essential support and enhancing the culture of the institution (Gultig, 2000: 12).

Affirmative action and employment equity are two different substitutable concepts in which the primary objective is to create equal opportunity and eradicate unfair discrimination in the workplace (Portnoi, 2003:80). Human (1993:27) asserts that affirmative action is a vigorous process which is intended to support employment equity. Employment equity is the consequence of both affirmative action and equal opportunity and it can be achieved once the employees reflect the composition of the population at all levels (Meyer, 2002: 225).

Tinarelli (2000:2) argues that employment of equity centres on two things:

- ✚ The constitutional mandate to exterminate all forms of unfair discrimination; and
- ✚ Organizational transformation that empowers the previously disadvantaged groups.

In view these, it can be concluded that employment equity is the strategy to eradicate all forms of discrimination in the workplace and to give everyone an opportunity to prove their potential. Employees without precincts will perform to their best ability knowing very well that their contributions in an organization are recognized. The healthy environment without others being marginalized encourages employees to maximize their cause.

Employment equity legislation in South Africa is discussed in the next section.

3.6 EMPLOYMENT EQUITY LEGISLATION IN SOUTH AFRICA

In South Africa, the bases for legislation in support of equity policies are laid down in the Constitution, which includes the fundamental right to equality in the Bill of Rights. This forms the basis of the Employment Equity Act (EEA) of 1998. However, the Green Paper entitled “Employment and Occupational Equity”, and the Employment Equity Bill of 1997 heralded in the EEA. Subsequent to the EEA,

the Skills Development Act of 1998 was introduced. The next paragraphs consist of a discussion of the views of other scholars before the legislation is scrutinized.

The principal aim of the South African Constitution is to remedy the historical prejudice and institute humanity that is constructed on impeccable ethics and human rights. It has become imperative to address the historical injustices considering the social and economic inequalities that emanate from apartheid. Concerted efforts are required in order to sustain human dignity and the principles of social justice (Coetzee and Vermeulen, 2003:18). Wessels (2005: 130) argues that equity serves as intervention mechanism in the civil society and legislative directives are necessary to achieve employment equity.

The main aim of EEA is to eradicate that inheritance of racial segregation in the South Africa labour force and consequently ensure that employment equity is achieved(Thomas, 2002: 237). Tinarelli (2000:2) asserts that employment equity regulations are intended to abolish discrimination in the labour force and encourage respective employers to expedite the progression of the designated groups.

In this section of the study I scrutinize all relevant policies and legislative requirements for higher education institutions as part of the aim of the study (cf. 1.5). Higher education institutions are regulated by the government, like any other organization that serves the public. For this reason, higher education institutions are obliged to conform to government legislation.

It is imperative that the study reflects on what brought about employment equity. In order to redress the past inequalities and all forms of unfair discrimination, it was essential that employment equity legislation be introduced. The researcher will firstly examine the Constitution of South Africa in the following stage of the study.

3.6.1 Constitution of the Republic of South Africa (No. 108 of 1996)

The Constitution of South Africa acknowledges the historical social prejudices and the accompanying dearth of freedom that plagued the country and aims to enhance diversity. The Bill of Rights in the Constitution affirms that everyone is equal. Equality encompasses freedom and all-inclusive rights. Legislative measures to advance those who were unfairly discriminated against should be considered in order to achieve equality. The Bill of Rights further stipulates that no one should be discriminated against on the basis of race, gender, colour, tribal origins, age, disability, religion, and culture (Republic of South Africa RSA, 1996:1).

From this account, it is concluded that the Constitution serves as the epitome of the new dispensation in the politics of South Africa and it promotes equality and diversity. Therefore, the Constitution envisages a nation where all individuals have equal opportunities to prove their potential, and make a significant collective contribution to humankind, with prosperity the inevitable result. The Green Paper discussed below served as the second piece of legislation after the South African Constitution to establish the proposals on employment equity.

3.6.2 Green Paper entitled “Employment and Occupational Equity” (No. 806 of 1996)

The Green Paper (DoE, 1996:7) outlines proposals on employment equity as a starting point for further discussion and refinement. The proposals aim to help redress disadvantages emanating from past racial policies and as far as possible, to ensure the accommodation of differences between people in the workplace.

Employment equity centres on:

- Eradication of all forms of discrimination as entrenched in the Constitution, and

- Organizational change to eliminate barriers to employment and empower previously marginalized groups (DoE, 1996:7).

The Green Paper (1996:7) aims to change the structures and procedures that reinforce old prejudices, and bring into being a new culture of diversity at work. The creation of this new culture will have to be a conscious process that pulls in all economic sectors and stakeholders.

In the view of the above, it is noted that the Green Paper is a piece of legislation that established the basis of employment equity subsequent to the Constitution that created a platform for equality. The Green Paper laid down a clearly defined approach to eradicate unfair discrimination of the historically disadvantaged people in the workplace.

It is in the Green Paper where government indicated that it will provide support and monitor the progress being made by various institutions; hence the Employment Equity Act (EEA) was promulgated. The Green Paper signifies the government's determination to redress the past inequalities. The ensuing Employment Equity Bill will now be examined.

3.6.3 Employment Equity Bill (EEB) (No. 68 of 1998)

According to the EEB (RSA, 1998:1), the purpose of the Act is to achieve equality in the workplace by:

- a) Endorsing equal opportunity and non-discriminatory practices; and
- b) Ensuring equitable representation in the respective professional categories.

In the preamble of the EEB (RSA, 1998: 2), the people of South Africa recognize that:

- Consequent to discrimination practices, there are employment discrepancies,
- Revoking discriminatory laws in order to address employment discrepancies, and
- The designated groups are the most disadvantaged in the country and unfair discrimination affected the country negatively particularly in economic development.

Since the Green Paper did not specify the precise strategy to accomplish equality as entrenched in the Constitution of South Africa, the EEB defined clearly how institutions should achieve equity. The EEB defines members of the society who are regarded as designated groups and articulates the responsibilities that stakeholders in an institution should adhere to. In addition, the EEB emphasizes the manner in which affirmative action could be implemented. The EEB prepared the introduction of the EEA; hence the Act (EEA) does not differ from the EEB.

In the next stage of the study I scrutinize the EEA.

3.6.4 Employment Equity Act (EEA) (No. 55 of 1998)

The purpose of the EEA is to achieve equity in the workplace by:

- ✚ Endorsing equal opportunity and non-discriminatory practices, and
- ✚ Employing affirmative action in order to ensure equitable representation in the respective professional categories (EEA, 1998:7).

The EEA (1998:7) condemns direct or indirect discrimination on the basis of race, gender, tribal origin, colour, age, religion, HIV status and belief. In addition, the

employers are advised to develop reasonable employment equity plans including achievable goals.

DoL (2010: 37) reported that the slow pace of transformation and the general resistance by employers to change has necessitated the need to amend the EEA in order to strengthen its implementation and enforcement.

From the above, it could be concluded that the EEA harmonizes affirmative action measures and endorses equal opportunity and fair treatment in the workplace. The EEA is currently a critical legislation that the government introduced in order to ensure that institutions conform to employment equity and in addition, the government could determine the progress made by individual institutions. The EEA still emphasizes elimination of unfair discrimination and this encourages diversity in the workplace. Institutions of higher education stand to benefit significantly should they encourage diversity. Living in a diverse society necessitates diversity.

In addition, the EEA assists institutions on how affirmative action measures should be implemented. However, the researcher has discovered that EEA does not emphasize merit in the appointment of members from the designated groups. Affirmative action encourages all institutions to ensure equitable representation of the suitably qualified members of designated groups in all occupational categories and in addition, to retain and develop them. The researcher is of the opinion that merit should be emphasized so that members from the designated groups can make significant contributions in their respective institutions.

The next part of this study will focus on the Code of Good Practices. It is necessary to examine the Code of Good Practices in view of the fact that it provides guidelines in terms of the requirements for the EEA and supports institutions on how to prepare and implement employment equity plans.

3.6.5 CODE OF GOOD PRACTICES (No.1394 of 1998)

This Code of Good Practices has been issued in relation to Section 54 of the EEA (No. 55 of 1998) and should be used concurrently with the Act and other codes issued in terms of the Act.

The objective of this Code is to provide guidelines on the elimination of unfair discrimination and the implementation of affirmative action measures in the context of key human resource areas, provided for in the Act (DoL, 1998:2).

The code should also be read in conjunction with the Constitution of South Africa and all relevant legislation, including:

- ❖ The Basic Conditions of Employment Act, No. 75 of 1997 as amended;
- ❖ The Skills Development Act, No. 97 of 1998;
- ❖ The Skills Development Levies Act, No. 9 of 1999; and
- ❖ The Promotion of Equality and Prevention of Unfair Discrimination Act, No. 4 of 2000 (DoL, 1998:3).

3.6.5.1 Policy and Practice

In the framework of historical inequalities in South Africa, the EEA (No. 55 of 1998) obliges the respective employees' representatives to collectively develop fitting strategies in order to enhance the career prospects of previously disadvantaged groups. Policy and Practices offer the necessary support in terms of audit, analysis, and consultation facets of the employer's responsibility (DoL, 1998:5).

3.6.5.1.1 Policy and practice analysis

Employers should develop convincing employment equity plans that are informed by a broad assessment and scrutiny of the prevailing unfair discriminatory practices. Feedback on the results of the audit to employees is essential (DoL, 1998:5).

3.6.5.1.2 Consultation

The success of employment equity depends on the efficiency of the consultation process. Employers, employees and trade unions must be willing to play a constructive role in the consultation process (DoL, 1998:5). The Code of Good Practice is an intervention strategy from the Department of Labour in order to provide guidance to the institutions about the nature of the process to follow when preparing and attempting to implement EEA. The researcher considers the Code of Good Practice as the best practice adopted by the Department of Labour to expedite employment equity. The Code of Good Practice highlights the scope of implementing employment equity, the impact on employment equity, the policy, and practice.

The institutions of higher education should in conjunction with other employment equity strategies refer to the Code in order to enhance the process of equity implementation. The next phase examines other equity legislation. The EEA (No. 55 of 1998) is not the only law to redress the past inequalities. The Skills Development Act, the Promotion of Equity and Prevention of Unfair Discrimination Act together with Broad-Based Economic Empowerment Act supplement the EEA.

3.7 OTHER EQUITY LEGISLATION

3.7.1 The Skills Development Act (SDA) (No. 97 of 1998)

The purpose of SDA is to develop the skills of the South African workforce in order to:

- ✚ Enhances workers' career prospects and enables workers that are soughtafter;
- ✚ Enrich efficiency in the workplace;
- ✚ Augment viable entrepreneurship; and
- ✚ Expedite service delivery(DoL, 1998:4).

In addition, the SDA encourages employers to: (a) create an enthusiastic working environment that promotes development, (b) encourage career advancement, (c) afford the newly recruits an opportunity to acquire competitive skills.

Chapter III – Section 15 of the EEA (No. 55 of 1998) on affirmative action measures, stipulates that the Act requires that the institutions retain and develop people from designated groups. The researcher concludes that the SDA's foremost objective is to empower candidates from the designated groups with the purpose that they too should make significant contributions in the workplace.

In addition, the researcher is of the view that the mandate of higher education institutions is to enlighten individuals to make the best use of their talents, consequently candidates from designated groups appointed in higher education institutions ought to be empowered accordingly. If most of the members from the designated groups were empowered, the pool issue that was cited in Chapter 1 of this study (cf. 1.2), would be dealt with.

In the next part of the study I scrutinize the Promotion of Equity and Prevention of Unfair Discrimination Act. This Act, in addition to other legislation, promotes equity in the workplace and discourages unfair discrimination.

3.7.2 Promotion of Equity and Prevention of Unfair Discrimination Act (No. 4 of 2000)

This Act emanates from Section 9 of the Constitution of the Republic of South Africa which relates to prevention and prohibition of unfair discrimination. The Act endeavours to facilitate the transition to a democratic society, and promote diversity guided by the principles of justice, social progress, human dignity, and freedom (RSA, 2000:1).

It is concluded that this Act alludes to principles that must be adhered to in an attempt to promote equity and prevent unfair discrimination. Diversity is once more encouraged and emphasis is placed on the consolidation of democracy and eradication of social and economic inequalities. This Act illustrates the commitment by government to redress all forms of discrimination and promote the principles that will unite the country.

After considering all the relevant employment equity legislation, it can be concluded that the legislation protects the victims of discrimination in the labour force and in addition, persuades the employers to embrace change and promote diversity. The Constitution of the Republic South Africa is the cornerstone of all the policies of equality and heralds transformation in all the spheres of the society. The EEA of 1998 stems from the Green Paper on employment equity and established manifestation to eradicate all forms of injustice and enhance affirmative action.

The establishment of the EEA demonstrated the commitment by government to ensure equal employment opportunities and encourage the essence of diversity

in the society. The Code of Good Practice exemplifies how employers should respond to the EEA and the implementation of the EEA rests on the employers' strength of character.

The Skills Development Act refers to optimum personal and professional development of each employee. For a nation to be progressive the society should, as a matter of principle, be enlightened and this can be achieved through a skills development strategy. The former regime in South Africa discriminated against the designated groups and this resulted in a large degree of illiteracy among the black communities. Consequently, it is imperative that every member of the society should be given a chance to develop and this will improve the qualified labour pool.

Smith and Roodt (2003: 32), confirm that the South African government has visibly demonstrated its intention to deal with the problem of inequality and discrimination in the workplace, bringing about a diverse workforce representative of South Africa's demographics.

In the next section I will analyse the progress made by South African universities on employment equity.

3.8 EMPLOYMENT EQUITY IN SOUTH AFRICAN INSTITUTIONS OF HIGHER EDUCATION

Racial segregation was an authorized government policy in South Africa that imposed and controlled discrimination against people of colour (black, coloured, and Indian South Africans) while white people were privileged. Consequently, this practice excluded the people of colour from participating in formal government employment opportunities (Leonard & Grobler, 2006:391).

The effect of racial segregation is still prevalent in South Africa despite the introduction of democracy. Even though democracy has been introduced, the society remains divided along racial lines. However, progress has been made from apartheid to democracy, particularly from racial discrimination to equitable educational opportunities (Brown, 2006:509).

Kraak (2004: 249) affirms that emphasis on equity in the higher education system has been the springboard to eliminate segregation. Compared to commercial institutions, universities in South Africa encountered numerous challenges regarding employment equity, namely a lack of competent candidates, funding, and restructuring (Portnoi, 2003:81-84).

Recently government legislation emphasized a workforce that is representative and this denotes that all institutions, including the higher education cluster, should reflect the demographic realities of South Africa (Hay & Wilkinson, 2002:4).The latter imply that an organization's workforce should, as far as possible, reflect the demographic realities of South Africa in terms of population composition. Statistics South Africa (2010) indicates that the South African population of approximately 49.99 million people comprises 79.4 percent African, 9.2 percent white, 8.8 percent coloured, and 2.6 percent Indian/Asian.

In the next segment of the study I draw attention to the employment equity plans obtained from the Department of Labour to substantiate the progress being made by the selected universities, namely the University of the Free State, the Witwatersrand University and the University of Pretoria. I requested this information by completing the forms (EEA2) that were obtained from the Department of Labour and these forms were sent to the Employment Equity Registry. The findings from these tables were used to strengthen the argument that the staff composition of higher education fails to represent the demographic realities of South Africa and that black people and women are still severely under-represented, especially in the senior academic positions.

Table 3.1 University of the Free State: Representation of males and females in top management, senior management and professionally qualified staff

| Top Management | | | | | |
|---------------------------------|-----------------|-------|------|--------|------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 1 | 20.0 | 0 | 0 |
| | Coloured people | 2 | 40.0 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 2 | 40.0 | 1 | 100 |
| | Foreigners | 0 | 0 | 0 | 0 |
| Senior Management | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 2 | 11.1 | 2 | 100 |
| | Coloured people | 2 | 11.1 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 14 | 77.8 | 0 | 0 |
| | Foreigners | 0 | 0 | 0 | 0 |
| Professionally Qualified | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 19 | 7.6 | 3 | 2.6 |
| | Coloured people | 2 | .8 | 0 | |
| | Indians | 1 | .4 | 0 | |
| | White people | 219 | 87.6 | 112 | 97.4 |
| | Foreigners | 9 | 3.6 | 0 | 0 |

Source: DoL (2008)

Table 3.1 indicates that at the UFS, of the males in top management, 20% (1) were Africans, 40% (2) coloured people and 40% (2) were white. There was only one white female in the top management team. In the senior management category, white males dominated with 77.8% (14) while there were no white females, whilst both Africans and coloured people represented 11.1% (2). In the professionally qualified echelons, white males still dominated with 87.6% (219), while the African males represented 7.6% (19), coloured males represented 0.8% (2), African females 2.6% (3) with no coloured and Indian females represented. White females constituted 97.4% (112) of the professionally qualified band.

Table 3.1.1 University of the Free State: University of the Free State: Representation of males and females among academically qualified, semi-skilled and unskilled staff

| Academically Qualified | | | | | |
|-------------------------------|------------------------|-------------|------|-------------|------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 72 | 24.7 | 64 | 13.5 |
| | Coloured people | 17 | 5.8 | 16 | 3.4 |
| | Indians | 4 | 1.4 | 6 | 1.3 |
| | White people | 192 | 66.0 | 383 | 80.6 |
| | Foreigners | 6 | 2.1 | 6 | 1.3 |
| Semi-skilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 123 | 41.6 | 129 | 20.3 |
| | Coloured people | 10 | 3.4 | 51 | 8.0 |
| | Indians | 1 | .3 | 2 | .3 |
| | White people | 140 | 47.3 | 443 | 69.8 |
| | Foreigners | 22 | 7.4 | 10 | 1.6 |
| Unskilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 181 | 91.9 | 168 | 92.8 |
| | Coloured people | 15 | 7.6 | 13 | 7.2 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 1 | .5 | 0 | 0 |
| | Foreigners | 0 | 0 | 0 | 0 |
| | Total Permanent | 1066 | | 1410 | |
| | Non-permanent | 739 | | 620 | |
| | Grand Total | 1805 | | 2030 | |

Source: DoL (2008)

In the category of the academically qualified staff, the white males constituted 66% (192) whereas the white females made up 80.6% (383). African males constituted 24.7% (72); African females 13.5% (64), coloured males 5.8% (17) whereas female coloured and Indian represent 3.4% (16) and 1.3% (6) respectively. Of the females in the semi-skilled category, 69.8% (443) were white, 20.3% (129) Africans and 8% (51) coloured people. However, the unskilled

category consists of 91.9% (181) African males and 92.8% (168) African females with 0.5% (1) white males. There were no Indian or white females.

In conclusion, the UFS has a fair representation of the various groups in the top management team. Nevertheless, the category of senior management was dominated by 77.8% white males and this state of affairs does not reflect employment equity. The senior management category being the next level after the top management, the former obviously influence the decision-making in the university.

The composition of top management should cascade to the next level of the university management in order to achieve employment equity. The white women were over-represented in the professionally qualified, academically qualified and the semi-skilled categories whereas the black counterparts remained under-represented.

The tables below summarise the statistical information of the University of Pretoria.

Table 3.2 University of Pretoria: Representation of males and females in top management, senior management and among academically qualified staff

| Top Management | | | | | |
|---------------------------------|-----------------|-------|------|--------|-------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 2 | 22.2 | 1 | 100 |
| | Coloured people | 0 | 0 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 7 | 77.8 | 0 | 0 |
| | Foreigners | 0 | 0 | 0 | 0 |
| Senior Management | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 3 | 12.0 | 0 | 0 |
| | Coloured people | 1 | 4.0 | 0 | 0 |
| | Indians | 1 | 4.0 | 0 | 0 |
| | White people | 20 | 80.0 | 7 | 100.0 |
| | Foreigners | 0 | .0 | 0 | .0 |
| Professionally Qualified | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 22 | 5.2 | 6 | 3.1 |
| | Coloured people | 11 | 2.6 | 3 | 1.6 |
| | Indians | 4 | .9 | 6 | 3.1 |
| | White people | 361 | 84.9 | 170 | 88.1 |
| | Foreigners | 27 | 6.4 | 8 | 4.1 |

Source: DoL (2008)

Table 3.2 illustrates that African males represented 22.2% (2) of the top management while white males dominate this category with 77.8% (7) in the university while there are no coloured or Indian representatives. There was only one African female in the top management band. In addition, white males still dominated the senior management category with 80% (20) falling in that category, whereas African males made up 12% (3) and both coloured and Indian males constituted 4% (1). Of the females, white females represent 100% (7) of the

senior management level. In the professionally qualified division, white males dominated with 84.9% (361) and the white females comprised 88.1% (170).

Table 3.2.1 University of Pretoria: Representation of males and females among academically qualified, semi-skilled and unskilled staff

| Academically Qualified | | | | | |
|-------------------------------|------------------------|-------------|------|-------------|-------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 203 | 23.7 | 260 | 14.6 |
| | Coloured people | 26 | 3.0 | 57 | 3.2 |
| | Indians | 15 | 1.8 | 48 | 2.7 |
| | White people | 552 | 64.5 | 1382 | 77.6 |
| | Foreigners | 60 | 7.0 | 35 | 2.0 |
| Semi-skilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 338 | 95.5 | 121 | 83.4 |
| | Coloured people | 3 | .8 | 2 | 1.4 |
| | Indians | 0 | 0 | 1 | .7 |
| | White people | 13 | 3.7 | 20 | 13.8 |
| | Foreigners | 0 | 0 | 1 | .7 |
| Unskilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 57 | 95.0 | 36 | 100.0 |
| | Coloured people | 0 | 0 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 3 | 5.0 | 0 | 0 |
| | Foreigners | 0 | 0 | 0 | 0 |
| | Total Permanent | 1729 | | 2164 | |
| | Non-permanent | 539 | | 537 | |
| | Grand Total | 2295 | | 2701 | |

Source: DoL (2008)

Table 3.2.1 indicates that white men dominated the category of the academically qualified men with 64.5% (552) falling in that category, whilst white females constituted 77.6% (1382) of the females. African males comprised 23.7% (203),

African females 14.6% (260), coloured males 3% (26), coloured females 3.2% (57), and the Indian females and males represented 1.8% (15), 2.7% (48) respectively.

In conclusion, the UP is still dominated by white males in the top management category and there is only one woman representative among the other race groups. The same scenario is present in the category of the senior management team with 100% white women representative without any African, coloured or Indian women. The top and senior management categories do not represent employment equity.

The latter substantiates what this study alluded to in Chapter 1 (cf. 1.4) that the composition of staff in higher education institutions fails to reflect the demographic realities of South Africa and black people and women are still severely under-represented, especially in the senior academic management positions. The ensuing tables inspect the statistical information in the Witwatersrand University.

Table 3.3 Witwatersrand University: Representation of males and females among top management, middle management and among academically qualified staff

| Top Management | | | | | |
|---------------------------------|-----------------|-------|------|--------|-------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 0 | 0 | 0 | 0 |
| | Coloured people | 0 | 0 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 0 | 0 | 0 | 0 |
| | Foreigners | 0 | 0 | 0 | 0 |
| Senior Management | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 2 | 28.6 | 0 | 0 |
| | Coloured people | 0 | 0 | 0 | 0 |
| | Indians | 0 | 0 | 0 | 0 |
| | White people | 4 | 57.1 | 3 | 100.0 |
| | Foreigners | 1 | 14.3 | 0 | 0 |
| Professionally Qualified | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 9 | 3.9 | 8 | 5.9 |
| | Coloured people | 3 | 1.3 | 5 | 3.7 |
| | Indians | 15 | 6.4 | 14 | 10.4 |
| | White people | 142 | 60.9 | 93 | 68.9 |
| | Foreigners | 27 | 27.5 | 8 | 11.1 |

Source: Wits (2008)

Table 3.3 indicates that white males dominated with 57.1% (4) in the senior management team, whereas the designated groups constituted 28.6% (2). The white personnel dominated with 60.9% (142) in the professionally qualified and the white women also comprise 100% (3) of the woman representatives. The foreign males constituted 27.5% (27) and the females 11.1% (8).

Table 3.3.1 Witwatersrand University: Representation of males and females among academically qualified, semi-skilled and unskilled staff

| Academically Qualified | | | | | |
|-------------------------------|------------------------|-------------|-------|-------------|------|
| | Race | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 187 | 32.6 | 333 | 29.1 |
| | Coloured people | 22 | 3.8 | 91 | 7.9 |
| | Indians | 58 | 10.1 | 148 | 12.9 |
| | White people | 216 | 37.6 | 478 | 41.7 |
| | Foreigners | 91 | 15.9 | 95 | 8.3 |
| Semi-skilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 308 | 98.4 | 133 | 93.7 |
| | Coloured people | 4 | 1.3 | 5 | 3.5 |
| | Indians | 0 | 0 | 2 | 1.4 |
| | White people | 1 | 0 | 0 | .7 |
| | Foreigners | 1 | .3 | 1 | .7 |
| Unskilled personnel | | | | | |
| | | Male | | Female | |
| | | Count | % | Count | % |
| | Africans | 16 | 100.0 | 28 | 82.4 |
| | Coloured people | 0 | 0 | 3 | 8.8 |
| | Indians | 0 | 0 | 1 | 2.9 |
| | White people | 0 | 0 | 1 | 2.9 |
| | Foreigners | 0 | 0 | 1 | 2.9 |
| | Total Permanent | 1144 | | 1458 | |
| | Non-permanent | 236 | | 337 | |
| | Grand Total | 1380 | | 1795 | |

Source: Wits (2008)

In the category of the academically qualified staff, African, coloured and Indian females represented 29.1% (333), 7.9% (91), 12.9% (148) respectively. African males comprised 98.4% (308) of the semi-skilled category and 93.7% (133) of the African females. In the unskilled division, African males represented 100% (16) of

males while African females represented 82.4% (28). Indians, coloured and foreign females represented 2.9% (1).

In conclusion, since the Witwatersrand University provided the statistical information of the top management, the researcher infers that the top management and the senior management refer to one management team. Consequently, white males still dominate the senior management category and only women representatives are white. To reflect on the demographic realities, the university should acknowledge equity, in particular, at the senior management levels. The designated groups should be afforded the opportunity to contribute all categories of the senior management.

Mabokela, (2003: 130) confirms the preliminary statistical findings in the respective universities by arguing that the system of higher education is polarized along racial lines, with more prestigious faculty and administrative positions occupied predominately by white males. Black people and women tend to be relegated to the lower ranks with a disproportionate number in service as opposed to academic and administrative positions.

In addition, the Commission for Employment Equity (CEE) (2010: 37) has reported that it is very concerned that more than 10 years after the EEA has been promulgated, white people continue to dominate at nearly every occupational level. White females continue to benefit the most from affirmative action measures. African and coloured females and people with disabilities appear to have benefitted the least from these measures.

The next section will discuss transformation in South Africa since the term “transformation” is used to advance employment equity.

3.8.1 Transformation in higher education in South Africa

Transformation in the universities advocates the incorporation of students and staff to collectively focus on the socio-economic imperatives of South Africa (Draai & Theron, 2007: 105). Transformation is an entrenched evolution that affects all institutions (Viljoen, & Rothmann, 2002: 3). Transformation in higher education institutions in South Africa is still an uneven process (Mabokela, 2003: 130).

The transformation of higher education was initiated by the White Paper on Education and Training in the context of critical cross-field outcomes. The primary purpose of transformation is to advance the economic and social imperatives and establish a more equal and democratic society (DoE, 1997:41).

Transformation in South Africa is indispensable even though its connotations continue to be in dispute (Ramose, 2003:137). Transformation essentially symbolizes intense change in order to eliminate power and privilege. In all the spheres of government, transformation inspires sensible policies and strategic thinking (Esterhuysen, 2003:1). Since the introduction of democracy in South Africa, universities were compelled to advance social transformation aligned with the contemporary economic imperatives. Access was the fundamental issue on transformation in the universities (Cele & Menon, 2006:38).

The Department of Higher Education and Training acknowledges that the overall transformation of higher education is faced with challenges regardless of enormous improvements over the last fifteen years (DoHET, 2010: 6) The manner in which universities implement transformation policies is fragmented. In addition, despite restructuring of higher education institutions, the effect of apartheid is prevalent.

Higher education institutions have shifted from a racial discrimination practices and embraced democracy within the wide-ranging framework of globalized milieu.

To ensure that students and staff composition reflect the demographic realities is also a prerequisite for democracy(Thaver, 2003: 144).

In conclusion, transformation in the higher education institutions is fundamental since South Africa has changed from segregation to a democratic dispensation. For higher education institutions to be able to serve the new order, it is crucial that they are receptive to transformation and encourage students and staff to embrace transformation. Higher education remains a fitting platform to persuade the society about progression and the benefit of accepting change.

In the next section of this chapter I focus on the role of higher education in employment equity.

3.8.2 The role of higher education with regard to employment equity

Higher education contributes to the society in numerous means. The vital role of higher education in society is to foster open and critical scholarly deliberations and stimulate a vibrant society that participates in decision-making. In addition, higher education institutions should create a suitable environment that promotes social justice. Higher education contributes to eliminate the past social injustices and provide access and equal opportunity to enhance social advancement through research, teaching and learning, and community engagement (DoE, 2000: 26).

The DoE instituted the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in South Africa's Public Higher Education Institutions to investigate the racial discrimination and in responding to the report, HESA (2010:5) acknowledged that transformation is a challenge facing every institution in the sector. The universities are cognizant of the importance of their role in promoting a culture of human rights of South Africans as central to the challenge of developing and sustaining democracy.

Higher education institutions have an obligation to exercise the culture of inclusiveness and embrace the democratic principles in an exemplary approach (Portnoi, 2003: 84). Mkhwanazi and Baijnath (2003: 107-108) affirm that it is essential to investigate the progress made by higher education since the composition of staff is not representative.

Subsequent to eradication of discriminatory legislation, South Africa is duty-bound to develop sufficient numbers of competent individuals to compete for positions in both private and public occupations. Equitable representation that reflects the demographic realities in all employment is a required condition for a diverse society (Thaver, 2003:146).

Examination of the role of higher education institutions with regard to employment equity, leads to the conclusion that higher education institutions, by virtue of being among the more enlightened institutions, are duty-bound to accelerate employment equity. The society expects the higher education institutions to be exemplary in acknowledging change and ought to expedite the process.

The next section contains a detailed conclusion of Chapter Three.

3.9 CONCLUSION

The aim of this chapter (cf. 1.5) was to scrutinize the concept of employment equity and all relevant policies and legislation requirements for higher education institutions and to examine progress made by the institutions in South Africa to achieve the requirements of the EEA.

In order to accomplish this aspect of the research aim, this chapter contained a discussion on: (a) the definition of equity, (b) the concept of employment equity, (c) the concept of equality, (d) the theory of liberalism, (e) discrimination, (f) employment equity legislation in South Africa and (g) the progress made on employment equity in South Africa since the legislation was introduced.

Equity refers to the use of processes, tools and mechanisms to promote equality of opportunity in ensuring fair treatment for all. Employment equity is the strategy to prevent and remedy discrimination in the workplace. Equality is a notion suggesting that inappropriate obstacles should not stand in the individual's way of attaining education, employment and promotion prospects.

The liberalism theory emphasizes that people ought to be free and equally capable of pursuing their own goals. It is comprehensible that the society that has a serious commitment to the principle of non-discrimination cannot lightly grant exemptions to non-discrimination laws. Discrimination is often a subtle phenomenon that may be difficult to detect and may even be unconscious on the part of the perpetrator.

It is admirable that the Constitution of the Republic of South Africa upholds the principle of equality and condemns all forms of discrimination. Employment equity emanates from the Green Paper entitled "Employment and Occupational Equity" which sets a platform for further progression on employment equity; hence the EEA of 1998 which explicitly delineated the designated groups and instituted a criterion to comprehend the employment equity.

In addition to the EEA of 1998, the democratic government of South Africa introduced the Skills Development Act and the Promotion of Equity and Prevention of Unfair Discrimination Act in order: (a) to improve productivity in the workplace, and (b) consolidate the promotion of equity and eradicate discrimination respectively.

Subsequent to examining the statistics on the progress made by the selected institutions of higher education (cf. 3.7), the researcher realized that in the University of the Free State, 40% of white and coloured males constituted the top management team discretely, and the researcher has found this representation praiseworthy and in favour of employment equity. Women make up 16% of the

senior management level. In addition, the designated groups comprise 7% of the professionally qualified that are the experienced specialists and while 20% of the designated groups represent the academically qualified and skilled employees.

In the University of Pretoria, Africans represent 30% of the top management level and other members of the designated groups are not represented. In addition, the designated groups comprise 10% of the professionally qualified and 31% of the designated are academically qualified. However, white women alone in the University of Pretoria constitute 26% of women represented in the academically qualified stratum.

The Witwatersrand University (cf. 3.3) did not indicate any employees in the top management level. Nevertheless, examining the senior management level, the whitemanagers constitute 57% and of the females represented,whitemanagers make up 100% of the senior management team. Among the professionally qualified employees, white males still dominate with 61% representation and in addition, white females represent 69% of this band.

Based on the statistics of the three universities, Africans are overwhelmingly represented in the semi-skilled and unskilled levels of employment. The Witwatersrand University has made a reasonable representation of the designated groups on the academically qualified and technically skilled employees and the researcher deems this representation to be a positive development to achieve employment equity at this level.

It is clear that the composition of staff in higher education institutions fails to reflect the demographic realities of South Africa and black people and women are still severely under-represented, especially in the senior academic management positions (cf. 1.4). The composition of staff still fails to reflect the demographic realities and women remain under-represented in the senior management positions whilst white males dominate the designated groups.

Academics by virtue of their qualifications and experience (cf. 1.2), are the most enlightened group in any society and should be the pioneers and the torchbearers of the country. Higher education institutions ought to acknowledge equal opportunity as indispensable to humankind and expedite the implementation process of employment equity.

In the next chapter, the researcher outlines the research methodology to investigate the experiences of the staff in relation to employment equity in the selected universities (cf. 1.8) in order to accomplish the research aim (cf. 1.5).

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the two previous chapters the literature review on the concept of employment equity and the legislative requirements to achieve employment equity were investigated. Furthermore, the international trends in terms of affirmative action and equal employment opportunity strategies were explored.

As indicated in Chapter One (cf. 1.5) the aim of the chapter was to probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of EEA. The researcher established the academic managers' views on factors that are important to the success of affirmative action and employment equity and the extent to which these factors contribute towards successful implementation of the process.

The aim of this study determined, as part of the research methodology, how and which type of measuring instrument will be developed to measure the academic managers' perceptions. The target population and the sample, ethical considerations and the sampling technique and the analysis strategy to answer the research questions (cf. 1.4) i.e. what are the experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA?

To address the research question in more detail, eight areas of employment equity were identified which could act as factors in measuring respondents' perceptions of the success of employment equity in the workplace. These identified areas/factors assisted the researcher in structuring the research, measuring instrument and data collection process. The factors identified included:

- Employee loyalty;
- Institutional loyalty;
- Institutional ethics;
- Personal reward;
- The effect of the EEA;
- Career advancement within an EEA environment;
- Progress towards employment equity; and
- Respondents view on affirmative action.

The research was structured to include each of the above eight aspects.

4.2 RESEARCH DESIGN

Quantitative research methods emphasize the production of precise and generalizable statistical findings (Rubin & Rabbie, 2010:34). A research design focuses on the logic of the research and it is a careful planning of the operations to be done to collect the data in a rigorous, systematic way, in accordance with the methods and ethics of social research (Antonius, 2003: 26).

As it was mentioned that the aim of this chapter is to probe the experiences and attitudes of the academic managers in the selected universities (cf. 1.5), it was essential to select a suitable strategy of inquiry to determine the dynamics of employment equity in the universities. The latter persuaded the researcher to apply a quantitative survey design in this study. The nature of the study design was descriptive. The researcher sought an in-depth description of the academic

managers in relation to their experiences about employment equity. In addition, the quantitative approach enabled the researcher to generalize the findings of the study.

4.2.1 Survey design

A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009:145). A survey design was selected in this study in cognizance of the nature of the responsibilities of the respective academic managers. Some of the responsibilities of the academic managers include providing academic support to both lecturers and students, particularly in the development of their respective departments, managing resources, supervising research activities, implementing policies and university strategies, and addressing students' daily academic problems.

The latter necessitated the researcher to opt for survey design and the population is too large to observe en masse. The researcher applied survey (trend) due to the fact that it was impractical to collect data at the same time since the three selected institutions are located far away from each other.

4.3 RESEARCH METHODOLOGY

Research methodology is a system of models, procedures and techniques used to find the results of a research problem (Panneerselvam, 2005:2). In the succeeding section of this chapter I outline the procedures that were followed to address the research problems. In accordance with the latter, the study addressed the population and sample, sampling design, data collection method, the format of the questionnaire, pilot-tested the questionnaire, ethical considerations, data analysis, and lastly the validity and reliability of the data.

4.3.1 Population and sample

McBurney (2001:248) refers to the population as the sampling frame. A population is the totality of persons, events, organization units, case records or other sampling units with which the research problem is concerned. A sample comprises the elements of the population that were indeed considered for inclusion in the study (De Voset *al.*, 2002:199). It can be viewed as a sub-set of measurements drawn from a population in which researchers are interested.

The researcher has selected a descriptive study to determine the characteristics, opinions, attitudes and experiences of the population, with regard to the effectiveness of employment equity in their respective higher education institutions. According to Leedy andOrmord (2005:198), the researcher who conducts a descriptive study wants to determine how things are; the researcher will want to describe one or more characteristics of a fairly large population. In this situation, the researcher will, of course, usually not study the entire population of interest. Instead, the researcher selects a sub-set, or sample, of that population. However, the researcher could use the results obtained from the sample to make generalizations about the entire population.

In this study, the academic staff members of Free State University, the Witwatersrand University and the University of Pretoria are considered as the population of the study, and the Deans of Faculties, Directors of Schools and academic Heads of Departments as the sample. The researcher sought to obtain the views of all the Deans, Directors and HOD's in each university. The Deans, the Directors and the academic HODs were selected because of their expertise and experience in managing their faculties, schools and departments respectively and because they represent their departments in various strategic committees which make decisions about the welfare of the university.

4.3.1.1 Sampling design

In this study, the researcher made use of cluster sampling. According to Lehtonen and Pahkinen (2004:86), cluster sampling is commonly used in practice because many populations are readily clustered into natural sub-groups. The researcher is of the view that the academic HODs, the Directors and the Deans are a cluster in higher education.

Springer (2009:106) argues that cluster sampling is a procedure in which entire groups rather than individuals are sampled and a major impetus for the cluster sampling procedure is its relative convenience.

The researcher was aware that the selected sampling was costly and time consuming. However, the nature of the study dictated that all academics who manage departments are requested to participate since they play a role in the appointment of the academic staff in their respective departments.

4.3.2 Data Collection Method

As indicated (cf. 4.2) in the description of the research approach, the study applied the quantitative research method and the researcher used a questionnaire as the data collection methods. Academic managers carry enormous responsibilities in leading and managing their respective departments and have hectic schedules; this persuaded the researcher to use the questionnaire to spare their time. The questionnaire is attached in Appendix A. The questionnaire is the most widely used procedure for obtaining information and it is relatively economical, respondents in distant locations can be reached, the questions are standardized, anonymity can be assured, and questions can be written for a specific purpose (Opie, 2004: 65).

In this study, the researcher delivered the questionnaire by hand and asked the participants to fax their responses back to the researcher using the provided fax number. The researcher allowed the respondent to enjoy a high degree of freedom in completing the questionnaire. According to De Vos *et al.*, (2002:174), fieldworkers sometimes deliver questionnaires by hand, so that respondents can complete them in their own time.

4.3.2.1 Format of the questionnaire

The questionnaire was drafted in collaboration with the University of South Africa's (UNISA) Research Directorate in order to acquire professional statistical analysis and ensure that the questionnaire covered the critical aspects of the study. The questionnaire used in this study was a structured instrument. The questionnaire consisted of a first section on biographical information of the respondents (namely, gender, race, management position and years' experience in the same position) and eight sections with sub-sets of closed-ended questions, each relating to one of the factors identified in literature as important to successful employment equity and affirmative action implementation.

These sub-sets of question statements required responses from the participating respondents on a five-point scale to indicate respondents' perceptions of level of performance ("1" indicating *exceedingly well*; "2" indicating *well*, up to "5" indicating *very poor*) on each issue queried in the sub-sets of statements that probed the eight aspects, namely employee loyalty, institutional loyalty, institutional ethics, personal reward, the effect of the EEA, career advancement within an EEA environment, progress towards employment equity and respondents' views on affirmative action. These sub-sets of questions are listed in the composite frequency tables, Table 6-13 in Chapter Five which presented the detailed listings of the sub-sets of question statements used to evaluate each employment equity successful implementation factor.

According to McMillian and Schumacher (2006:198), a scale is a series of gradation levels or values that describe various degrees of something. Scales are used extensively in questionnaires because they allow fairly accurate assessments of beliefs or opinions.

All questionnaires were accompanied by a covering letter attached in Appendix B. In the covering letter the researcher identified himself. A brief description of the aims of the study was also given in order to motivate the respondents to cooperate in the investigation. The researcher's name, address and telephone numbers are mentioned in the covering letter, so that the respondents could contact the researcher if they needed any clarity about the questionnaire.

4.3.2.2 Pilot-testing the questionnaire

As the study indicated in the format of the questionnaire (cf. 4.3.2.1) that the questionnaire was drafted in collaboration with UNISA's Research Directorate to ensure that it covered the critical aspects of the study. Subsequent to the final draft of the questionnaire, the draft was given to two of the researcher's colleagues to examine the kind of questions being asked and determine how long it would take to complete the questionnaire. Inputs from the two colleagues were considered and the questionnaire was adjusted accordingly before forwarding it to the respective ethics committees and later to the participants.

A pilot investigation is a small-scale trial before the main investigation, intended to assess the adequacy of the research design and of the instruments to be used for data collection; piloting in data collection instruments is essential, when questionnaires are used (Sapsford&Jupp, 2006:103).

4.3.3 Ethical considerations

Ethical issues in social research are both important and ambiguous. For this reason, most of the professional associations of social researchers have created and published formal codes of conduct describing what is considered acceptable and unacceptable professional behaviour (Babbie, 2005:71-72).

To a large extent, the validity and reliability of a study depend upon the ethics of the researcher (Merriam & Associates, 2002:29). According to Flick (2009:35), in many domains, research has become an issue of ethics and questions of how to protect the interests of those who are ready to take part or scandals referring to manipulated data have repeatedly drawn research ethics to the foreground.

In this study, the researcher applied for ethical clearance in the selected universities namely, Free State University, Witwatersrand University and University of Pretoria including UNISA. Since the researcher is studying at UNISA, it was imperative to obtain ethical clearance before circulating the questionnaire to the selected universities. The ethical clearances are attached in Appendices C, D, E, and F respectively. In addition, the consent form and participation information sheet that the study employed in applying for ethical clearance are attached in Appendices G and H.

The consent form outlined the title of the study, the purpose of research, the risks and benefits, methods of study and the participants' role in this study, and the researcher identified himself. The consent form emphasized the aspects of anonymity and confidentiality in participating in the study. According to Silverman (2010:155), research staff and subjects must be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved.

In addition to the ethical clearance the researcher sought permission to access the staff, particularly at Witwatersrand University as other universities were not insistent on staff access. Permission to access Witwatersrand staff is attached in Appendix DD. In applying for the ethical clearance, the researcher emphasized that participants would not be deceived and harmed. The purpose of the study was explicitly outlined and participants were free to take part subsequent to understanding what was expected from them.

Creswell (2007:123) affirms that regardless of the approach to inquiry, permission needs to be sought from a human subject review board, a process in which campus committees review research studies for their potential harmful impact on and risk to participants.

4.3.4 Data analysis

According to William (2006:54), quantitative data have features that can be more or less exactly measured. Measurement implies some form of magnitude, usually expressed in numbers. The analysis strategy designed for this study was aimed at addressing the research question (cf. 1.4) i.e. what are the experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA?

The study applied frequency tables, composite frequency tables, one-way-analysis, Bonferroni multiple comparisons of means tests, box plot graphs, two-way frequency tables and bar graphs as detailed below:

- Frequency tables on biographical attributes of sampled academic managers (which supplied information on the sample and allowed the researcher to describe the sampled respondents as representative of the target population).

- Composite frequency tables on the sub-sets of questionnaire items that describe each employment equity success factor. Detailed information on the composition of perception trends expressed in the construct scores can be derived from the sub-set of response frequency distributions on issues that describe each pregnancy prevalence factor.
- One-ways analyses of variance on each set of employment equity construct scores as dependent variable, and, either employee position or experience entered as explanatory variable in the anova (analysis of variance) model to determine the statistical significance of the effect of the biographical attribute on perceptions reemployment equity success factor, depending on the outcome of analysis of variance.
- Bonferroni multiple comparisons of means tests on employment equity category construct scores means to indicate how perceptions are affected by a biographical attribute (for those categories of a biographical effect that proved in analyses of variance to significantly affect perceptions of an employment equity construct).
- Box plot graphs to illustrate the effect of biographical effects on perceptions.
- Two-way frequency tables (cross reference tables), and Cochran–Armitage trend tests to illustrate, in another way, how biographical properties of employee-position and/ or experience affect perceptions regarding successful employment equity implementation.
- Bar graphs to illustrate perception trends over categories of biographical attributes found to statistically significantly affect perceptions.

All analysis presented in the chapter was conducted with the SAS (Statistical Analysis System) version 9.2 statistical package.

4.3.5 Validity and Reliability

The researcher developed a questionnaire that described the occurrence which it intended to describe – the experience and attitudes of the academic staff about

employment equity in the selected universities (cf. 1.5). The researcher is of the opinion that should the same questionnaire be applied again, the comparable results will be achieved. Coleman and Briggs (2002: 60) assert that there is a wide support for the view that reliability relates to the probability that repeating a research procedure or method would produce identical or similar result and reliability provides a degree of confidence that replicating the process would ensure consistency.

Opie (2004:65) points out that reliability is an important consideration, in that it may be useful as an indicator of “goodness” or quality in research. According to Mill (2000:72), validity refers to the degree to which scientific observation indeed measures or records what it purports to measure and reliability is defined as the consistency that the data measures what the researcher attempts to measure.

As previously outlined (cf. 4.3.2.1), the questionnaire was drafted in collaboration with the UNISA Research Directorate in order to acquire professional statistical analysis and ensure that the questionnaire covered the critical aspects of the study. Subsequent to data collection, completed questionnaires were submitted to the same directorate to ensure that the data were valid and reliable using scale reliability testing and calculation of construct scores. The scale reliability and calculation of construct scores are detailed below.

4.3.5.1 Scale reliability testing

The testing is conducted to test a form of reliability of the constructs used in the questionnaire to measure the success factors enhancing employment equity. The type of reliability is referred to as internal consistency reliability and tests whether the sub-sets of questionnaire items which describe a factor all truly contribute towards explaining the factor/or construct.

4.3.5.2 Calculation of construct scores

Once the internal consistency reliability of constructs had been established and confirmation has thus been obtained that the sub-sets of questionnaire items truly explain specific employment equity success factors, a measure of respondents' perceptions of each employment equity factor can be calculated as the mean performance rating of the sub-set of questionnaire statements that describe a specific employment equity factor/or aspect. The calculated measure is referred to as a construct score. The construct scores of individuals and the construct mean scores for each employment equity factor describe the respondents' general perceptions regarding the aspect of successful employment equity implementation.

4.4 SUMMARY

The aim of this chapter was to describe the research design and methodology to determine the experiences and attitudes of the academic staff members of the selected universities in terms of the effectiveness of affirmative action or employment equity measures applied to achieve the goals of EEA. In order to accomplish the aim (cf. 1.5), the chapter described the research design, the research methodology, the sampling, data collection, ethical considerations, and data interpretation techniques.

The study applied the quantitative research method and justified the selection thereof. The chapter outlined the sample that data collected from and discussed the format of the questionnaire. The next chapter analyzed the data that had been collected from the academic managers.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

Chapter Four presented the research design and methodology of this study, including ethical considerations. Chapter Five presents and analyzes the data. The analysis designed for the study was aimed at addressing specifically the third aim of the study. Chapter One outlined the four aims of the study namely:

- ✚ To scrutinize the concept of employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education;
- ✚ To investigate international trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access;
- ✚ To probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA; and
- ✚ To establish what recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity.

The analysis strategy designed for this study was aimed at addressing the research question (cf. 1.4) i.e. what are the experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA? The study applied frequency tables, composite frequency tables, one-way-analysis, Bonferroni multiple comparisons of means tests, box plot graphs,

two-way frequency tables, and bar graphs. All analysis presented in the chapter was conducted with the SAS version 9.2 statistical package.

5.2. PRESENTATION AND ANALYSIS OF THE RESULTS

As previously mentioned (cf. 4.2) the study is quantitative in nature, the questionnaires were distributed to the academic managers namely Deans of Faculties, Directors of Schools, and academic HODs of the selected universities (Free State University, Witwatersrand University, and the University of Pretoria). Clear instructions were provided in the questionnaire and the researcher requested the participants to be honest. Section A of the questionnaire sought biographical information, Section B investigated loyalty, ethics, and personal reward in the work environment and Section C searched for the impact of EEA in the workplace.

It is commendable that the academic managers who participated responded to all the questions with little missing information. Before analysis of data that was provided in each table (cf. Table 4 to cf. Table 15), the insignificant missing information was highlighted in order to add to the reliability of the questionnaires. The number of participants who responded to each question was also specified in presenting the results using the frequency distributions.

As was stated, the questionnaire outlined eight employment success factors (cf. 4.1):

- Employee loyalty;
- Institutional loyalty;
- Institutional ethics;
- Personal reward;
- The effect of the EEA;
- Career advancement within an EEA environment;

- Progress towards employment equity; and
- Respondents' views on affirmative action.

Scale reliability testing and Cronbach alpha coefficients were used to validate the internal consistency reliability of the above eight employment equity success factors. In addition, composite frequency tables and one-way analyses of variance and Bonferroni multiple comparisons of mean tests were applied. Two-way frequencies of performance rating in relation to the factors of successful employment equity were also used including the Cochran-Armitage trend tests.

In determining the perceptions of the respondents on the eight employment equity success factors, perception ratings were used to compare the ratings in terms of positive, average, and negative. The nature of perceptions between Deans, Directors of Schools, and the academic HODs were illustrated by means of box plots.

In the next section of the chapter the quantitative research findings are presented.

5.2.1 Frequency distribution of biographical properties of respondents

The biographical properties of the respondents are reported on in Table 4.

| Table 4: Frequency distributions of the four biographical properties of respondents probed in section A in the questionnaire | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|-----------------------------|---------------------------|
| Gender (missing=2) | | | | |
| Gender | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| male | 36 | 80.00 | 36 | 80.00 |
| female | 9 | 20.00 | 45 | 100.00 |
| Population group (missing=3) | | | | |
| African | 5 | 11.36 | 5 | 11.36 |
| Coloured | 1 | 2.27 | 6 | 13.64 |
| White | 37 | 84.09 | 43 | 97.73 |
| Indian | 1 | 2.27 | 44 | 100.00 |
| Position (missing=4) | | | | |
| Executive Dean | 1 | 2.33 | 1 | 2.33 |
| Dean | 4 | 9.30 | 5 | 11.63 |
| Professor | 5 | 11.63 | 10 | 23.26 |
| Director of School | 5 | 11.63 | 15 | 34.88 |
| Head of Department | 28 | 65.12 | 43 | 100.00 |
| Position Categories condensed (missing=4) | | | | |
| Executive Deans/ Dean/Prof/Directors | 15 | 34.88 | 15 | 34.88 |
| Head of Department | 28 | 65.12 | 43 | 100.00 |
| Years (missing=2) | | | | |
| < 1 year | 10 | 22.22 | 10 | 22.22 |
| 1-5 years | 22 | 48.89 | 32 | 71.11 |
| 6-10 years | 6 | 13.33 | 38 | 84.44 |
| 11-15 years | 3 | 6.67 | 41 | 91.11 |
| 21-30 years | 3 | 6.67 | 44 | 97.78 |
| 30+ years | 1 | 2.22 | 45 | 100.00 |
| Years categories condensed (missing=2) | | | | |
| < 1 year | 10 | 22.22 | 10 | 22.22 |
| 1-5 years | 22 | 48.89 | 32 | 71.11 |
| 5+ years | 13 | 28.89 | 45 | 100.00 |

Deductions

Table 4 indicates that the total sample size was 45 (N=45), which constitutes a relatively small sample from the target population of academic managers in the selected universities. The majority of the sampled respondents were male (80%) and white (84%). Sixty five percent of the sampled respondents were HODs ($n_1=28$), and the remaining fifteen respondents were deans, executive deans,

professors or directors of schools (these positions were jointly grouped as “other managerial positions” in further analyses).

The majority of respondents (71%) had less than six years’ experience in the same position and the 29% with longer experience than five years were grouped into a category of “more than 5 years’ experience”.

By comparing these properties of the sampled group to the properties of the target population, the researcher was able to determine whether the sample presented a representative group of the target population. The findings from Table 4 confirmed that women are still severely under-represented, especially in the senior management positions (cf. 1.4; Table 3.1; Table 3.2; and Table 3.3).

Scale reliability testing and Cronbach alpha coefficients: Validating the internal consistency reliability of the eight Employment Equity success factors

As listed in the analysis strategy, separate scale reliability testing was conducted on the rating responses of each sub-set of questionnaire items (describing each Employment Equity success factor). The tests were conducted to confirm internal consistency reliability of the eight defined Employment Equity factors, thereby establishing whether the sub-sets of questionnaire items indeed all contribute towards explaining the relevant aspects /or factors.

Table 5 presents the results from these analyses. Each row in the table reports on the results of a separate test. The first column lists the particular construct evaluated; the second column the sub-set of questionnaire items describing the specific factor; the third column questionnaire the items which the test/s indicated did not contribute towards explaining the particular construct; the fourth column the indicator of internal consistency reliability, namely a Cronbach alpha coefficient, and, as discussed in the next section, employment equity construct

score means describing the general perception of the respondent regarding whether the specific aspect of EE implementation was regarded as successful according to respondents' perceptions.

5.2.2 Cronbach Alpha values in the region of, or greater than 0.70

| Table 5: Scale reliability testing conducted on each of the eight sub-sets of questionnaire item response ratings of participating adolescents to verify the internal consistency reliability of each construct (or aspect) on employment equity. (Each row presents the results of a separate analysis) | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------|------------------------------------|---------------------------------------------------|
| Constructs | Questionnaire items included in the construct | Items omitted | Standardized Cronbach alpha | construct score means (Standard deviation) |
| Employee loyalty | q1-q7 | - | 0.97 | 2.01 (1.10) |
| Institutional loyalty | q8-q15 | - | 0.95 | 2.67 (0.86) |
| Institutional ethics | q16-q21 | - | 0.93 | 2.61 (0.86) |
| Personal reward | q22-q30 | - | 0.92 | 2.56 (0.80) |
| Effect of employment equity | q31-q36 | - | 0.90 | 2.94 (0.81) |
| Career advancement & EE | q37-q44 | - | 0.90 | 2.55 (0.78) |
| Progress towards EE | q45-q54 | - | 0.94 | 2.34 (0.81) |
| View on affirmative action | q55-q58 | - | 0.92 | 2.35 (1.15) |
| Scale reliability is established for any given construct if the value of the Cronbach alpha coefficient is approximately 0.6-0.7 or greater | | | | |

Deductions

The value of all alpha coefficients was greater than 0.7, which indicated internal reliability of all employment equity success factors. Measures of perceptions of successful implementation of aspects of employment equity – calculated as mean rating values for each sub-set of questionnaire item responses – can therefore be regarded as reliable measures of perception (a condition which has to be satisfied before calculated scores can be used to represent measures of perception).

Calculation of the eight sets of Employment Equity success construct-scores and construct score means

As indicated in the analysis strategy section, the respondents' employment equity success construct scores for each construct were calculated once internal consistency reliability of the construct was established. The scores measure the respondents' perceptions on aspects of successful employment equity implementation and are calculated as the mean performance rating responses of a respondent to the sub-set of questionnaire statements that describe an aspect of successful employment equity implementation. Since these scores are derived from performance responses, the scores can be interpreted according to the performance rating levels specified in the questionnaire, namely "1" indicating excellent performance, "2" indicating well performed, up to "5" indicating very poor performance.

The average construct score (referred to as the construct score mean) for each employment equity success factor is calculated from respondent construct scores (as an average) and reflects how respondents in general perceive an aspect of employment equity implementation as successful. These construct score means and their standard deviations are reported in the last column of Table 5.

Deductions

The construct score means for the successful employment equity implementation aspects of employee loyalty, progress towards employment equity and stance on affirmative action were respectively 2.01, 2.34 and 2.35. These score means approximate a rating level of "2", which signifies general perceptions of areas in which successful employment equity implementation has been perceived.

The construct score means for the successful Employment Equity implementation aspects of institutional loyalty, institutional ethics, personal reward, effect of EEA, career advancement, and career advancement range between 2.55 and 2.95,

which approximate a performance rating level of “3”, which again signifies general perceptions of average performance on these aspects towards successful employment equity implementation.

A detailed description of elements contributing to the general perception trends observed for the various aspects of successful employment equity implementation as summarised in the employment equity construct scores means are presented in composite frequency tables for each construct in the section which follows.

5.2.3 Composite frequency tables of the eight constructs of successful EE implementation

As described in the analysis strategy section, detailed information on the composition of general perception trends expressed in the construct scores in the previous section, can be derived from the sub-set of response frequency distributions on the various aspects of successful employment equity implementation.

To simplify the details of perceptions of all elements of each employment equity success factor, the performance rating scales in these tables have been condensed from the five performance rating categories to three where a “positive” rating in these tables represents employment equity performance perceptions of “extremely well” and “well”; and a “negative” rating in these tables represents “poor” and “very poor” perception ratings. The original rating scale composite tables can be supplied and will provide the same findings – if required.

Table 6 Perceptions of employee loyalty

The perceptions of the respondents are reported on in Table 6

| Table 6: Perceptions of employee loyalty | | | | |
|--------------------------------------------------------|---------------------------|----------------|-----------------|--------------|
| Construct issues | Perception ratings | | | Total |
| | Positive | Average | Negative | |
| Commitment to job | 39 | 0 | 5 | 44 |
| Frequency | 12.54 | 0.00 | 1.61 | 14.15 |
| Percent | 88.64 | 0.00 | 11.36 | |
| Row Pct. | | | | |
| Loyalty towards institution | 36 | 3 | 6 | 45 |
| Frequency | 11.58 | 0.96 | 1.93 | 14.47 |
| Percent | 80.00 | 6.67 | 13.33 | |
| Row Pct. | | | | |
| Loyalty towards colleagues | 39 | 0 | 6 | 45 |
| Frequency | 12.54 | 0.00 | 1.93 | 14.47 |
| Per cent | 86.67 | 0.00 | 13.33 | |
| Row pct. | | | | |
| Collegial trust | 33 | 5 | 5 | 43 |
| Frequency | 10.61 | 1.61 | 1.61 | 13.83 |
| Per cent | 76.74 | 11.63 | 11.63 | |
| Row pct. | | | | |
| Promise - delivery to Institution | 37 | 1 | 6 | 44 |
| Frequency | 11.90 | 0.32 | 1.93 | 14.15 |
| Per cent | 84.09 | 2.27 | 13.64 | |
| Row pct. | | | | |
| Positive institution relationship | 28 | 10 | 7 | 45 |
| Frequency | 9.00 | 3.22 | 2.25 | 14.47 |
| Per cent | 62.22 | 22.22 | 15.56 | |
| Row pct. | | | | |
| Support institution EE policy | 35 | 4 | 6 | 45 |
| Frequency | 11.25 | 1.29 | 1.93 | 14.47 |
| Per cent | 77.78 | 8.89 | 13.33 | |
| Row pct. | | | | |
| Total | 247 | 23 | 41 | 311 |
| | 79.42 | 7.40 | 13.18 | 100.00 |
| Frequency Missing = 18 | | | | |
| Exact probability (Chi-square = 25.74) = 0.01** | | | | |

Deductions

In the totals row of Table 6, the overwhelming positive total rating (247 of 311 responses to all statements on this employment equity success factor; thus 79%) in Table 6 confirms the 2.01 score mean (a well perceived performance level) for the employee loyalty score mean in Table 5. The detail of the table furthermore indicates that the issue (although still a positive perception trend) which

managers experienced – but statistically significantly less positively than the employee-institutional relationship.

Table 7 Institutional loyalty

Institutional loyalty of the respondents are reported on in Table 7

| Table 7: Perceptions of institutional loyalty | | | | |
|-----------------------------------------------------------------|--------------------------|---------------------|---------------------|---------------|
| Construct issues | Perception rating | | | Total |
| | Frequency | Average | Negative | |
| Percent Row Pct. | Positive | Average | Negative | Total |
| Institution's trust in staff | 32 8.99 72.73 | 7 1.97 15.91 | 5 1.40 11.36 | 44 12.36 |
| Institution's obligations towards staff | 28 7.87 63.64 | 10 2.81 22.73 | 6 1.69 13.64 | 44 12.36 |
| Institution's recognition of staff | 16 4.49 37.21 | 18 5.06 41.86 | 9 2.53 20.93 | 43 12.08 |
| Institution's commitment to staff wellness | 17 4.78 37.78 | 18 5.06 40.00 | 10 2.81 22.22 | 45 12.64 |
| Institution's acknowledge met of staff's role in success | 16 4.49 35.56 | 16 4.49 35.56 | 13 3.65 28.89 | 45 12.64 |
| Institution's role : knowledge desire | 18 5.06 40.00 | 18 5.06 40.00 | 9 2.53 20.00 | 45 12.64 |
| Institution's role: staff growth | 16 4.49 35.56 | 18 5.06 40.00 | 11 3.09 24.44 | 45 12.64 |
| Institution's mission and staff ideals | 15 4.21 33.33 | 15 4.21 33.33 | 15 4.21 33.33 | 45 12.64 |
| Total | 158 44.38 | 120 33.71 | 78 21.91 | 356 100.00 |
| Frequency Missing = 20 | | | | |
| Probability (Chi-square =31.30) = 0.005*** | | | | |

Deductions

In the totals row of Table 7, the positive total (158 of 356 responses to all statement on this employment equity success factor; which represents 44%) confirms the 2.67 score mean (approximately a “3”, or average perceived performance rating) for the institutional loyalty score mean in Table 5.

The details of the table furthermore indicates that manager respondents actually only perceived the aspects of institutional trust in staff (73% positive responses) and institutional obligations towards staff (64% positive responses) successfully implemented regarding the concept of institutional loyalty as a factor in successful employment equity implementation. The performances r.e. employment equity for these two elements were statistically significantly more positively perceived than the other element of the construct.

Table 8 Institutional ethics (score mean of 2.61)

Institutional ethics according to the respondents are reported on in Table 8

| Table 8: Perception of institutional ethics | | | | |
|------------------------------------------------------------------------|-------------------------------|---------------------|---------------------|---------------|
| Issues probed | Condensed rating scale | | | Total |
| Frequency Percent Row Pct. | Positive | Average | Negative | |
| Institution's promise-delivery | 20 7.49 45.45 | 18 6.74 40.91 | 6 2.25 13.64 | 44 16.48 |
| Honesty within institution | 23 8.61 52.27 | 14 5.24 31.82 | 7 2.62 15.91 | 44 16.48 |
| Openness within institution | 16 5.99 35.56 | 21 7.87 46.67 | 8 3.00 17.78 | 45 16.85 |
| Justice | 20 7.49 45.45 | 14 5.24 31.82 | 10 3.75 22.73 | 44 16.48 |
| Equal opportunities | 24 8.99 53.33 | 13 4.87 28.89 | 8 3.00 17.78 | 45 16.85 |
| Fair management | 20 7.49 44.44 | 12 4.49 26.67 | 13 4.87 28.89 | 45 16.85 |
| Total | 123 46.07 | 92 34.46 | 52 19.48 | 267 100.00 |
| Frequency Missing = 15 Probability (Chi-square=9.33) = 0.50 | | | | |

Deductions

In the totals row of Table 8, the positive total (123 of 267 responses to all statement on this employment equity success factor; representing 46%) in Table 8 confirms the 2.61 score mean (approximately a “3” average performance rating) for the institutional ethics score mean in Table 5. The details of the table furthermore indicate that manager-respondents perceived the successful employment equity implementation-performance of especially the elements of fair management, (29%) and justice (23%) negatively. Just over 50% of the respondents indicated performance success as well on the ethical elements of institutional honesty and equal opportunities.

Table 9 Personal reward (score mean of 2.56)

Personal reward of the respondents are reported on in Table 9

| Table 9: Perception of personal rewards | | | | |
|-------------------------------------------------------------------------|-------------------------------------|---------------------|---------------------|---------------|
| construct issues | Condensed Perception rating) | | | Total |
| Frequency Percent Row Pct. | Positive | Average | Negative | |
| Knowledge rewards | 26 6.48 57.78 | 13 3.24 28.89 | 6 1.50 13.33 | 45 11.22 |
| Experience rewards | 23 5.74 51.11 | 16 3.99 35.56 | 6 1.50 13.33 | 45 11.22 |
| Contribution rewards | 25 6.23 55.56 | 13 3.24 28.89 | 7 1.75 15.56 | 45 11.22 |
| Expertise recognition | 19 4.74 42.22 | 16 3.99 35.56 | 10 2.49 22.22 | 45 11.22 |
| Free, build career path | 31 7.73 68.89 | 8 2.00 17.78 | 6 1.50 13.33 | 45 11.22 |
| HR: professional development, females | 20 4.99 44.44 | 16 3.99 35.56 | 9 2.24 20.00 | 45 11.22 |
| Staff retention strategy, Affirmative action | 15 3.74 34.88 | 16 3.99 37.21 | 12 2.99 27.91 | 43 10.72 |
| Staff retention strategy | 11 2.74 25.58 | 21 5.24 48.84 | 11 2.74 25.58 | 43 10.72 |
| EE Awareness Campaign | 17 4.24 37.78 | 21 5.24 46.67 | 7 1.75 15.56 | 45 11.22 |
| Total | 187 46.63 | 140 34.91 | 74 18.45 | 401 100.00 |
| Frequency Missing = 22 Probability(Chi-square=28.26) = 0.03* | | | | |

Deductions

In the totals row of Table 9, the positive total (187 of 401 responses to all statement on this employment equity success factor; representing 47%) confirms the almost average perceived performance rating score mean of 2.56 (approximately a “3” average performance rating) for the personal reward score mean in Table 5.

The details of the table furthermore indicate that manager-respondents perceived the successful employment equity implementation performance of especially the elements of free to build one's own career path (69%) and valuation of staff contributions (56%) positively. Employment equity performance r.e. expertise recognition, and staff retention strategies were rated average to negatively.

Table 10 The effect of Employment Equity as factor in successful

Employment Equity implementation (score mean of 2.94):

Perception of effect of equity of the respondents are reported on in Table 10

| Table 10: Perception of effect of equity | | | | |
|-------------------------------------------------------------------------------|-------------------------------|---------------------|---------------------|---------------|
| Issues probed | Condensed rating scale | | | Total |
| Frequency Percent Row Pct. | Positive | Average | Negative | |
| Create tolerance culture | 17 6.59 39.53 | 20 7.75 46.51 | 6 2.33 13.95 | 43 16.67 |
| Improved quality education | 9 3.49 20.93 | 19 7.36 44.19 | 15 5.81 34.88 | 43 16.67 |
| Improved student throughput | 6 2.33 13.95 | 18 6.98 41.86 | 19 7.36 44.19 | 43 16.67 |
| Institution promote change | 20 7.75 46.51 | 14 5.43 32.56 | 9 3.49 20.93 | 43 16.67 |
| SA-representative workforce | 21 8.14 48.84 | 13 5.04 30.23 | 9 3.49 20.93 | 43 16.67 |
| Eliminate unfair discrimination | 15 5.81 34.88 | 15 5.81 34.88 | 13 5.04 30.23 | 43 16.67 |
| Total | 88 34.11 | 99 38.37 | 71 27.52 | 258 100.00 |
| Frequency Missing = 24 Probability (Chi-square = 24.41) = 0.007*** | | | | |

Deductions

In the totals-row of Table 10, the *average* total (99 of 258 responses to all statement on this employment equity success factor; representing 38%) agrees

the almost average perceived performance rating score mean of 2.94 (very close to a “3” average performance rating) for the effect of employment equity score mean in Table 5. A general feeling of ambivalence was expressed on all elements of this construct since response ratings for all elements indicated a high proportion of average performance ratings.

Table 11 Career advancement opportunities (score mean of 2.55):

Perception of career advancement opportunities of the respondents are reported on in Table 11

| Table 11: Perception of career advancement opportunities | | | | |
|-----------------------------------------------------------------------------|------------------------------------|---------------------|---------------------|---------------|
| construct issues | Condensed perception rating | | | Total |
| Frequency Percent Row Pct. | Positive | Average | Negative | |
| Promotion opportunities | 14 4.06 34.15 | 14 4.06 34.15 | 13 3.77 31.71 | 41 11.88 |
| Development opportunities | 26 7.54 60.47 | 8 2.32 18.60 | 9 2.61 20.93 | 43 12.46 |
| Skills-align w work challenges | 26 7.54 59.09 | 11 3.19 25.00 | 7 2.03 15.91 | 44 12.75 |
| Job satisfaction | 26 7.54 59.09 | 11 3.19 25.00 | 7 2.03 15.91 | 44 12.75 |
| Collegial relations | 34 9.86 77.27 | 4 1.16 9.09 | 6 1.74 13.64 | 44 12.75 |
| Work-performance Feedback | 16 4.64 37.21 | 19 5.51 44.19 | 8 2.32 18.60 | 43 12.46 |
| Employee Development Plans | 15 4.35 34.88 | 18 5.22 41.86 | 10 2.90 23.26 | 43 12.46 |
| Professional development & Institution's challenges | 12 3.48 27.91 | 21 6.09 48.84 | 10 2.90 23.26 | 43 12.46 |
| Total | 169 48.99 | 106 30.72 | 70 20.29 | 345 100.00 |
| Frequency Missing = 31 Probability(Chi-square=42.47) = 0.0001*** | | | | |

Deductions

In the totals row of Table 11, the positive total (169 of 345 responses to all statements on this employment equity success factor; representing 49%) agree that almost average perceived performance rating score mean of 2.55 (approximately a “3” average performance rating) for the career advancement score mean in Table 5. The details of the table indicate that manager-respondents perceived the successful employment equity implementation performance of especially the elements of development opportunities, skills aligned with work opportunities, job satisfaction and collegial relations statistically significantly more positively than the other elements of career advancement opportunities.

Table 12 Progress towards employment equity (mean score of 2.34):

Perceptions of progress towards employment equity of the respondents are reported on in Table 12

| Table 12: Perceptions of progress towards employment equity | | | | |
|-----------------------------------------------------------------------------|--------------------------|---------------------|---------------------|---------------|
| construct issues | Perception rating | | | |
| Frequency Percent Row Pct. | Positive | Average | Negative | Total |
| EE commitment, senior management | 34 7.83 77.27 | 5 1.15 11.36 | 5 1.15 11.36 | 44 10.14 |
| Senior management opportunities, women | 34 7.83 77.27 | 4 0.92 9.09 | 6 1.38 13.64 | 44 10.14 |
| Changed culture for EE | 25 5.76 58.14 | 12 2.76 27.91 | 6 1.38 13.95 | 43 9.91 |
| EE institutional communication channels | 24 5.53 54.55 | 15 3.46 34.09 | 5 1.15 11.36 | 44 10.14 |
| EE strategic plan | 29 6.68 67.44 | 7 1.61 16.28 | 7 1.61 16.28 | 43 9.91 |
| Staff, EE-implementation | 27 6.22 62.79 | 11 2.53 25.58 | 5 1.15 11.63 | 43 9.91 |
| Management feedback, EE progress | 31 7.14 72.09 | 6 1.38 13.95 | 6 1.38 13.95 | 43 9.91 |
| HR support, professional development of women | 27 6.22 62.79 | 10 2.30 23.26 | 6 1.38 13.95 | 43 9.91 |
| Retention strategy for affirmative action | 16 3.69 36.36 | 18 4.15 40.91 | 10 2.30 22.73 | 44 10.14 |
| Functionality, EE awareness | 15 3.46 34.88 | 18 4.15 41.86 | 10 2.30 23.26 | 43 9.91 |
| Total | 262 60.37 | 106 24.42 | 66 15.21 | 434 100.00 |
| Frequency Missing = 36 Probability(Chi-square=42.21) = 0.0001*** | | | | |

Deductions

In the totals row of Table 12, the positive total (262 of 434 responses to all statement on this employment equity success factor; representing 60%) confirms the approximately positive perceived performance rating score mean of 2.34 (close to a “2” *positive* performance rating) for the progress towards the EE score mean in Table 5.

Manager-respondents perceived the performance of the elements of retention strategy for academics and designated groups, and the functionality of EE awareness campaigns statistically significantly less positive than the other elements of the progress towards the EE concept.

Table 13 View on affirmative action construct score mean of 2.35):

Perception of affirmative action of the respondents are reported on in Table 13

| Table 13: Perception of affirmative action | | | | |
|------------------------------------------------------------------------|--------------------------|---------------------|---------------------|---------------|
| Construct issues | Perception rating | | | |
| Frequency Percent Row Pct. | Positive | Average | Negative | Total |
| Affirmative action for workplace diversity | 23 13.22 52.27 | 13 7.47 29.55 | 8 4.60 18.18 | 44 25.29 |
| Affirmative action neutralizes disparity | 22 12.64 51.16 | 9 5.17 20.93 | 12 6.90 27.91 | 43 24.71 |
| Affirmative action political compliance-imperative | 29 16.67 65.91 | 9 5.17 20.45 | 6 3.45 13.64 | 44 25.29 |
| Affirmative action redresses past inequality | 27 15.52 62.79 | 6 3.45 13.95 | 10 5.75 23.26 | 43 24.71 |
| Total | 101 58.05 | 37 21.26 | 36 20.69 | 174 100.00 |
| Frequency Missing = 14 probability (Chi-square=6.17) = 0.40 | | | | |

Deductions

In the totals row of Table 13, the positive total (101 of 174 responses to all statement on this employment equity success factor; representing 58.05%) confirms the approximately positive perceived performance rating score mean of 2.35 (close to a “2” positive performance rating) for the view on affirmative action score mean in Table 5. The majority positive response rating for each element of the construct attests to the general perception of the construct.

5.2.4 One-way analyses of variance and Bonferroni multiple comparisons of means tests

At this stage, the question might well be asked as to whether – apart from the general performance perception trends established for each of the ten employment equity success factors through their construct score means and further descriptions on sub-elements constituting each factor – biographical attributes of participants affect these perceptions.

To address this question and, in accordance with the analysis strategy mentioned in the introduction to this chapter, analyses of variance were performed on each set of employment equity success implementation construct scores to determine the statistical significance of the effect of the biographical properties of employee position and experience on respondent perceptions.

This technique identifies biographical attributes that statistically significantly affect perceptions, but does not indicate the ways in which perceptions are influenced (in other words the nature of the effect on perceptions). For any specific employment equity success construct for which an attribute had been identified as statistically significant (for example the effect of position on the employment equity success concept of personal reward), Bonferroni multiple comparisons of means tests were also performed. For example, the construct score means were calculated according to the HOD and other managerial position

categories of the biographical effect of position to investigate how perceptions were affected by the biographical attribute.

Various analyses of variance were conducted on each set of employment equity success construct scores (as dependent variable) and biographical effects (of employee experience, position and interaction entered as explanatory variables in the models). Only the results of the analyses which produced the best fit are presented in Table 14 below. For these analyses Bonferroni results are also reported on.

The frequency distributions of the biographical properties of gender and race indicated that the attributes were too unbalanced to be included in analyses of variance – the fact that the data was very unbalanced would have introduced bias into the results.

Each row in Table 14 presents the results of a separate analysis of variance. The set of construct scores analysed are listed in the first column of the table. The general F statistic and probability associated with the F statistic are listed in the second column. F probabilities associated with the individual biographical attributes and F statistics are reported on in columns 4 and 5. For this study only the effect of position proved to be a statistically significant effect.

Table 14 therefore, reports significance only on this biographical property. The Bonferroni test results conducted in the construct category score means (according to position) are reported on in the last two columns of Table 14.

Table 14: Analysis of variance results on employment equity construct scores to evaluate the statistical significance of employee position on perceptions regarding these aspects

Each row presents the results of a separate analysis

| Construct | General F statistic (F probability) | error df (R-sq.) | F-probability and significance of effect of position. Bonferroni LSD (least significant difference) and positioncategory construct means | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------------|
| | | | Position | LSD** | Positioncategory construct means |
| Employee loyalty | 0.96 (0.34) | 41 | 0.96 (0.34) | 0.6052 | HOD : 2.13 a Other: 1.78 a |
| Institutional Loyalty | 2.38 (0.12) | 41 | 2.38 (0.12) | 0.4587 | HOD : 2.80 a Other: 2.37 b |
| Institutional ethics | 0.98 (0.33) | 41 | 0.98 (0.33) | 0.4632 | HOD : 2.66 a Other: 2.39 a |
| Personal reward | 5.45 (0.3*) | 41 | 5.45 (0.3*) | 0.4164 | HOD : 2.74 a Other: 2.16 b |
| Effect of EE Act | 2.77 (0.10#) | 40 | 2.77 (0.10#) | 0.4383 | HOD : 3.10 a Other: 2.64 b |
| Career advancement & EE Act | 5.30 (0.03*) | 40 | 5.30 (0.03*) | 0.4064 | HOD : 2.71 a Other: 2.16 b |
| Progress towards EE | 0.86 (0.36) | 40 | 0.86 (0.36) | 0.4280 | HOD : 2.40 a Other: 2.16 a |
| View on principle of AA | 1.72 (0.20) | 40 | 1.72 (0.20) | 0.6270 | HOD : 2.55 a Other: 2.06 a |
| Significance legend: # : Significance on the 10% level of significance * : Significance on the 5% level of significance ** : Significance on the 1% level of significance ***: Significance on 0.1% level of significance | | | Bonferroni multiple comparison tests: Category means suffixed with different smaller letters differ significantly from one another on the 5% level of significance ++: Means differ only on the 10% level of significance (alpha = 0.1) | | |

Deductions

In addition to the information that was obtained from the initial overview of respondent perceptions in Section 5.2.2 and 5.2.3, Table 14 indicates that:

- The employee-position (HOD, other managerial position) had a statistically significant effect on respondents' perceptions. The effect of position was statistically significant for the employment equity success-implementation factors of institutional loyalty, personal reward, the effect of the EEA, and career advancement opportunities under the EEA. Significance for these employment equity success factors/constructs could be derived on at least the 10% level of significance. (For the institutional loyalty concept, significance was however only

established on the 12% level of significance. Because of the fact that the sample size was relatively small, these results were included to act as a first indicator of the significance of position had the sample size been greater);

- The ways in which perceptions r.e. Employment Equity implementation performance was affect by position on each of the concepts of institutional loyalty, personal reward, the effect of the EEA, and career advancement opportunities under the EEA, followed the same trend, namely HOD perceived employment equity performance statistically less positive than other managerial positions(the category score means of 2.80 and 2.37; 2.74 and 2.16; 3.10 and 2.64; and 2.71 and 2.16 respectively attest to this).

The nature of perception differences are illustrated in the Box Plots which follow in Figures 1 to 5

Box plots of nature of effect of the *Position of the employee* on perceptions

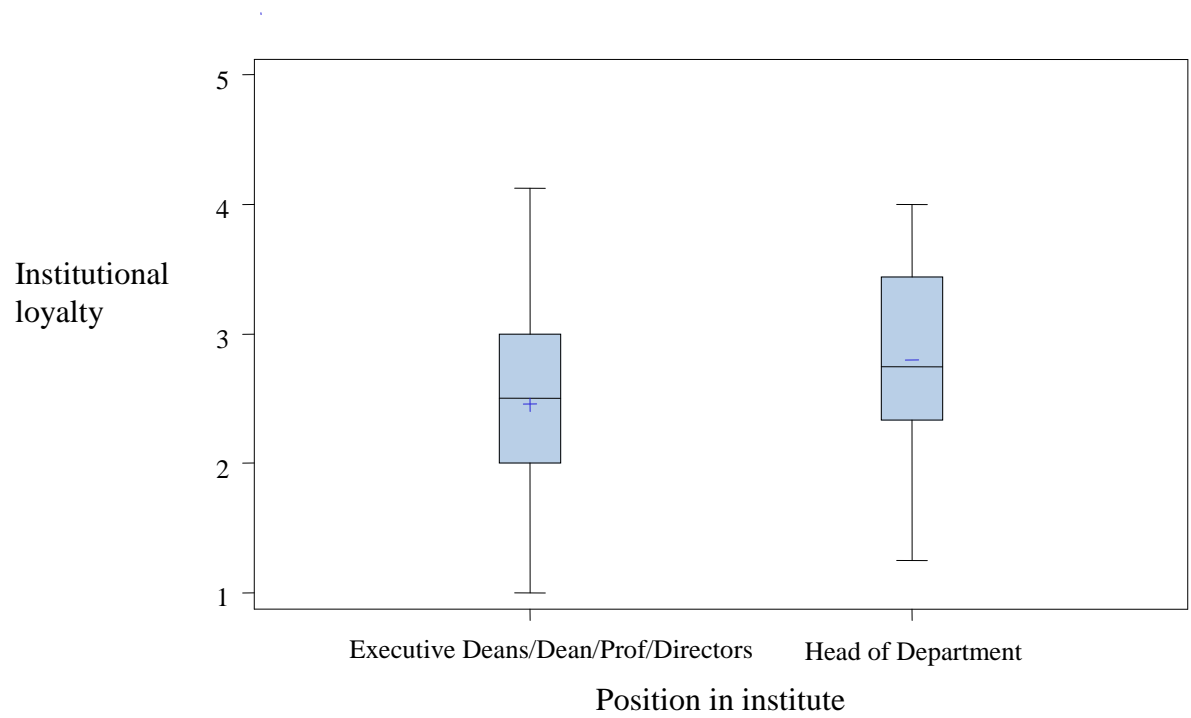


Figure 1: Institutional loyalty mean scores

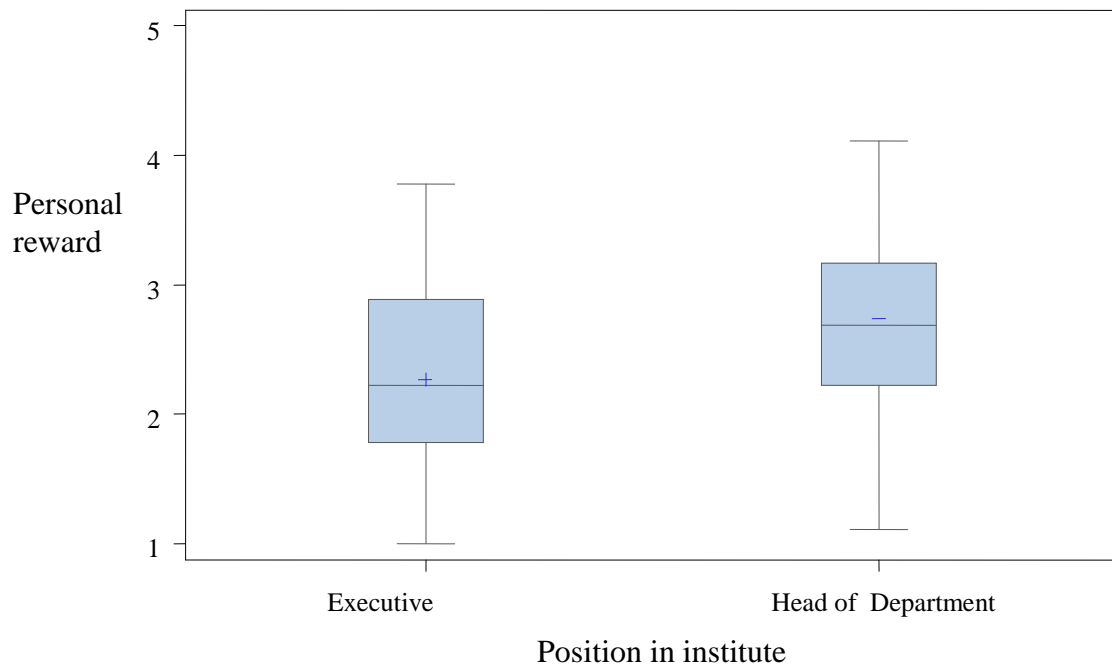


Figure 2: Personal reward mean scores

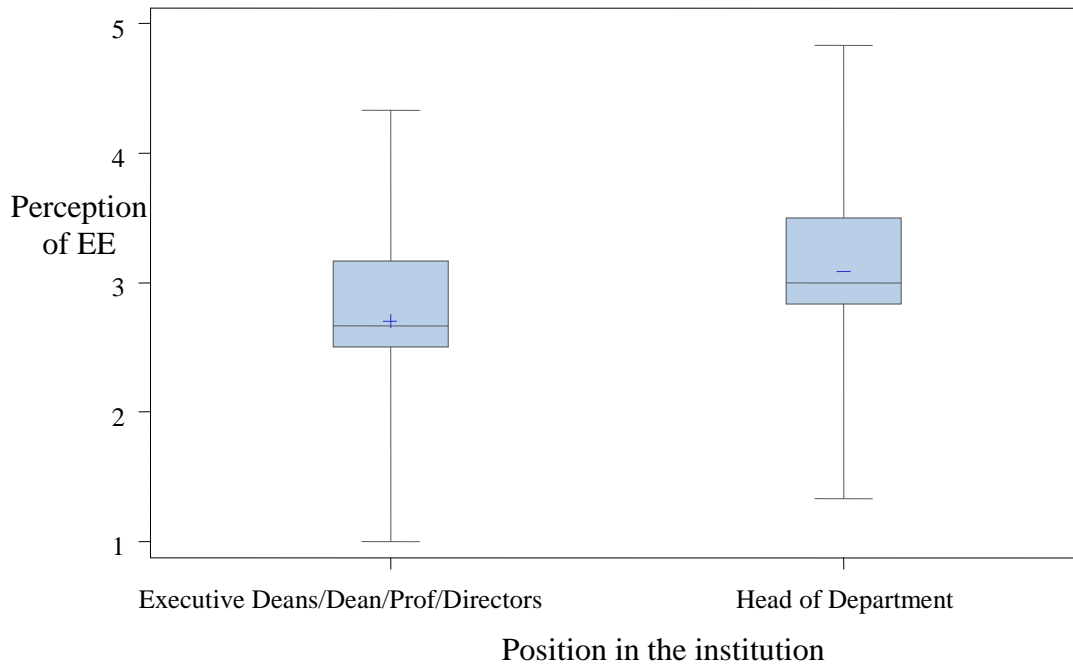


Figure 3: Effect of EE mean scores

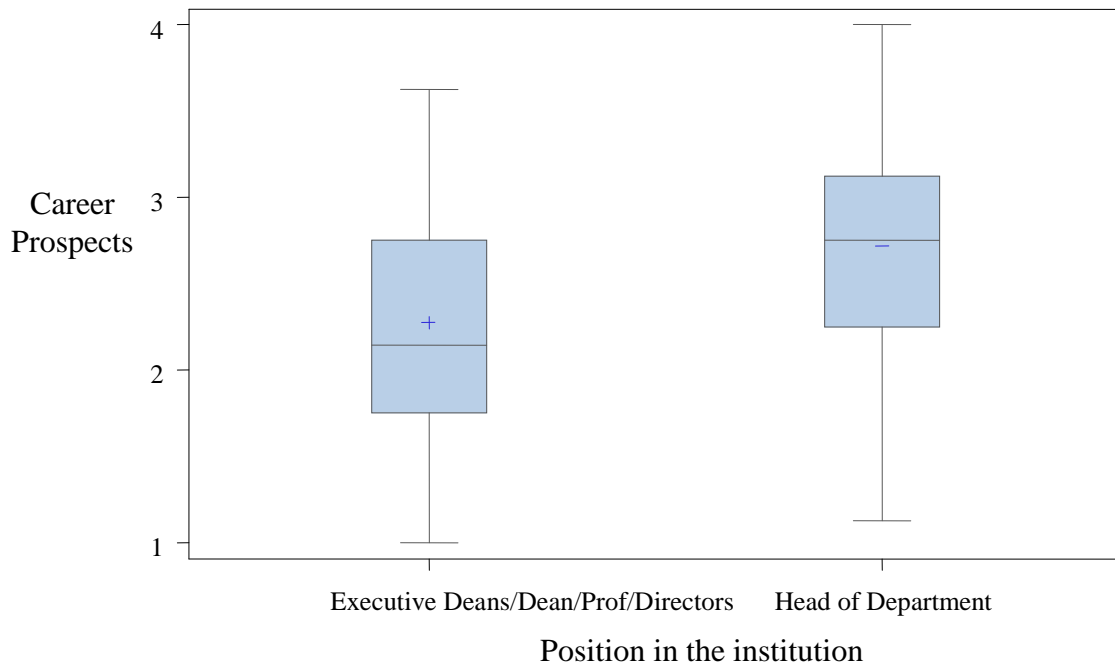


Figure 4: Career prospects mean scores

5.2.5 Two-way frequencies of performance rating r.e. factors of successful EE and biographical properties and Cochran-Armitage trend tests

The effect of position on perceptions was also investigated in two-way frequency tables to highlight the nature of the effect of position from another perspective. Table 15 presented below presents the various frequencies over performance rating levels of employment equity successful implementation factors for the *HOD* and other managerial positions. Cochran-Armitage trend tests were used to compare the rating-level distributions of perceptions over the *HOD* and other position categories to determine whether the two groups of managers exhibited different perceptions trends.

Table 15: Two-way frequencies of performance rating r.e. factors of successful EE and biographical properties and Cochran-Armitage trend tests

| Employee loyalty by Position (missing=4) Probability (Cochran-Armitage-Z=-1.19) =0.11 | | | | Institutional Ethics by position (miss=4) Probability (Cochran-Armitage-Z=-0.87)=0.19 | | |
|---------------------------------------------------------------------------------------------|----------------------|-------------|-------|---------------------------------------------------------------------------------------------|-------------|-------|
| Rating | Position | | | Position | | |
| Frequency Col. Pct. | ED/Dean /Prof/Dir | HOD | Total | ED/Dean/ Prof/Dir | HOD | Total |
| Very good Frequency Col. Pct. | 7 46.67 | 8 28.57 | 15 | 3 20.00 | 2 7.14 | 5 |
| Good Frequency Col. Pct. | 7 46.67 | 15 53.57 | 22 | 4 26.67 | 9 32.14 | 13 |
| Average Frequency Col. Pct. | 0 0 | 0 0 | 0 | 6 40.00 | 12 42.86 | 18 |
| Poor | 0 0.00 | 2 7.14 | 2 | 2 13.33 | 5 17.86 | 7 |
| Very poor | 1 6.67 | 3 10.71 | 4 | 0 0 | 0 0 | 0 |
| Total | 15 | 28 | 43 | 15 | 28 | 43 |
| Institutional loyalty by Position (miss=4) Probability (Cochran-Armitage-Z=-1.50)=0.07 # | | | | Personal reward by position (miss=4) Probability (Cochran-Armitage-Z=-1.84)=0.03* | | |
| Very good Freq. Col. Pct. | 3 20.00 | 3 10.71 | 6 | 3 20.00 | 2 7.14 | 5 |
| Good | 5 33.33 | 5 17.86 | 10 | 7 46.67 | 9 32.14 | 16 |
| Average | 5 33.33 | 13 46.43 | 18 | 4 26.67 | 12 42.86 | 16 |
| Poor | 2 13.33 | 7 25.00 | 9 | 1 6.67 | 5 17.86 | 6 |
| Very poor | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 |
| Total | 15 | 28 | 43 | 15 | 28 | 43 |

| Table 15(Continued) | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|----|-------------------------------------------------------------------------------------------------------|------------|-------------|----|
| Two-ways frequencies of performance rating r.e. factors of successful Employment Equity and biographical properties and Cochran-Armitage trend tests | | | | | | | |
| Effect of EE Act by Position (miss=5) Probability (Cochran-Armitage,Z=-1.32)=0.09[#] | | | | EE Progress by Position (miss=5) Probability (Cochran-Armitage-Z=-0.94)=0.17 | | | |
| Very good | 2 13.33 | 1 3.70 | 3 | | 3 20.00 | 1 3.70 | 4 |
| Good | 2 13.33 | 4 14.81 | 6 | | 7 46.67 | 17 62.96 | 24 |
| Average | 9 60.00 | 15 55.56 | 24 | | 4 26.67 | 5 18.52 | 9 |
| Poor | 2 13.33 | 5 18.52 | 7 | | 1 6.67 | 4 14.81 | 5 |
| Very poor | 0 0.00 | 2 7.41 | 2 | | 0 0 | 0 0 | 0 |
| Total | 15 | 27 | 42 | | 15 | 27 | 42 |
| Institutional loyalty by Position (miss=5) Probability (Cochran-Armitage,Z=-1.58)=0.06[#] | | | | AA perception by Position (miss=5) Probability (Cochran-Armitage-Z=-1.39)=0.08[#] | | | |
| Very good | 2 13.33 | 3 11.11 | 5 | | 7 46.67 | 6 22.22 | 13 |
| Good | 7 46.67 | 5 18.52 | 12 | | 3 20.00 | 6 22.22 | 9 |
| Average | 5 33.33 | 14 51.85 | 19 | | 2 13.33 | 9 33.33 | 11 |
| Poor | 1 6.67 | 5 18.52 | 6 | | 3 20.00 | 5 18.52 | 8 |
| Very poor | 0 0 | 0 0 | 0 | | 0 0.00 | 1 3.70 | 1 |
| Total | 15 | 27 | 42 | | 15 | 27 | 42 |

Cochran-Armitage trend tests indicated significant perception trends over position categories for the employment equity successful implementation concepts of institutional loyalty, personal reward, the effect of the EEA, and career advancement opportunities under the EEA. This confirmed the analyses of variance approach.

5.2.6 Bar graphs to illustrate differences in perception trends for employee position groups

The differences in perceptions trends are illustrated in the bar graphs of Figures 5-8 below.

Position: Inst. loyalty trends: % of N

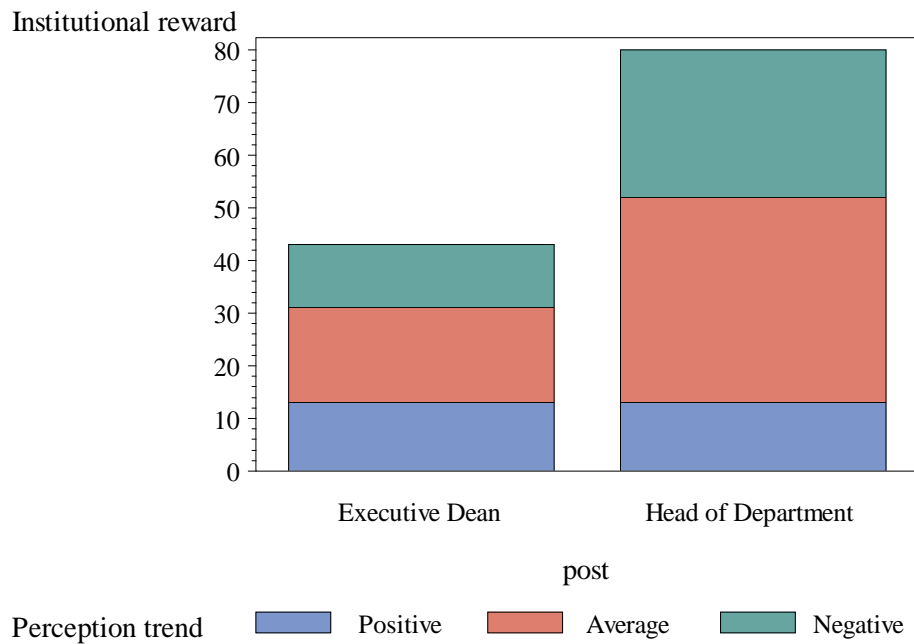


Figure 5: Institutional loyalty

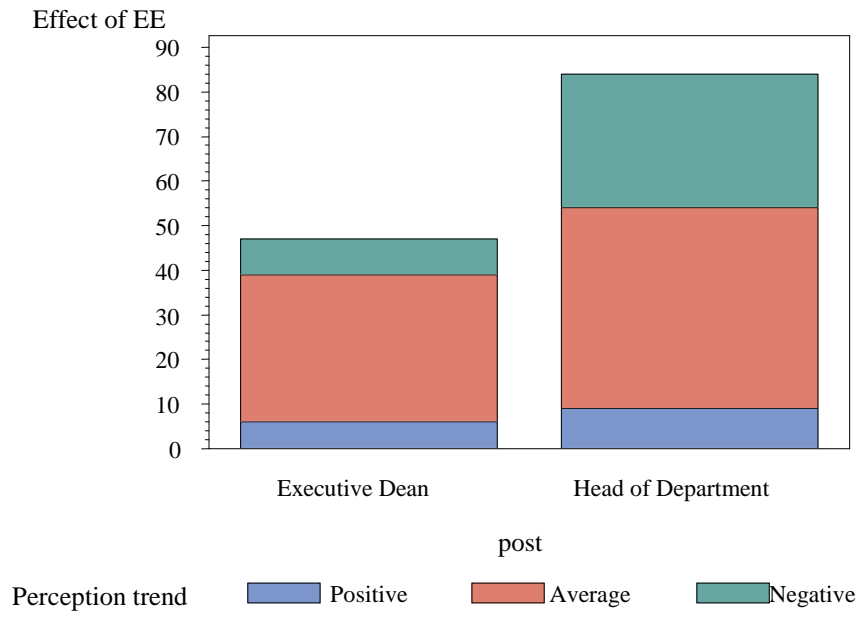


Figure 6: Effect of perception

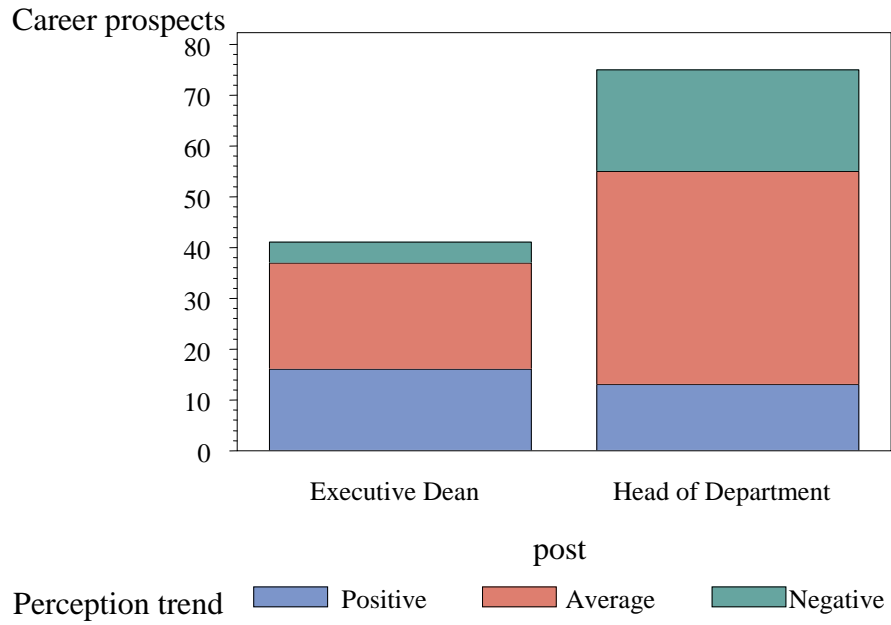


Figure 7: Career prospects trends

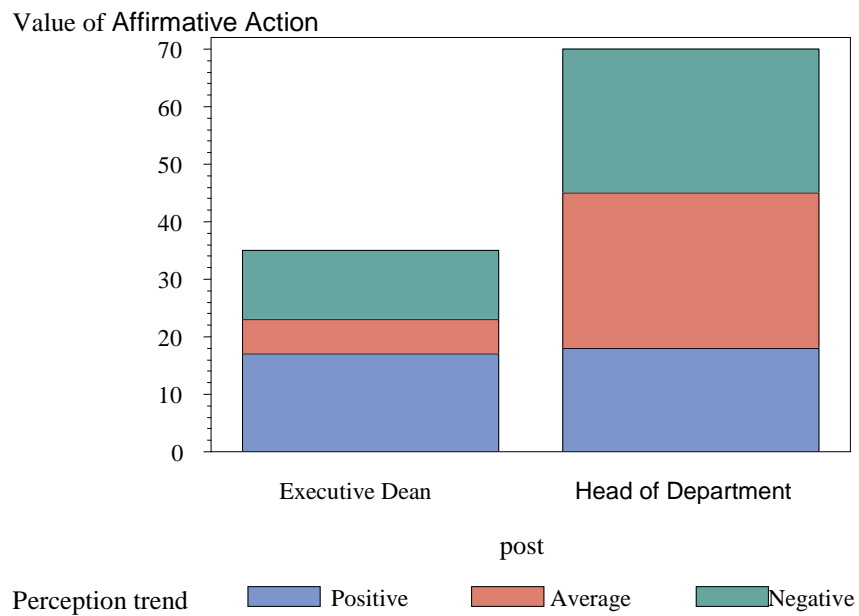


Figure 8: Value of AA

5.3 SUMMARY

This chapter presented and analyzed the data on the experiences and attitudes of the academic managers in the selected universities namely Free State University, the Witwatersrand, and University of Pretoria in terms of the effectiveness of affirmative action/employment equity. The analyses presented in this chapter were conducted by means of SAS version 9.2 statistical package using the frequency tables, one-ways analysis, Bonferroni multiple comparisons of the means tests, box plot graphs, two-way frequency tables, and the bar graphs. This was done to determine the similarities and differences of perceptions between the Deans of Faculties, the Directors of Schools, and the academic HODs.

The study confirmed that white males still dominate the higher education system, especially in the senior management categories. This signifies that employment equity remains a challenge in higher education despite government intervention by means of legislation and the initiatives taken by universities themselves. However, the study established that there are numerous success factors that could be exploited to achieve employment equity.

There are overwhelming positive ratings on employee loyalty, institutional ethics, personal reward, career advancement opportunities, progress towards employment equity, and affirmative action which is a positive sign to realize employment equity. In addition, the respondents indicated a high proportion of average performance ratings on the universities' culture that they perceive is tolerant to staff and proactive to change. This implies that the universities have the determination to achieve employment equity.

In order to determine reliability of the data provided in the questionnaires, scale reliability testing and Cronbach alpha coefficients were used and both indicated internal reliability of all employment equity success factors.

The study established that the academic managers rated average to negative on expertise and staff retention strategy. The results indicated that universities sporadically recognize or do not recognize the staff expertise at all. In addition, there is no staff retention strategy. If there was a staff retention strategy, the academic managers were supposed to be aware and consequently implement the strategy.

In relation to the progress towards employment equity, the study found that the majority of the respondents specified that they perceive their respective universities being committed to employment equity and that there are opportunities for women to advance to the senior management levels. Furthermore, the respondents indicated that the universities had established effective channels for communication and cooperation between stakeholders on employment equity. This signifies another positive success factors that universities demonstrated.

The overall impression that the study established is that the universities have the will to implement employment equity. The academic managers demonstrated the temperament that the researcher suggests characterize the popular views among many academics.

Positive perceptions were also established in relation to affirmative action. The respondents indicated that affirmative action is a fundamental strategy to eliminate discrimination in the workplace and essentially promote equality and diversity. Lastly, one-ways analyses of variance and Bonferroni multiple comparisons of the mean tests revealed that amongst the Deans, Directors of Schools, and the academic HODs, the HODs perceived the overall performance of employment equity statistically significantly less positive. This implies that the academic HODs are not impressed by the ways in which employment equity is implemented in the respective universities.

The results of the study confirmed that the composition of staff in higher education institutions fails to reflect the demographic realities of South Africa so that black people and women are still severely under-represented, especially in the senior academic management positions.

In the final chapter, which is to follow, the researcher formulated the summary, recommendations, and conclusion of the entire study. In addition, the final chapter presented the summary of the research from the literature review, the limitations of the study, the synthesis of the findings of the study, and suggested the future research. It is hoped that the recommendations proposed will enhance the implementation of employment equity.

CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The first chapter of this study presented four research aims (cf. 1.5). The aim of this final chapter is to address the fourth research aim, which is to establish what recommendations could be made regarding an instrument that could be used by the universities to measure the effectiveness of employment equity. It is essential to provide a summary of the study before presenting recommendations and concluding remarks in this chapter. In addition, the limitation of the study is sketched and the researcher study makes suggestions for future research.

The transition from apartheid to democracy in South Africa dictated that all the organisations and the society at large should refrain from discriminatory practices and conform to the new inclusive legislation. Employment equity is one of the strategies sanctioned by the South African government to promote equality and diversity in the workplace. The sporadic implementation of employment equity in the respective higher education institutions persuaded the researcher to embark on this study.

The fragmented manner in which universities implemented employment equity led to the following research questions (cf. 1.4):

- What is employment equity and what does the relevant policy and legislation require from higher education institutions?
- What progress have the institutions in South Africa made to achieve the requirements of the EEA?
- What are international trends in terms of affirmative action and in which ways should this action be deployed to achieve equal opportunity and access?

- What are the experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA?
- What recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity?

In view of the above-mentioned research questions, the research aims below were identified by the study (cf. 1.5):

- ✚ To scrutinize the concept of employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education;
- ✚ To investigate international trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access;
- ✚ To probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA; and
- ✚ To establish the kind of recommendations that could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity.

In order to attain the above-mentioned aims of the study, the literature review to examine the trends in terms of affirmative action and employment equity was conducted in Chapters Two and Three. The literature review from both chapters enabled the researcher to recognize the substantial questions that developed the questionnaire, hence the previous chapter presented and analysed the collected data.

In the next section of this chapter I summarise the study.

6.2 SUMMARY OF THE STUDY

The study was divided into six chapters (cf. 1.9).

Chapter One described the background to the study. The research questions (cf. 1.4) were addressed i.e. what is employment equity and what does the relevant policy and legislation require from higher education institutions? What progress have the institutions in South Africa made to achieve the requirements of the EEA? What are the international trends in terms of affirmative action and in which ways should this action be deployed to achieve equal opportunity and access to employment? What experiences and attitudes of the academic managers of selected universities in terms of the effectiveness of affirmative action/employment equity measures applied to achieving the goals of the EEA/ what recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity?

From the research questions above the following aims (cf. 1.5) were identified: to scrutinize the concept employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education (cf. Chapter 3); to investigate international trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access (cf. Chapter 2); to probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA (cf. Chapters 4 and 5); and to establish what recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity.

In addition, the chapter sketched the rationale for the study (cf. 1.3); research methods (cf. 1.6); definition of concepts (cf. 1.7); scope and delineation of the study (cf. 1.8); and the structure of the study (cf. 1.9).

Chapter Two addressed the second aim of the study, i.e. to investigate international trends in terms of affirmative action and ways in which this action should be deployed to achieve equal opportunity and access. In order to achieve this facet of the research aim, the chapter provided an overview of aspects of affirmative action and employment equity in the USA, Canada and Australia.

The succeeding paragraphs contain the findings that emerged from the literature review.

Affirmative action is the principal intervention strategy to eradicate all forms of discrimination and to enhance equal opportunity and promote diversity in the workplace. Affirmative action complements the legislation that denounces discrimination and it is not a permanent intervention (cf. 2.2).

USA, Canada, and Australia have pertinent legislation to promote equal employment opportunities. Affirmative action emanates from USA while employment equity originates in Canada and Australia adopted the strategy from Canada. Subsequent to numerous amendments of the USA constitution, the Equal Pay Act, Civil Rights Act and the Americans with Disabilities Act were introduced to eradicate all forms of discriminations and promote equal opportunity (cf. 2.3).

The introduction of the legislation to eradicate all forms of discrimination resulted in women in the USA being recognized and being able to challenge for management positions in the workplace (cf. 2.3.5). However, these accomplishments have been constrained since women's access to top management has been curtailed in various contexts by a glass ceiling. The term glass ceiling refers to "artificial and invisible barriers based on attitude bias that prevents qualified individuals from advancing in their respective careers".

In Canada, the Canadian constitution advocated equality in all aspects since its inception. The constitution was a springboard for the Canadian Charter of Rights Act, Canadian Multiculturalism Act, the Federal Contractor Programme and the Canadian Employment Act (cf. 2.5). This abundant legislation demonstrates how committed the Canadian authorities are to promoting employment equity. It is worth noting that the Canadian Employment Act is based on merit.

The designated groups in Canada are women, visible minorities, aboriginal people and persons with disabilities. Within the academic community, women are trying to achieve equity in terms of salary, rank, and status. However, on average, women continue to earn less than men and receive fewer promotions and tenured contracts than men (cf. 2.6).

In Australia, subsequent to the constitution amendment, the Racial Discrimination Act, the Equal Opportunity Act, the Disability Discrimination Act, the Public Service Act and the Equal Opportunity for Women in the Workplace Act were introduced to eradicate all forms of discriminations (cf. 2.7). Discrimination by race and gender has been a major feature of Australian history since the European settlement (cf. 2.8). Women are not promoted to senior roles as frequently as their male colleagues even when they are similarly qualified and experienced (cf. 2.8.1) and are paid less than their male counterparts. Academic women have not reached the desired numbers at senior levels in universities, despite the existence of equity programmes in universities.

In addition to legislation, Chapter Two deliberated on diversity management and strategic management since legislation and policies alone are not sufficient to implement employment equity. Diversity management is primarily used as the politically neutral synonym for affirmative action. Diversity management is a comprehensive and holistic process for creating and sustaining an environment in which all employees, irrespective of differences such as race, gender, culture, religion, disability, and sexual orientation (cf. 2.9.1) feel comfortable, recognized, valued and appreciated. It is a tool that can be used to achieve equal employment opportunity.

The summary of the employment equity strategies that are employed by universities in the USA, Canada and Australia are:

- ✚ Commitment at the senior management categories to allow women to advance to senior management positions (cf. 2.10.1.1.1);
- ✚ Establishment of the rewarding channels for communication (cf. 2.10.1.1.1);
- ✚ Cultivate an inclusive organizational culture that embraces and values equity and diversity (cf. 2.10.1..3);
- ✚ Ensure gender equitable salaries (cf. 2.10.1.4);
- ✚ Support EEO target groups representation in the senior decision-making structures (cf. 2.10.1.6);
- ✚ Intensify employment equity awareness initiatives (cf. 2.10.1.6);
- ✚ Create employment equity recruitment procedures for staff and ensure consistency throughout (cf. 2.11.1); and
- ✚ Ensure that principles that uphold fairness and equity are integrated at all aspects of employment (cf. 2.11.4).

The aim of Chapter Three (cf. 1.5) was to scrutinize the concept of employment equity and all relevant policies and legislative requirements for higher education institutions and examine progress made by the institutions of higher education in South Africa. In order to achieve this facet of the research aim the literature review examined the egalitarian theory, the concept of employment equity, the definition of equity, the concept of employment equity, the theory of liberalism, discrimination, the employment equity legislation in South Africa and the progress on employment equity in the South African institutions of higher education. The ensuing paragraphs presented the findings that emerged from the literature review.

The study adopted the theoretical framework of egalitarianism. The fundamental principle of egalitarianism is that people should be treated equally. Egalitarianism is the modern notion that advocates social justice and promotes diversity in the

society (3.2). There are different types of equality, namely formal, moral, equality before the law, equality liberty, material equality, equality of outcome, equal access, and equality of opportunity. However, the study focused on equality of opportunity. Equality of opportunity is a component of justice which advocates open competition (cf. 3.2.1). Liberalism complements egalitarianism particularly on equal opportunity (cf. 3.3). Liberalism adds weight to equal rights amongst all members of the society (cf. 3.5.1).

In South Africa the Constitution was a springboard for the Green Paper entitled “Employment and Occupational Equity”, the Employment Equity Bill, the Employment Equity Act, the Skills Development Act, and the Promotion of Equity and Prevention of Unfair Discrimination Act. All these Acts are aimed at exterminating all forms of discrimination (cf. 3.6).

The composition of staff in higher education institutions fails to reflect the demographic realities of South Africa so that black people and women are still severely under-represented, especially in senior academic management positions (cf. 3.8; cf. Table 3.1 & Table 3.1.1; cf. Table 3.2 & Table 3.2.1; cf. Table 3.3 & Table 3.3.1). However, white females are sufficiently represented in the selected universities.

Both Chapters Two and Three enabled the researcher to examine the nature of affirmative action and employment equity and the insightful strategies that could be employed to implement employment equity successfully. In addition, the literature enabled the researcher to develop the questionnaire (cf. Appendix A).

The detailed description of the research design and methodology used in this study was exhaustively discussed in Chapter Four. The population and sample were identified (cf. 4.3.1), data collection method (cf. 4.3.2), format of the questionnaire (cf. 4.3.2.1), ethical considerations (cf. 4.3.3), data analysis (cf. 4.3.4), and validity and reliability (cf. 4.3.5). Chapter Five empowered the researcher to achieve the third aim of this study i.e. to probe what the experiences and attitudes of the academic managers of selected universities are

in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA (cf. 1.5).

In order to analyze the data, the study used frequency tables, composite frequency tables, one-way analysis, Bonferroni multiple comparisons of means tests, box plot graphs, two-way frequency tables and bar graphs. The detailed analysis was presented in Chapter Five. All analysis presented in the chapter was conducted with the SAS version 9.2 statistical package.

In the next segment of this chapter the limitations of this study, the findings that emerged from the quantitative research, the recommendations, and conclusions of the research project including the area for future research were presented.

6.3 LIMITATIONS OF THE STUDY

One of the aims of the study was to probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures applied to achieve the goals of the EEA. Academic managers are a relatively small cluster of the academe in any university. The researcher was determined to acquire the experiences and attitudes of all the academic managers in the selected institutions in order to make generalizations of the findings hence the random sampling were not considered. However, the sample was relatively small; most of the questionnaires were not returned despite numerous attempts to remind the academic managers.

The nature of the study was sensitive; this was observed when the researcher delivered the questionnaires. Some academic managers were reluctant to complete the questionnaire, citing their busy schedules and some citing limited experience in heading their respective departments. Some academic managers mentioned that they were not involved in hiring the employees and would not be able to complete the questionnaire.

The experiences and attitudes of the academic managers who participated were insightful since to a great extent they share the sentiments of their fellow academic managers. Their views were indispensable in this study. Nonetheless the preliminary data that determined the progress made in the selected universities was a vital benchmark to complement the views of the academic managers (cf. Table 3.1; cf. Table 3.2; and cf. Table 3.3).

The researcher had hoped to learn from the selected universities abroad on how these universities advanced on employment equity but there is no substantive progress despite prolific legislation. However, there are sound and impressive strategies that South African institutions could benefit from.

6.4 SYNTHESIS OF THE FINDINGS

To probe what the experiences and attitudes of the academic managers of selected universities are in terms of the effectiveness of affirmative action/employment equity measures are applied to achieve the goals of the EEA. In addition to the preliminary data (cf. Table 3.1; cf. Table 3.2; & cf. Table 3.3), the questionnaire was used to probe the experiences and attitudes of the academic managers.

6.4.1 Findings from the preliminary data

- ❖ White males still dominate senior management positions in the selected universities(cf. Table 3.1; cf. Table 3.2; and cf. Table 3.3);
- ❖ Both white males and females dominate professionally qualified and academically qualified positions in the selected universities(cf. Table 3.1; cf. Table 3.2; and cf. Table 3.3);
- ❖ White women are sufficiently represented compared to women from the designated groups (cf. Table 3.1; cf. Table 3.2; and cf. Table 3.3); and

- ❖ The greatest numbers of the designated groups' members were in the unskilled categories in the selected universities (cf. Table 3.1.1; cf. Table 3.2.1; and cf. Table 3.3.1).

6.4.2 Findings from the quantitative research

- ✚ White males still dominate in the selected universities (cf. 5.1.1).
- ✚ Most of the respondents had less than six years' experience in the same position (cf. 5.1.1).
- ✚ There was an overwhelmingly positive response on the perceptions of employee loyalty. This confirms that academic managers are committed to their jobs and loyal to their institutions. The respondents indicated that they had trust in colleagues of all races. In addition, they indicated that they supported the university in its commitment to achieve employment equity (cf. 5.1.3).
- ✚ The respondents responded positively on the aspects of institutional trust in staff and institutional obligations towards staff (cf. Table 7).
- ✚ The respondents revealed positive attitudes regarding successful employment equity implementation on the basis that they were free to build their own career path and the universities valued the staff contributions. However, employment equity performances on expertise recognition and staff retention were rated average to negative (cf. Table 7).
- ✚ The majority of the respondents were hesitant to indicate that the Employment Equity Act promoted a culture of tolerance in the universities (cf. Table 10).
- ✚ Positive responses were found on the commitment displayed by the senior management to implement employment equity (cf. Table 12).
- ✚ The respondents responded less positively on retention strategy for academic staff from the designated groups and functionality of an employment equity awareness campaign against the other elements of the progress towards employment equity concepts (cf. Table 12).

- ✚ Most academic managers displayed positive perceptions towards affirmative action/employment equity (cf. Table 13).
- ✚ Lastly, the Heads of Departments perceived employment equity performance statistically less positively than other managerial positions (cf. Table 14).

6.5 RECOMMENDATIONS

The primary inference of the findings of this study is that the composition of staff in higher education institutions should reflect the demographic realities of South Africa and that black people and women should be better represented especially in the senior management positions.

The researcher discussed the main findings of this study:

- White males dominate in the selected universities particularly in the senior management positions (cf. 5.1.1).
- Academic managers in the selected universities responded less positively on expertise recognition and retention strategy (cf. Table 12).
- Most academic managers were hesitant to indicate that the Employment Equity Act promoted a culture of tolerance in the university (cf. Table 10).
- There is no retention strategy for academic staff from the designated groups (cf. Table 12).
- The respondents responded less positively on the functionality of employment equity awareness campaigns (cf. Table 12).
- White females are sufficiently represented especially in the professional and qualified categories in the universities (cf. Table 3.1; cf. Table 3.2; and cf. Table 3.3); and
- HODs perceived employment equity performance statistically less positively than other managerial positions (cf. Table 14).

Based on the findings of this research, the researcher recommends the following for successful implementation of employment equity:

Recommendation 1: White male domination

It is imperative that higher education institutions redress this phenomenon in order to reflect the demographic realities of South Africa. To rectify white male domination, this calls for proficient leadership, particularly from the top management team. In consultation with the university stakeholders, top management should develop employment equity strategies with feasible action plans and it is necessary that the employment equity strategy be integrated with the existing university strategy. This will ensure that employment equity is not addressed independently from the general university programmes.

It should be the responsibility of the top management, particularly the Vice-chancellor, to ensure that the goals set in the action plan are met and responsible individuals who are assigned various tasks are accountable. Having sound policies on employment equity is irrelevant if there is no successful implementation.

Recommendation 2: Recognition of expertise

One of the fundamental values of any institution is the ability to recognize the expertise of its own members. Recognition of expertise inspires a sense of belonging to the university. Members feel appreciated and valued. Since employment equity is a complex phenomenon, recognition of expertise will encourage different perspectives and result in successful implementation of employment equity.

Recommendation 3: Culture of tolerance

Diversity in any sphere of the society instils a culture of tolerance. Diversity in the workplace can be defined generally as recognition of the groups of people who share common traits (cf. 2.9). A culture of an institution that embraces and appreciates diversity, and acknowledges that every individual is unique, inspires people to accept one another. Being able to accept one another is a rewarding virtue that empowers people to tolerate one another.

Universities are fertile grounds to shape the society and should employ concerted effort to promote a culture of tolerance which will permeate the society at large. A culture of tolerance has a bearing on employment equity since staff members, particularly the designated groups, will feel welcomed by the university community and will make significant contributions.

Recommendation 4: Retention strategy

Prosperity in any institution is determined by its capability to retain knowledgeable staff members. It is imperative for universities to develop realistic retention strategies and this will benefit the universities in terms of continuity. Continuity preserves seamless progress. Human resources department should play a leading role in developing retention strategies since it is one of their responsibilities to safeguard the welfare of the employees. Staff members should be interviewed on a regular basis to determine their conditions. Conditions and prompt intervention should be instituted. Staff turnover remains a thorny subject in every institution. The lack of a retention strategy will most certainly hinder the significant progress being made so far, by the selected universities.

Recommendation 5: White females sufficiently represented

The initiatives which were taken for white females to be represented are appreciated and demonstrate the successful factors of employment equity. By the same token, it is rather disturbing to notice that black females are still under-represented. The initiatives to recruit white females should also work for black females. Selectively, consideration of certain members of the designated groups over the others does not translate into successful employment equity implementation. Ultimately the staff composition in the universities should reflect the demographic realities of South African society.

Recommendation 6: Functionality of employment equity awareness campaigns

Communication is the lifeblood of every institution. It is an instrument that connects all the spheres of the institution. No matter how brilliant the strategy on employment equity, if the key stakeholders are not informed, the strategy will remain irrelevant. Once all staff members are consulted on employment equity or policy, it is important that the university outlines vigorous awareness campaigns. This is a platform to keep everyone on the same page. If every staff member irrespective of race is conversant with the prospects of employment equity, they will be able to make meaningful contributions in their respective departments.

Recommendation 7: HODs perceived employment equity performance

HODs, who are amongst the main implementers of employment equity, doubt the manner in which employment equity is implemented. It is crucial that HODs be part of the employment strategy development and be fully involved. HODs should be accountable to implement the employment equity in their respective departments. They should be the cluster that advises members of the departments about the prospects and developments of employment equity.

Periodic feedback on employment equity is essential to determine underperformance and advances. Collectively, the HODs, Directors of Schools, and Deans of the Faculties should steer the process of transformation in the university. In order to address the fourth aim of this study (cf. 1.5), in relation to the recommendations the researcher identified the ensuing instrument that could be used by the universities to measure the effectiveness of employment equity.

In accordance with the fourth aim of this study, which specified that recommendations could be made regarding an instrument that could be used by universities to measure the effectiveness of employment equity (cf. 1.5), the following instrument (model) is recommended by the researcher to enhance the implementation of employment equity in the respective universities. The

instrument was influenced by the research findings (cf. 6.2 and cf. 6.4) which led to the latter recommendations.

The researcher recommended that in order to correct white male dominance, proficient leadership is required. The attributes of proficient leadership are identified in the instrument. Proficient leadership has an element of both recommendations 5 and 7 (cf. 6.5). In addition, the researcher recommends that there should be a linkage between the employment equity strategy, diversity management, and retention strategy. These three concepts should be linked in order to develop a cohesive approach to implement employment equity. The attributes of diversity and retention strategy complements recommendations 2, 3, and 4 (cf. 6.5).

The developments from the employment equity, diversity management, and retention strategy should be shared with the university community in the vigorous manner. Communication is the lifeblood of every institution. Communication develops the sense of belonging and feedback is vital. Lastly, synergy amongst the proficient leadership, employment equity, diversity management, retention strategy, and communication will lead to the achievement of employment equity.

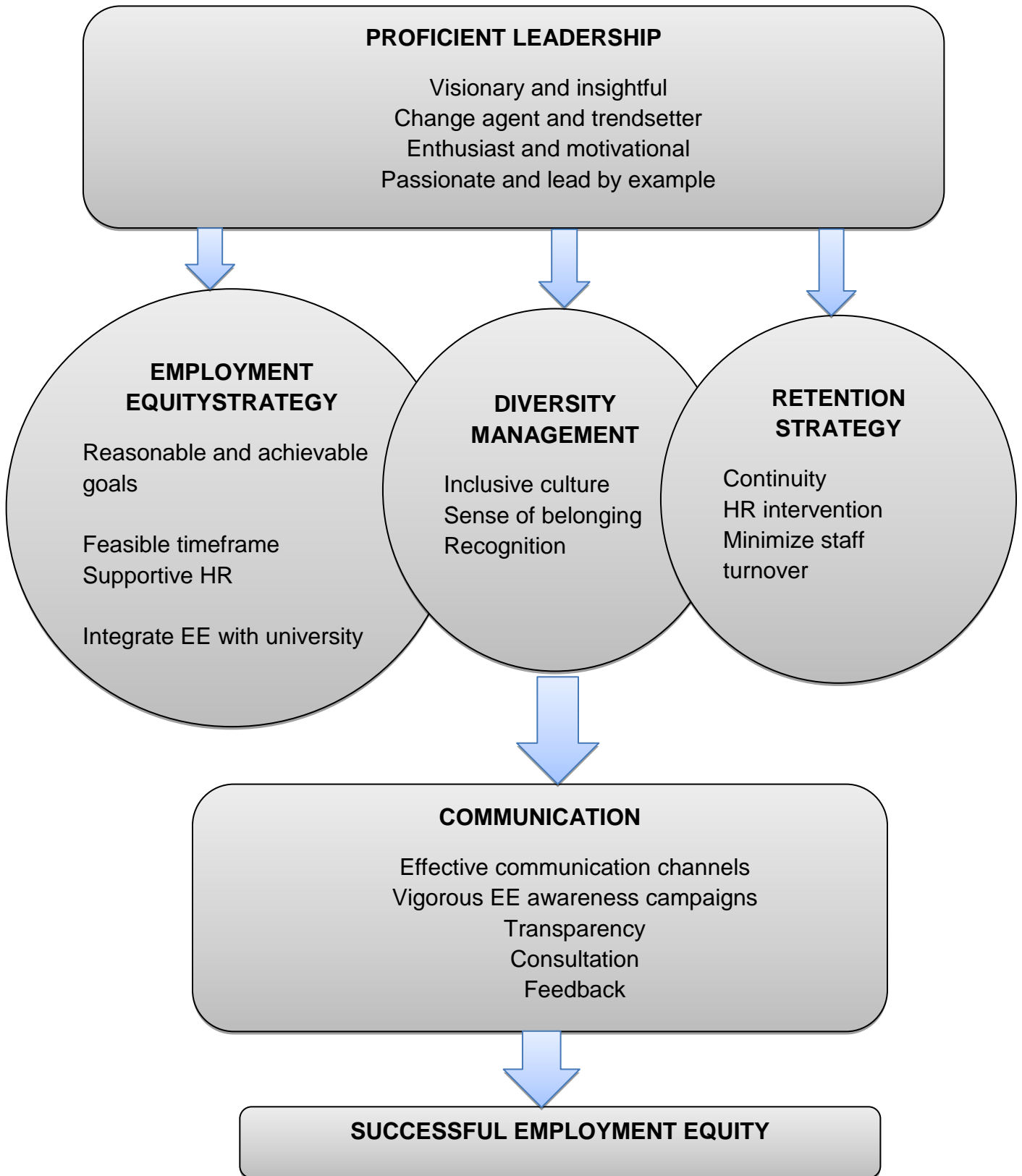


Figure 9: Employment Equity Strategy

6.6 CONCLUSION

Employment equity is one of the fundamental strategies to create a conducive environment for healthy competition amongst competent personnel in the workplace. Since academics are regarded as the most rational open-minded scholars in the society, they are morally obliged to pursue the society at large to embrace change and it should begin in the universities.

The study identified four aims (cf. 1.5) and the researcher is convinced that these aims were realized. In scrutinizing the concept of employment equity and all relevant policies and legislative requirements for higher education institutions, including the progress being made, the study ascertained the dynamics of both affirmative action and employment equity.

Affirmative action is the primary remedial strategy to eliminate all forms of inequality in the workplace and allows those that were discriminated against to be considered. Employment equity is a modern, acceptable concept with a similar purpose to affirmative action. Eventually, the staff composition in the workplace, including the higher education institutions, should reflect the demographic realities of the society.

All forms of discrimination should be condemned and diversity and culture of tolerance be the order of the day. The researcher concurs with Cross (cf. 1.3) that higher education in South Africa complies marginally with the Employment Equity Act and employs a fragmented effort and piecemeal approach to implement employment equity. Proficient leadership is imperative to expedite employment equity. Legislation and policies, no matter how intense they are, require an action-oriented commitment and accountability, particularly from the senior management of an institution.

Subsequent to examining several universities abroad, legislation and policies were developed. However the progress of implementing employment equity is not impressive. The researcher was inspired that even though the progress in terms of employment equity was minimal, these international universities have set

remarkable employment equity strategies that South African universities could learn from (cf. 2.10.1; cf. 2.11; & cf. 2.12). In developing employment equity strategy, it is worthwhile to set reasonable goals with consistent process monitoring.

The findings of the quantitative research disclosed employment equity success factors (cf. Table 6: cf. Table 7; cf. Table 8; & cf. Table 9). An overwhelming positive response on perceptions of employment equity on staff loyalty, institutional trust in staff, institutional obligation towards staff, personal rewards, and career advancement. Most importantly, the respondents indicated that they have a positive perception towards affirmative action. These perceptions are fertile grounds on which to advance employment equity. However, whoever is responsible to implement equity or drive the process of implementing employment equity should take advantage of these perceptions.

The findings of the study attested the views expressed by O'Leary (cf. 3.2) that egalitarianism is one of the most powerful ideals in modern history, yet it is notoriously difficult to achieve. Hoffman and Graham (cf. 3.2.1) complement O'Leary in asserting that equality of opportunity is a complex ideal. In comparing the preliminary data (that reflected the scenario at the selected universities) and the findings from the quantitative research, the researcher detected some features of discrepancies. Preliminary data illustrated that universities struggle to implement employment equity whereas the experiences and attitudes of the academic managers suggested that there is significant progress.

The researcher asserts that the positive responses by academic managers with regard to the level of commitment displayed by senior management to implement employment equity are astonishing. However, this response is not surprising given that 84% of the respondents were white males and employment equity prospects ruffle their comfort zone, a view that was articulated by Kotler and Agars (cf.2.5.1). Change is inevitable and universities should accept that South Africa is a diverse nation and reflecting the demographic realities serves as a good example to the society.

6.7 FUTURE RESEARCH

In delivering the questionnaire, the researcher realized that the nature of the study was sensitive because some academic managers were reluctant to participate. Future research on employment equity should determine the experiences and attitudes of the academia using qualitative methods to explore deep-seated attitudes. It is also important to obtain the perceptions of the guardians of employment equity, particularly the Directors of Transformation or Employment Equity in the respective universities. Additional research should be conducted in other universities to determine the progress. The quantitative findings revealed that the institutions marginally recognize staff expertise and there are less employment awareness campaigns –this could be another area of future research to investigate the course.

6.8 CONCLUDING REMARKS

This study achieved the research aims that were described in Chapter One (cf. 1.4). In view of the overall research findings that were presented and analyzed in Chapter Five particularly the positive success factors that were revealed, the researcher is optimistic that employment equity is achievable in higher education institutions. The positive success factors are the foundation that universities should build on in order to achieve employment equity and be exemplary to the other institutions and the society at large.

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UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

HUMAN RESEARCH ETHICS COMMITTEE (NON MEDICAL)

R14/49 Kola

CLEARANCE CERTIFICATE

PROTOCOL NUMBER H100 1012

PROJECT

Managing employment equity in higher education in South Africa

INVESTIGATORS

Mr MI Kola

DEPARTMENT

Maths, Science and Technology, Education

DATE CONSIDERED

15.10.2010

DECISION OF THE COMMITTEE*

Approved Unconditionally

NOTE:

Unless otherwise specified this ethical clearance is valid for 2 years and may be renewed upon application

DATE 22.02.2011

CHAIRPERSON


(Professor R. Thornton)

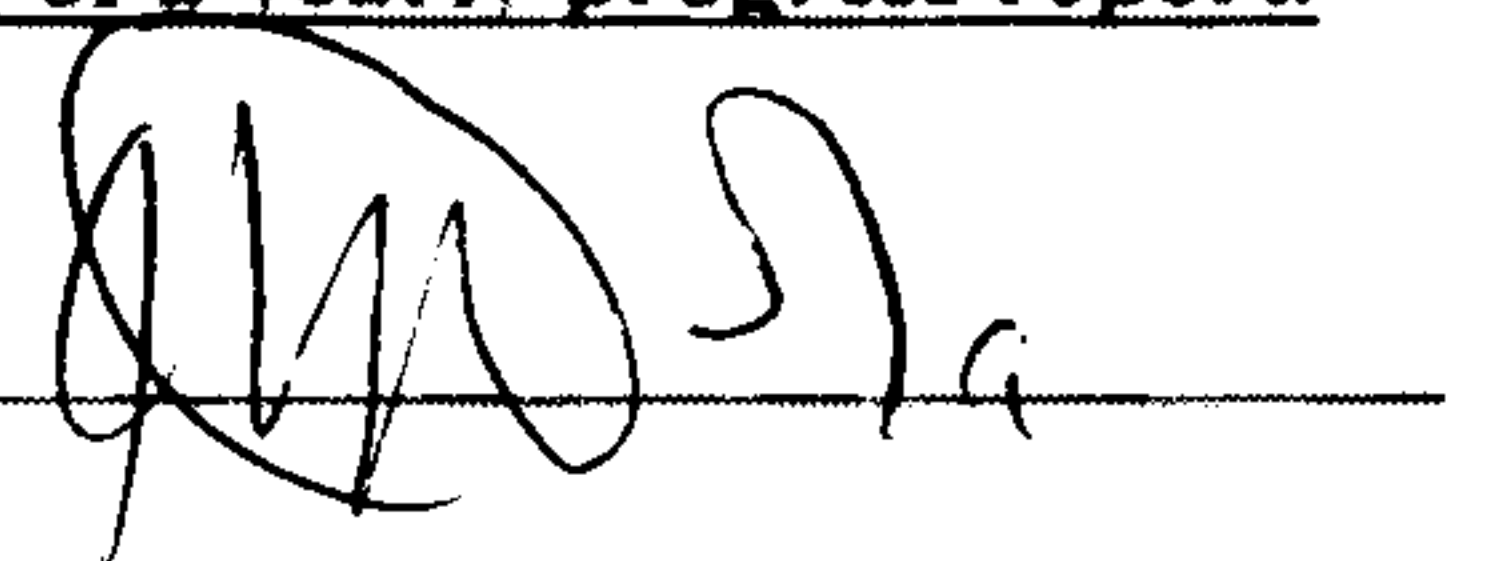
cc: Supervisor : Prof SG Pretorius

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10005, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to a completion of a yearly progress report.**

Signature



PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

Kola, Malose

From: Frans Swanepoel <swanepf@ufs.ac.za>
Sent: 26 August 2010 10:46 AM
To: Kola, Malose
Cc: Claudine Macaskill; Glen Taylor
Subject: Re: permission to conduct research

Approved.

Frans Swanepoel

--

Prof. Frans Swanepoel (PhD)
Senior Director: Research Development
Professor: Sustainable Agriculture
University of the Free State
P.O. Box 339
Bloemfontein 9300, South Africa
Tel: +27 (0) 51 401 3047
Email: swanepf@ufs.ac.za
www.ufs.ac.za
Fulbright Visiting Fellow, Cornell Univ, USA (2008-2009)

>>> "MALOSE KOLA" <malosek@ul.ac.za> 2010/08/26 09:12 AM >>>

Morning Prof

I am Isaac Kola a lecturer at the University of Limpopo and would like to request the permission to circulate the questionnaire at your university. The supporting documents are attached.

Kind regards

University of the Free State: This message and its contents are subject to a disclaimer.

Please refer to <http://www.ufs.ac.za/disclaimer> for full details.

Universiteit van die Vrystaat:

Hierdie boodskap en sy inhoud is aan 'n vrywaringsklousule onderhewig.

Volledige besonderhede is by <http://www.ufs.ac.za/vrywaring> beskikbaar.



Deputy Registrar: Academic

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30 March 2011

TO WHOM IT MAY CONCERN

“Managing employment equity in higher education in South Africa”

It is hereby confirmed that the enclosed research material has been distributed in accordance with the University’s approval procedures for such a project. Please be advised that it is your right to withdraw from participating in the process if you find the contents intrusive, too time-consuming, or inappropriate. The necessary ethical clearance has been obtained.

Should the University’s internal mailing system be the mechanism whereby this questionnaire has been distributed, this notice serves as proof that permission to use it has been granted.

Students conducting surveys must seek permission in advance from Heads of Schools or individual academics concerned should surveys be conducted during teaching time.



Nita Lawton-Misra
Deputy Registrar: Academic