STAFF CULTURE AND CLIMATE SURVEY

-FINAL REPORT-

"The future we predict is not inevitable, we can influence it if we know what we want to be. We can and should be in charge of our own destinies in a time of change" Charles Handy

Contents

1. OVERVIEW AND AIM OF THE DOCUMENT

Stellenbosch University (SU), like other institutions of higher learning in South Africa (SA) and indeed across the world, is faced by both external and internal factors that compel it to embrace and embark on a transformation journey in order to ensure that it remains relevant to its multiplicity of stakeholders (in the main staff and students), it is sustainable and it also continues to offer learning of the highest academic standards.

The recent avalanche of unprecedented (at least since June 1976 student uprisings) student protest under the various student (and in some instances student-worker alliance) banners such as Fees Must Fall, Rhodes Must Fall, Open Stellenbosch, among others, have brought into sharp relief and focus the many (and also complex) challenges facing institutions of higher learning and the need for renewed urgency to address the challenges in a coherent and sustainable manner.

The SU's *Institutional Intent and Strategy: 2013 – 2018*, recognises the critical importance of the role of institutional culture in addressing the challenges besetting the University. In the Institutional Intent and Strategy document, the late Rector, and Vice Chancellor Prof H Russel Botman, reiterated the latter point, "Appropriate redesign of core processes, structures and the institutional culture is the core of our planning and positioning as a leading 21st Century university in Africa".

In light of the above, the aim of the SU Staff Culture and Climate Survey was to determine the present organisational culture and climate at the SU in reimaging the university as a preeminent 21st Century university in Africa. Furthermore, the survey aimed to highlight concerns from staff members that may cause hindrances in the long-term sustainability of the university in line with the Institutional Intent and Strategy and that needs firstly, further exploration and secondly, proactive attempts to address accordingly.

2. REPORT RATIONALE

This **SU Staff Culture and Climate Survey Report** is aimed at providing a concise and detailed indication of the statistical results and feedback obtained during the **Staff Culture and Climate Survey** conducted at Stellenbosch University during January and February 2017.

3. FINDINGS

3.1. Participants

An availability sample (*N* = 720) was taken from employees working at SU of which 96% (*N* = 692) could be utilised. Descriptive information of the sample is given in Table 1.

Table 1: *Profile of Participants*

Item	Category	Frequency	Percentage
Gender	Male	273	39,50
	Female	416	60,10
	Missing Values	3	0,40
Ethnicity	African	49	7,10
	Colored	179	25,90
	Indian	13	1,90
	White	413	59,70
	Other	5	0,70
	Missing Values	33	4,80
Age Group	25 years and younger	23	3,30
	26 – 30 years	65	9,40
	31 – 35 years	96	13,90
	36 – 40 years	92	13,30
	41 – 45 years	117	16,90
	46 – 50 years	101	14,60
	51 – 55 years	81	11,70
	56 – 60 years	75	10,80
	61 years and older	41	5,90
	Missing Values	1	0,10
Citizenship	South African	662	95,70
	Foreign	30	4,30
Tenure	Less than 1 year	40	5,80
	1 – 5 years	175	25,30
	6 – 10 years	167	24,10
	11 – 15 years	112	16,20
	16 – 20 years	100	14,50
	More than 20 years	97	14,00
	Missing Values	1	0,10
Faculty	Division of Rector	70	10,10
	Division of Chef Operations Officer	49	7,10
	Vice-Rector (Learning & Teaching)	56	8,10
	Vice Rector (Social Impact, Transformation & Personnel)	35	5,10
	Vice-Rector (Strategic Initiatives & Internationalisation)	9	1,30
	Vice-Rector (Research, Innovation, & Post-graduate Studies)	38	5,50
	Agricultural Sciences	50	7,20

Table 1 (Continue): *Profile of Participants*

Item	Category	Frequency	Percentage
Faculty (Continue)	Art and Social Sciences	54	7,80
	Economic and Management Sciences	85	12,30
	Education	24	3,50
	Engineering	58	8,40
	Law	11	1,60
	Medicine and Health Sciences	68	9,80
	Military Science	1	0,10
	Science	72	10,40
	Theology	12	1,70
Campus	Main Campus	586	84,70
	Tygerberg	77	11,10
	Bellville	26	3,80
	Worcester	2	0,30
	Military Academy, Saldanha	1	0,10
Division	Academic staff	219	31,60
	Professional Support Staff (Faculties)	194	28,00
	Professional Support Staff (Support Structures)	278	40,00
	Missing Values	1	0,10
Home Language	English	222	32,10
	Afrikaans	420	60,70
	Xhosa	14	2,00
	Zulu	4	0,60
	Southern Sotho	2	0,30
	Tswana	2	0,30
	Northern Sotho	2	0,30
	Venda	1	0,10
	Tsonga	1	0,10
	Swati	1	0,10
	Other	21	3,00
	Missing Values	2	0,30
Preferred Language	English	372	53,80
	Afrikaans	320	43,20

Table 1 shows that the majority of the participants were white (59,70%) females (60,10%) between the ages of 41 and 50 years (31,50%). The majority of participants have between 1 and 10 years' work experience at the University (49,40%).

From the above it is noted that the majority of the participants are employed in the Economic and Management Sciences Faculty. Whilst 60,70% participants noted their home language as Afrikaans, more than half of the participants (53,80%) still indicated that they prefer English as the official language at the University.

3.2. Statistical analysis

The statistical analysis was carried out using IBM SPSS Statistics 24. Exploratory factor analysis was conducted by means of an oblique rotation using direct Oblimen (an Oblique method rotation) on the main constructs of the study. This technique presumes a nominal correlation between factors and is utilised to determine the possible dimensions of the constructs. The purpose of factor analysis is to reduce the initial number of variables into a smaller and therefore more manageable (easier to analyses and interpret) set of underlying dimensions (Yong & Pearce, 2013:79), called factors.

The adequateness of the sample was determined by means of the Kaiser-Meyer-Olkin (KMO) correlation matrix and the diagonal element of the Anti-Image Correlation. The Bartlett's test of sphericity was also calculated. This test allows for the examining of the relationship between variables and signifies if the data is suitable to continue with a factor analysis (Field, 2009:647). The KMO values are interpreted as indicated in the table below (Hair, Anderson, Thatham, & Black, 1998:99).

Table 2: *Interpretation of KMO values*

KMO Value	Interpretation
≥ 0,80	Commendable
0,70	Average
0,60	Mediocre
0,50	Miserable
< 0,50	Undesirable

The Anti-image correlation matrix contains the negative partial co variances and correlations. Diagonals are used as a measure of sampling adequacy. The Anti-image correlation matrix has a cut-off of 0,50. If this requirement is not met, this means that distinct and reliable factors cannot be produced. Items causing diffused correlation patterns as indicated by the diagonal value in the Anti-Image Correlation matrix, is removed (Yong & Pearce, 2013:88).

Descriptive statistics (e.g. means, standard deviations, skewness, and kurtosis) were used to analyse the data. Cronbach's alpha coefficients were used to determine the internal consistency, homogeneity, and un-dimensionality of the measuring instruments (Dunn, *et al.,* 2014:400). Coefficient alpha contains important information regarding the proportion of variance of the items of a scale in terms of the total variance explained by that particular scale.

Pearson product-moment correlations were used to specify the relationships between the variables. In terms of statistical significance, a 95% confidence interval degree was set (p≤0,05). Effect sizes (Steyn, 1999) were used to determine the practical significance of the findings. A cut-off point of 0,30 (medium effect) was set for the practical significance of correlation coefficients.

Multivariate analysis of variance (MANOVA) was used to determine the significance of differences between the factors of demographic groups. MANOVA tests whether or not mean differences among groups in a combination of dependent variables are likely to have occurred by chance (Tabachnick & Fidell, 2001). In MANOVA, a new dependent variable that maximises group differences was created from the set of dependent variables. Wilk's Lambda was used to test the likelihood of the data, on the assumption of equal population mean vectors for all groups, against the likelihood on the assumption that the population mean vectors are identical to those of the sample mean vectors for the different groups. When an effect was significant in MANOVA, one-way analysis of variance (ANOVA) was used to discover which dependent variables had been affected. Seeing that multiple ANOVA's were used, a Bonferroni-type adjustment was made for inflated Type I error. Tukey tests were done to indicate which groups differed significantly when ANOVA's were performed.

3.3. Quantitative Results

A principal component factor analysis was performed on the cluster of items of the Culture and Climate Survey on the sample of participants. Results indicated a commendable KMO Correlation matrix of 0,94 ($p < 0,05$). An investigation of the anti-image correlation matrix noted no problematic items. Principle axis factoring analysis followed with direct oblimen rotation to perform further factor analysis. On investigation, it was noted that several items had cross loadings, i.e. loading on more than one factor, namely:

Item 9	Item 19	Item 20	Item 74	Item 95	Item 128	Item 142
• I am valued for my contributions.	• I am aware of programmes such as health screeing / sports days that SU offers.	• I participate in health & wellness events such as health screening / sports days.	• I have learned something about other cultures.	• There is a career development path for employees.	• I feel discriminated against on the basis of language.	• The Fees must Fall movement has had an impact.

These items were excluded from any further statistical analysis as it had a negative impact on the validity of the overall survey. Noting the importance of the content of these items, the frequency of responses on these items will be reflected on, later in this report.

Following the exclusion of these items, a further principle axis factoring analysis with direct oblimen rotation were performed. Results indicated that a 19-factor structure solution fitted the data the best, explaining 63,12% of the total variance. The following factors were extracted:

SU Leadership refers to the confidence and trust employees have in the University's top leadership to effectively deal with adverse situations, such as protest actions, etc., through the consistent application of policies and procedures, whilst upholding the inherent values of the University.

Cultural Awareness articulates insights into own cultural rules and biases in establishing the sophisticated understanding of the complexity of elements important to members of another culture.

Supervisory Relations related to the working relationship with one's immediate supervisor in terms of professional input, constructive criticism, transparent communication, and general understanding. This relation can be influenced by an employee's perceptions of the supervisor's competence levels and how he/she lives the values of the University.

Employee Retention is the efforts by the University to maintain a working environment which supports current staff in remaining with the University, inclusive of competitive benefits and remuneration, career opportunities, and academic freedom.

Feeling Connected relates to the experience of work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University.

Decision-making Involvement refers to the inclusion of employee's opinions in the decision-making process, more specifically when the decisions directly affect them.

Institutional Intent and Strategy refers to the awareness and understanding and perceived benefits of the University's overall strategy.

Sense of Belonging refers to the extent to which employees feel personally accepted, respected, valued, included, and supported by others in the work environment.

Sustainability refers to the concerns employees have regarding the financial sustainability of the university as well as having the belief and certainty that they will still have a positive future at the University.

Language Policy relates to the implementation and support of the language policy whilst also being positive about the prospective benefits of such a policy.

Protest Actions relate to the perceptions of employees towards these actions of expressing disapproval of or objection to something.

Sustaining Momentum on Excellence is the continuation of quality academic teaching and promotion of research outputs through the employment of expert employees (academic, professional, administrative and support) in positioning the University as the leading research institution in Africa.

Addressing Discrimination refers to the intolerance of discrimination and related actions in the work environment.

Approach towards Transformation refers to employee's support and openness to transformation and the understanding of its benefits.

Diversity discussions relate to employees' cultural views being challenged and having the opportunity to attend debates or panel discussions about diversity issues on campus.

Diversity Management aims at providing employees with diverse backgrounds, needs and skill sets that may vary widely with the opportunity to engage with other co-employees in a manner that produces an optimal work environment and the best possible business result for the University.

Opportunities for development refers to whether employees perceive that he or she has sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities.

Wellness promotion refers to the commitment for promoting employee wellness as well as the opportunity to have a say on the type of wellness programs offered.

Equality refers to all employees, irrespective of background and culture, being treated equally and having equal opportunities.

The descriptive statistics and alpha coefficients of the various constructs are indicated in Table 3.

Table 3: *Descriptive statistics and Alpha coefficients*

Factors	Mean	Mean (1 – 5-point scale)	SD	Skewness	Kurtosis	α
SU Leadership	20,04	3,34	5,31	-0,38	-0,14	0,92
Cultural Awareness	48,05	4,00	6,32	-0,40	0,05	0,87
Supervisory Relations	36,16	3,62	9,48	-0,77	-0,09	0,94
Employee Retention	18,57	3,10	5,22	-0,17	-0,43	0,87
Feeling Connected	29,02	4,15	4,18	-0,75	0,73	0,82
Decision-making Involvement	6,61	3,31	2,13	-0,44	-0,53	0,82
Institutional Intent and Strategy	13,88	3,47	3,34	-0,05	-0,32	0,89
Sense of belonging	30,11	3,76	5,87	-0,65	0,20	0,83
Sustainability	5,77	2,89	1,87	0,01	-0,44	0,27
Language Policy	13,52	3,38	3,51	-0,52	0,27	0,85
Protest Actions	18,81	3,76	4,07	-0,31	-0,39	0,77
Sustaining Momentum on Excellence	31,74	3,97	4,73	-0,24	-0,22	0,85
Addressing Discrimination	17,49	3,50	4,17	-0,46	0,07	0,78
Approach towards Transformation	30,79	3,85	5,62	-0,42	-0,16	0,87
Diversity discussions	5,87	2,94	1,86	0,10	-0,45	0,35
Diversity Management	47,53	3,40	10,35	-0,39	0,21	0,93
Opportunities for development	10,67	3,56	2,54	-0,50	0,08	0,74
Wellness promotion	12,15	3,04	3,16	-0,19	-0,29	0,77
Equality	17,60	3,52	3,57	-0,29	0,05	0,72

Table 3 indicates that acceptable Cronbach alpha coefficients varying from 0,72 to 0,94 were obtained, which compare reasonably well with the guideline of 0,70 (0,55 in basic research), demonstrating that a large proportion of the variance is explained by the dimensions (internal consistency of the dimensions) (Nunnally & Bernstein, 1994). Unacceptable Cronbach alpha coefficients were obtained for **Sustainability** and **Diversity discussions**. These two factors were therefore excluded from further analysis. It is evident from Table 3 that all the factors had relatively normal distributions, with low skewness and kurtosis.

The following observations were made based on the mean score between 1 and 5 as per the Likert Scale utilised with:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Not sure / neutral
- 4 – Agree
- 5 – Strongly Agree
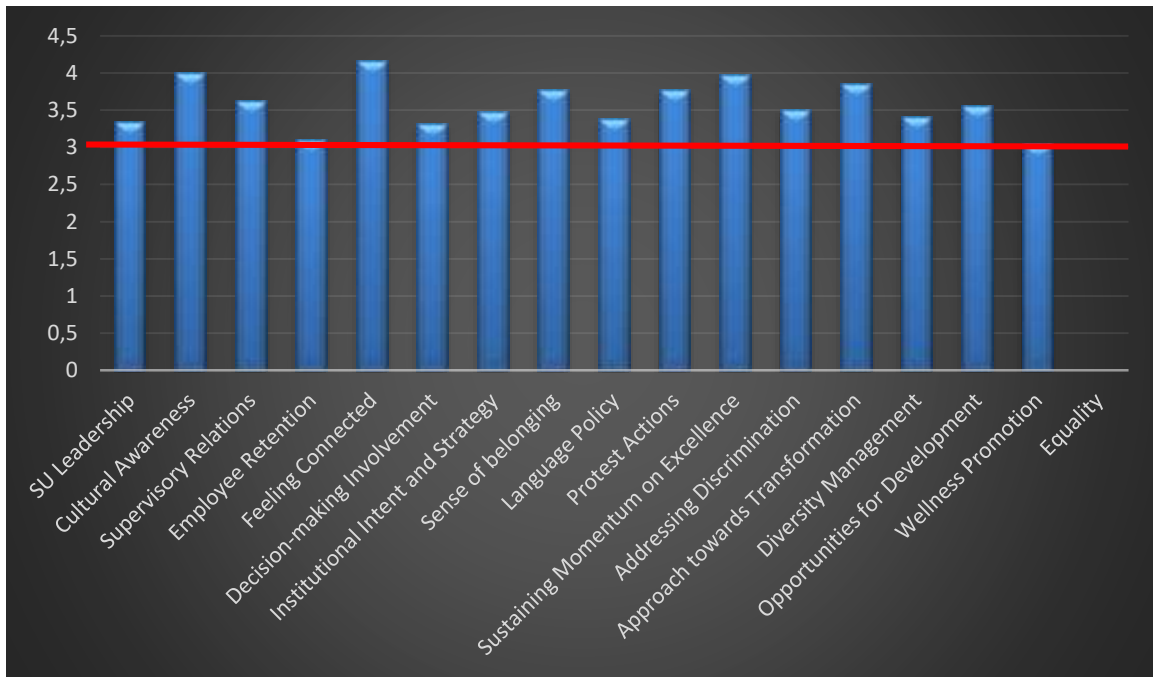
From the above it is noted that employees' perceptions were noted to be more positive towards:

- Cultural Awareness
- Feeling Connected
- Sustaining Momentum on Excellence
- Approach towards Transformation
- Sense of belonging
- Protest actions
- Supervisory Relations
- Opportunities for development
- Equality
- Addressing Discrimination

Perceptions appear lower on:
- Employee Retention
- Wellness Promotion

The product-moment correlation coefficients between the factors are provided in Table 4. From the correlations and the orientation noted above, the following were noted:

Feeling Connected (Mean = 4,15) relates to the experience of work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University. This construct was positively perceived. Feeling connected can be further be positively influenced by the following constructs (in a positive direction):

- SU Leadership & Supervisory Relations – the more positive the perception towards the overall management, the higher the feelings of connectivity.
- Enhancing Cultural Awareness further increase feelings of connectivity.
- Increased understanding of the Institutional Intent & Strategy.
- Implementation and support of the language policy.
- The addressing of discrimination, and the approach towards transformation and the management of diversity can further increase the feelings of connectivity.

When individual have a sense of connectivity, they tend to also be more positive towards:

- Attempts made to retain employees.
- Sustaining momentum on Excellence.
- Being involved in decisions that is made and that may have an impact on them.
- Having an increased sense of belonging.
- Is more open to the promotion of wellness.
- Experience a sense of equality.
- Perceive that there are opportunities for further development.

When the perceptions towards Feeling Connected is negative, the above is also negative.

Cultural Awareness (Mean = 4,00) articulates insights into own cultural rules and biases in establishing the sophisticated understanding of the complexity of elements important to members of another culture. The perception towards Cultural awareness was positive. Having positive perceptions regarding being cultural awareness, results in positive perceptions towards (and vice versa):

- Institutional Intent and Strategy
- Language Policy
- Sustaining Momentum on Excellence
- Approach towards Transformation
- Diversity Management
- Equality

Sustaining Momentum on Excellence (Mean = 3,97) is the continuation of quality academic teaching and promotion of research outputs through the employment of expert employees (academic, professional, administrative and support) in positioning the University as the leading research institution in Africa. Results indicated a positive perception towards the attempts

made to sustain the momentum on excellence. Sustaining momentum on excellence is influenced by (in the same direction):
- Addressing Discrimination
- Approach towards Transformation
- Diversity Management
- Opportunities for development
- Wellness Promotion
- Equality
- SU Leadership
- Supervisory Relations
- Cultural Awareness
- Employee Retention
- Feeling Connected
- Decision-making involvement
- Institutional Intent and Strategy
- Sense of belonging
- Language Policy

Approach towards Transformation (Mean = 3,85) refers to employee's support and openness to transformation and the understanding of its benefits. Results indicated that perceptions are positive towards transformation. From the results, it appears that perceptions towards transformation approaches can be influenced by (same direction):
- Cultural Awareness
- Feeling Connected
- Institutional Intent and Strategy
- Language Policy
- Sustaining Momentum on Excellence

Sense of Belonging (Mean = 3,76) refers to the extent to which employees feel personally accepted, respected, valued, included, and supported by others in the work environment. Results were noted to be positive towards having a sense of belonging. The following can influence the extent to which individuals' experience sense of belonging (same direct):
- Implementation and support of the language policy.
- The addressing of discrimination, and the management of diversity.
- SU Leadership & Supervisory Relations.

When individual experience a sense of belonging, they tend to also be more positive towards:
- Attempts made to retain employees.
- Feeling Connected.
- Sustaining momentum on Excellence.

- Being involved in decisions that is made and that may have an impact on them.
- Is more open to the promotion of wellness.
- Experience a sense of equality.
- Perceive that there are opportunities for further development.

When the perceptions towards Sense of belonging are negative, the above is also negative.

Protest Actions (Mean = 3,76) relate to the perceptions of employees towards these actions of expressing disapproval of or objection to something. The more negative the perceptions towards protest actions and its effect, the more negative the perceptions towards the effectiveness of managing diversity. As per the results obtained, participants were more likely to either be neutral to statements related to protest actions or being in agreement. Protest actions were overall a negative construct. Being neutral to in agreement with statements related to protest actions are indicative that participants were overall in agreement that protest actions are not an effective way to communicate grievances and is not contributive to positive change.

Supervisory Relations (Mean = 3,62) related to the working relationship with one's immediate supervisor in terms of professional input, constructive criticism, transparent communication, and general understanding. This relation can be influenced by an employee's perceptions of the supervisor's competence levels and how he/she lives the values of the University. **Supervisory Relations** correlated positively with Employee Retention, Feeling Connected, Decision making involvement, Sense of belonging, Sustaining momentum on Excellence, Addressing Discrimination, Diversity Management, Opportunities for Development, Wellness promotion and Equality. This implies that positive perceptions towards direct supervision, will have a positive impact on the perceptions of the noted constructs. However, when the perceptions are negative, the perceptions of the other constructs will also be negatively influenced.

Opportunities for development (Mean = 3,56) refers to whether employees perceive that he or she has sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities. The availability of sufficient development opportunities was slightly perceived as positive. These perceptions can be influenced by perceptions on the following (same direction):
- Wellness promotions
- Sense of equality
- SU Leadership
- Supervisory Relations
- Employee Retention
- Feeling Connected
- Decision-making involvement

- Institutional Intent and Strategy
- Sense of belonging
- Sustaining momentum on Excellence
- Addressing Discrimination
- Management Diversity.

Equality (Mean = 3,52) refers to all employees, irrespective of background and culture, being treated equally and having equal opportunities. Being slightly positively perceived, equality can directly be influenced by perceptions towards (same direction):

- SU Leadership
- Cultural Awareness
- Supervisory Relations
- Employee Retention
- Feeling Connected
- Decision-making involvement
- Institutional Intent and Strategy
- Sense of belonging
- Language Policy
- Sustaining momentum on Excellence
- Addressing Discrimination
- Diversity Management
- Opportunities for development
- Wellness promotion.

Addressing Discrimination (Mean = 3,50) refers to the intolerance of discrimination and related actions in the work environment. Having slight positive perceptions towards the way discrimination are addressed, may result in positive perceptions towards:

- Diversity Management
- Opportunities for Development
- Wellness Promotion
- Equality
- Sustaining momentum on Excellence
- Language Policy
- Sense of belonging
- Institutional Intent & Strategy
- Feeling Connected
- Employee Retention
- Supervisory Relations
- SU Leadership.

Table 4: *Product-moment correlation coefficients – first order factors*

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SU Leadership	.	.	.	.	.	.	.	.	.	.	.	.	.			
Cultural Awareness	0,27+	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Supervisory Relations	0,42*+	0,22*	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Employee Retention	0,63*++	0,22*	0,51*++	.	.	.	.	.	.	.	.	.	.	.	.	.
Feeling Connected	0,51*++	0,50*+	0,48*+	0,59*++	.	.	.	.	.	.	.	.	.	.	.	.
Decision-making Involvement	0,36*++	0,20*	0,57*++	0,48*+	0,44*++	.	.	.	.	.	.	.	.	.	.	.
Institutional Intent and Strategy	0,39*+	0,46*+	0,21*	0,34*+	0,48*+	0,27*	.	.	.	.	.	.	.	.	.	.
Sense of belonging	0,52*++	0,20*	0,66*++	0,59*+	0,53*++	0,59*++	0,25*	.	.	.	.	.	.	.	.	.
Language Policy	0,57*++	0,31*+	0,28*	0,39*+	0,39*+	0,21*	0,41*+	0,31*+	.	.	.	.	.	.	.	.
Protest Actions	0,27*	-0,06	0,14*	0,19*	0,13*	0,06	0,02	0,24*	0,07	.	.	.	.	.	.	.
Sustaining Momentum on Excellence	0,62*++	0,42*+	0,41*+	0,58*++	0,67*++	0,32*+	0,41*+	0,51*++	0,42*+	0,22*+	.	.	.	.	.	.
Addressing Discrimination	0,56*++	0,29*	0,40*+	0,50*+	0,40*+	0,30*	0,37*+	0,53*++	0,37*+	0,25*	0,43*+	.	.	.	.	.
Approach towards Transformation	0,29*	0,57*++	0,16*	0,22*	0,44*+	0,20*	0,45*+	0,16*	0,40*+	-0,26*	0,40*+	0,10*	.	.	.	.
Diversity Management	0,70*++	0,33*+	0,41*+	0,55*++	0,45*+	0,32*+	0,49*+	0,55*++	0,46*+	0,36*+	0,52*++	0,72*++	0,11*	.	.	.
Opportunities for development	0,48*+	0,30*	0,33*+	0,60*++	0,49*+	0,35*+	0,32*+	0,42*+	0,30*	0,11*	0,50*+	0,43*+	0,23*	0,45*+	.	.
Wellness promotion	0,67*++	0,21*	0,40*+	0,67*++	0,48*+	0,39*+	0,31*+	0,49*+	0,40*+	0,10*	0,56*++	0,49*+	0,19*	0,56*++	0,57*++	.
Equality	0,65*++	0,41*+	0,50*+	0,64*++	0,54*++	0,44*+	0,38*+	0,61*++	0,42*+	0,22*	0,57*++	0,61*++	0,30*	0,71*++	0,47*+	0,56*++

* $p < 0,05$ - statistically significant
+ $r > 0,30$ - practically significant (medium effect)
++ $r > 0,50$ - practically significant (large effect)

MANOVA analyses were used to determine the relationship between the factors and various demographic characteristics. The demographic characteristics were first analysed for statistical significance using Wilk's Lambda statistics.

Table 5: *MANOVAS – Differences in demographic characteristics*

Variable	Value	F	P	Partial Eta Squared
Gender	0,93	1,97	0,01*	0,07
Ethnicity	0,80	5,64	0,00*	0,20
Age	0,83	2,31	0,00*	0,09
Home Language	0,72	4,06	0,00*	0,15
Language Preference	0,76	8,23	0,00*	0,24
Tenure	0,79	1,88	0,00*	0,08
Division	0,73	2,54	0,00*	0,14

* Statically significant difference $p < 0,05$

In analysis of Wilk's Lambda values, statistically significant differences ($p<0,05$) could be found on all the noted demographic characteristics.

The relationship between the various factors and these demographic variable levels that showed statistically significant differences were further analysed using ANOVA (see Table 6 to Table 12).

Table 6: *Differences based on gender*

Item	5 Point Scale Means			P	Partial Eta Squared
	Total Group	Male (n = 273)	Female (n = 416)		
SU Leadership	3,34	3,30	3,37	0,36	0,00
Cultural Awareness	4,00	3,99	4,01	0,55	0,00
Supervisory Relations	3,62	3,65	3,59	0,45	0,00
Employee Retention	3,10	3,11	3,09	0,67	0,00
Feeling Connected	4,15	4,17	4,13	0,43	0,00
Decision-making Involvement	3,31	**3,45[a]**	**3,22[b]**	**0,00***	**0,01**
Institutional Intent and Strategy	3,47	3,53	3,44	0,16	0,00
Sense of belonging	3,76	3,81	3,74	0,26	0,00
Language Policy	3,38	**3,26[b]**	**3,47[a]**	**0,00***	**0,01**
Protest Actions	3,76	**3,68[b]**	**3,81[a]**	**0,04***	**0,01**
Sustaining Momentum on Excellence	3,97	3,92	4,00	0,06	0,01
Addressing Discrimination	3,50	3,48	3,51	0,74	0,00
Approach towards Transformation	3,85	3,80	3,88	0,15	0,00
Diversity Management	3,40	3,35	3,43	0,21	0,00
Opportunities for development	3,56	3,59	3,54	0,49	0,00
Wellness promotion	3,04	3,08	3,02	0,40	0,00
Equality	3,52	3,50	13,53	0,55	0,00

Statistically significant difference $p < 0,05$
[a] Group differs statistically significant (in row) where [b] is indicated

Differences based on gender were noted on the following:

- **Decision-making involvement**
  - Male participants' experience that their opinions are more taken into consideration when decisions, that directly have an impact on them, are made.
  - The differences in gender groups regarding decision-making involvement was specifically evident to participants working in **Professional Support Staff (Support Structures)** (n = 110). Male participants working in Professional Support Staff (Support Structures) were more positive towards decision making involvement.

- **Language Policy**
  - Female participants were more supportive of and positive towards the proposed language policy of the University.
  - No specific differences were found among the various divisions.

- **Protest Actions**
  - Female participants were more likely to perceive protest actions as an ineffective way to communicate grievances.
  - The differences in gender groups regarding protest actions was specifically evident to participants working as **Professional Support Staff (Faculties)** (n = 167). Female participants working as Professional Support Staff (Faculties) are more likely to perceive protest actions as an ineffective way to communicate grievances.

The following differences were further noted, when the data was broken down into divisions, based on gender:
- **Sustaining Momentum on Excellence**
  - Female **Professional support staff (Support Structures)** (n = 167) participants, perceive that there are continuous attempts made to position the University as the leading research institution in Africa.

Table 7: *Differences based on ethnicity groups*

Item	5 Point Scale Mean			P	Partial Eta Squared
	Total Group	CBI (n = 246)	White (n = 413)		
SU Leadership	3,34	3,23[b]	3,41[a]	**0,01[*]**	**0,01**
Cultural Awareness	4,00	3,99	4,01	0,70	0,00
Supervisory Relations	3,62	3,55	3,66	0,16	0,00
Employee Retention	3,10	3,04	3,13	0,16	0,00
Feeling Connected	4,15	4,10	4,18	0,16	0,00
Decision-making Involvement	3,31	3,13[b]	3,43[a]	**0,00[*]**	**0,02**
Institutional Intent and Strategy	3,47	3,47	3,47	0,96	0,00
Sense of belonging	3,76	3,60[b]	3,87[a]	**0,00[*]**	**0,03**
Language Policy	3,38	3,40	3,37	0,69	0,00
Protest Actions	3,76	3,49[b]	3,94[a]	**0,00[*]**	**0,07**
Sustaining Momentum on Excellence	3,97	3,95	3,98	0,48	0,00
Addressing Discrimination	3,50	3,35[b]	3,60a	**0,00[*]**	**0,02**
Approach towards Transformation	3,85	4,02[a]	3,75[b]	**0,00[*]**	**0,04**
Diversity Management	3,40	3,19[b]	3,53[a]	**0,00[*]**	**0,05**
Opportunities for development	3,56	3,50	3,60	0,12	0,00
Wellness promotion	3,04	3,06	3,03	0,63	0,00
Equality	3,52	3,35[b]	3,63[a]	**0,00[*]**	**0,04**

Statistically significant difference *p* < 0, 05
[a] Group differs statistically significant (in row) where [b] is indicated

Differences based on ethnicity groups were noted as follows:

- **SU Leadership**
  - White participants displayed more confidence and trust in SU Leadership to deal with adverse situations, being consistent in the application of policies and procedures and upholding the inherent values of the University.
  - The differences in ethnicity regarding the perceptions to the SU Leadership was specifically evident for **Academic Staff**. White Academic staff participants (n = 164) were more positive towards and having confidence in SU Leadership.

- **Decision-making involvement**
  - White participants' experience that their opinions are more taken into consideration when decisions, that directly have an impact on them, are made.
  - The differences in ethnicity regarding the involvement in decisions made were specifically evident for participants working as **Professional Support Staff (Faculties)** and **Professional Support Staff (Support Structures)**. White participants working as both Professional Support Staff (Faculties) (n = 112) and Professional Support Staff (Support Structures) (n = 136) experience that their opinions are considered when decisions, having an impact on them, are made.

- **Sense of belonging**
  - White participants experience higher levels of sense of belonging, i.e. feeling accepted, respected, valued, and included within the work environment.

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- o The differences in ethnicity regarding sense of belonging were evident in all three divisions, namely **Academic Staff** (n = 164) and participants working as **Professional Support Staff (Faculties)** (n = 112) and **Professional Support Staff (Support Structures)** (n = 136), depicting that the white participants overall experienced higher levels of sense of belonging.

- **Protest Actions**
  - o White participants were more likely to perceive protest actions as an ineffective way to communicate grievances.
  - o The differences in ethnicity regarding the perceptions towards protest actions were evident in all three divisions, namely **Academic Staff** (n = 164) and participants working as **Professional Support Staff (Faculties)** (n = 112) and **Professional Support Staff (Support Structures)** (n = 136)**,** depicting that white participants overall perceived protest actions as an ineffective way to communicate grievances.

- **Addressing Discrimination**
  - o White participants perceived that there were actions within the work environment evident to actively address discrimination and related practices.
  - o The differences in ethnicity regarding addressing discrimination were specifically evident for **Academic Staff** (n = 164) and participants working as **Professional Support Staff (Support Structures)** (n = 136). White participants in these two divisions were positive that there are active attempts to address discrimination.

- **Approach towards Transformation**
  - o CBI participants were more supportive to and open to transformation.
  - o The differences in ethnicity regarding the approach towards discrimination were specifically evident for **Academic Staff** (n = 55) and participants working as **Professional Support Staff (Support Structures)** (n = 142). CBI participants in both these divisions are more supportive of and open to transformation.

- **Diversity Management**
  - o White participants were more positive towards the management of diversity at the University.
  - o The differences in ethnicity regarding the perceptions on diversity management were evident in all three divisions, namely **Academic Staff** (n = 164) and participants working as **Professional Support Staff (Faculties)** (n = 112) and **Professional Support Staff (Support Structures)** (n = 136), depicting that white participants were overall more positive towards the management of diversity at the University.

- **Equality**
  - o White participants perceived that all employees, irrespective of background and culture, are treated equally and have equal opportunities.
  - o The differences in ethnicity regarding the perception of equality were specifically evident for participants working as **Professional Support Staff (Faculties)** (n = 112) and **Professional Support Staff (Support Structures)** (n = 136). White participants in both these divisions had a higher perception of equality present and having equal opportunities.

The following differences were further noted, when the data was broken down into divisions, based on ethnicity:

- **Feeling Connected**
    - o White participants working in **Professional support staff (Support Structures)** (n = 136), related more to the experience of work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University.

- **Opportunities for development**
    - o White participants working in **Professional support staff (Support Structures)** (n = 136), perceived that there are sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities.

- **Wellness promotion**
    - o CBI participants working in **Professional support staff (Faculties)** (n = 112), were more perceptive of the commitment for promoting employee wellness at the University as well as the opportunity to have a say on the type of wellness programs offered.

Table 8: *Differences based on age groups*

Item	5 Point Scale Mean				*P*	Partial Eta
	Total Group	35 years & younger (n = 184)	36 – 50 years (n = 310)	51 years & older (n = 197)		Squared
SU Leadership	3,34	**3,12[b]**	**3,34**	**3,48[a]**	**0,01[*]**	**0,01**
Cultural Awareness	4,00	3,94	4,00	4,08	0,05	0,01
Supervisory Relations	3,62	3,64	3,66	3,52	0,30	0,00
Employee Retention	3,10	3,04	3,06	3,21	0,13	0,01
Feeling Connected	4,15	**4,00[b]**	**4,13**	**4,30[a]**	**0,00[*]**	**0,04**
Decision-making Involvement	3,31	3,22	3,35	3,33	0,44	0,00
Institutional Intent and Strategy	3,47	**3,28[b]**	**3,41**	**3,74[a]**	**0,00[*]**	**0,05**
Sense of belonging	3,76	3,70	3,77	3,83	0,29	0,00
Language Policy	3,38	3,35	3,39	3,39	0,88	0,00
Protest Actions	3,76	3,69	3,77	3,82	0,34	0,00
Sustaining Momentum on Excellence	3,97	**3,85[b]**	**3,98**	**4,06[a]**	**0,00[*]**	**0,02**
Addressing Discrimination	3,50	**3,40b**	**3,48**	**3,62[a]**	**0,04[*]**	**0,01**
Approach towards Transformation	3,85	3,81	3,85	3,89	0,61	0,00
Diversity Management	3,40	**3,33**	**3,32[b]**	**3,57[a]**	**0,00[*]**	**0,02**
Opportunities for development	3,56	**3,38[b]**	**3,57**	**3,70[a]**	**0,00[*]**	**0,02**
Wellness promotion	3,04	2,95	3,03	3,14	0,05	0,01
Equality	3,52	3,45	3,50	3,62	0,08	0,01

Statistically significant difference *p* < 0, 05
[a] Group differs statistically significant (in row) where [b] is indicated

Differences based on age groups were noted as follows:

- **SU Leadership**
    - o Participants, 51 years and older, displayed more confidence and trust in SU Leadership to deal with adverse situations, being consistent in the application of policies and procedures and upholding the inherent values of the University.

- o No specific differences were found among the various divisions.

- **Feeling Connected**
  - o Participants, 51 years and older, related more to the experience of work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University.
  - o The differences in age groups in terms of feeling connected were specifically evident for **Academic Staff** (n = 69) and participants working as **Professional Support Staff (Support Structures)** (n = 69). Participant in both these divisions, aged 51 years and older, felt more connected to the University and experiencing work purpose.

- **Institutional Intent and Strategy**
  - o Participants, 51 years and older, are more aware of and understanding of the University's overall strategy.
  - o The differences in age groups in terms of being aware of and understanding the University's overall strategy were specifically evident for **Academic Staff** (n = 69) and participants working as **Professional Support Staff (Faculties)** (n = 58). Participants 51 years and older in both these divisions are more aware of and understanding of the University's overall strategy.

- **Sustaining Momentum on Excellence**
  - o Participants, 51 years and older, perceive that there are continuous attempts made to position the University as the leading research institution in Africa.
  - o The differences in age groups regarding the attempts to sustain momentum on excellence was specifically more evident for participants, 51 years and older, working in **Professional Support Staff (Support Structures)** (n = 69).

- **Addressing Discrimination**
  - o Participants, 51 years and older, perceived that there were actions within the work environment evident to actively address discrimination and related practices.
  - o No specific differences were found among the various divisions.

- **Diversity Management**
  - o Participants, 51 years and older, were more positive towards the management of diversity at the University.
  - o The differences in age groups in terms of diversity management were specifically evident for **Academic Staff** (n = 69) and participants working as **Professional Support Staff (Support Structures)** (n = 69). Participants 51 years and older in both divisions are more positive towards the management of diversity at the University.

- **Opportunities for development**
  - o Participants, 51 years and older, perceived that there are sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities.
  - o The differences in age groups in terms of perceptions of available opportunities for further development were specifically evident for participants working as **Professional**

Support Staff (Faculties) and **Professional Support Staff (Support Structures)**. The following were evident from the results:

- Participants, 51 years and older, working as Professional Support Staff (Faculties) (n = 58) perceived that there are opportunities for development.
- Participants, 36 to 50 years old (n = 128), working as Professional Support Staff (Support Structures) perceived that there are opportunities for development.

The following differences were further noted, when the data was broken down into divisions, based on age groups:

- **Protest Actions**
  - Participants 51 years and older working in **Professional support staff (Support Structures)** (n = 69) were more likely to perceive protest actions as an ineffective way to communicate grievances.
- **Wellness promotion**
  - Participants 51 years and older working in **Professional support staff (Support Structures)** (n = 69), were more perceptive of the commitment for promoting employee wellness at the University as well as the opportunity to have a say on the type of wellness programs offered.

Table 9: *Differences based on home language groups*

Item	5 Point Scale Mean				P	Partial Eta Squared
	Total Group	Afrikaans (n = 420)	English (n = 222)	Other** (n = 48)		
SU Leadership	3,34	3,26	3,39	3,32	0,23	0,00
Cultural Awareness	4,00	4,05	3,97	4,08	0,14	0,01
Supervisory Relations	3,62	3,63	3,63	3,67	0,89	0,00
Employee Retention	3,10	3,06	3,12	3,09	0,74	0,00
Feeling Connected	4,15	4,13	4,15	4,13	0,92	0,00
Decision-making Involvement	3,31	3,29	3,31	3,29	0,97	0,00
Institutional Intent and Strategy	3,47	3,47	3,46	3,52	0,89	0,00
Sense of belonging	3,76	**3,70**	**3,82[a]**	**3,61[b]**	**0,04***	**0,01**
Language Policy	3,38	3,36	3,40	3,30	0,72	0,00
Protest Actions	3,76	**3,49**	**3,97[a]**	**3,31[b]**	**0,00***	**0,10**
Sustaining Momentum on Excellence	3,97	3,91	3,99	4,11	0,09	0,01
Addressing Discrimination	3,50	**3,33[b]**	**3,60[a]**	**3,46**	**0,00***	**0,02**
Approach towards Transformation	3,85	**4,10[a]**	**3,69[b]**	**4,10**	**0,00***	**0,08**
Diversity Management	3,40	**3,21[b]**	**3,30[a]**	**3,25**	**0,00***	**0,04**
Opportunities for development	3,56	3,54	3,58	3,48	0,66	0,00
Wellness promotion	3,04	**2,91[b]**	**3,09**	**3,18[a]**	**0,01***	**0,01**
Equality	3,52	3,53	3,53	3,42	0,60	0,00

** All the other languages clustered together
*Statistically significant difference $p < 0,05$
[a] Group differs statistically significant (in row) where [b] is indicated

Differences based on home language groups were noted as follows:

- **Sense of belonging**
  - Participants with Afrikaans as their home language, experience higher levels of sense of belonging, i.e. feeling accepted, respected, valued, and included within the work environment.
  - No specific differences were found among the various divisions.

- **Protest Actions**
  - Participants with Afrikaans as their home language, were more likely to perceive protest actions as an ineffective way to communicate grievances.
  - The differences based on home languages regarding the perceptions towards protest actions were evident in all three divisions, namely **Academic Staff** (n = 108) and participants working as **Professional Support Staff (Faculties)** (n = 120) and **Professional Support Staff (Support Structures)** (n = 192), depicting that Afrikaans participants were more likely to perceive protest actions as an ineffective way to communicate grievances.

- **Addressing Discrimination**
  - Participants with Afrikaans as their home language, perceived that there were actions within the work environment evident to actively address discrimination and related practices.
  - The differences based on home language in the perceptions towards addressing discrimination was specifically more evident for **Academic staff** participants (n = 20). It is noted that participants with languages other than Afrikaans and English employed as an Academic Staff member perceived that discrimination is actively addressed at the University.

- **Approach towards Transformation**
  - Participants with English as their home language were more supportive and open to transformation.
  - The differences based on home languages regarding the perceptions of the approach and openness to transformation were evident in all three divisions, namely **Academic Staff** and participants working as **Professional Support Staff (Faculties)** and **Professional Support Staff (Support Structures)**. The differences were noted as follows:
    - Academic Staff Participants with English as their home language (n = 91) were more supportive and open to transformation.
    - Participants with home languages other than Afrikaans and English working as Professional Support Staff (Faculties) (n = 11) and Professional Support Staff (Support Structures) (n = 17), were more supportive and open to transformation.

- **Diversity Management**
  - Participants with Afrikaans as their home language, were more positive towards the management of diversity at the University.
  - The differences based on home languages in terms of diversity management were specifically evident for **Academic Staff** and participants working as **Professional Support Staff (Support Structures)**. It is noted that participants with languages other than Afrikaans and English employed as an Academic Staff member (n = 20) or Professional Support Staff (Support Structures) (n = 17) were more positive towards the management of diversity at the University.

- **Wellness promotion**
    - o Participants with other than Afrikaans or English home languages, were more perceptive of the commitment for promoting employee wellness at the University as well as the opportunity to have a say on the type of wellness programs offered.
    - o The differences based on home language in the perceptions regarding wellness promotion was specifically more evident for participants working as **Professional Support Staff (Support Structures)**. It is noted that participants with English as home language working as Professional Support Staff (Support Structures) (n = 68) were more positive about the commitment for promoting employee wellness.

The following differences were further noted, when the data was broken down into divisions, based on home language:
- **Equality**
    - o Participants with English as their home language working as **Professional Support Staff (Faculties)** (n = 62) perceived that all employees, irrespective of background and culture, are treated equally and have equal opportunities.

Table 10: *Differences based on language preference*

Item	5 Point Scale Mean			P	Partial Eta Squared
	Total Group	English (n = 372)	Afrikaans (n = 320)		
SU Leadership	3,34	3,31	3,38	0,32	0,00
Cultural Awareness	4,00	**4,07ᵃ**	**3,92ᵇ**	**0,00***	**0,02**
Supervisory Relations	3,62	3,62	3,61	0,86	0,00
Employee Retention	3,10	3,09	3,10	0,87	0,00
Feeling Connected	4,15	4,17	4,12	0,33	0,00
Decision-making Involvement	3,31	3,32	3,30	0,69	0,00
Institutional Intent and Strategy	3,47	3,53	3,40	0,06	0,01
Sense of belonging	3,76	**3,70ᵇ**	**3,85ᵃ**	**0,01***	**0,01**
Language Policy	3,38	**3,45ᵃ**	**3,30ᵇ**	**0,03***	**0,01**
Protest Actions	3,76	**3,55ᵇ**	**4,01ᵃ**	**0,00***	**0,08**
Sustaining Momentum on Excellence	3,97	3,97	3,97	0,84	0,00
Addressing Discrimination	3,50	**3,38ᵇ**	**3,64ᵃ**	**0,00***	**0,03**
Approach towards Transformation	3,85	**4,06ᵃ**	**3,37ᵇ**	**0,00***	**0,10**
Diversity Management	3,40	**3,26ᵇ**	**3,55ᵃ**	**0,00***	**0,04**
Opportunities for development	3,56	3,55	3,57	0,80	0,00
Wellness promotion	3,04	**2,98ᵇ**	**3,10ᵃ**	**0,03***	**0,01**
Equality	3,52	3,54	3,50	0,51	0,00

Statistically significant difference *p* < 0, 05
ᵃ Group differs statistically significant in terms of retention personal indicators (in row) where ᵇ is indicated

The following differences were noted based on having either Afrikaans or English as official language at the University:

- **Cultural Awareness**
    - o Participants preferring English as the official language at the University are culturally more aware.

- o The differences based on preferred languages in being more culturally aware was specifically more evident for participants working as **Professional Support Staff (Support Structures)** (n = 123). It is noted that participants preferring English as the official language of the University are culturally more aware.

- **Sense of belonging**
  - o Participants preferring Afrikaans as the official language at the University, experience higher levels of sense of belonging, i.e. feeling accepted, respected, valued, and included within the work environment.
  - o The differences based on preferred languages experiencing a sense of belonging was specifically more evident for participants working as **Professional Support Staff (Support Structures)** (n = 155). It is noted that participants preferring Afrikaans as the official language of the University experience a sense of belonging.

- **Language Policy**
  - o Participants preferring English as the official language at the University, were more supportive of and positive towards the proposed language policy of the University.
  - o The differences based on preferred languages, with reference to the language policy, was specifically more evident for participants working as **Professional Support Staff (Faculties)** (n = 102). It is noted that participants preferring English as the official language of the University are more positive towards the language policy of the University.

- **Protest Actions**
  - o Participants preferring Afrikaans as the official language at the University, were more likely to perceive protest actions as an ineffective way to communicate grievances.
  - o The differences based on preferred language regarding the perceptions towards protest actions were evident in all three divisions, namely **Academic Staff** (n = 73) and participants working as **Professional Support Staff (Faculties)** (n = 92) and **Professional Support Staff (Support Structures)** (n = 155)**, depicting that participants preferring Afrikaans as the official language were more likely to perceive protest actions as an ineffective way to communicate grievances.

- **Addressing Discrimination**
  - o Participants preferring Afrikaans as the official language at the University, perceived that there were actions within the work environment evident to actively address discrimination and related practices.
  - o The differences based on preferred language regarding the perceptions that discrimination is addressed were specifically evident for participants working as **Professional Support Staff (Faculties)** (n = 92) and **Professional Support Staff (Support Structures)** (n = 155). Participants with a preference for Afrikaans as the official language of the University were more positive that there are attempts to address discrimination.

- **Approach towards Transformation**
  - o Participants preferring English as the official language at the University, were more supportive and open to transformation.

- o The differences based on preferred language regarding the perceptions towards the approach towards transformation were evident in all three divisions, namely **Academic Staff** (n = 146) and participants working as **Professional Support Staff (Faculties)** (n = 102) and **Professional Support Staff (Support Structures)** (n = 123), depicting that participants preferring English as the official language are more open to transformation.

- **Diversity Management**
  - o Participants preferring Afrikaans as the official language at the University, were more positive towards the management of diversity at the University.
  - o The differences based on preferred language regarding the perceptions towards managing diversity were specifically evident for **Academic Staff** (n = 73) participants and participants working as **Professional Support Staff (Support Structures)** (n = 155). Participants with a preference for Afrikaans as the official language in both divisions, are more positive towards the management of diversity at the University.

- **Wellness promotion**
  - o Participants preferring Afrikaans as the official language at the University, were more perceptive of the commitment for promoting employee wellness at the University as well as the opportunity to have a say on the type of wellness programs offered.
  - o The differences based on preferred languages, with reference to the promotion of wellness, was specifically more evident for participants working as **Professional Support Staff (Support Structures)** (n = 155). It is noted that participants preferring Afrikaans as the official language of the University are more positive to the promotion of wellness.

The following differences were further noted, when the data was broken down into divisions, based on preferred language:
- **Institutional Intent and Strategy**
  - o Participants working as Professional Support Staff (Support Structures) (n = 155), preferring Afrikaans as official language, are more aware of and understanding of the University's overall strategy.

Table 11: *Differences based on tenure*

Item	5 Point Scale Mean					P	Partial Eta
	Total Group	5 yrs. & less (n = 215)	6 – 10 years (n = 167)	11 – 15 years (n = 112)	16 yrs. & longer (n = 197)		Squared
SU Leadership	3,34	**3,45**[a]	**3,25**	**3,19**[b]	**3,38**	**0,04**[*]	**0,01**
Cultural Awareness	4,00	4,03	4,01	3,92	4,02	0,41	0,01
Supervisory Relations	3,62	**3,80**[a]	**3,60**	**3,47**[b]	**3,51**	**0,01**[*]	**0,02**
Employee Retention	3,10	**3,26**[a]	**2,92**[b]	**2,96**	**3,14**	**0,00**[*]	**0,03**
Feeling Connected	4,15	4,16	4,09	4,09	4,21	0,19	0,01
Decision-making Involvement	3,31	3,36	3,25	3,22	3,36	0,51	0,00
Institutional Intent and Strategy	3,47	**3,46**	**3,41**	**3,33**[b]	**3,62**[a]	**0,02**[*]	**0,02**
Sense of belonging	3,76	3,79	3,72	3,71	3,80	0,59	0,00
Language Policy	3,38	**3,54**[a]	**3,30**	**3,22**[b]	**3,38**	**0,00**[*]	**0,02**
Protest Actions	3,76	**3,71**	**3,74**	**3,64**[b]	**3,91**[a]	**0,02**[*]	**0,01**
Sustaining Momentum on Excellence	3,97	3,99	3,93	3,88	4,03	0,16	0,00
Addressing Discrimination	3,50	3,46	3,46	3,40	3,62	0,09	0,01
Approach towards Transformation	3,85	**3,95**[a]	**3,88**	**3,70**[b]	**3,79**	**0,01**[*]	**0,02**
Diversity Management	3,40	**3,41**	**3,32**	**3,22**[b]	**3,54**[a]	**0,00**[*]	**0,02**
Opportunities for development	3,56	3,48	3,52	3,55	3,69	0,07	0,01
Wellness promotion	3,04	**3,14**[a]	**2,90**[b]	**3,02**	**3,07**	**0,03**[*]	**0,01**
Equality	3,52	3,59	3,53	3,38	3,53	0,10	0,01

Statistically significant difference *p* < 0, 05

[a] Group differs statistically significant in terms of retention personal indicators (in row) where [b] is indicated

The following differences were noted based on tenure:

- **SU Leadership**
  - Participants with 5 years and less work experience, displayed more confidence and trust in SU Leadership to deal with adverse situations, being consistent in the application of policies and procedures and upholding the inherent values of the University.
  - The differences in tenure regarding being confident in and trusting SU Leadership was specifically more evident for participants with 5 years and less work experience, working in **Professional Support Staff (Support Structures)** (n = 92).

- **Supervisory Relations**
  - Participants with 5 years and less work experience, were more positive regarding their relations with and the competence of their immediate supervisor.
  - The differences in tenure regarding being positive regarding their relations with their immediate supervisor was specifically more evident for **Academic Staff** participants. From the results, it was noted that Academic Staff participants with 5 years and less work experience (n = 63) perceived better supervisory relations.

- **Employee Retention**
  - Participants with 5 years and less work experience, is more positive towards the efforts made by the University to maintain a working environment which supports current staff

in remaining with the University, inclusive of competitive benefits and remuneration, career opportunities, and academic freedom.

o The differences in tenure regarding perceptions pertaining to employee retention was specifically more evident for participants working as **Professional Support Staff (Faculties)**. From the results, it was noted that participants with 5 years and less work experience working as Professional Support Staff (Faculties) (n = 59) were more positive to attempts made to retain employees.

- **Institutional Intent and Strategy**
  - o Participants with more than 16 years' work experience, are more aware of and understanding of the University's overall strategy.
  - o The differences in tenure regarding being aware of and understanding of the University's overall strategy was specifically more evident for **Academic Staff** participants (n = 58). From the results, it was noted that participants with 16 years and more work experience were more aware of and understanding of the University's overall strategy.

- **Language Policy**
  - o Participants with 5 years and less work experience, were more supportive of and positive towards the proposed language policy of the University.
  - o No specific differences were found among the various divisions.

- **Protest Actions**
  - o Participants with 16 years and more work experience, were more likely to perceive protest actions as an ineffective way to communicate grievances.
  - o The differences in tenure regarding perceptions towards protest actions was specifically more evident for participants working as **Professional Support Staff (Support Structure)** (n = 89). From the results, it was noted that participants with 16 years and more work experience were more likely to perceive protest actions as an ineffective way to communicate grievances.

- **Approach towards Transformation**
  - o Participants with 5 years and less work experience, were more supportive and open to transformation.
  - o The differences in tenure regarding being open to transformation was specifically more evident for participants working as **Professional Support Staff (Support Structure)** (n = 92). From the results, it was noted that participants with 5 years and less work experience were more open to transformation.

- **Diversity Management**
  - o Participants with 16 years and more work experience, were more positive towards the management of diversity at the University.
  - o The differences in tenure regarding perceptions towards diversity management was specifically more evident for participants working as **Professional Support Staff (Support Structure)** (n = 89). From the results, it was noted that participants with 16 years and more work experience were more positive towards the management of diversity.

- **Wellness promotion**
  - o Participants with 5 years and less work experience, were more perceptive of the commitment for promoting employee wellness at the University as well as the opportunity to have a say on the type of wellness programs offered.
  - o The differences in tenure regarding perceptions towards wellness promotion was specifically more evident for participants working as **Professional Support Staff (Faculties)** (n = 50). From the results, it was noted that participants with 16 years and more work experience were more positive towards wellness promotion attempts.

The following differences were further noted, when the data was broken down into divisions, based on tenure:

- **Opportunities for development**
  - o Participants working as Professional Support Staff (Faculties), having more than 16 years' work experience (n = 50), perceived that there are sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities.

Table 12: *Differences based on divisions*

Item	5 Point Scale Mean				P	Partial Eta
	Total Group	Academic (n = 219)	PASS (Faculty) (n = 194)	PASS (Support) (n = 278)		Squared
SU Leadership	3,34	3,32	3,47	3,26	0,05	0,01
Cultural Awareness	4,00	**4,09ᵃ**	**4,01**	**3,93ᵇ**	**0,00***	**0,02**
Supervisory Relations	3,62	3,57	3,64	3,64	0,70	0,00
Employee Retention	3,10	3,16	3,12	3,03	0,22	0,01
Feeling Connected	4,15	4,21	4,15	4,09	0,10	0,01
Decision-making Involvement	3,31	3,32	3,33	3,29	0,92	0,00
Institutional Intent and Strategy	3,47	**3,42**	**3,29ᵇ**	**3,64ᵃ**	**0,00***	**0,03**
Sense of belonging	3,76	3,80	3,81	3,71	0,26	0,00
Language Policy	3,38	3,32	3,45	3,38	0,36	0,00
Protest Actions	3,76	3,69	3,88	3,75	0,06	0,01
Sustaining Momentum on Excellence	3,97	**3,93**	**4,09ᵃ**	**3,91ᵇ**	**0,00***	**0,02**
Addressing Discrimination	3,50	3,47	3,60	3,46	0,16	0,01
Approach towards Transformation	3,85	3,87	3,82	3,85	0,74	0,00
Diversity Management	3,40	3,33	3,46	3,41	0,19	0,01
Opportunities for development	3,56	**3,66ᵃ**	**3,58**	**3,47ᵇ**	**0,04***	**0,01**
Wellness promotion	3,04	3,01	3,14	3,24	0,12	0,01
Equality	3,52	**3,65ᵃ**	**3,51**	**3,42ᵇ**	**0,00***	**0,02**

Statistically significant difference *p* < 0, 05
ᵃ Group differs statistically significant (in row) where ᵇ is indicated

Differences based on divisions were noted as follows:

- **Cultural Awareness**
  - o Academic staff are culturally more aware.

- **Institutional Intent and Strategy**
  - o Professional support staff (Support Structures) are more aware of and understanding of the University's overall strategy.

- **Sustaining Momentum on Excellence**
  - o Professional support staff (Faculties), perceive that there are continuous attempts made to position the University as the leading research institution in Africa.

- **Opportunities for development**
  - o Academic staff perceived that there are sufficient development opportunities to grow within the work environment inclusive of having a well-defined career path and equal opportunities.

- **Equality**
  - o Academic staff perceived that all employees, irrespective of background and culture, are treated equally and have equal opportunities.

Summative results – significant differences between groups:

	Gender				Ethnicity				Age				Home Language				Preferred Language				Tenure				Division (Total dataset)
	Total	Academic Staff	PASS (Faculties)	PASS (Support)	Total	Academic Staff	PASS (Faculties)	PASS (Support)	Total	Academic Staff	PASS (Faculties)	PASS (Support)	Total	Academic Staff	PASS (Faculties)	PASS (Support)	Total	Academic Staff	PASS (Faculties)	PASS (Support)	Total	Academic Staff	PASS (Faculties)	PASS (Support)	
SU Leadership					White	White			51+								Eng			Eng	5 yrs & less			5 yrs & less	
Cultural Awareness																									Academic Staff
Supervisory Relations																					5 yrs & less	5 yrs & less			
Employee Retention																					5 yrs & less		5 yrs & less		
Feeling Connected					White				51+	51+		51+													
Decision-making involvement	M			M	White		White	White																	
Institutional Intent & Strategy									51+	51+	51+									Afr	16 yrs +	16 yrs +			PASS (Support)
Sense of Belonging					White	White	White	White							Afr		Afr				Afr				
Language Policy	F																Eng		Eng		5 yrs & less				
Protest Actions	F		F		White	White	White	White				51+	Afr	Afr	Afr	Afr	Afr	Afr	Afr	Afr	16 yrs +		16 yrs +		
Sustaining momentum on Excellence			F						51+			51+													PASS (Faculties)
Addressing Discrimination					White	White		White	51+				Afr	Other			Afr		Afr	Afr					
Approach towards Transformation					CBI	CBI		CBI					Eng	Eng	Other	Other	Eng	Eng	Eng	Eng	5 yrs & less		5 yrs & less		
Diversity Management					White	White	White	White	51+	51+		51+	Afr	Other		Other	Afr	Afr		Afr	16 yrs +		16 yrs +		
Opportunities for development								White	51+		51+	36-50											16 yrs +		Academic Staff
Wellness promotion							CBI		51+	Other						Eng	Afr			Afr	5 yrs & less		16 yrs +		
Equality					White		White	White								Eng									Academic Staff

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Academic Staff:

- White Academic Staff participants displayed a confidence and trust in the *SU Leadership* to effectively deal with adverse situations, consistently apply and procedures and uphold the inherent values of the University.

- Academic Staff participants were *Culturally Aware*, i.e. having insight into their own cultural rules and biases in establishing the sophisticated understanding of the complexity of elements important to members of another culture.

- Participants with 5 years and less work experience indicated positive *Supervisory Relations* with their immediate supervisor, in terms of receiving professional input, constructive criticism, transparent communication, and general understanding.

- Participants 51 years and older had a sense of *Feeling Connected* with the university, i.e. experiencing work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University.

- Participants 51 years and older with 16 years and more work experience were aware and understanding of the University's *Institutional Intent and Strategy*.

- White Academic Staff participants had a *Sense of Belonging*, i.e. feeling personally accepted, respected, valued, included, and supported by others in the work environment.

- White, Afrikaans-speaking participants as well as those preferring Afrikaans as the official language of the university, perceived *Protest Actions* as an ineffective way to communicate.

- White participants with a home language other than Afrikaans and English, acknowledged the attempts made to *Address Discrimination*.

- English speaking, CBI participants, preferring English as the official language of the university, were more supportive and open to *Transformation.*

- White participants 51 years and older with a home language other than Afrikaans and English that prefers Afrikaans as the official language of the university, perceived the attempts made in *Managing Diversity*, through the engagement of all employees to produce an optimal and integrated work environment.

- Academic staff perceived that they have sufficient *Opportunities for development* to grow within the work environment.

- Academic staff experienced *Equality*, being treated equally, and having equal opportunities.

PASS (Faculties):
- Participants with 5 years and less work experience, experienced higher levels of *Employee Retention*, perceiving that the University is focused in maintaining a working environment which support current staff in remaining with the University, inclusive of competitive benefits and remuneration, career opportunities, and academic freedom.

- White participants experienced higher levels of *Decision-making Involvement*, i.e. having their opinions heard and included in the decision-making process, more specifically when the decisions directly affect them.

- Participants 51 years and older were aware and understanding of the University's *Institutional Intent and Strategy*.

- White participants had a *Sense of Belonging*, i.e. feeling personally accepted, respected, valued, included, and supported by others in the work environment.

- Participants preferring English as the official language at the University, were more positive and supportive of the *Language Policy* of the University.

- White, female, Afrikaans-speaking participants as well as those preferring Afrikaans as the official language of the university, perceived *Protest Actions* as an ineffective way to communicate.

- PASS (Faculties) participants perceived that that there is a continuous drive in *Sustaining Momentum on Excellence*, in terms of quality academic teaching and promotion of research outputs through the employment of expert employees (academic, professional, administrative and support) in order to position the University as the leading research institution in Africa.

- Participants, preferring Afrikaans as the official language at the University, acknowledged the attempts made to *Address Discrimination*.

- Participants with a home language other than Afrikaans or English, but preferring English as the official language of the university, were more supportive and open to *Transformation.*

- White participants perceived the attempts made in *Managing Diversity*, through the engagement of all employees to produce an optimal and integrated work environment.

- PASS (Faculties) participants 51 years and older with 16 years and more work experience, perceived that they have sufficient **Opportunities for development** to still grow within the work environment.

- CBI participants with 16 years and more work experience, perceive that there are active attempts to **Wellness promotion** and that they also have the opportunity to have a say on the type of wellness programs offered.

- White, English speaking participants, experienced **Equality**, being treated equally and having equal opportunities.

PASS (Support Structures):
- Participants with 5 years and less work experience, displayed a confidence and trust in the **SU Leadership** to effectively deal with adverse situations, consistently apply and procedures and uphold the inherent values of the University.

- Participants preferring English as the official language of the university, were **Culturally Aware**, i.e. having insight into their own cultural rules and biases in establishing the sophisticated understanding of the complexity of elements important to members of another culture.

- White participants 51 years and older had a sense of **Feeling Connected** with the university, i.e. experiencing work purpose and value added by one's tasks in achieving and contributing to the vision and strategy of the University.

- White, male participants experienced higher levels of **Decision-making Involvement**, i.e. having their opinions heard and included in the decision-making process, more specifically when the decisions directly affect them.

- Participants were aware and understanding of the University's **Institutional Intent and Strategy**.

- White participants preferring Afrikaans as the official language of the university, had a **Sense of Belonging**, i.e. feeling personally accepted, respected, valued, included, and supported by others in the work environment.

- White, Afrikaans speaking participants 51 years and older, with 16 years and more work experience, preferring Afrikaans as the official language of the university, perceived **Protest Actions** as an ineffective way to communicate.

- Female participants 51 years and older, perceived that that there is a continuous drive in **Sustaining Momentum on Excellence**, in terms of quality academic teaching and promotion of research outputs through the employment of expert employees

(academic, professional, administrative and support) in order to position the University as the leading research institution in Africa.

- White participants preferring Afrikaans as the official language of the university, acknowledged the attempts made to *Address Discrimination*.

- Participants with a home language other than Afrikaans and English, with 5 years and less work experience and preferring English as the official language of the university, were more supportive and open to *Transformation*.

- White participants 51 years and older with 16 years and more work experience, with a home language other than Afrikaans and English that prefers Afrikaans as the official language of the university, perceived the attempts made in *Managing Diversity*, through the engagement of all employees to produce an optimal and integrated work environment.

- White participants between the ages 36 and 50 perceived that they have sufficient *Opportunities for development* to grow within the work environment.

- English participants 51 years and older, preferring Afrikaans as the official language of the university, perceive that there are active attempts to *Wellness promotion* and that they also have the opportunity to have a say on the type of wellness programs offered.

- White participants experienced *Equality*, being treated equally, and having equal opportunities.

3.4.   Opinion Items

As noted earlier, several items were excluded from the quantitative analysis owing to having cross-loadings (i.e. loading on more than one factor). Following are frequencies of responses on these items as well as on items that did not load on any of the defined factors.

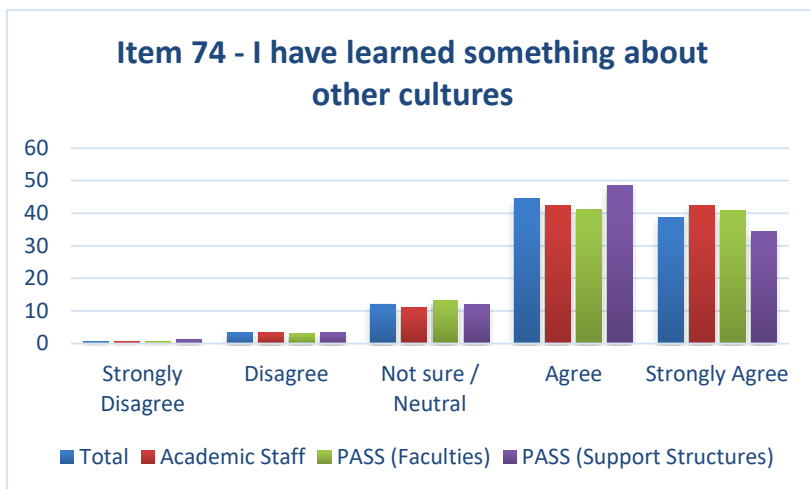**Item 9 - I am valued for my contribution**
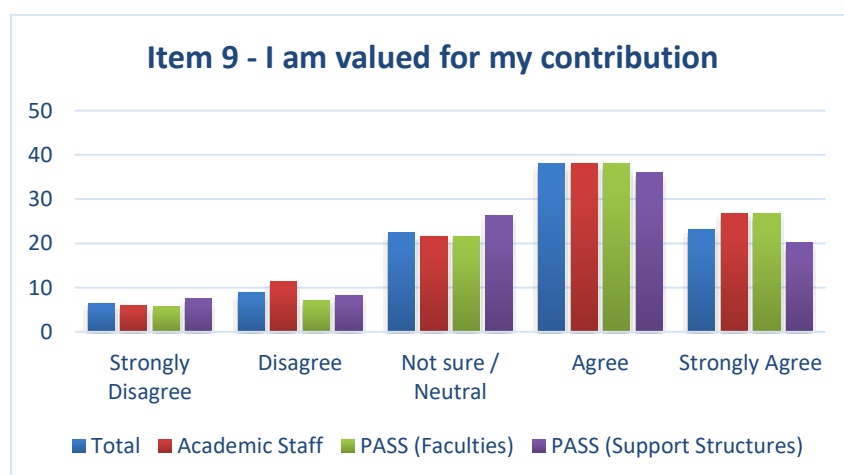
From the above it is noted that participants overall, had a sense that they are valued for their contributions.
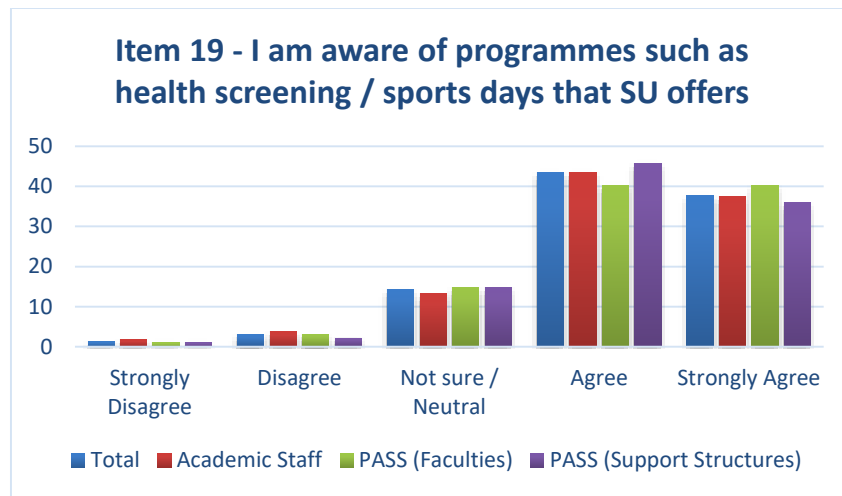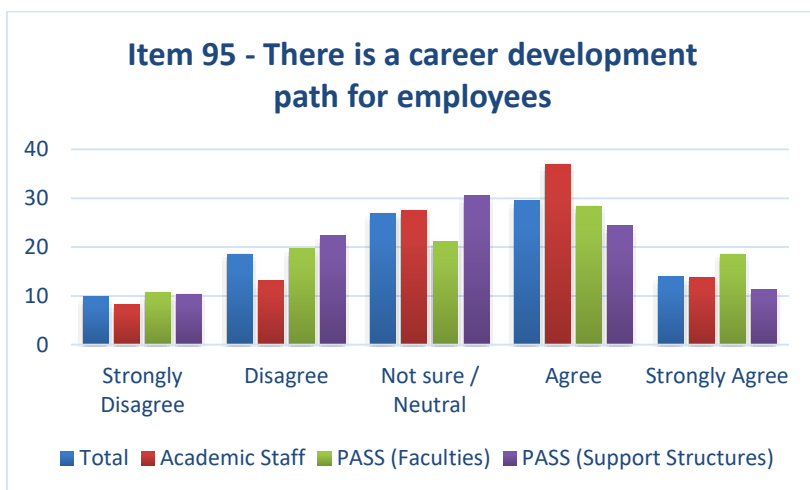

From the above it is noted that participants overall, are in agreement of being aware of programmes such as health screening / sports days that are offered as part of wellness initiatives.
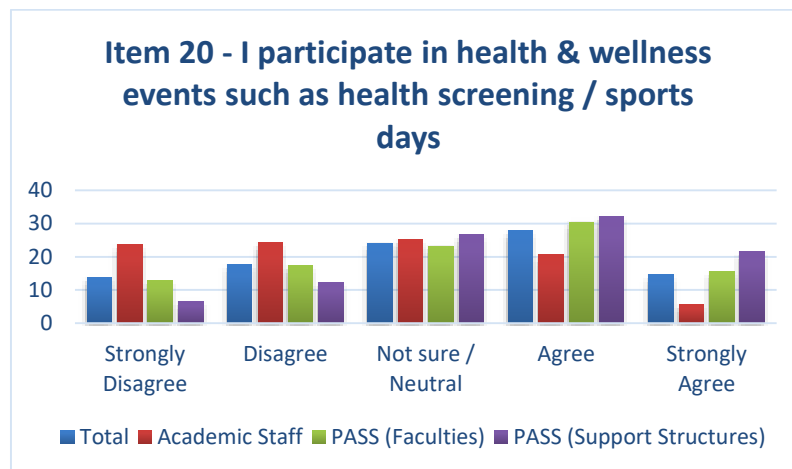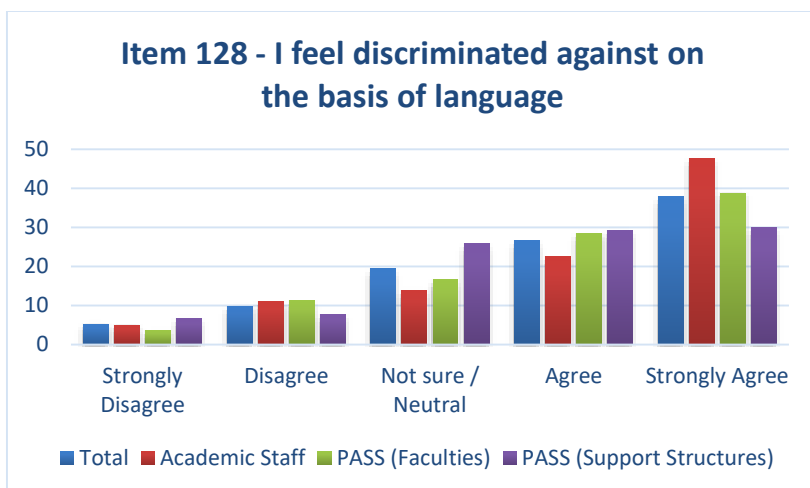

From the above it is noted that there is a slight agreement amongst participants, except for Academic Staff participants, that they participate in health and wellness events. Academic Staff were least likely to participate in such events.

Item 74 - I have learned something about other cultures

Legend: Total, Academic Staff, PASS (Faculties), PASS (Support Structures)

From the above it is noted that participants are generally in agreement that they learn or have learned something about other cultures.

Item 95 - There is a career development path for employees

Legend: Total, Academic Staff, PASS (Faculties), PASS (Support Structures)
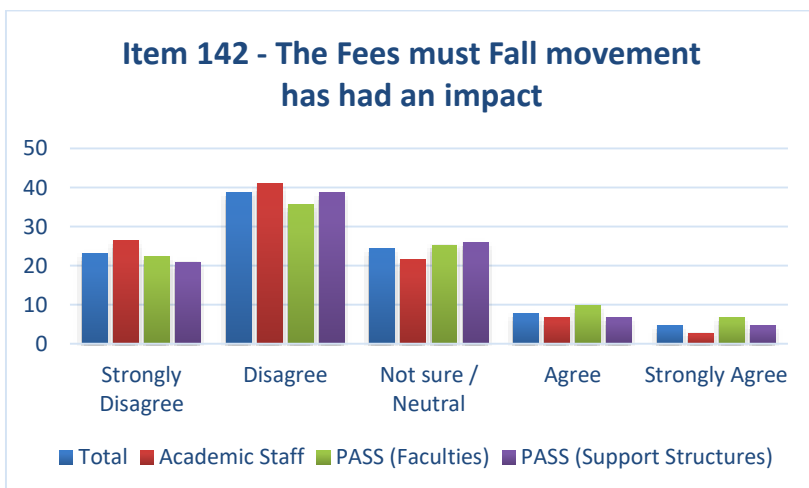
From the above it is noted that participants overall agree that there is a career development path for employees. PASS (Support Structures) participants were noted to be more neutral to this statement.

Item 128 - I feel discriminated against on the basis of language

Legend: Total, Academic Staff, PASS (Faculties), PASS (Support Structures)

From the above it is noted that participants strongly agreed that they feel discriminated against on the basis of language.
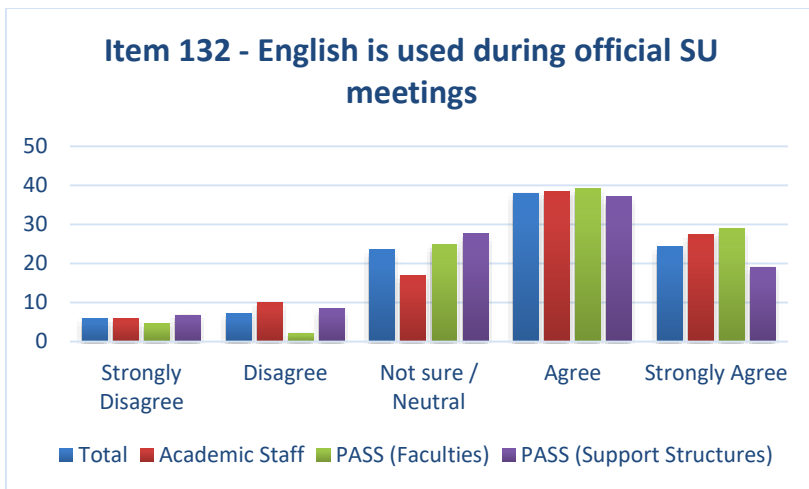
From the above it is noted that participants overall agree that English is used during official SU meetings.

From the above it is noted that participants were overall in agreement that the Fees must Fall has not had an impact.

Item 144 - The University's stability is dependent on how protests are dealt with
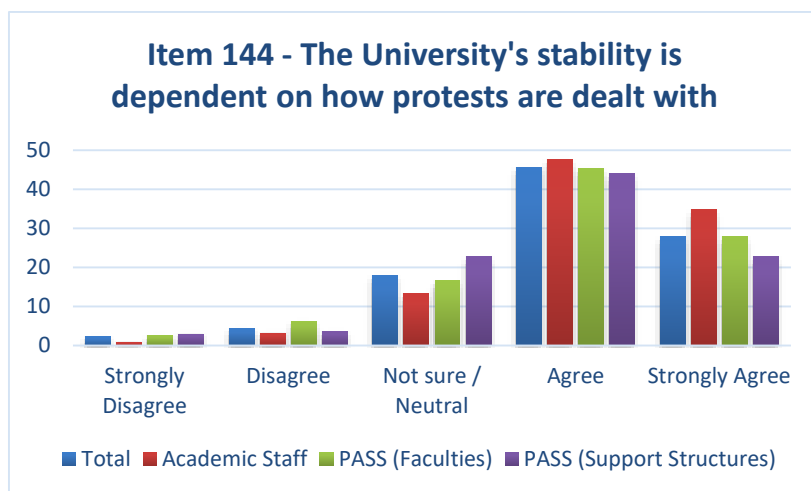
From the above it is noted that participants were overall in agreement that the University's stability is dependent on how protests are dealt with.

3.5. Qualitative Results

Open-ended questions were included in the survey in order to get more in depth understanding on some of the aspects measured. Thematic analysis, as one of the most common form of analysis in qualitative research, were used to emphasise, pinpoint, examining, and record patterns (or "themes") within the data as obtained from the qualitative questions included in the survey.

Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are (1) Familiarisation with the data, (2) Generating initial codes, (3) Searching for themes among codes, (4) Reviewing themes,

- Defining and naming themes, and
- Producing the final results.

The following qualitative questions were included in the survey:
1. What improvement, if any, can be made to enhance the inclusivity at SU?
2. From which wellness initiatives, did I obtain the most value?
3. Academic Freedom means…
4. I am proud of SU because…
5. How can diversity be improved at SU?
6. My concerns about my work environment are…
7. My concerns about the Institutional Intent and Strategy are…
8. Share your proposal on a new funding model?
9. Do you have any thoughts on how costs at SU can be saved?

10. In the light of recent events regarding the closure of universities, violent protests, and incidents, I feel uncertain about…

The following themes were identified, per question asked:

Table 13: *What improvement, if any, can be made to enhance inclusivity at SU?*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Equal career development opportunities and growth	**111**	27	40	44
Opportunities should not create negativity and polarisation of personnel. Ensure that people's talents are managed, that appointments are more transparent and that promotions are dealt with merit. Regular and detailed information on training and growth opportunities should be made available. Review the induction program and offer more short-courses, part-time diplomas, mentor-mentee programs, etc. Consideration should be given to staff's preferences regarding subjects when allocating work.				
2. Communication & Collaboration	**81**	34	18	29
This refers to clear and interactive communication one-on-one, in team contexts, through different layers and between departments, utilising various sources and forums, i.e. websites, face to face, e-mails, meetings, etc. It is inclusive of information gathering, constructive open forum discussions, appraisals, and affirmations, and speaking up against negative practices and behaviors. Through effective communication and flow of communication, engagement, and collaboration on different levels and between various departments and faculties can improve. Interaction of staff over campus can also be promoted through social events/activities.				
3. Leadership and Direction	**72**	25	15	32
Unnecessary bureaucratic rigidity, pushing own agenda's and perceptions of reversed loyalty and support towards students to the detriment of staff members. Decisions seem to be top-down without collective needs and contributions of staff being valued. This results in a lack of trust and accountability. Management should be more visible and professional, should engage more, should make staff feel included and valued with equal treatment and equal opportunities. Proper leadership training and the standardisation of management practices are needed.				
4. Values	**48**	9	9	30
To live the values of SU, unacceptable behavior should be addressed and sensitivity and transparency should be displayed. Respect, fairness, equality, appreciation, and loyalty should be lived and form inherent part of the culture of the university.				
5. Language	**45**	23	8	14
Language refers to the language policy and related. With support to English as the primary medium of communication, concerns were noted with regards to prejudice towards and alienation of Afrikaans speaking individuals. On the other hand, having a dual medium approach, results in an exclusion of other language preferences, and additional work with documents to be translated. The issue of language, needs to be clarified.				
6. Diversity	**37**	18	3	16
Greater diversity within the staff corps are needed. People need to be mindful of diversity in terms of race, gender, language, disability, sexual orientation, religion, national origin, etc. Bias based on diversity, should not be evident in the work environment. Where needed, headhunters should be utilised to assist in finding suitable candidates for vacant positions in line with the diversity policy of the university. It is also important that there must be an inherent will to change and that attempts are made to foster a culture of inclusivity.				
7. Performance Management	**24**	11	5	8
Performance management is perceived as negative, unfair, not transparent, demoralising and demotivating. A lack of recognition is noted. It appears to promote a silo mentality without inspiring performance				

excellence.

Table 13 (continue): *What improvement, if any, can be made to enhance inclusivity at SU?*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
8. Salaries and benefits	**17**	5	8	4
Salary increases appear downwards and not aligned to annual inflation. Salary discrepancies, more specifically based on gender, is concerning. A lack of bonusses to act as a motivator. Staff benefits and packages should be properly explained. Salaries should be benchmarked and people should be paid in terms of the effort they put in.				
9. Discrimination	**17**	4	0	13
Promote a workplace free of discrimination and bullying. An active staff association is needed to relate grievances to management.				
10. Wellness	**16**	10	4	2
Although there is an appreciation for health and sports days, wellness is not only physical and is not going to help the overworked employees to remain healthy and productive. There should also be arranged wellness days that is less sporty. Attempts should be made to ensure that staff members have a positive work-life balance.				
11. Transformation	**14**	2	6	6
Transformation is seemingly understood and implemented as a separate list of criteria that needs to be met. It is taking too long. Strategies should be made clear.				
12. Campus infrastructure	**12**	5	4	3
The split of divisions / departments over numerous buildings results in higher costs, duplications, and unequal service delivery. Optimisation of current facilities and the inclusion of new facilities such as a crèche, after-school centre, halaal catering, unisex bathrooms, separate eating place for staff members, more parking space, etc.				
13. Across Divisions	**12**	2	7	3
A 'them' and 'us' mentality between management, support services and academics, which needs to be addressed. Establish better relations across divisions.				
14. Review old practices	**12**	8	1	3
Certain practices, procedures or policies needs revision and change related to: - Spouse and children insurances when there are no children - Criteria for spouse study benefits with regards to life partners. - Appointment of temporary / contract workers without possibility for permanent appointments – cruel and insensitive as they do not qualify for any benefits such as the study benefit, etc. - Use of C2 personnel to do lecturing – is this cheap labour and a cost savings attempt? - Appointment of PhD students directly from being a student to a lecturer – creates separation. - Practices regarding part-time lecturers. - Eligibility for research funding – now allowed if you are not appointed in an academic position. - Abuse of postdocs.				
15. Cultural awareness	**11**	6	1	4
The lack of understanding of one another's cultures and tradition can be the root of conflict. Attempts should be made and continue to increase awareness to address stereotypes and to ensure that individuals' unique contributions to realising institutional goals are acknowledged.				
16. Students – admission requirements and interactions	**8**	4	3	1
Reconsider the admission requirements for pre-graduate students to be focused on growing against the growth on post-graduate levels and subsided publications. Protest actions cause feelings of isolation from staff members. Be more considerate and flexible to students' requests regarding financial discount when their studies are almost finished but flowing into the next year.				

Table 13 (continue): *What improvement, if any, can be made to enhance inclusivity at SU?*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
17. SU's public image	**7**	6	0	1
The image of SU should be improved to display inclusivity and being in line with the strategy. This includes CSI initiatives with more outreaches that shows the university's commitment towards the Stellenbosch surrounding communities.				

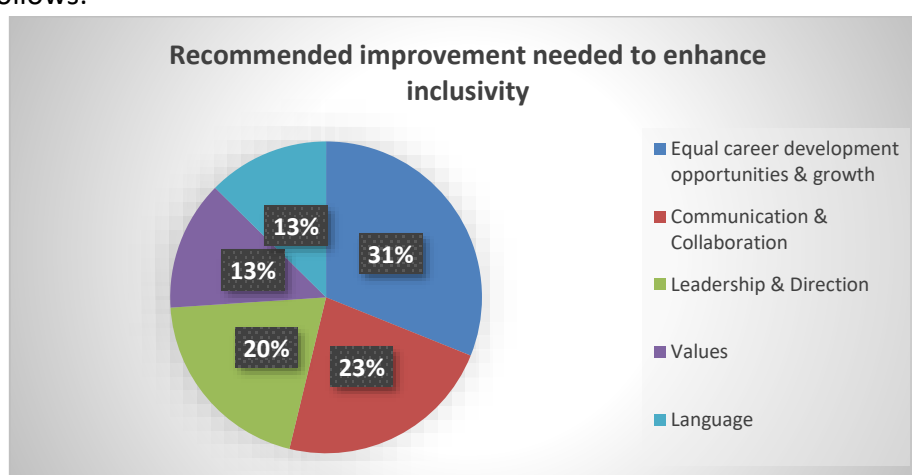The most important improvements needed to enhance inclusivity at the university were noted as follows:

Table 14: *From which wellness initiatives, did I obtain the most value?*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Medical Evaluation & Health Screening	**162**	46	44	68
The overall view on these wellness days were positive. There were however questions regarding the value of these days and whether specifically the health screening is ethical.				
2. Lack of attending / participating	**94**	49	22	23
Due to pressure at work, some staff members find it difficult to attend or actively participate in wellness initiatives. Others noted these initiatives as aimed at lower level employees, a waste of time and also a lack of interest on their behalf.				
3. Workshops & Support	**24**	0	16	8
Courses such as time management, interpersonal relations, stress management, resilience, and transformation as well as other programs such as dealing with trauma, meditation, etc. are perceived as adding value.				
4. Sports days	**16**	0	0	16
It is sometimes perceived as a waste of time as it is more focused on competitive sports.				
5. Emotional Wellbeing & Counselling	**10**	3	6	1
Life coach services and the opportunity to receive counselling, when needed, assists with emotional wellbeing.				
6. Work-home life balance	**4**	4	0	0
Attempts should be made to address the work-home life balance of staff members. Perceptions are owing to workload and pressure this is difficult to maintain. Effort-recovery programs can be of assistance.				

7. **Wellness hour monthly**	**3**	0	0	3

These sessions are perceived valuable specifically by PASS (Support) staff members.

Medical Evaluation & Health Screening days in collaboration with the medical aid, were predominately noted as the wellness initiatives mostly supported by participants. There is however also an indication that due to work pressure, a lack of interest, and a perception that certain wellness initiatives were only aimed at lower level employees, that some initiatives are not supported. More alignment of the wellness initiatives to the needs of all staff members may be needed. Ignorance to wellness overall, more specifically from staff members themselves, also may need to be addressed.

Table 15: *Academic Freedom means…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. **Pursuing your interests**	**228**	115	54	59
Having the freedom to pursue your interests through research actively and meaningfully, studies, knowledge application, etc. whilst balancing between teaching and research, without unreasonable interferences from other parties such as government, management, etc. and restrictions. This requires also that one needs to be up to date with the latest technology.				
2. **Freedom of Expression**	**36**	21	6	9
Being able to engage in constructive debate and the exchange of differing ideas.				
3. **Can be eroded by**	**9**	8	1	0
• Work pressure				
• Working hours				
• Strict guidelines (e.g. As set out in the Transformation plan)				
• Poor decisions				

Academic freedom is perceived as having the freedom to pursue one's interests actively and meaningfully, through research, studies, knowledge applications, etc., whilst balancing teaching and research duties, without unreasonable interferences from others. It also refers to the ability and opportunity to can engage in constructive debates and exchanging of differing ideas. Academic freedom however is possibly eroded by work pressure, working hours, strict guidelines, and poor decisions.

Table 16: *I am proud of SU because…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. **Excellence & Quality**	**169**	80	37	52
The continuous strive for excellence through ensuring high standards of quality teaching, research, and the deliverance of caliber graduandi, through associations with international reputable universities and research institutions. A strong, innovative, and dynamic culture is evident. Excellence is also displayed through the competence of staff members.				
2. **Reputation**	**34**	12	11	11
The overall reputation of the university in higher education and research as well as in the community. Being financially sound, focused on continuous growth and social involvement as well as the manner in which political and protest actions are dealt with.				

	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
3. **Efforts towards Transformation**	**30**	19	3	8
The efforts to adopt a new culture of inclusivity and the commitment towards transformation.				

Table 16 (continue): *I am proud of SU because…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
4. **Strong Management Team**	**14**	4	6	4
Having transparent management and open decision-making channels.				
5. **Facilities**	**3**	2	1	0
Where the university is based and having world-class facilities.				
6. **Struggle to see where we are going**	**4**	3	0	1
Some negativity is displayed in terms of:				
• The influence of political pressure.				
• Inadequate policies regarding education and promotion of skills.				

Participants are proud of the continuous excellence and quality in teaching and research, along the efforts made by the management team towards transformation and the associated reputation of SU.

Table 17: *How can diversity be improved at SU?*

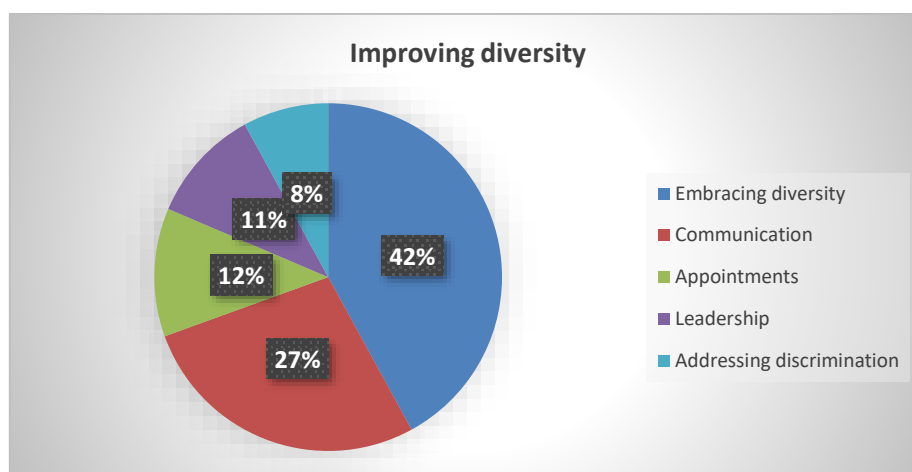| Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. **Embracing diversity**	**95**	41	27	27
Creating a supportive environment in which diversity is embraced through interventions such as cultural days, open discussions, etc. Enhancing equal opportunities for all, including funding, whilst maintaining academic standards. Implementing policies and procedures to promote effective diversity management, incorporated with a practical action plan.				
2. **Communication**	**62**	9	23	30
Proactive campaigns and the use of effective communication tools, channels, and methods to improve communication regarding diversity and the management thereof. Workshops an also assist as a mean of creating and enhancing awareness and educating staff.				
3. **Appointments**	**27**	12	6	9
Appointing the most suitable and competent employees and avoid a quota system.				
4. **Leadership**	**24**	9	5	10
Leadership should 'walk-the-talk' and be representative.				
5. **Addressing discrimination**	**18**	6	2	10
People should not be judged on their differences. Discrimination on all levels should be addressed.				
6. **Addressing language issues**	**14**	9	2	3
Diversity caused by language should be actively addressed.				
7. **Addressing the negative association with diversity**	**8**	5	1	2
It is important to address the associated negativity in terms of the fear of job losses, financial instability and feeling threatened.				
8. **Individual mindset change needed**	**6**	1	2	3
Each individual should be open to change their own mindset and attitudes towards diversity.				

The following were noted as ways to improve diversity at SU:

Improving diversity

- Embracing diversity — 42%
- Communication — 27%
- Appointments — 12%
- Leadership — 11%
- Addressing discrimination — 8%

Table 18: *My concerns about my work environment are…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Lack of promotion and career opportunities	**51**	18	18	15
Promotion and advancement opportunities is perceived as being either lacking or occurring unfairly. Clear career paths are lacking, specifically in the support divisions. The appointments on fixed term basis as well as positions being dependent on external funding, contribute to higher job insecurity.				
2. Transformation	**49**	27	8	14
Fear that the drive for transformation may result in academic excellence suffering, stagnation, lack of opportunities and poor appointments. It appears to be applied rigidly. Uncertainty to how change will be brought about and also how ready the environment and staff is for change.				
3. Diversity & Language	**44**	30	5	9
Diversity management is perceived as being subjective or lacking and rigid with uncertainty created to how intercultural differences can be embraced. The impact of the language policy also needs to be considered.				
4. Workload and pressure	**40**	25	6	9
A biased and unequal work load is perceived associated with high work pressure to perform and meet deliverables. This also results in a lack of work-life balance and the overall wellbeing of individuals being negatively impacted. The loss of skilled people through resignation and retirement adds to the pressure to perform.				
5. Pressure of securing funding	**27**	12	9	6
A spiral effect is observed in terms of a decrease in available funding, decrease in subsidies and consequent decrease in budgets. This negatively influences the perception on financial stability of the university.				
6. Leadership	**16**	7	0	9
Concerns that leadership are autocratic and dictators. Top-down decisions seem to be pushed with a disjoint between senior management and the rest of the university.				
7. Discrimination	**15**	6	5	4
Continuous discrimination on various levels inclusive of gender, race, etc.				
8. Academic freedom and standards	**14**	6	4	4
Pushing passing rates may result in a decrease of quality and academic standards. Academic freedom and quality may be compromised.				
9. Work Environment	**6**	4	0	2
The environment is plagued with nepotism and uncertainty.				

Table 18 (continue): *My concerns about my work environment are…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
10. Riots and adverse behaviors	**13**	9	3	1
Student riots and protest actions increases concerns and worries of security and being able to work in a safe work environment. The experience of bullying, harassment, favoritism, and victimisation further exacerbate this concern.				
11. Salaries and Benefits	**10**	3	7	0
Poor increase in salaries negatively impact on productivity. Discrepancies in salaris is also concerning.				
12. Service Departments	**9**	5	1	3
Service departments are perceived as being poor with regards to service delivery, having too many people and being unable to understand the stress of academics, whilst staff members within service departments feels unappreciated and not valued.				
13. Work Environment	**6**	4	0	2
The environment is plagued with nepotism and uncertainty.				
14. Strategic Direction	**3**	2	1	0
There is a lack of clear guidelines to where the university is going. A fear that it may start looking similar to other universities in South Africa.				
15. Performance Management	**3**	3	0	0
The approach to performance management is perceived as lacking transparency and being ineffective to give recognition.				

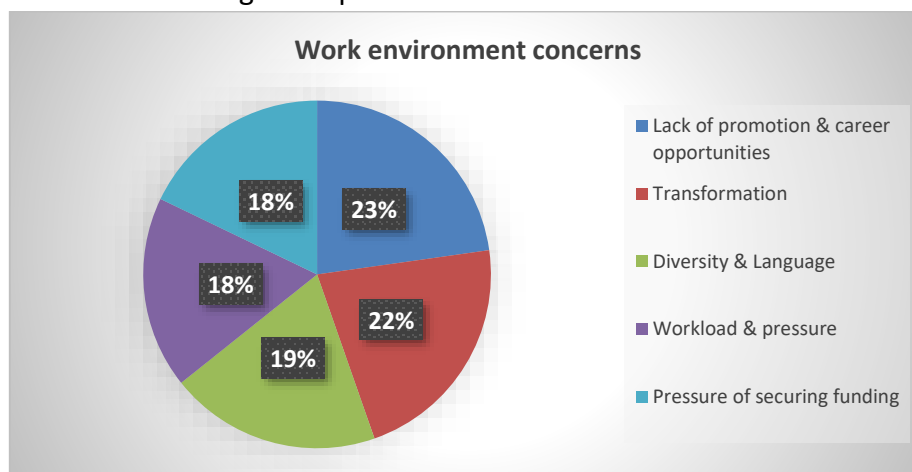Participants had the following more predominant concerns about their work environment:

Work environment concerns

- Lack of promotion & career opportunities — 23%
- Transformation — 22%
- Diversity & Language — 19%
- Workload & pressure — 18%
- Pressure of securing funding — 18%

Table 19: *My concerns about the Institutional Intent and Strategy are…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Implementation & Execution	**79**	36	6	37
It is difficult to see how the Institutional Intent and Strategy can be implemented. It appears to be too generic, biased, hierarchical, and patriarchal. There is a concern that it may result in a compromise of academic excellence and quality deterioration. The costs of implementation and execution may be too high. There also appears to be a gap between execution and practice.				
2. Language and related Language policy	**19**	10	4	5
It appears to be too vague and may result in the upliftment of one language to the detriment of other languages. May be used as a political tool and is associated with a sense of intolerance.				
3. Communication	**7**	2	3	2
It is not widely communicated and there is a lack of understanding on all levels.				
4. Derailers	**5**	2	3	0
The effective execution of Institutional Intent and Strategy may be derailed by: • Student unrests. • Lack of respect. • Lack of belief in its value. • Right wing element.				

Concerns about the Institutional Intent and Strategy are more focused on how it will be implemented and executed and the associated costs and consequences thereof. It appears that the language policy may have a negative impact on the underlying aim of the Institutional Intent and Strategy. More communication is needed to ensure buy-in and improve the overall understanding on all levels.

Table 20: *Share your proposal on a new funding model.*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Sources of Funding	**83**	39	20	24

Recommendations were made to optimise sources of funding:

- State Funding – increase funding; decrease government spending.
- Private Sector – Involvement in research; tax exemptions for companies providing bursaries; companies sponsoring faculties; private sector to mentor students receiving bursaries.
- Sponsorships by graduated working individuals.
- Increase public participation.
- Increase fees.
- Use research funds to fund research and not admin.
- Secure grants for tuition and living expenses.
- Wealthy students to help fund disadvantaged students.
- Fund best practices and academic excellence in faculties.
- Revise fund allocations.
- Privatise universities.
- Use stratified fees models and a sliding scale in fund allocation.
- Introduction of education investment funds and study policies.
- Tap into international funding.
- Introduction of a brand tax on brands linked to degree a student is studying towards in the relevant industry.
- Only fund courses that addresses future growth at 100%.
- Introduce university loans.
- Increase skill levies.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
2. Scholarships	**34**	17	8	9

Provide scholarships to poor students based on performance whilst not fostering a culture of entitlement. Should also be loan-based.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
3. Curriculum	**13**	5	7	1

Introduce practical based learning and more online support. Reduce the actual lecturing time. Courses that do not contribute to economic growth, should be scrapped. Introduce virtual/online degrees.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
4. Company Contributions	**10**	3	4	3

Companies to fund industry based research and industry equipment at universities to ensure that the education stays at the forefront of technology. Also, introduce post-degree service periods at companies. Reintroduce technical training and apprenticeship.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
5. Penalties	**8**	8	0	0

Penalise students exceeding allowed period of studies. Scrap payment per paper model and stop funding for failed subjects. Decrease student numbers in line with budgets.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
6. Taxation	**7**	3	2	2

Utilise company tax to fund students. Implement practices to tax the rich and supply the poor. Relieve tax for graduates for first 4 years of employment.

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
7. Technikons and Colleges	**2**	1	0	1

Reintroduce these institutions.

Comments regarding a funding model was predominantly focused on possible sources of funding and the allocation of funds.

Table 21: *Do you have any thoughts on how costs at SU can be saved?*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. Reduction of Personnel	**35**	29	3	3
Reduce the number of administrative staff, vice-deans, and line management. Appoint only 1 dean per faculty.				
2. Water and Electrical Usage	**34**	11	15	8
Active attempts should be made to use electricity and water sparingly. Investigate the use of solar panels, optimising natural lights, and harvesting rain waters. Reward hostels saving electricity and water.				
3. Infrastructure and Maintenance	**24**	8	3	13
Poorly managed projects on renovations. Better control of material utilised in building projects is needed. Ensure that changes to infrastructure is needed and can be afforded. Maintenance projects should not occur without the involvement of management. Consider appointment building managers instead of expecting deans to focus on building maintenance.				
4. Use of Contractors and External Consultants	**18**	8	3	7
Monitor contracted work carefully in terms of execution and quality of services delivered. It is sometimes cheaper to make permanent appointments rather than to contract certain services out. Stop the practice to use retirees to lecture and external individuals for examination invigilation.				
5. Optimise technology	**17**	6	2	9
Take advantage of available technology. Consider the use of e-books, e-learning, skype and video-streaming.				
6. Financial System	**16**	7	0	9
Transparent financial procedures and processes are needed to proactively address financial mismanagement. More control is needed on how budgets are spent and expenditures in various departments should be compared. Review management accounts. Cost effectiveness studies are needed.				
7. Stop unnecessary activities	**15**	3	6	6
These activities include: • Wellness interventions • Catering • Ineffective marketing campaigns				
8. Employee Benefits	**14**	2	3	9
Certain benefits need to be reviewed to assist with cost savings. These include: • Consider discount given for staff's children's' studies instead of studying for free. • Staff's children should not be allowed to stay for free in residence. • Travels and visits by academics should be controlled and people need to be held accountable. • Research leave – lecturers to pay for a replacement and be held accountable for research outputs.				
9. Printing Costs	**12**	7	4	1
Think before printing, moving towards paperless administration and electronic text books.				
10. Procurement process	**7**	1	2	4
Monitor the supply chain in the procurement process and find the best prices.				
11. Recycling	**4**	2	1	1
Recycle glass, paper, metal and plastic and revamp and reuse old furniture.				
12. Reduction in Student numbers	**3**	3	0	0
Reduce the number of students causing a low throughput rate.				

Suggestions towards saving costs included:

Saving Costs at SU

- Reduction of Personnel
- Water and Electrical Usage
- Infrastructure and Maintenance
- Use of Contractors and External Consultants
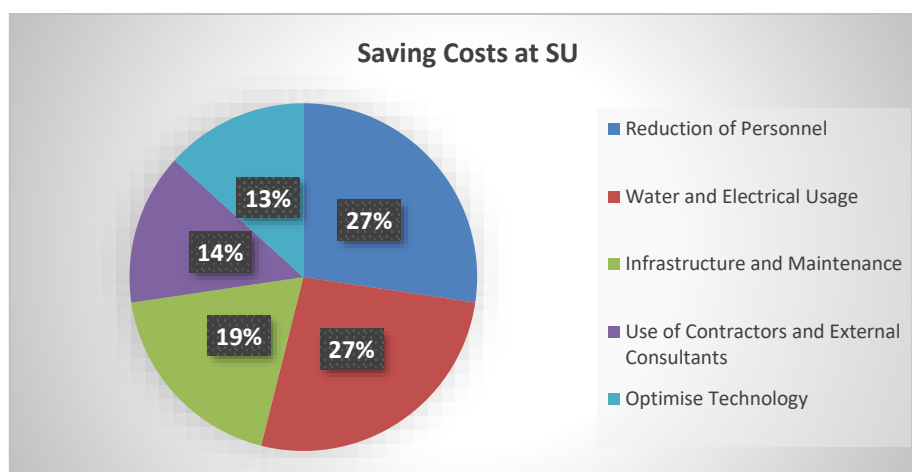- Optimise Technology

27% | 27% | 19% | 14% | 13%

Table 22: *In the light of recent events regarding the closure of universities, violent protests and actions and incidents, I feel uncertain about…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
1. The future of Higher Education / Tertiary Institutions in South Africa	**42**	20	9	13
Is there still value in Higher Education institutions. There appears to be an increase in private institutions and long-distance learning.				
2. Safety	**42**	6	14	12
Concerns regarding one's own safety as well as that of students and colleagues. Questioning whether the security is sufficient and properly trained to ensure safety of staff and students.				
3. Future of SU	**35**	12	9	14
Concerns regarding the future of SU with its dependence on state funding and how financial stability can be assured with being at risk that funders may withdraw funds.				
4. Student quality	**29**	11	10	8
Students are perceived as selfish, disruptive, and having poor morale values and ethics. There is a concern regarding their disrespect of law and order and an overall nobility to destroy things. They further displayed lack of integrity, intolerance, and attitudes of entitlement. With the youth in revolt, what will the future look like?				
5. Effect of future violent protests	**29**	17	4	8
Future violent protests can end academic proceedings and result in widespread damage to facilities. It can become more destructive, reactive and polarised. It further robs students the opportunity to learn and students that are not guilty will suffer the consequences.				
6. Compromised Academic Excellence & Freedom	**27**	14	7	6
Lower academic standards associated with an inability to provide same level of excellence owing to cost cuts. A drop in the quality of teaching and consequently qualifications.				
7. Job Security	**26**	8	5	13
Some participants struggle to see a future for themselves and is concerned about their job security as well as a possible exodus of quality staff.				
8. Personal future in South Africa	**20**	7	5	8
Questioning one's personal future and that of their children in South Africa with regards to tertiary education with escalating costs.				

Table 22 (continue): *In the light of recent events regarding the closure of universities, violent protests and actions and incidents, I feel uncertain about…*

Theme	Total Frequency	Academic Staff	PASS (Faculties)	PASS (Support)
9. Government's Intentions Questioning whether there is a political agenda behind all these events as well as whether Government has the ability to see the impact as well as the motivation to really educate youth. The agenda appears to be focused on the destruction of institutions within a civil society.	**8**	3	2	3
10. Emotional toll of the protest actions Employees are left with post-traumatic stress and concerns regarding the wellbeing of students and employees.	**8**	4	0	4
11. Increased dependence on research outputs The impact on research results in increased burden on academic staff to deliver on research outputs and publications to assist with the finances of the various departments.	**4**	4	0	0

Considering recent events, the main concerns expressed were:
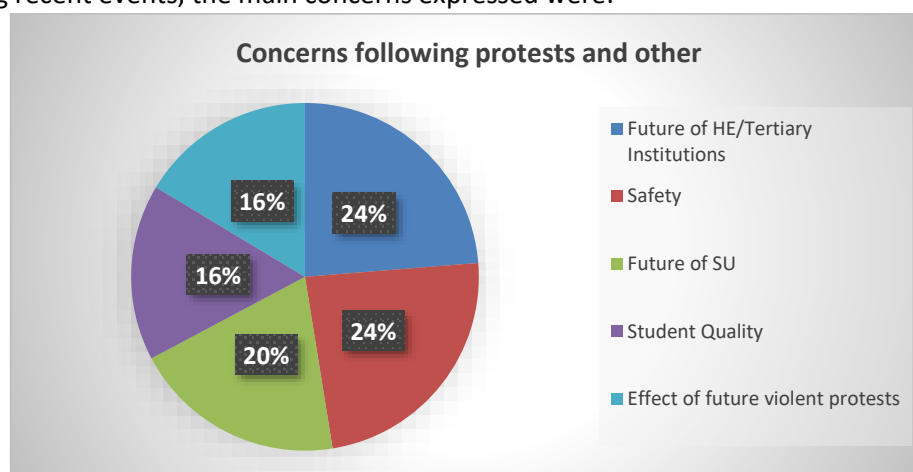
5. CONCLUSIONS & RECOMMENDATIONS

In summary from the research findings, the following conclusions can be drawn:

1. Academic staff
    a. Were overall more culturally aware, experiencing equality in the work environment and were more positive regarding opportunities for further development.
    b. CBI participants' confidence and trust in SU Leadership to effectively deal with adverse situations and consistently apply procedures whilst upholding the inherent values of the university.
    c. Supervisory relations need be improved, more specifically for employees with more than 5 years' work experience.
    d. Enhanced focus to foster connectivity with the university and experiencing a sense of belonging amongst employees.

     e. Communication is needed to increase the awareness of and understanding of the university's Institutional Intent and Strategy.

     f. Approach towards Transformation, diversity management and addressing discrimination should continue.

     g. Protest actions were perceived as an ineffective way to communicate grievances.

2. PASS (Faculties)

     a. Participants perceived that that there is a continuous drive in Sustaining Momentum on Excellence, in terms of quality academic teaching and promotion of research outputs.

     b. Attempts should be made to increase:

        i. Employee retention, more specifically of employees with more than 5 years' work experience.

        ii. Being more inclusive regarding decision-making, more specifically CBI employees.

        iii. Communication is needed to increase the awareness of and understanding of the university's Institutional Intent and Strategy.

        iv. Perception of opportunities for further development and equality.

        v. Active approach to increase the sense of belonging of CBI participants.

        vi. Approach towards Transformation, diversity management and addressing discrimination should continue.

        vii. Protest actions were perceived as an ineffective way to communicate grievances.

        viii. The wellness promotion of employees.

     c. Controversy with regards to the language policy still seems evident.

3. PASS (Support Structures)

     a. Participants were aware and understanding of the University's Institutional Intent and Strategy.

     b. Attempts should be made to increase the:

        i. Employees' with more than 5 years' work experience, confidence, and trust in SU Leadership to effectively deal with adverse situations and consistently apply procedures whilst upholding the inherent values of the university.

        ii. Improve cultural awareness.

        iii. Enhanced focus to foster connectivity with the university and experiencing a sense of belonging amongst employees.

        iv. Being more inclusive regarding decision-making.

        v. Perception of opportunities for further development and equality.

        vi. Approach towards Transformation, diversity management and addressing discrimination should continue.

        vii. The wellness promotion of employees.

     c. Protest actions are perceived as an ineffective way to communicate grievances.

     d. A continuous drive is needed to ensure momentum on excellence.

From the results obtained from the qualitative questions, it was noted that inclusivity can be enhanced by fostering equal career development opportunities and growth, ensuring that communication is effective and sufficient and that all communication mediums are optimised, focus on leadership and direction to be the catalysators of transformation and strategy, living the values of the university, and addressing the language controversy.

The approach to managing diversity more effectively were noted as being open to embrace diversity, having sufficient and effective communication, ensuring that appointments made are fair and not based on quotas, having leadership 'walk-the-talk' and actively addressing discrimination.

Concerns noted about the work environment as well as following the protest actions and related were:

Work Environment	Recent events
1. Lack of promotion and career opportunities.	1. The future of HE / Tertiary Institutions
2. Transformation	2. Safety
3. Diversity and the issues related to the language	3. Future of SU
4. Workload and pressure	4. Student quality
5. Pressure of securing funding	5. Effect of future violent protests

From the information attained, the following purposeful proposed interventions are recommended, based on the **Quantitative Results** alone:

Allow for increased job control
- Increase the level of staff consultation and staff participation in decision-making allowed by line managers (decision latitude allowed). High levels of staff consultation and participation (a participative management style) are regarded as *leadership empowering behaviours* that encourage employee significance and promote job control.
- The level of job information available to employees, i.e. whether employees know and understand what they need to do to perform well, understand the purpose of their work activities, understand their contributions to the workplace, and whether employees receive sufficient feedback and guidance from line managers regarding their performance and performance requirements, can further assist in increasing the level of job control.
- Increase role clarity, i.e. the level of understanding that employees have regarding what is expected from them and what their responsibilities and roles are during the execution of their work activities.
- The availability of job information and increased job control, further increase the connectivity of employees to the vision and strategy of the University.

Workplace Transformation and Diversity
- Differences in perceptions pertaining to addressing discrimination, approaches to transformation, diversity management and equality were noted.

- Transformation should continue to include the ability to be agile, to continually assess and redirect as needed, benefiting from the lessons of the past, but not be imprisoned by the methods of the past.
- Continuous application and improvement on the current Transformation plan to Transforming Stellenbosch University into a national asset and African partner, may include:
  - o Management approach and actions
    - ▪ Creating an enabling work environment conducive of attracting, developing, and retaining the right human capital, with specific focus on the designated groups. Setting selection criteria against clearly defined job descriptions.
    - ▪ Advancing an organisational culture that embraces diversity and fosters inclusivity.
    - ▪ Encouraging consistency and integrity in all management and HR practices.
    - ▪ Promoting proactive and forward thinking when addressing EE and skills development.
    - ▪ Planning for flexibility and adaptability to ensure alignment with the ever-changing business environment.
    - ▪ Supporting, monitoring, and evaluating the delivery of the processes and structures necessary for transformation.
  - o Communication Forums
    - ▪ To ensure university-wide transformation progress is communicated frequently.
  - o Diversity awareness
    - ▪ To support the progress made in workforce transformation, continue to facilitate cultural awareness, tolerance, and acceptance in the workplace.
    - ▪ Ongoing departmental-specific initiatives that include training and the celebration of diversity through diversity days, as an example.
    - ▪ Measure diversity awareness within various departments on an annual basis to measure improvement.
  - o Proactively address discrimination-related grievances.

Retaining employees
- Understand and analyse the reasons, if applicable, for turnover, more specifically for employees with 5 to 15 years tenure.

Dealing with Protest Actions
- Protest actions were perceived as an ineffective way to communicate grievances.
- Proactive attempts should be taken to try to either prevent or effectively deal with protest actions to get to solutions quicker.

- Reinforce current communication forums where disapproval of or objection to something can be raised and constructively addressed.

Opportunities for development
- Create awareness of and enhance the availability of opportunities in the workplace for employees to learn and grow professionally and to attain new skills or to advance existing skills, as required by their role and function within the organisational structure.
- Close the gap between the perception of career possibilities versus the actual career possibilities at the university.
- Address job insecurity as it can result in employees perceiving lower career possibilities in the organisation.

The following purposeful proposed interventions are recommended based on the **Qualitative Results** alone:

Leadership and Management
- Assess leaders and management on their management style – give feedback and opportunity to develop.
- Appoint managers, leaders through processes of scientific evidence and in alignment with skills development plans, Employment Equity legislation/Labour Legislation, etc.
- Middle management/supervisory staff to be held accountable for communicating with their teams/departments.
- Implementation of Management Leadership Program (including first line supervisors)
- Provide training on generational differences and mentor programs to translate experience to the younger generations
- Training and development on University Policies and procedures, i.e. Disciplinary Code of Practice, University Institutional Intent and Strategy, etc.
- Managerial systems should be enforced i.e. Outlining clear roles and responsibilities (alleviate high workloads and disparity in work execution), providing clear career paths, individual development plans (IDPs), career development opportunities, talent pool development (succession planning).
- Review the performance management system and approach.

Communication and Organisational Design
- Ensure effective and sufficient communication through optimising various mediums and filtering it through to all levels in the organisation.
- Ensure correct staffing structures are in place and reporting lines are clear.
- Set in place clear communication policy, accessible to all staff and management – specifically in times of unrest, protests, and unsafe situations.
- Labour relations communication – frequent updates on university and staff safety.
- Investigate the effectiveness of communication between senior management, middle management, and lower levels.

- Cross-functional team development.
- Increased interaction with Managers and Subordinate sessions lower down in the organisation.
- Create an open and safe environment, where people can raise their concerns and receive feedback, i.e. whistle blowing.
- Actively address grievances and protest actions, as per the approaches utilised in the past.

Transformation
- **Staff profile**
  - Investigate staff development (i.e. support for studies) deliverance (Return on investment) – retainment of critical staff (EE and previously disadvantaged population).
  - Recruit and select with specific attention to age, gender, race, experience, and skills levels
  - Retention of skills through focused career plans, investigations on remunerations and selection of post graduate students (retainment of 'home-bred' students).
  - Succession planning and development of talent pipeline for critical levels/positions.
  - Increase a culturally-sensitive health awareness process, through communication and awareness campaigns.

Diversity
- Create a visible 'diversity' department, specifically concentrating on the elimination of discrimination in the workplace.
- Regular diversity audits indicating gaps.
- Provide 'diversity' training and sensitisation in training programs.
- Supporting initiatives for cross-cultural understanding in teams.
- Continuous communication and education on the impact of the values in work place (i.e. ethical work behaviour).
- Eradicate 'unfair' discrimination, i.e. finalise language policy, recruitment and selection procedures, disciplinary codes, adhering to Labour Legislation and Acts.
- Sensitise, and create more awareness and understanding towards diversity management and transformation approaches. Give acknowledgement that the willingness to change and adopt should come from inside each individual.

Employee Wellness
- To promote opportunities and guidance that enables employees to engage in effective management of their own physical, mental, financial, and social well-being.
- Formulate employee wellness strategy, policies and relevant HR procedures, fair to all employees, to promote and manage wellness programmes and risks.

- Train and make management aware of how to increase employee wellness through, i.e. flexible working hours, time management, identification of high risk employees in departments (high stress, psychological/physical illness), provide support and guidance

Other

- Investigate alternative sources for funding to ensure the financial stability and long-term sustainability of the university.
- Be open to 'hear the voice' of staff members in decisions made with regards to job security and the strategic direction of the university.
- High workloads and work pressure needs to be addressed by analysing it in line with the job demands -resources model, i.e. do employees have the resources available to meet the demands?
- Create better understanding and collaboration between various divisions.

6. LIMITATIONS

The following were identified as limitations to the current research:

1. A number of items had cross loadings and had to be excluded further from the statistical analysis. The value that could therefore be obtained from the responses to these items were noted as opinions stated on the 5-point Likert scale. The results obtained were not statistical significant and no generalisation could therefore be made.
2. The length of the survey seemed to be problematic. During the qualitative questions, comments were made about the length of the survey and its timing, i.e. when it was conducted.
3. Some participants did not fully comprehend the intent of the qualitative questions, resulting in them not responding to the question.
4. Qualitative questions were also optional. This resulted in most of the participants not completing these questions.
5. The survey was compiled out of the available strategic documents from SU, owing to the lack of available time to do focus groups and compile the survey from the information obtained. It is therefore possible that aspects that should have been considered that was not noted in the available strategic documents, were consequently excluded from the final survey.
6. Only 720 employees participated in the survey, which is less than 50% of the number of employees working at SU.