



# Code for Management Practices directed towards the Advancement of Representativeness and Diversity

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## The core of this code

The aim of the Code for Management Practices directed towards the Advancement of Representativeness and Diversity (the Code) is to regulate the strategic goals of Stellenbosch University (SU) regarding all aspects of human resources management equitably and transparently, thus offering all employees (prospective as well as those already in SU's employ) the opportunity to be accommodated within a diversified institution, free of victimisation and of discrimination based on race or gender.

## **PART I: ESTABLISHING A RELATIONSHIP OF EMPLOYMENT**

### **1. JOB DESCRIPTION**

#### **1.1 PRACTICES**

Job descriptions must define responsibilities and outcomes clearly. Descriptions may change according to SU's operational needs. The minimum skills and competences that a specific post requires also must be formulated clearly.

#### **1.2 PROCEDURES**

##### **1.2.1 Prohibition of unfair discrimination**

A specific and extensive job description must be drafted to prohibit irrelevant factors from informing the recruitment process.

##### **1.2.2 Affirmative action**

A job description that sets out the requirements regarding the post and the incumbent must serve as checklist for ensuring affirmative-action appointments.

##### **1.2.3 Equal opportunities**

All applicants must be evaluated according to the same standards, which must be set out in the job description.

##### **1.2.4 Diversity**

### **2. ADVERTISING**

#### **2.1 PRACTICES**

All vacancies must be advertised via the regular channels, too. Examples of exceptions:

2.1.1. Positions at post levels 9 to 19 must be advertised only internally at first, in order to create opportunities for advancement for internal staff.

2.1.2. Permission may be obtained for direct recruitments, i.e. without advertising, provided that this aligns with the staff plan.

2.1.3. SU's Policy regarding Temporary Staff provides for permanent appointment without advertising, subject to certain conditions.

#### **2.2 PROCEDURES**

##### **2.2.1 Prohibition of unfair discrimination**

2.2.1.1. Vacancies that are advertised externally must appear in media that will ensure maximum exposure to candidates from the designated groups.

2.2.1.2. All advertisements must refer to the minimum

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	requirements as well as the recommendations for the post.
<b>2.2.2 Affirmative action</b>	<p>2.2.2.1. Should SU intend to give preference to persons from the designated groups, this intention must be clear from the advertisement (e.g. “The University is committed to equitable employment”). Consult with HR in this regard.</p> <p>2.2.2.2. Should internal advertising fail to correct the underrepresentation of designated groups, the vacancy must be advertised externally.</p>
<b>2.2.3 Equal opportunities</b>	Advertisements must be announced internally as widely as possible (e.g. via notice boards and the University’s electronic newsletter for staff).
<b>2.2.4 Diversity</b>	
<b>3. APPLICATION PROCEDURES</b>	
<b>3.1 PRACTICES</b>	In order to be considered for a post, candidates must apply for a specific vacancy. Reference reports must be requested on all candidates for academic posts and on all candidates who appear on the final shortlist for support services posts.
<b>3.2 PROCEDURES</b>	
<b>3.2.1 Prohibition of unfair discrimination</b>	Where information regarding race, gender or disability is needed for statistical purposes, it must be asked. However, applicants retain the right to withhold such information.
<b>3.2.2 Affirmative action</b>	
<b>3.2.3 Equal opportunities</b>	All applications must relate to specific vacancies.
<b>3.2.4 Diversity</b>	

<b>4. RECRUITMENT AND SELECTION</b>	
<b>4.1 PRACTICES</b>	Regarding promotions and appointments SU must give preference to persons from the designated groups as far as that would fit in with SU’s EEP and align with the relevant environment’s approved staff plan, and provided that the persons concerned either be appropriately qualified for the post (taking into account formal qualifications, applicable experience and prior knowledge) or have sufficient potential (based on an evaluation) to acquire the requisite skills within a reasonable time. In the latter case a mentor must be nominated who can provide

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	<p>personal as well as professional assistance, support and advice.</p> <p>Thus the recruitment procedure will make vacancies accessible to as many appropriately qualified persons as possible.</p>
<b>4.2 PROCEDURES</b>	
<b>4.2.1 Prohibition of unfair discrimination</b>	<p>4.2.1.1. Recruitment actions must be based exclusively on criteria related to the minimum requirements of the post and to the applicant's evaluated potential and skills.</p> <p>4.2.1.2. Where necessary, further recruitment actions – i.e. in addition to advertising – must be undertaken to identify candidates from the designated groups.</p>
<b>4.2.2 Affirmative action</b>	<p>4.2.2.1. Preferred appointments from designated groups will be made only in the case of posts from categories where the various groups are represented inequitably according to the EEP and EE12 (Workforce Analysis).</p> <p>4.2.2.2. Specific recruitment efforts must be undertaken to attract appointable applicants from underrepresented designated groups.</p> <p>4.2.2.3. If an environment fails to meet the targets set for it to employ appropriately qualified persons from the underrepresented designated groups or if an environment <b>fails to show progress</b> in this regard, the environment <b>must</b> be able to justify the appointment of applicants who do not come from the designated groups.</p>
<b>4.2.3 Equal opportunities</b>	<p>4.2.3.1. Employment must be accessible to all applicants who may be employed legally and in accordance with the operational requirements of the specific post.</p> <p>4.2.3.2. When applicants are recruited and appointed, their qualifications, level of education, experience and appointability as well as their potential must be taken into account.</p> <p>4.2.3.3. References may be checked solely for the purpose of obtaining relevant and factual information <b>related to the post</b>.</p> <p>4.2.3.4. The recruitment and selection processes must be transparent.</p> <p>4.2.3.5. In order to determine whether the advertising strategy that has been adopted is effectively reaching appropriately qualified persons, a database must be compiled to monitor the number of such applicants for the vacancies advertised.</p>
<b>4.2.4 Diversity</b>	<p>The University, being a corporate role player, must also liaise with professional organisations and interest groups that count appropriately qualified persons from the designated groups</p>

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	among their membership. Where applicable, vacancies that arise must be advertised via the communications networks of such organisations and interest groups as far as possible.
<b>5. APPOINTMENT</b>	
<b>5.1 PRACTICES</b>	Appointability must be determined with reference to qualifications, applicable experience, prior knowledge and the potential to obtain the necessary skills within a reasonable time.
<b>5.2 PROCEDURES</b>	
<b>5.2.1 Prohibition of unfair discrimination</b>	<p>5.2.1.1. Selection criteria may not discriminate against certain categories or groups of people, either directly or indirectly, unless such discrimination can be justified with reference to the inherent (material) requirements of the post.</p> <p>5.2.1.2. A lack of language skills in any official South African language may not be considered a disadvantage to an applicant, unless the language concerned or the ability to speak it is an inherent requirement of the relevant post.</p> <p>5.2.1.3. If applicants are required to sit for tests, the results must be considered as merely additional to other information obtained during the process.</p>
<b>5.2.2 Affirmative action</b>	Applicants from designated groups must receive preference in accordance with the provisions of SU's EEP and the relevant staff plan.
<b>5.2.3 Equal opportunities</b>	<p>5.2.3.1. The concepts 'competence' and 'appointability' entail more than formal qualifications; they may include the following, where applicable:</p> <ul style="list-style-type: none"> <li>a learning experience, the potential and the ability to develop and to obtain the required qualifications; where formal qualifications are lacking, relevant experience must be taken into account;</li> <li>b technical expertise, leadership qualities and the ability to coordinate, plan, manage and communicate;</li> <li>c the minimum requirements for the post are the decisive factor – the candidate with the highest qualifications need not be appointed as a matter of course.</li> </ul> <p>5.2.3.2. As far as possible, the composition of interviewing panels must be diverse, reflecting at least the race and gender of the candidates being interviewed.</p> <p>5.2.3.3. Where possible, interviews must be conducted in the language in which the candidate is most at ease, unless proficiency in a specific language is an inherent</p>

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	<p>requirement of the post concerned.</p> <p>5.2.3.4. In order to advance the appointment and integration of appropriately qualified persons with disabilities, measures must be taken to accommodate such applicants within reason and subject to the requirements of the post and affordability.</p>
<b>5.2.4 Diversity</b>	The appointment of persons from designated groups must be accompanied by focused management of and sensitising for diversity.
<b>6. PROMOTION</b>	
<b>6.1 PRACTICES</b>	As regards support services posts, SU uses the Peromnes post evaluation system to determine the intrinsic value of a specific post. Should an evaluation indicate that a post has been categorised at a level that is too low, the incumbent may be promoted to the correct post level upon the line manager's recommendation. In the case of academic posts a subcommittee of the Appointments Committee (Senate) – the AC(S) – must recommend that a certain employee be promoted in accordance with the Guidelines for Academic Appointments and Promotions at SU.
<b>6.2 PROCEDURES</b>	
<b>6.2.1 Prohibition of unfair discrimination</b>	All support services staff have the right to nominate themselves for promotion or to request that their post be evaluated. Only trained evaluators may conduct post evaluations. Academic staff have the right to apply for promotion according to the provisions of SU's Guidelines for Academic Appointments and Promotions.
<b>6.2.2 Affirmative action</b>	
<b>6.2.3 Equal opportunities</b>	
<b>6.2.4 Diversity</b>	
<b>PART II: MAINTAINING A RELATIONSHIP OF EMPLOYMENT</b>	
<b>7. EQUITABLE AND EQUAL CONDITIONS OF EMPLOYMENT</b>	
<b>7.1 PRACTICES</b>	All provisions and conditions about a relationship of employment and staff practices must be reviewed continuously in order to eliminate all practices that discriminate unfairly based on race, gender, disability, pregnancy, HIV status, family responsibilities, marital status, skin colour, beliefs or religion, political convictions,

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	nationality, ethnic or social origins, sexual preference, age, personal convictions, culture, language or any other arbitrary ground.
<b>7.2 PROCEDURES</b>	
<b>7.2 1 EE targets</b>	Fair discrimination is allowed, nonetheless, if it relates to the achievement of affirmative action targets or to factors that are inherent to the nature of the post.
<b>7.2.2 Affirmative action</b>	
<b>7.2.3 Equal opportunities</b>	<p>7.2.3.1. Differentiation regarding remuneration levels must be justifiable with reference to objective factors, such as the content of the post and the performance of the incumbent, evaluated according to generally accepted criteria and in accordance with the stipulations of the Employment Equity Act, the Employment Equity Regulations and the CGP on Equal Pay/Remuneration for Work of Equal Value.</p> <p>7.2.3.2. Wherever possible, employees with family responsibilities must be accommodated within reason to fulfil those responsibilities.</p> <p>7.2.3.3. Wherever reasonably possible, changes must be made to facilitate access to the workplace in order to accommodate the special needs of employees with physical disabilities.</p>
<b>7.2.4 Diversity</b>	<p>7.2.4.1. SU is fully aware that its staff represent diverse cultural groups, and the University will try to advance understanding and appreciation for cultural diversity by means of its training programmes.</p> <p>7.2.4.2. SU's primary languages of teaching being English and Afrikaans, the University must take care to communicate with employees in both languages.</p> <p>7.2.4.3. Management must ensure that US' Diversity Policy is readily available to all employees and adhered to.</p> <p>7.2.4.4. Any actions by SU employees that undermine the human dignity of other employees or that prevent them from performing their functions optimally may constitute unfair discrimination. Such actions must be dealt with according to SU's Grievances Procedure or its Disciplinary Code.</p>
<b>8. EDUCATION, TRAINING AND DEVELOPMENT</b>	
<b>8.1 PRACTICES</b>	8.1.1. SU confirms that the University has the responsibility and the duty to offer its employees opportunities for development.

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	<p>8.1.2. Employees must be accommodated within reason to make use of training and development opportunities that align with SU's needs.</p> <p>8.1.3. Management must assist actively with staff development. Nonetheless, all employees must accept responsibility for their own development.</p> <p>8.1.4. The successful management of these objectives is determined directly by the objectives set for the environment of every employee and line manager.</p>
<b>8.2 PROCEDURES</b>	
<b>8.2.1 Prohibition of unfair discrimination</b>	All employees must have access that is free of unfair discrimination to the available opportunities for education, training and development, and the prohibition of discrimination must be applied uniformly to all employees.
<b>8.2.2 Affirmative action</b>	<p>8.2.2.1 During selection for training and development applicants from the designated groups must receive preference in keeping with the operational requirements of the particular post and in accordance with SU's EEP.</p> <p>8.2.2.1 Accelerated training is essential to bridge the gap between inferior educational qualifications and the educational requirements of posts. The University must try to offer employees from designated groups opportunities to achieve the required educational standard.</p> <p>8.2.2.1 In the process of drafting a follow-up plan, the targets for every department as well as the implementation of EE must be taken into account.</p>
<b>8.2.3 Equal opportunities</b>	<p>8.2.3.1 The performance management system is integrated into the education, training and development plan for each employee; therefore, it must form the basis for determining employees' areas for development and their strong points.</p> <p>8.2.3.1 All training and development programmes must be evaluated continuously to ensure that they are effective and that they support SU's EEP.</p> <p>8.2.3.1 Employees have to be allowed to apply for appropriate training that is offered internally as well as for further studies by means of external courses. They may nominate themselves for such opportunities. Line managers may also nominate candidates for training after having consulted with the employees concerned. Any request for a training opportunity that has been refused or rejected may be taken up with HR.</p>
<b>8.2.4 Diversity</b>	

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<b>9. CAREER PLANNING AND DEVELOPMENT</b>	
<b>9.1 PRACTICES</b>	<p>9.1.1. Employees and line managers are co-responsible for employees' career planning.</p> <p>9.1.2. Employees must take responsibility for their own career development as set out in their personal development plan (POP).</p> <p>9.1.3. All employees must have access to a mentor for purposes of planning and developing their careers.</p>
<b>9.2 PROCEDURES</b>	
<b>9.2.1 Prohibition of unfair discrimination</b>	
<b>9.2.2 Affirmative action</b>	
<b>9.2.3 Equal opportunities</b>	The formal mentoring programme must include provision for regular monitoring, support and evaluation.
<b>9.2.4 Diversity</b>	The mentoring programme must address intercultural communication and cross-cultural consultation.
<b>10. PERFORMANCE MANAGEMENT</b>	
<b>10.1 PRACTICES</b>	<p>10.1.1. SU considers performance management as an integral part of environmental heads' key performance areas (KPAs). This applies also to staff who function as line managers.</p> <p>10.1.2. Employees and managers are jointly responsible for effective performance management.</p> <p>10.1.3. Performance management must be the basis for decisions regarding staff (e.g. incompetency, succession and career planning, recruitment, selection, promotion and remuneration).</p>
<b>10.1 PROCEDURES</b>	
<b>10.1.1 Prohibition of unfair discrimination</b>	Performance evaluation must be conducted purely with reference to the achievement of the agreed-upon objectives, and in continuous consultation with the employee concerned. What is being evaluated, is actual performance, which is measured against the objective criteria set out in the work agreement.
<b>10.1.2 Affirmative action</b>	The normal performance management system must accommodate training programmes for (e.g.) induction, bridge

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	opportunities and accelerated development.
<b>10.1.3 Equal opportunities</b>	Performance evaluation must be based on realistic objectives.
<b>10.1.4 Diversity</b>	
<b>11. TERMINATION OF EMPLOYMENT</b>	
<b>11.1 PRACTICES</b>	Employment must be terminated fairly. In case of resignation, the reasons must be investigated to determine whether unfair discrimination or diversity related issues are involved.
<b>11.2 PROCEDURES</b>	
<b>11.2.1 Prohibition of unfair discrimination</b>	Employment may not be terminated based on unfair discrimination.
<b>11.2.2 Affirmative action</b>	The University may lay off no employee because of affirmative action.
<b>11.2.3 Equal opportunities</b>	
<b>11.2.4 Diversity</b>	All permanent employees who indicate that they will be resigning must be requested to grant an exit interview for investigating the reasons for their proposed resignation. The HR practitioner responsible for the environment from which the resignation has been received must handle the exit interview.

**Note:** Designated groups include black people, brown people, Indians, women and people with disabilities. The aim of EE and affirmative action is to achieve equal representation of all the various designated groups.

## 12. Supporting documents

<b>Item no.</b>	<b>Name of document</b>	<b>Status</b> <i>(e.g. identified, in process or approved)</i>
AP0050	Code for Management Practices directed towards the Advancement of Representativeness and Diversity	Approved

## 13. Related documents

<b>Item no.</b>	<b>Name of document</b>	<b>Status</b> <i>(e.g. identified, in process or approved)</i>
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JE0201	Post Evaluation Policy	Approved
EEP0002	Employment Equity Policy 2016–2020	Approved
PM0301	Employment Equity Policy Plan 2016–2020	Approved
	Performance Management Policy and Strategy	Approved
	Appointment policies: <a href="http://www0.sun.ac.za/hr/documents/policies-and-procedures/#appointments">http://www0.sun.ac.za/hr/documents/policies-and-procedures/#appointments</a>	

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