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UNIVERSITY OF CAPE TOWN

**Effectiveness of selection committees in making employment
equity appointments at the Health Sciences Faculty.**

By

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the award of the Degree of Master of Commerce in
Organisational Psychology

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University of Cape Town

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, and has been cited and referenced.

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Date: December 2005.

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Abstract

This research investigates the success of selection committees, at the Faculty of Health Sciences, University of Cape Town in making employment equity appointments since 1998/1999 to 2004. The focus is on the effectiveness of new procedures that have been integrated in the selection process of the faculty, since 1998/1999 to ensure employment equity actions appointments. An applied form of programme evaluation, process evaluation, supported the theoretical framework of the study. The process evaluation model of Mihalic, Fagan, Irwin, Ballard and Elliot (2004) has been applied to the study and used four criteria for implementation, namely (i) programme coverage, (ii) fidelity and dosage, (iii) barriers and (iv) satisfaction to the intervention. A total of 28 selection committees were investigated and 10 employment equity representatives were interviewed. Aide memoirs of respective selection committees were explored and interviews were administered to employment equity representatives in order to capture their experiences of the process. Data obtained were processed using both quantitative and qualitative methods. Results indicate that employment equity representatives have facilitated employment equity appointments since 1998/1999 and selection committees are effective in this regard. Employment equity representatives find that they have inadequate training to fulfil their roles. Recommendations are made to enhance selection committees in making more appointments for senior academic positions and that rigorous training be provided to employment equity representatives. It is further suggested that the Faculty of Health Sciences embarks on a succession planning to ensure academic excellence within the country.

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Chapter 1: Introduction to study.

1.1 Context of study.

Following the democratic election of 1994, new laws pertaining to employment practices were instituted in South Africa. The Labour Relations Act (LRA) of 1995 together with the Employment Equity Act (EEA) of 1998 prohibit unfair discrimination against any employee or applicant for employment (Fraser, 2002; Issacs, 1997). Furthermore, the EEA compels all designated employers (those who employ 50 or more people) to prepare and submit employment equity plans annually (Department of Labour, 1998). These plans must set out the goals, targets, timetables and measures to be taken to remove discriminatory employment practices and to achieve greater workforce representation, especially at managerial and skilled category levels (Rajah, 2000; Thomas & Bendixen, 2000).

Therefore, as part of a required employment equity (EE) plan, designated employers have to review their employment and HR practices, such as recruitment, selection and remuneration and ensure that these processes are carried out fairly (Centre for Higher Education Development plan 2003; Thomas, 2002).

Furthermore, the National Department of Education has developed educational reform to be implemented by all local education institutions including tertiary institutions and institutions of higher learning (Department of Education, 2001). When filtered down to the level of higher learning institutions, the reform is expected to promote equity by increasing the access of previously disadvantaged and under-represented groups (including women and disabled individuals) to employment and employment opportunities. The reform is also expected to promote the institutionalisation of HR policies for the development and retention of historically disadvantaged and under-represented groups (Department of Education). Other aspects of the reform are aimed at the restructuring of academic programmes and courses in response to the broader changes in teaching and learning paradigms and to promote research output and partnerships (with industry, communities and other tertiary institutions) and collaborative ventures.

As a proactive organization and an institution of higher learning/education, the University of Cape Town (UCT), has since 1992, committed itself

to embracing equity. As an employer and a service provider, the institution engaged itself in the process of selecting staff and students to transform its exiting staff and student profile to one which is reflective of the racial demographics of the country (UCT, 1997).

Thus, UCT developed an action plan regarding transformation and equity, which focused on race, gender, and disability in order to increase the access of previously disadvantaged individuals to the institution. Existing structures were reviewed and new ones developed. In this process, each Faculty within the institution was expected to partner with the Chancellor's office of UCT to share responsibility in developing and/or aligning their existing policies with the transformation and equity policy as pursued by the institution (UCT, 1997).

According to the plan, the Faculty of Health Sciences (FHS) of the university developed a formal management structure, a working group, Transformation and Equity Workgroup (TEW), to assume the responsibility of developing and implementing transformation and equity programmes within this specific Faculty (London & Perez, 2001). Furthermore, the TEW's responsibilities included overseeing that those employment practices, such as recruitment, selection, and promotion of staff amongst other policies within the FHS were fair and promoted equity.

London and Perez (2001) reported the following factors as being barriers to EE within the Faculty in 1998/1999:

- Recruitment and selection procedures within the FHS were not standardized and therefore lacked consistency with regards to the application of EE.
- The differing conditions of service amongst the staff of the Faculty resulted in three categories of employees. The three categories are
 - those employees that are contracted under the Provincial Administration of Cape Town,
 - those that are jointly employed by the Provincial Administration of Cape Town and UCT, and
 - those employed solely by UCT.
- A limited pool of suitably skilled candidates, given the fact that there were fewer previously disadvantaged individuals who had access to higher level education, especially in the medical field.

- An attitude problem in terms of unawareness that disabled people may be perfectly competent for a wide variety of jobs remained a problem and hindered the identification of EE candidates.
- The application of University's policies regarding the diversification of the profile of staff within the department was difficult because Black/ female candidates are scarce within the medical profession.
- Due to a lack of career development within the university, many Black academics tended to leave the institution causing a high turnover rate within the Faculty.
- The existing institutional culture within the Faculty in terms of norms and practices represented culture barriers to recruitment, assimilation and retention of new staff, especially those coming from a disadvantaged background.
- Conditions of service for women in training posts resulted in disadvantages when family responsibilities, child rearing and other gender specific demands were not accommodated.

These inequalities are reflected in the staff profile of 1998/1999 of the FHS and are shown in Table 1 below.

Table 1

FHS staff profile in terms of race and gender.

Faculty of Health Science's Staff by Race & Gender													
Category	African (A)			Coloured (C)			Indian (I)			White (W)			Grand Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Administrative	12	3	22	61	65	126	2	1	3	65	3	68	219
Technical	1	0	1	4	7	11	2	0	2	16	3	68	43
Junior Academic	6	2	8	11	0	11	2	0	2	61	6	67	88
Senior Academic	0	1	1	1	1	2	0	1	1	20	61	81	85
Junior Research	39	12	51	25	12	37	2	1	3	61	8	69	160
Senior Research	3	0	3	10	0	10	1	2	3	26	14	40	56
	61	18	86	112	85	197	9	5	14	249	105	354	651

Adapted from London, L. (1999). EE: Audit and Plan for the Faculty of Health Sciences .University of Cape Town. Unpublished report, p. 36.

Table 1 indicates that previously disadvantaged employees occupy a smaller numbers of jobs within the Faculty than privileged people and are concentrated in junior positions as compared to their white counterparts. For example, in senior academic positions, the ratio of White employees to Black (i.e. people who were previously classified as B, C, I) is 20: 1 and in senior research, it is approximately 5: 2.

To redress the imbalance depicted in Table 1, EE strategies were initiated to achieve long-term impact (long-term effects) and short-term outcomes (short-term effects). A three-fold strategy addressing EE, institutional culture and a systemic reconciliation process has been designed with an aim to ensure transformation and create commitments to excellence and equity within the Faculty. The three sub-strategies are briefly discussed below.

The Faculty embraced a reconciliation process mainly through research to identify the past and current experiences of the previously disadvantaged. The findings of the research revealed that institutional culture remained a barrier to all the aspects of EE within the Faculty. Therefore, a reconciliation process was launched and culminated in a special assembly in 2002, where the Faculty acknowledged past discrimination against staff and students, and committed itself to redress past injustices through the symbolic signing of the Faculty Charter by all Heads of Department of the FHS (London & Perez, 2001).

In order to transform the existing institutional culture, a series of public seminars relating to the topic were organized. A Faculty declaration and charter encompassing the values and principles of a transformed institution were developed and adopted. Policies and programmes opposing harassment and championing human rights were also developed. Furthermore, the TEW was recognized to share the responsibility of governing and implementing transformation and equity within the Faculty (London, 1999).

To achieve EE within the recruitment and selection process, staff members have been trained by the Human Resource Department and the TEW as EE representatives to facilitate and promote EE within selection committees. Such selection

committees became operational in 1998/1999 and were and are inclusive of EE representation. EE representatives have the responsibility to ensure that (a) selection committees adhere to the Faculty and the University's EE policy and (b) that procedures are developed within the FHS that promote equity in employment. These representatives have the duty of sensitizing fellow selection committee members and the chair of the selection committees to the EE policy. These involve proactive recruitment strategies, selective and specific use of strategic equity appointments, and research into the experiences of black staff.

Theoretically, therefore, these exercises must have brought changes to the recruitment and selection process and the way selection committees operated in appointing candidates post-1998.

The aim of this study is to investigate the degree to which the FHS has adhered to its EE plan through the new structure put in place. It is also against this backdrop that this study will attempt to evaluate the roles of EE representatives and the selection committees in making equity appointments for the period of 1998 to 2004. The rationale of conducting this study within the FHS is motivated firstly by its established history for embracing equity as compared to other faculties at UCT and hence provided an excellent lens through which EE at UCT could be viewed and secondly by available funding. Findings from this study might help the implementation of EE within other Faculties, who are considering adopting similar models to transform their staff profiles (Luescher & Symes, 2003).

The theoretical framework used in this study is based on a model of programme evaluation brought to the fore by Mihalic, Fagan, Irwin, Ballard and Elliot (2004), to assess the effectiveness of selection committees in making employment equity appointments the FHS.

Chapter 2: Programme evaluation.

2.1 Overview of programme evaluation.

The origins of programme evaluation research can be traced back to the 17th century (Babbie & Mouton, 2001). The field of programme evaluation only became popular in the 1960s and 1970s when the United States government began funding hundreds of evaluation research projects in different social spheres such as education, criminal services, legal assistance, health care, and social services amongst others (Babbie & Mouton; Rossi, Lipsey & Freeman, 1999). Since the 1990's, programme evaluation has increasingly been used in South Africa especially in social programme development (Babbie & Mouton).

2.2 Definitions of programme evaluation.

There are many varied definitions of programme evaluation (Weiss, 1998; Patton, 1990). Some authors equate programme evaluation to measurement; others would define it as the assessment of the extent to which programme objectives have been attained, similar to professional value judgment while some argue that it is essentially a political activity (Case, Andrews & Werner, 1998; Weiss).

Programme evaluation research has been defined as “the use of social research procedures to systematically investigate the effectiveness of social intervention programmes that is adapted to their political and organizational environments and designed to inform social action in ways that improve social conditions” (Rossi et al., 1999, p.20).

Patton (1990) views programme evaluation research as an applied form of research concerned with defining problems, exploring alternative approaches, policies or programmes that might be implemented to seek solutions to identified problems.

For Brooks (1999), programme evaluation research “supplies information to decision makers who have the responsibility for designing, funding and implementing programmes” (p.113). It means that it is intended for specific purposes and specific audiences. On these grounds, Rossi et al., (1999) explain that an evaluation study

“primarily addresses the audience(s) with the potential to make decisions or take action on the basis of the evaluation results” (p.26).

Pollit and Sauma (1997) compare programme evaluation research to auditing as both programme evaluation and auditing apply a set of criteria to a set of records with the aim of reporting the comparison of the two to an identified audience.

Patton (1990) further describes programme evaluation research as a political activity because evaluations, most of the time, are contained within a policy space, which is formulated by politicians.

From the above definitions, it can be said that programme evaluation applies primarily to social sciences, and is scientific in nature using ethical research methodologies (Rossi et al., 1999). It is also commonly agreed by researchers that programme evaluation research consists of two key elements: (1) a value judgment of outcomes and (2) evidence against pre-set standards, whereby standards are desired qualities or conditions against which programme outcomes are measured (Suvedi, 1996; Wholey, Hatry & Newcomer, 1998). Thus, a programme is an intervention or a set of activities designed to achieve something of value or to address an identified problem (Babbie & Mouton, 2001).

2.3 History and evolution of programme evaluation

In South Africa, programme evaluation research does not have a long history dating from the late 1980s and early 1990s to present day. Studies first started in the educational field and extended to other areas such as Land Affairs, Public Works, and Health and Social Welfare (Babbie & Mouton, 2001). Since the 1990s, the use of programme evaluation has become popular in the development and evaluation of the impact of social programmes especially those developed in light of the Reconstruction and Development Programme (RDP) initiated and implemented by the democratic government (Babbie & Mouton). The vast majority of these evaluations attempted to measure the impact of the RDP in areas such as poverty relief, land reforms, pensions, welfare and public health (Babbie & Mouton). Since 2000, a large number of programme evaluation studies have been carried out within the domain of HIV/ AIDS (Babbie & Mouton).

In the local South African Human Resource (HR) sector, evaluation research has been used to evaluate training programmes and is becoming a popular tool to evaluate HR interventions within organizations (South African Police Service, 1997). The status of programme evaluation in the HR field is associated with a continuous urge for quality improvement of services (Gabor & Grinell, 1998; Suvedi, 1996; Edwards, Scott & Raju, 2003). Suvedi (1996) further supports this by stating that there exists an interrelated role between evaluation and quality improvement and hence they mutually serve the purpose of assisting organisations to strive for excellence and accountability.

However, it has been observed that the South African HR sector is not making optimum use of programme evaluation as compared to developed countries (Babbie and Mouton, 2001). This is associated with a lack of finance and support from both the government and respective stakeholders (Edwards, et al., 2003).

Reviewed literature also states that people hold myths, philosophical bias and fear of programme evaluation, which act as obstacles to its use (Babbie & Mouton, 2001; Weiss, 1998). Such bias is founded on assumptions that people hold with regards to human behaviour; i.e. that it is complex in nature and therefore difficult to measure (Edwards, et al., 2003). Another set of assumptions relates to the lack of accountability from evaluators when results from an evaluation are negative, which eventually casts doubt on the HR department in general (Rossi et al., 1999).

2.4 Objectives of programme evaluation research

The objectives of programme evaluation research are to achieve understanding regarding the directions of the programme (Greene, 1994; Walberg & Haertel, 1990). Potter (1999) adds that the goals of programme evaluation are to provide practical insights about social programmes and their development and are far from being theoretical.

Programme evaluation research can serve a comprehensive list of objectives and can be designed to appraise all aspects of a programme (Rossi et al., 1999, Babbie & Mouton, 2001). Walberg and Haertel (1990), Rossi et al., Babbie and Mouton, Mihalic, Fagan, Irwin, Ballard and Elliot (2004) identify several aspects of a programme that can be evaluated; (i) diagnosis of the social problems the programmes intend to

address, (ii) programme theory, (iii) the implementation and administration of programmes and (iv) outcomes and efficiency of programmes.

The application of programme evaluation to diagnose social problems is commonly referred to as a needs analysis (Greene, 1994). When evaluation research is used to assess the need of a programme, the evaluation investigates the social conditions the programme intends to address, for example the nature and scope of the identified problem and whether the need for an intervention is justified. Issues of whether the programme or interventions are likely to ameliorate the identified problem are addressed (Greene).

When evaluation research is applied to programme theory, the study investigates whether the programme interventions have been conceptualized and designed to achieve their objectives (Rossi et al., 1999; Greene, 1994).

Process evaluation research is used to assess the implementation and administration of a programme, (Rossi et al., 1999). Process-oriented evaluation is commonly used to determine the degree of success of a programme (Greene, 1994). The results of such evaluations can lead to a refinement of existing processes to achieve results in a more efficient way (del Tufo, 2002). Mihalic et al. (2004) propose a process evaluation framework, which examines four dimensions of an intervention that lead to consistent and uniform judgement on the success of programmes. The four criteria are:

- Programme coverage to assess whether a programme is reaching the intended recipients.
- Fidelity and dosage to assess whether the programme is being implemented as designed.
- Barriers to identify obstacles that prevented full implementation of the programme.
- Satisfaction to capture the perception respective stakeholders and implementers hold on the programme.

Impact oriented evaluations, also known as outcome evaluations examine the impact or adequacy of performance of a programme and is essentially an ad hoc evaluation. This is achieved by evaluating to what extent a programme has met the

stated goals for which it was initially designed (Wilde & Sockey, 1995). Impact evaluation attempts to address the question: What did the programme do?

Efficiency evaluation is defined as “the relationship between programme costs and outcomes, with both costs and outcomes expressed in monetary terms” (Rossi et al., 1999, p.73). The objectives of such programmes are to perform a cost benefit analysis of the program in order to determine the economic efficiency of programmes (Fraenkel & Walker, 1998; Everitt, & Hardiker, 1996). This kind of evaluation research becomes relevant to decision makers in determining whether programmes are worthy of further funding (Gabor, & Grinnell, 1998).

It can therefore be deduced that programme evaluation can be used to assess the different components of a programme to inform whether an intervention has achieved its goals. For this study, a process evaluation framework has been chosen to evaluate the success of selection committees in making equity appointments.

2.5 Purposes of programme evaluation.

Various authors distinguish among three purposes of programme evaluation research (Rossi et al., 1999, Babbie & Mouton, 2001; Weiss, 1998):

- Programme Improvement

Programme evaluation research serves the purpose of programme improvement when it is applied to social programmes with an aim of improving them (Rossi et al., 1999).

- Accountability

When evaluation research is used to prove to relevant stakeholders that resources are being used in an effective and responsible way, it serves an accountability purpose (Worton & Sanders, 1987). Rossi et al. (1999) give an example of the use of evaluation research in providing accountability by stating that “the use of social resources such as taxpayer dollars by human services programmes is justified on the grounds that these programmes make beneficial contributions to society” (p. 40).

- Knowledge generation

When programme evaluation research mainly describes the nature and effects of an intervention for broader purposes and audiences, it is said to generate knowledge (Worton & Sanders, 1987; Greene, 1994).

2.6 Types of programme evaluation research.

Programme evaluation can be divided in two types of programme evaluation research, namely formative and summative evaluations (Marlow, 1983). Formative evaluation occurs when the results of an evaluation are used to ameliorate problems or bypass potential pitfalls for the improvement and development of an on-going programme (Everitt & Hardiker, 1996; Weiss, 1998). On the other hand, a summative evaluation fulfils more of an accountability function and is usually carried out at the end of a programme (Marlow). Summative evaluations gather conclusive data and are used to inform decisions regarding programme continuity (Weiss). An example of a summative evaluation research question for a new curriculum could be: Is the new curriculum compatible with old procedures?

While formative evaluations focus on process and are often regarded as action research, summative evaluations focus on outcomes (Everitt & Hardiker, 1996; Marlow, 1983).

2.7 Steps in evaluation research

There exist many blueprints on the way evaluation research may be conducted, which can be summarized into five distinct steps in Figure 2 that follows (Grinell, 1997; Royse, 1995).



Figure 1: Process steps in evaluation research.

The planning stage, commonly referred to as the formulation stage, is an evaluation assessment, which is done to determine what is to be evaluated and to define what information is needed for particular decisions (Marlow, 1983, Greene, 1994). Furthermore, activities that will attain certain goals are identified and issues pertaining to data collection are raised. In the second step, decisions around sources and choices of data are examined and data is collected (Suvedi, 1996; Grinell, 1997). The third stage entails summarizing and synthesizing data into meaningful, accurate, bias free and relevant information that is used in the research. The last step involves comparison of information against pre-set standards and finally the evaluation stage demands a value judgment be made on the previous step (Wilde & Sockey, 1995; Suvedi, 1996).

This framework will be adopted to guide this study because it provides a clear and straightforward approach to this research.

2.8 Summation and conclusion

This review has attempted to show that programme evaluation research is a multi disciplinary subject area, which organizations can use to assess all aspects of an intervention (Rossi et al., 1999; Babbie & Mouton, 2001). It has been shown that whilst there seems to be an overabundance of literature concerned with programme evaluation research, the same cannot be concluded about literature available on the application of programme evaluation within the human resource domain, specifically in the South African context. Programme evaluation research can therefore be a systematic means and effective tool for evaluating information and hence can be used as a constructive research method. Generally undertaken as an experiment, programme evaluation has the ability to deliver outcomes and relevant pieces of information on any kind of social intervention, which can then be used by relevant stakeholders to inform the decision-making processes. This study will use a programme evaluation framework to inform judgement on the success of selection committees in making equity appointments in the FHS department in the University of Cape Town.

Chapter 3: Employment Equity, Recruitment and Selection

3.1 Recruitment and Selection process in South Africa.

The South African Department of Labour has furnished data relating to the geographical spread of the economically active population according to the categories of race, gender and disability (Charlton & van Niekerk, 1994). It is against these figures that employers of over 50 employees and those with certain defined financial turnovers are required to address target setting and related strategies of recruitment, selection, training, development and retention of people from designated groups (Howitz, Nkomo & Rajah, 2004).

In pursuit of EE, recruitment and selection strategies have been redefined in many local organizations (Howitz et al., 2004). Recruitment is defined as searching for and obtaining potential job candidates in sufficient numbers and ensure that they are of a high quality so that the organization can select the most appropriate people to fill its job needs (Taylor & Collins, 2000; Kreitner & Kinicki, 1993). Selection is the process of gathering information for the purpose of evaluating and deciding who should be employed in a particular job (Amstrong, 2003; Smart, 2003). Selection processes have been remodelled in South Africa in order to support EE appointments (Naidoo, 2001). At UCT, EE targets have been set and Table 2 below reflects the ideal composition of the academic staff profile for each department across all the faculties (UCT, 1997).

Table 2

Ideal EE targets for each academic rank in each department of all faculties.

Gender	Blacks	Coloured	Indian	White	Total
Male	39%	5%	2%	7%	53%
Female	36%	5%	1%	5%	47%
Total	75%	10%	3%	12%	100%

It has been suggested that organizations have to be proactive in three major areas when supporting EE appointments, namely; (1) organizational policy, (2) promotion of their image as an equity organization and (3) search strategies (Gerber, Nel & van Dyk, 1999; Dowling, Sculer & Welch, 1996; Erasmus, van Wyk & Schenk, 1998).

Organizational policy refers to rules and guidelines that are put in place within an organization to support a specific cause (Amstrong, 2003). An application of equity policy within the institution under study refers to procedures and anti-discriminatory rules that a selection panel must follow in screening candidates.

According to Gerber et al. (1999), the image of an organization is believed to have an influence on its ability to recruit employees. It is based on what the organization does, and whether it is regarded as an advantageous and good place to work (Amstrong, 2003). In the South African context, the image an organisation portrays can be a decisive tool in attracting potential candidates (Gerber et al.; Erasmus et al., 1998).

Search strategies are the ways in which organizations advertise and search for prospective employees (Gerber et al., 1999). According to Erasmus et al. (1998), common sources of advertising for a job in South Africa are advertisement through the media, the use of employment agencies, referrals and professional associations. In light of EE, many companies emphasise in their advertisement for particular vacancies that previously disadvantaged individuals will be given preference for the job (Gerber et al.).

3.2 EE issues in higher learning institutions in South Africa.

Most higher education institutions (HEI), report that they are successfully transforming their staff profile to reflect an increased number of Black people and women. However, studies by Naidoo (2001), Akhojee (2002) and Luescher and Symes (2003) report the various obstacles that institutions face in their attempt to transform their staff profile.

HEIs are challenged continuously in attracting and retaining previously disadvantaged, qualified academics and academic leaders (Akhojee, 2002). This is due to the fact that previously disadvantaged academics are small in number and they are more attracted to private institutions and overseas opportunities that offer higher and more competitive remuneration (Naidoo, 2001; Luescher & Symes, 2003).

Institutions have further reported difficulties in choosing and designing selection criteria, which are relevant to the historical context and current situation (Naidoo, 2001). In other words, it is challenging to address both excellence and

equity issues at the same time because Black people and women have gained access to senior ranks late in their careers and lack long-term experience. Furthermore, because many Black academics worked at historically disadvantaged institutions with low emphasis on research, the formers' research records are not impressive (Edwards, 1999; Naidoo, 2001).

Findings by Luescher and Symes (2003) reveal that different higher education institutions define equity differently and do not always distinguish between local and foreign Black people. This represents a potential obstacle to the upward movement of historically disadvantaged South Africans (Naidoo, 2001).

It has also been found that the appointment of EE candidates in environments in which they are a minority poses many difficulties for their adaptation to existing cultures and acceptance by the majority (Naidoo, 2001). Findings show that this applies to Black people appointed in historically White institutions and women entering predominantly male territories (Naidoo).

Furthermore, it has been found in many medical institutions, that there are limited growth opportunities and development strategies aligned to employees' career paths within lower levels of the organisational hierarchy (Naidoo, 2001). Therefore, it can be said that this impacts mostly on positions of junior lecturer or lecturer where most of the previously disadvantaged employees are concentrated.

Naidoo (2001) also reported that highly competent Black and female staff are a scarce commodity and the pressure to demonstrate greater equity in their staff profiles has resulted in a high turnover within institutions. This has resulted in Black institutions facing great loss as they frequently carry the bulk of the training costs but individuals do not remain long enough to reinvest their training into the institution (Naidoo, 2001).

Promotion is a common practice which many higher learning institutions are using to advance EE candidates to achieve redress (Naidoo, 2001). There are two important criteria that are usually considered for promotion in most HEIs, namely, research and experience. In research by Cloete and Galant (2005), it is reported that although Blacks and women do have a lot of teaching experience, they possess very

little research background, which acts as a major barrier in the promotion of Blacks to higher academic positions.

There is a growing concern about the aging group of active researchers and their eventual replacement by young Black researchers (Cloete & Galant, 2005). Hence, various mechanisms such as the encouragement of research thrust areas and designated funding that are used to enhance and build research capacity (Cloete & Galant). Findings report that there does appear to be growing awareness in research circles of alternate ways of producing knowledge that is locally relevant and globally competitive in terms of the types of research that get funded and accepted for publication in international journal (Naidoo, 2001).

According to Cloete and Galant, (2005), UCT has achieved very little transformation in terms of meeting EE targets. This is supported by the fact that the number of Black staff in 2003 was well below the figures of national average target of 20% and government's target of 40%. The female staff proportion has also been found to be below 40%, but there are indications that there is a positive trend in an increase in Black staff and growth of EE new-appointments as opposed to a slight decline for white men. This is further supported by a study by Schackleton, Simonis and Riordan (2004) which indicated that women at UCT are mainly found in junior academic and administrative positions as compared to men who overwhelmingly occupy senior leadership and management position. The percentage of women occupying professorial and associate professorial positions at UCT in year 2000 amounted 13% of the total number of posts at these levels.

Cloete and Galant further found that publication output of the institution has also declined between 1995 and 2001 and the proportion of publications by Black scholars was still very low, while the numbers of publications by women have remained stagnant.

3.3 Recruitment and selection process at the FHS.

To promote EE, UCT understood that specific measures are required to achieve equity in the employment of designated groups, namely, Africans, Coloureds, Indians, women and persons with disabilities (UCT, 2004).

As a proactive tool for EE, UCT and its respective faculties adopted a recruitment and selection strategy, which is regulated by specific policies and procedures.

Two sets of policies and procedures regulate the aspects of the recruitment and selection process at UCT. The first one pertains to the conditions of nominating selection committees and their respective responsibilities. The second one relates to meeting legal and EE requirements that are followed by UCT (UCT, 2003a).

The level of a position guides the process employed for recruitment and selection. Staff are employed through two streams at UCT, namely in academic or professional, administration and support (PASS) positions. Academic positions are further categorised into two categories, A and B depending on the level of the post. At the FHS, the HR Department is involved in the coordination of the appointment for PASS positions falling into payclasses 1 to 8, which are mostly administrative posts, while the staff recruitment office from the central HR Department of the University coordinates appointments for payclasses 9 and above. Academic positions usually start on payclass 9 and are therefore coordinated by the staff recruitment office (UCT, 2005).

At the FHS, a typical academic (A & B) appointment follows the process steps as outlined in Table 3. The role players involved in the process and their respective responsibilities are also outlined.

Table 3

Process of the recruitment and selection process at the FHS.

Process steps	Role players	Responsibility
Motivation for position	Head of Department	<ul style="list-style-type: none"> • Description of position • Motivation for operational need of job
Approval of position	Dean of FHS/ Strategic Planning committee of UCT.	<ul style="list-style-type: none"> • The appropriate role player approves the position.
Proposal for composition of selection committee	HOD / Dean	<ul style="list-style-type: none"> • The Dean may modify proposal for composition of selection committee and ensures demographic representativity. This is also the point where EE representatives will be added to the process.

<p>Nomination of</p> <ul style="list-style-type: none"> • Selection committee • Chair of selection committee 	<p>Vice-Chancellor (or nominee) / Dean</p>	<ul style="list-style-type: none"> • The Dean ensures demographic representativity of the committee. • The Vice-Chancellor (or nominee) must approve the composition of the selection committee; and • The Dean ensures that expertise and appropriate gender and race balance is met in selecting committee. • The Dean ensures EE reps are present on selection committees. • TEW reps are sometimes requested to be part of the committee. • The chair of the selection committee must be nominated by the Vice Chancellor (or nominee) and is normally the Dean of the faculty. • Guest members, with no voting rights are allowed on the committee.
<p>Advertisement of position</p>	<p>HOD & Staff Recruitment / HR Department and selection committee</p>	<ul style="list-style-type: none"> • The HOD drafts an advertisement and information sheet regarding job requirements of the respective position. • Selection committee discuss and amend (when it deems reasonable) the advertisement, and submits it to the Dean for approval if he/she is not part of the committee already. • The Staff Recruitment and Selection Office verify the information sheet and inserts the conditions of service. • Vacancy is advertised publicly. • The Selection committee investigates the use of several search strategies. • In special circumstances, the Dean and HOD may propose that job is filled without advertisement.
<p>Screening & grading of</p>	<p>Selection committee/ sub</p>	<ul style="list-style-type: none"> • Either the selection committee or a sub-

applicants	committee	<p>committee may screen applications.</p> <ul style="list-style-type: none"> • The sub-committee consists of members of the selection panel. Is usually composed of respective HOD, EE reps and HR rep. • Grading of applicants into three categories, A, B and C. • Agreement of committee members on shortlisted candidates- the 'A' list. <p><i>(The C category refers to applicants who do not meet the minimum criteria of the job, the B category refers to applications that may be worth considering and the A category is the proposed shortlist of applicants to be interviewed).</i></p>
Reference check	HR Department of UCT	<ul style="list-style-type: none"> • Ensures that no members of the selection committee act as a referee of any applicant and that only referees nominated by applicants are approached with the knowledge of the candidate.
Interviews	Selection committee	<ul style="list-style-type: none"> • Interview shortlisted candidates within respective EE practices.
Decision by interviewing committee	Selection committee	<ul style="list-style-type: none"> • Make recommendations for appointments to the Vice- Chancellor
Recommendation to Deputy Vice- Chancellor	Selection committee	<ul style="list-style-type: none"> • To make an appointment • To make no appointment or to make recommendations complementary to making or not making an appointment
Offer to selected candidate	University council	<ul style="list-style-type: none"> • Make appointment.

3.3.1 Selection committees.

The selection committee acts on behalf of the Senate of the university and considers applications for professorial, associate professor, senior lecturer, lecturer and assistant lecturer/junior researcher positions (the position of assistant lecturer was dropped and replaced by that of junior researcher in 2002, but both refer to the same

payclass position within this study). The main purpose of a selection committee is to select the most suitable candidate for appointment, taking into consideration UCT's EE Policy. A selection committee holds office until the post it has been nominated for, is filled (UCT 2003b). Respective heads of department propose the composition of the selection committee, which is either approved or modified by the Dean of the faculty. At this point, the Dean ensures that there is demographic representativity within the composition of the selection committee and that the TEW is involved in the process. TEW members are either called to serve on committees as an EE representative, if trained or to oversee the process. This process is applicable to all positions as compared to the years preceding the year 2000, where selection committees for professorial positions were elected. Elections were carried out from a list of nominees who were also part of the board of faculty members.

At the FHS, the composition of the selection committees usually comprises the Vice-Chancellor (ex officio), Deputy Vice-Chancellor (ex officio), the Dean of the Faculty (ex officio), and the Head of the Department (ex officio), one or more EE representatives (nominated by the Dean or the Transformation Portfolio Manager or the Coordinator), and additional members of the academic staff. Members from a similar department may also be nominated to be part of the committee (UCT, 2003a). Guest members, external to UCT, with expert knowledge of the discipline of the advertised position, may be invited to be part of the committee, but they hold no voting rights (UCT, 2003b).

During the recruitment and selection process, the chairperson has the duty to keep a record of the actions and decisions that have been taken by the selection committee while it is in office (UCT, 2003a). These records must include selection criteria, staff profile of the department in which the post is located, description of the recruitment strategies employed, profiles of interviewed candidates and reasons pertaining to the recommendation of successful candidates as well as reasons pertaining to why candidates were unsuccessful.

3.3.2 Human Resource Department.

Specific subgroups within the Human Resource (HR) Department of the University are involved in the appointment of academics at the FHS. These are the HR Department attached to the FHS, and the staff recruitment office, which is a component of the university's central HR Department. The Staff Recruitment Office is involved in advertising positions (if this process is not outsourced) and to coordinate selection committees, as well as assist in the screening process of applicants. Screening of applicants entails the compilation of the list of applicants, and reference checks for short listed candidates. At the end of the process, the HR Department is involved by setting out the conditions of employment in contracts offered to selected candidates. It must be noted that most academic recruitments are done via the Staff Recruitment Office of the University. This process is different for PASS appointments at the FHS (levels 1 to 8) whereby the internal FHS-HR Department coordinates the selection process.

3.3.3 Advertising Strategy.

The Head of the respective department of the Faculty drafts an advertisement pertaining to the requirements of the job, which is sent to the selection office of the University. The selection office adds on to the advertisement the specific conditions attached to the job. The role of the selection committee in the advertising process is to comment on and give approval of the advertisement in terms of the job description and secondly to decide on the advertising strategy to be employed. The advertising strategy usually depends on whether the position needs to be advertised locally or internationally. The selection committee usually makes use of the Recruitment Advertising Office attached to the University but can also choose external advertising agencies (UCT, 2003a).

3.3.4 Employment equity.

The Vice Chancellor of UCT and the Dean of the FHS have the authority to approve or disapprove recommendations made by selection committees based on EE targets of the university and the respective faculty involved (UCT, 2003b).

The role of the chairperson of a selection committee is to ensure that all committee members are aware of the policies pertaining to EE and to guide fair and objective discussions among committee members, while the EE representatives role is to oversee that the selection committee proceeds according to guidelines set by the university in terms of promoting equity (UCT, 2003b).

EE representatives need to ensure that awareness is raised and that discussions occur, on both the short and long-term EE objectives of the department, during every phase of the selection process, i.e. from search meeting to the recommendation for appointment.

Members of the TEW are involved in the training of respective EE representatives and are at times called to serve on selection committees, as EE representatives to ensure that selection processes at the FHS follow EE guidelines. In addition, their roles include advising on, monitoring, and implementing of structures and processes for facilitating the process of transformation within the FHS, particularly relating to EE and the institutional culture.

3.4 Summation.

This review has outlined the challenges faced by HEIs in implementing EE within their selection process. Furthermore, the process steps that the FHS employs in making EE appointments within the institutions have been explained.

Chapter 4: Method

This section of the paper provides an overview of the objectives of the research, the research approach and design together with an description of the research sample. Procedures used in conducting the research and an overview of the research instruments used are explained.

4.1 Research objectives

The objectives of this research are to:

- Determine the effectiveness of selection committees in making EE appointments of academics at UCT.
- The impact of EE (EE) representatives on selection committees.
- Whether the EE representatives on selection committees assist the FHS to implement its equity objectives.
- Whether selection committees assist the FHS to implement its equity objectives.

4.2 Research question.

Are post-1998 selection committees effectively employing and promoting EE policies in the recruitment and selection process?

- If yes, why?
- If no, why?

4.3 Assumptions.

It is assumed that:

- Trained EE representatives were present on all selection committees.
- The EE representatives were able to act as intended on all selection committees.

Selection committees made appointments on an equity basis

4.4 Research approach and design

Using a process evaluation framework, the research investigated different aspects of the selection process in making EE appointments. Programme coverage was explored by investigating its outcomes. Fidelity and dosage were

investigated by examining the decisions of respective selection committees and finally, the barriers and factors that helped the implementation of the programme have been explored by investigating the experiences of EE representatives who served on selection committees.

In order to capture relevant data, a mixed method design model has been used where the researcher employed both quantitative and qualitative research methods. The advantages of both research methods have been used in this study to optimize the gathering of quality information for this study.

The nature of this study suggested that the research design be geared to a post-test evaluation as the research attempted to evaluate an intervention which has already been implemented. Furthermore, this particular study aimed at refining an existing programme and generating knowledge on some aspects of the programme, it has been designed as an applied research study.

4.5 Sample

A sampling method is a process of selecting a small, representative and manageable number of units of analysis from the population for the purpose of research (Thompson, 1992). The sample should be representative of the different sampling methods applicable in social science research and in this study the researcher utilised judgmental sampling (Huysamen, 1990).

The judgmental sampling method is also known as purposive sampling and is achieved through the researcher's knowledge in deciding whom to include in the sample as participants in the research study (Neuman, 2000; Huysamen, 1990). The principle of judgmental sampling is that it allows for the selection of a sample through the use of expert judgement to select cases with a specific purpose in mind (Van Vuuren & Mauree, 1999). Creswell (1998) adds that in choosing what case to study, an array of possibilities for purposive sampling is available. Figure 2 shows the steps followed in this study to determine the sample.

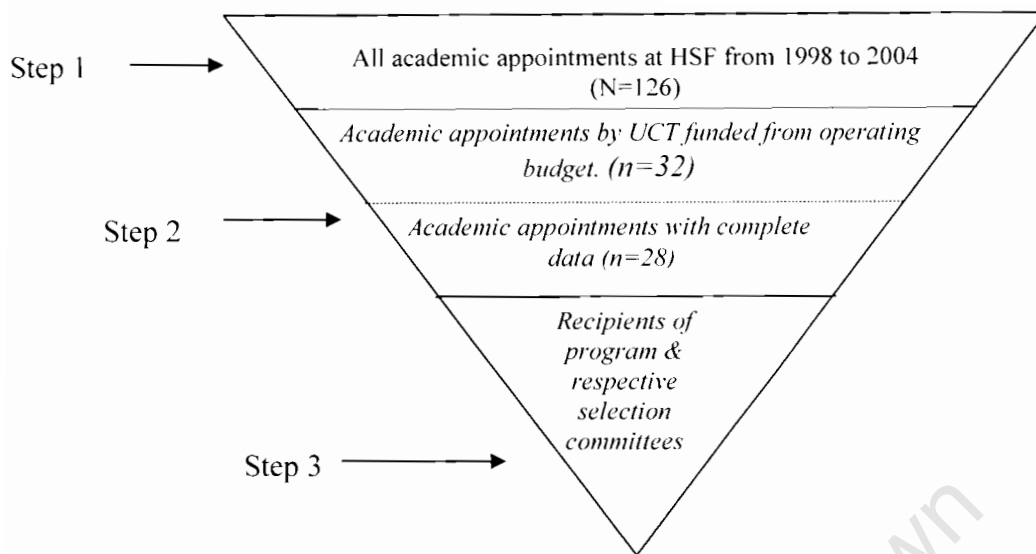


Figure 2: Research sampling process.

Step 1 reflects a collection of all academic appointments within all the departments of the FHS for the period of 1998 to 2004, which amounted to a total number of 126 appointments. Academic appointments can be categorised into three and each category has a different set of employment conditions. (i) Health practitioners appointed by the Provincial Administration of Cape Town. (ii) Academic appointments made jointly by the Provincial Administration of Cape Town and UCT; and (iii) academic appointments made solely by UCT. This last category can be further divided into two sub components, (1) academic appointments that are funded by the general operating budget, including both permanent and contract jobs, of UCT and (2) academic appointments that are made from non-general operating budget. Only academic appointments that fall under the general operating budget of UCT were retained for this study. The choice of this sample was motivated by the sponsor's request to assess the impact of EE representatives on selection committees. EE representatives were mandatory only on selection committees which appoint for positions that are funded by the general operating budget.

Step 2 of the sampling process filtered out appointments, which were of no relevance to this study. All remaining appointments, amounting to 32 cases, made by UCT for the period 1998 to 2004, were selected to be part of this research. However, some appointments had missing records and were not relevant to this study. The remaining number of cases used for this study amounted to 28.

Step 3 refers to the identification of the respective recipients of the programme, who are the applicants for the particular positions and EE representatives who served those selection committees.

4.6 Procedure

4.6.1 Document analysis

Document analysis is designed to collect historic data from documents, records, books and newspapers (Denzin, 1989). Document analysis is a research technique used for making replicable and valid inferences from data to their context and is unobtrusive in nature (Christensen, 2001; Neuman, 2000).

In this study, document analysis was used to extract the main themes pertaining to EE in the working papers of the respective selection committees. These working papers were stored in the archives department of UCT. Both qualitative and quantitative data were collected through the use of document analysis.

Quantitative data obtained from the document analysis included the number of applicants per appointment, the number of shortlisted candidates as per race and gender and the composition of selection candidates per race and gender. Information obtained from the documents was transcribed on paper by the researcher as documents could not be photocopied or taken out of the archives department.

Qualitative data obtained from records were decisions and workings of selection committees pertaining to respective appointments and advertisements for appointments.

The relevant information was captured in a form represented in Appendix 2.

4.6.2 Semi-structured interviews

Semi-structured interviews are purely qualitative in nature. Questions and follow-up probes are generated during the interview itself (Christensen 2001, Denzin, 1989). Semi-structured interviews were administered to EE representatives in order to capture their experiences in persuading selection committees to make EE appointments. The semi-structured interview schedule was specifically designed to address the experiences of the respondents (see Appendix 1 for the document used to capture these data). Responses were tape recorded.

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Chapter 5: Results and Discussion.

5.1 Presentation of results

Each step in the recruitment and selection process was analysed for its effectiveness in the employment of equity candidates. The results are presented and discussed sequentially in process step order.

- Advertisement of positions.
- Composition of grading committees.
- Composition of selection committees.
- Composition of A, B and C list.
- Status of appointees with respect to the different levels of a post.
- Nature of appointments.
- Nature of appointments with respect to the different Dean's tenure.
- Tenure of appointees.
- Role of EE representatives on selection committees.
 - Training of EE representatives.
 - Experiences of EE representatives on selection committees.
 - Factors that attracted EE representatives to this role.
 - Factors that inhibit EE representatives in their roles.
- Presence of EE representatives on selection committees.
- Additional comments

5.2 Advertisements.

Findings from aide-memoirs revealed that information regarding the advertisements falls into three individual categories: (1) the "present" category represents those positions that were filled and the researcher was able to find the particular advertisement that was put up for the specific vacancy, (2) the "not applicable" category refers to positions that were not advertised and (3) the "unknown" category refers to appointments where the researcher could not distinguish whether the appointed candidates applied for the particular position through an advert or had been internally promoted.

Figure 3 below represents the percentage of advertisements categorised as explained in the previous paragraph.

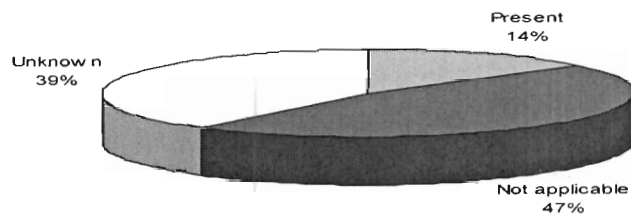


Figure 3: Advertisement of positions from 1998-2004.

Table 4 illustrates the various findings on the advertisement statements for the different appointments in this study.

Table 4

Comments on advertisement statements.

Advertisement	N (28)	Comments
Present (14%)	3	<ul style="list-style-type: none"> • “The University is committed to redressing the inequalities in its staff profile. Accordingly, applications from suitable black persons and / or women will be particularly welcomed” • “Applications from Black South African would be particularly welcomed” • “UCT is fully committed to EE and particularly welcomes applications from suitably black South Africans, women and persons with disabilities”.
	1	<ul style="list-style-type: none"> • No particular reference to EE made in advertisement.
Not applicable (47%)	12	<ul style="list-style-type: none"> • Respective positions were not advertised because they related to internal promotions of existing employees.
	1	<ul style="list-style-type: none"> • Strategic appointments
Unknown (39%)	11	<ul style="list-style-type: none"> • There exists no record from reviewed documents on advertisements for particular positions

Out of the three positions advertised with EE statements, previously disadvantaged individuals have filled two. Out of the thirteen positions that were not advertised, EE candidates have filled ten. Therefore, it can be deduced that even

though positions are not advertised with EE statements, EE has been considered when appointing candidates internally or through strategic appointments.

However, the high number of appointments that fall under the category “unknown”, where the researcher could not find any documentation pertaining to advertisements for the particular appointments makes it difficult to draw a conclusion on whether advertising has played a critical role in attracting EE applications to particular positions or not.

5.3 Composition of grading committees.

Information pertaining to only two grading committees out of twenty-eight grading committees was available. Due to the limited data available, the researcher deemed it insignificant to report findings on this particular topic.

5.4 Composition of selection committees.

Selection committees have been numbered as Committee 1, 2, 3 etc in order to reflect the composition of each committee. While, Table 5 shows the composition of respective committees in terms of race and Table 6 reports findings in terms of gender.

Table 5: Composition of selection committees in terms of race.

Race composition of selection committees				
Committee	Number of Black (B,C,I) committee members	Number of White committee members.	Committee members (N=100%)	Missing info on members (n)
1	2 (22%)	6 (67%)	9	1 (11%)
2	3 (42%)	4 (58%)	7	0
3	3 (33%)	6(67%)	9	0
4	3(37.5%)	4 (50%)	8	1(12.5%)
5	4 (50%)	4(59%)	8	0
6	3(33%)	5 (56%)	9	1(11%)
7	2 (22%)	5(56%)	9	2(22%)
8	2 (28%)	4 (58%)	7	1(14%)
9	4(56%)	3(44%)	7	0

10	3(50%)	3(50%)	6	0
11	3(50%)	3(50%)	6	0
12	3(50%)	3(50%)	6	0
13	4(50%)	4(50%)	8	0
14	2 (22%)	6 (67%)	9	1 (11%)
15	4(56%)	3(44%)	7	0
16	1(14%)	4(56%)	7	2(30%)
17	4(80%)	2(20%)	6	0
18	5(29%)	10(58%)	17	2(12%)
19	3(33%)	6(66%)	9	0
20	7(63%)	4(27%)	11	0
21	4(40%)	6(66%)	10	0
22	3(50%)	3(50%)	6	0
23	1(14%)	4(58%)	7	2(28%)
24	0	5(100%)	5	0
25	4(80%)	1(10%)	6	1(10%)
26	5(62.5%)	1(12.5%)	8	2(25%)

With a confidence interval of 95%, the Fisher exact test found that there were no statistical significance between the percentage of Blacks and Whites who served selection committees.

Table 6

Composition of selection committees in terms of gender.

Gender on selection committees				
Committee	Female	Male	Committee members (N)	Missing info on members (n)
1	4(44%)	4(44%)	9	1(12%)
2	5(71%)	2(29%)	7	0
3	5(55%)	4(46%)	9	0
4	4(50%)	4(50%)	8	0
5	4(50%)	4(50%)	8	0
6	3(33%)	4(48%)	9	2 (19%)
7	1(11%)	6(68%)	9	2(21%)

8	4(57%)	2(28%)	7	1(14%)
9	4(57%)	3(42%)	7	0
10	3(50%)	3(50%)	6	0
11	2(33%)	4(73%)	6	0
12	3(50%)	3(50%)	6	0
13	3(37.5%)	5(62.5%)	8	0
14	3(33%)	5(55%)	9	1(12%)
15	4(57%)	2(28%)	7	1(15%)
16	2(28%)	3(44%)	7	2(28%)
17	3(50%)	3(50%)	6	0
18	5(29%)	10(58%)	17	2(21%)
19	4(45%)	5(56%)	9	0
20	0	11(100%)	11	0
21	3(30%)	7(70%)	10	0
22	3(50%)	3(50%)	6	0
23	4(57%)	1(14%)	7	2(28%)
24	1(20%)	4(80%)	5	0
25	3(50%)	2(33%)	6	1(16%)
26	3(37.5%)	3(37.5%)	8	2(25%)

With a confidence interval of 95%, the Fisher exact test found that there were no statistical significance between the percentage of Females and Males who served selection committees.

Table 5 and Table 6 reflect that two committees in the sample did not have records of their composition. One of these committees made selections for a lecturer post, while the other one made selection for a senior lecturer position. Table 5 shows that selection committees are most dominated by Whites while Table 6 by males. When computed in percentages, there is an average of 39% of Black representation and 52% Whites on selection committees. Similarly, committees are served by 42% of females and 48% of males on average.

While there seems to be representativity of race and gender in most selection committees, it must be noted that Whites dominate most selection committees. Furthermore, White males dominate twenty five percent of these committees. This is an

indication that the Faculty is still dominated by people belonging to one category, reflecting the existing imbalance that prevails at the FHS regarding representativity within the faculty. The least-represented racial group is Indians, which can be associated with the small population of people of this category within the Western Cape Province (Department of Labour, 1998).

5.5 Composition of A, B and C list.

The A, B and C lists of candidates do not have records of the racial and gender status of the candidates. Only the names of the respective candidates were available in the documents the researcher examined. Only four A lists for respective appointments were comprehensive in terms of race and gender. Findings show that the (1) respective grading committees for A lists were represented by EE representatives, (2) respective committees did shortlist EE candidates and (3) three out of the four positions were filled by EE candidates. This reflects that there have been EE considerations in the shortlisting process for these posts.

However, the lack of documentation on the gender and race status of the rest of appointments for short listed candidates makes it difficult to detect the basis on which candidates are filtered through to the interviews. Furthermore, because the level of appointment of interviewees is unknown compared to the appointed candidates, it adds to the difficulty of deducing EE considerations in decisions of selection committees.

5.6 Status of appointees according to the level of posts.

The following table represents the composition of actual appointees in terms of race and gender in each level of academic post.

Table7: Appointees by race and gender per level of posts for period 1998 -2004

Level of posts	Black		Coloured		Indian		White	
	F	M	F	M	F	M	F	M
Professorial	1	0	0	0	0	0	0	0
Associate professor	1	0	0	0	0	0	1	2
Senior Lecturer	0	2	1	1	0	0	1	4

Lecturer	2	0	4	1	0	0	2	1
Junior Lecturer	2	1	0	0	0	0	1	0
Total	6	3	5	2	0	0	5	7

Table 7 indicates that out of twenty- eight academic appointments, twenty-one EE appointments were made. The ratio of female: male appointees are 6: 1, while the ratio of B (B, C, I): W is 5:4. From this it can be said that new selection committees have been successful in making EE appointments.

It can also be deduced that the ratio of appointments of Blacks (B, C, I): W is 3:4 for higher academic positions (professorial, associate professor and senior lecturer). This further reflects a positive trend in the appointments made by new selection committees in terms of EE.

However, comparing the composition of appointments made to equity targets, it is evident that appointments are not reflective of the ideal targets. Furthermore, bearing in mind that the ratio of white employees to African, Coloured and Indians is 20: 1 (in 1998/1999) it is clear that the FHS is far from reaching the ideal race and gender composition across all academic ranks.

5.7 Level of appointments

Table 8 illustrates the nature of appointments with regards to EE and comments pertaining to the appointments.

Table 8: Level of appointment

Nature of appointments	N	Comments
Non-EE (ee) appointments initially made by selection committees resulted in ee candidates finally being selected.	1	<ul style="list-style-type: none"> Dean rejected decision of selection committees and advised the respective committees to review their decision in light of EE.
	2	<ul style="list-style-type: none"> Non-ee candidates rejected the job offer, which was then offered to EE candidates.
No ee candidate short listed.	1	<ul style="list-style-type: none"> No candidate within South Africa possessed the

		profile for the respective position, which was in a highly specialized field.
Ee candidate shortlisted and appointed.	19	<ul style="list-style-type: none"> Ee candidates were appointed on the basis that they possessed the competencies to perform the jobs.
Ee candidate shortlisted but not appointed.	5	<ul style="list-style-type: none"> Non-ee candidates were appointed over ee candidates as they were found to be a better fit and possessed the desired competencies for the particular jobs.
Ee appointment funded by ee budget.	3	<ul style="list-style-type: none"> EE candidates were appointed in junior positions and had development plans attached to their employment contracts, so that they could be developed for senior positions within the faculty. All candidates are UCT graduates.
Promotion of non ee candidate.	3	<ul style="list-style-type: none"> Motivation letters supporting appointment of candidates on basis of merits and competence to do the jobs.
International candidates.	3	<ul style="list-style-type: none"> International candidates were appointed on the basis of their competencies. It must be noted that local South Africans were also shortlisted for these positions, but were not appointed as they did not possess the required competencies.

The total number of posts where EE candidates were short-listed and appointed is nineteen. This indicates that selection committees have been successful in implementing EE within the selection process.

However, in three posts, selection committees initially selected non-EE candidates but EE candidates were finally appointed as a result of the Dean's rejection of the decision taken by the selection committee or because the first choice candidates rejected the job offers. This puts into question the decisions of these selection committees as to why EE candidates were not their primary choice. When questioned about these issues, certain EE representatives said that the academic level of the institution could not be jeopardized at the cost of implementing EE. The paradoxical nature of the motivating factors underlying the selection decisions reflects that there

might be some unclear guidelines and policies regarding the level of appointment and appointment of EE candidates. Furthermore, such decisions also reflect that search strategies for EE candidates might be limited and must be reviewed.

The promotion of non-EE candidates to higher-level posts, through letters of motivation reflects some discrepancies in the search strategies employed by selection committees. The procedure for appointment is therefore not in line with the promotion of EE as it reduces access to EE candidates within the faculty by not providing them a fair chance to apply for any openings.

Appointments of EE candidates (previously UCT graduates), that are funded by the EE budget reflect that there is the “growing own timber” aspect that is considered within the process. This refers to the exercise that the FHS has embraced in recruiting its own graduates into junior academic positions and develops them for senior positions. However, this venture might prove useless, should there be no succession planning in place in the faculty.

It must be noted that three candidates with international status have been appointed at the FHS as local short-listed candidates were seen not to possess the required qualifications. This is an indication that there is a need for succession planning at the FHS, which needs to start gearing the development of local people to acquire the desired qualifications.

5.8 Nature of appointments with respect to different Dean’s tenure.

Though investigating this area was not in the initial objectives of this study, the theme arose as an area of concern amongst the interviewees’ .Therefore the researcher deemed it worthwhile to examine the nature of EE appointments that were made during the tenure of the three different Deans of the FHS.

Table 9
EE appointments with respect to Dean’s tenure.

Period (1998-2004)	Dean	Nature of appointments		% EE appointments
		EE appointments (n)	Total appointments (N)	
1999- July 2004	1	17	26	65
August 2004- December 2004	2	2	2	100

Table 9 reflects that both Deans in tenure of the FHS have supported EE appointments. Hence it is deduced that the leadership of the Faculty has supported EE appointments.

5.9 Presence of EE representatives on selection committees.

Selection committees have been categorized in terms of the type of appointments (EE and non-EE) they have made for the period of 1998-2004 within the FHS.

Table 10

Representation of EE representatives (one or more) on selection committees.

Appointments (N=28)	Presence of EE reps on selection committees	
	Yes	Unknown
Ee appointments (N=21)	16	5
Non ee appointments (N=7)	4	3

At 95% confidence interval, the Fisher exact test revealed that there is no statistical significance between committees that are represented by EE representatives and those that are not represented by the representatives.

Table 10 shows that EE representatives were present on 20 selection committees out of a total of 28. Furthermore, the table reveals:

- EE representatives were present on sixteen out of twenty one selection committees where EE candidates were appointed.
- EE representatives were present on four out of seven selection committees that appointed non-EE candidates.

Hence it can be deduced that 70% of selection committees had EE representatives and out of these committees, 80% made EE appointments. This high correlation between the presence of EE representatives and the success of selection committees in employing equity candidates indicates that the EE representatives have achieved their roles.

5.10 Role of EE representatives.

Different themes have been investigated in order to capture the roles of EE representatives in selection committees they have served. And reports on data the researcher obtained through interviewing EE representatives. It must be noted that although the researcher initially identified a total of 14 EE representatives as being part of selection panels of the committees under study, only 9 were interviewed. This is due to the fact that some of the EE representatives were not available for interviews, whilst others could not recall serving on the committees where they have been identified.

5.11 Training of EE representatives

The perception of EE representatives on the value of the training they received has been captured in Table 11 below.

Table 11

Value of training of EE representatives.

Value of training	No of participants	Comments
None	5	<ul style="list-style-type: none"> • “Which training, no training” • “I received no training; I keep myself up to date on the EE policies of the University” • “It was mostly for new entrants, as veterans in the system, we know well how it works” • “With experience, you get to know the system and how committees operate and the members of committees and how to lobby ee with them”
To an extent	4	<ul style="list-style-type: none"> • “Training was some form of workshop, where policies were explained and we interacted with other EE and TEW members” • “In those workshops, we share our opinions and it was facilitated by and who explained how the process of selecting a candidate is, and what our roles should be” • “I had some brief about what my role should be by having a working session with” • “It resumes only to some kind of informative session, and not very useful. We do not have a system of feedback or de-briefing, which I feel is very much needed. The transformation portfolio can provide

		greater value by giving us some kind of updates of what happened on selection committees on a regular basis, and thus we also become aware how decisions have been reached in difficult selection committees and that would set terms of reference for us too”
Adequate	0	

EE representatives found that their training has not been adequate enough in enabling them to fulfil their role appropriately. It is deduced that respective EE representatives have very little insight of what is expected from them when taking up this role. However, that the presence of EE representatives has led to successful EE appointments in selection committees can lead to three further deductions: (1) training of EE representatives on their roles is not a pre-requisite for the success of EE appointments on the selection committees they serve, (2) training yields results when done on the job and (3) the EE representatives underestimated the training they did receive.

5.12 Experiences of EE representatives on selection committees.

Experiences of EE representatives have been captured in three categories namely: positive, negative and unsure which is reflected in Table 12.

Table 12

Experiences of EE representatives on selection committees.

Experiences	Comments
Positive	<ul style="list-style-type: none"> • “I felt that I did have a say and could make my point in all committee that I’ve served” • “I could easily communicate with the flow” • “The chair was well versed in EE and reminded the committee members about the targets and EE policy all the time”

Negative	<ul style="list-style-type: none"> • “It is a fact that most ee reps occupy lower positions than other selection committees, and at times it becomes difficult and intimidating”. • “It is difficult to go against the rest of the committee” • “The chair did not understand and did not promote EE” • “The chair was more in favour of a non ee candidate and was going with the majority vote of the committee”
Unsure	<ul style="list-style-type: none"> • “Even when one is representing ee on a committee, one must always bear in mind that excellence of the institution cannot be jeopardized for the sake of ee” • “Anyone on the committee cannot afford not to be informed of ee, but when it comes to implementing it, it is a totally different question” • “I detected some foul play where no ee candidate was shortlisted, though there was one good candidate”

There seems to be differing opinions amongst the EE representatives regarding their experiences on selection committees. Some found that the committees were well versed and had no problems in communicating their views, while others found that the chair was biased and hence felt intimidated to affirm their positions. In order to counteract this, it is suggested that employment representatives are empowered to fulfil their roles.

5.13 Factors that attracted EE representatives to this role.

The factors, which attracted employment representatives to take this role, have been captured below.

Table 13

Attraction to EE representative’s role.

Factor	Comments
Personal experience (n= 6)	<ul style="list-style-type: none"> • “My personal experience and victimization I faced in the past” • “My own experience and I’ve also been fighting against the system to have a voice” • “My personal belief that everybody should be treated equally, discriminated yes, but not on skin colour” • “My own experience of the past, and the contribution I can make

	when being a voice to historically disadvantaged individuals in the academia world”
Other (n=2)	<ul style="list-style-type: none"> • “I was asked to be an ee rep by the portfolio manager” • “I was approached by fellow colleagues to join them in this forum”

It can be seen that the majority of EE representatives are driven by intrinsic factors, such as own experience, to fulfil their roles.

5.14 Factors that inhibit EE representatives in their roles.

This area was investigated through the interview whereby the researcher questioned particular EE representatives on “*What hindered you in your role as an ee rep?*” Table 14 reports on the findings.

Table 14

Barriers to EE role -players

Barriers	No	Comments
Time	7	<p>6 “Time, I have very little time outside my teaching and research activities”.</p> <p>7 “We need some kind of support system and network”.</p> <p>8 “At times, I do have to send apologies as I cannot free myself from work”.</p>
Others	2	<ul style="list-style-type: none"> • “I have been on 2 committees so far, so I do not keep touch base with the current change at the institution”. • “Nothing”.

Most EE representatives report time limitations as a barrier to fulfil their roles. Hence it can be deduced that there is no allowance made in the time schedule of EE representatives to accommodate the demand of their roles.

5.15 Additional comments

Additional comments from EE representatives that came up during interviews are shown below.

Table 15

Additional comments from EE representatives.

Theme	Comments
<i>Pool of candidates</i>	<ul style="list-style-type: none"> • “We recruit on excellence in academia, this is the University of Cape Town, and unfortunately we do not have a big pool of ee candidates falling into that category” • “We try to convince committees to give a chance to ee candidates, with potential, to develop in the job, but this is a very difficult task” • “All the ee candidates that committees I’ve served selected were strong candidates from the very beginning and this made it quite easy to appoint them” •
<i>Selection process</i>	<ul style="list-style-type: none"> • “When the ee candidate has the basic requirements and non ee candidate comes with a full range of publications and very researched oriented, what do we do? There exists no policy that indicates we must give the job to the ee candidate”. • “Ideally, we should be on board from the start of the selection process that is in grading committees but we are so scarce, that we cannot make it” • “We get invited only after grading has been made and I know that I have the right to review grading and question the choice of the shortlisted candidates from an ee basis”

Comments captured that relate to the study can be categorized into two themes namely: (1) critiques surrounding the limited pool of black academics, which represents an obstacle to implementing EE and (2) representative’s involvement with the selection process and the limitations they experience in terms of time and when the process is not implemented as designed.

5.16 Retention

Though investigating tenure was not in the initial objectives of this study, the theme arose as an area of concern amongst the interviewees that the researcher interviewed. Therefore, the researcher deemed it worthwhile to examine this area.

Table 16

Retention of EE candidates appointed during 1998-2004

Level of position	No of EE appointees	No of EE appointees who have left
Professorial	1	0
Associate professor	4	1
Senior Lecturer	10	2
Lecturer	9	2
Junior Lecturer	4	1

Table 16 indicates that the turnover amongst EE appointees has been very low in the period of 1998-2004. Therefore, it is deduced that the FHS has been able to retain EE candidates within the institutions.

5.17 Summary of the evaluation of the process.

The findings are further assessed against the implementation evaluation framework of Michalic et al. (2004) as described in Chapter 3. Findings will be discussed according to the four dimensions of process evaluation.

• Programme coverage

It has been deduced that the selection committees have made 19 EE appointments out of 28 appointments made at the FHS. EE representatives have been present when most of the appointments were made. Therefore, it appears that the programme is working and has been successful in making EE appointments. The success of the programme can be associated to several factors. These are:

- An equitable composition of selection committees in terms of race and gender representativity.
- The presence of EE representatives on selection committees.
- Support and commitment of the leadership (Deans) of the Faculty to the programme.

- Personal commitment of EE representatives to ensure a fair and equitable selection process.

Results also report that the search strategy of the institution has not enhanced the programme in promoting EE appointments. This reflects that the institution has not optimised the use of search strategies or could have used alternative search strategies; besides media, which have not been captured in the documentation of appointments.

Findings reveal that the choice of selection criteria, excellence versus EE, makes selection decisions difficult when considering equity appointments. This reflects that there is a loophole in the selection process with a lack of clear guidelines to support EE candidates who meet the minimum requirements of a job as opposed to meeting criteria for excellence. Hence, the FHS is facing the same challenge as other higher learning institutions as identified in the finding of Naidoo's study (2001) where HEIs place high value on research publications of academics, which is not commonly found amongst the existing pool of Black and female candidates.

Although training interventions has been inadequate, EE representatives have been successful in their roles in promoting EE appointments in selection committees they have served. This can be associated to EE representatives who have been long enough in the system and have and mastered the requirements of their roles. However, the same cannot be said to EE representatives who are new to the system and need clear guidelines of their respective tasks.

- **Fidelity and dosage**

Results have shown that respective role-players that are EE representatives, selection committee members, selection committee chairpersons, Deans and the Vice-representatives on selection committees have assumed their roles in making EE appointments. It can hence be deduced that there is awareness and implementation of EE within the recruitment and selection process, which leads to the conclusion programme has been implemented as designed. These are supported by findings on the overall composition of appointments for period of 1998-2004 in terms of the ratio of:

- Female: male = 4:3.

- B (B, C, I): W ratio =3:1. Although most EE academics appointments have been made for junior positions, this suggests that there is a tendency to grow these appointees for senior positions, which can be interpreted as being a proactive tool in transforming the staff profile of the faculty.

The only drawback of the program lies in its ability to make EE appointments for senior positions. Naidoo (2001) found that other HEIs are facing similar challenges in attracting well qualified Black academics and leaders to higher learning institutions. EE representatives associated this to uncompetitive pay rate of the institution, which results in unattractive packages being offered to potential candidates as compared with the more attractive offers from the private sector and from opportunities overseas. Furthermore, the lack of clear documentation on the procedures, processes and decisions on how internal promotions to higher academic positions are made adds to the difficulty in evaluating the dosage of the programme.

- **Barriers**

Three barriers have been identified in the process. Firstly, the scarcity of EE representatives within the FHS, has led to non representation of an equity voice in 30% of selection committees for the period of 1998-2004. Secondly, training and workshops do not address the need of new EE representatives to fulfil their roles. Finally, improper documentation do not help in identifying bottlenecks in the selection process, in terms of where equity applicants fail and criteria for promotion of non EE candidates into higher academic positions.

- **Satisfaction**

This area has only been covered through the experiences of EE representatives who evaluated their training as inadequate. The study did not capture the satisfaction of other stakeholders (HR representatives, the Vice-Chancellor, Deans, appointees and applicants) of the process due to their unavailability and time restriction.

Chapter 6- Conclusion and Recommendation

6.1 Conclusions

- The challenges of making EE appointments for senior academic positions are not unique to the FHS and are present in other local higher learning institutions due to the historical legacy of apartheid. This has resulted to a limited pool of well qualified Black academics in the Health Sciences sector.
- The implementation of EE within the selection process appears to have been successful and the programme has achieved its broad objectives. This is based on selection committees have made 70% EE appointments for the period 1998-2004.
- Success of the new selection programme is associated with all the role-players involved the process. Success indicates that there has been a commitment to change and transformation within the FHS. This reflects both a supportive and proactive stance of the leadership of the Faculty.
- The TEW has facilitated transformation within the FHS by ensuring and overseeing that selections are done in a fair and equitable manner.
- EE representatives have been able to fulfil their roles with minimum training and this suggests room for improvement in this area.
- EE representatives complain about time limitation as being a major hindrance to fulfil their roles.
- Turnover of EE candidates is insignificant during the period of 1998 to 2004, which can reflect that the institutional culture is aligned to transformation within the Faculty.
- Advertising and search activities have not adequately address EE and needs to be reviewed as per the recommendations below.
- Documentation of selection processes fail to capture pertinent information to evaluate all dimensions of the programme, such as the composition of grading committees and the details of applicants.
- There is no indication that disability as an area of past discrimination has been addressed in making academic appointments. No documents searched addressed disability and no EE representatives commented on the issue as an area of past discrimination.

6.2 Recommendations

- The scarcity of well qualified Black academics in the Health Science profession must be addressed by the Faculty in order to ensure succession. It is therefore recommended that the Faculty embarks on a forecasting plan to detect its HR needs within its departments for the next decade. Blacks can then be groomed and developed into these positions ensure that EE is achieved at the FHS at all academic levels in the next decade through respective mentorship. Thus, the plan would identify areas of specialisation which require more effort and investment.
- It is recommended that search strategies are broadened and not limited to media. This can be achieved by formalising the referral system and by broadening the database of the Faculty in its search for potential applicants. It is recommended that the Faculty partners with health professional associations in the country in order to have access to their membership databases. By so doing, the Faculty would be able to identify potential candidates for specific positions. Furthermore, it is recommended that all channels through which potential candidates are tapped be recorded for future evaluation researches.
- There is a need for clear guidelines on difficult policy issues that come up in selection committees. Standards need to be established regarding :
 - the internal promotion of candidates without advertisement,
 - the support of EE candidates, when a White candidate is more published than a Black one, but both meet the minimum requirements of the job.
- Internal promotion routes should be better available to EE staff.
- A review of the employment terms of EE representatives is recommended to address the time limitations they face to fulfil their roles. It is suggested that their requirements of their roles be tapped into their performance criteria under the domain of corporate social responsibility.
- It is recommended that the TEW acts a supporting structure for EE representatives within the FHS. This can be achieved by providing them with quarterly reports on decisions around EE appointments that have taken place across UCT to eventually establish blue prints on how to deal with challenging EE appointments and decisions.

This would keep those on the field informed with current issues on the topic. Secondly, it is suggested that the TEW organise debriefing sessions with respective EE representatives on a regular basis.

- A senior position be created to handle and represent EE for higher academic positions within the FHS. This will address the scarcity of EE representatives within the Faculty and ensure that everything is coordinated and centralised from one office.
- Amendments to application forms to ensure that the status of applicants is captured by the Staff Recruitment Office. This will help locate where EE candidates succeed or fail in the recruitment process.
- It is recommended that the HR department takes records of the composition of the grading and selection committee member, A, B and C lists of candidates. It is further suggested that HR establishes a database for the FHS on the above mentioned records in order to facilitate frequent evaluation of the process.
- Implementation of a policy that EE representatives should always form part of grading committees.
- A workshop to identify the workflow that processes involved in an appointment. This would help to detect bottlenecks in the procedures involved.
- It is finally recommended that the FHS runs frequent evaluation of the programme to establish its success and identify areas that might need redress.

6.3 Limitations of the study

- Some documents that are pertinent to provide decisive input to this study were missing, which is a common pitfall of the use of archival data.
- Some of the EE representatives were not available for interviews.
- Only general-operating budget funded appointments were investigated and this study might have missed pertinent issues that may have arisen with other posts.

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APPENDIX 1

Interview Guide

Remind the interviewee of the selection committee.

Selection committee:.....Date:.....

Outcome, who was appointed for the position:.....

Position:.....

Do you remember? Yes / No

Can you tell me what helped you as an EE representative, in this committee ?

.....
.....
.....
.....

Please tell me about the positive things that came out of the committee.

.....
.....
.....
.....

Can you tell me what hindered you from fulfilling your role, to promote EE as an EE representative on this committee?

.....
.....
.....

APPENDIX 2

Appointee's name								
Level of post								
Department								
Date of appointment								
Presence of advertisement	Yes				No			
EE statement								
Composition of	Black		Coloured		Indian		White	
	F	M	F	M	F	M	F	M
Applicants								
Grading committee								
Applicants								
Selection committee								
Additional comments								

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