



FACULTY OF HEALTH SCIENCES

EMPLOYMENT EQUITY PLAN

2010-2012

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DEAN - FACULTY OF HEALTH SCIENCES

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Faculty of Health Sciences

Employment Equity Plan

1. Nature and Structure of the Faculty of Health Sciences

1.1 Context

The EEP of the Faculty of Health Sciences is contextualized in terms of the Employment Equity Act, White Paper on Higher Education and the National Plan for Higher Education, the National Health Act, the Health Charter, the Strategic Framework for the Human Resources for Health Plan and the Human Resources for Health Plan.

1.1.1 The Employment Equity Act

The apartheid era was characterized by discrimination (distinction, exclusion or preference on the basis of race, gender, disability, colour, religion, political opinion, national extraction or social origin) that precluded access to opportunities for education, employment, promotion and wealth creation amongst the vast majority of the South African population.¹

The Employment Equity Act was implemented to redress the situation and to ensure that workplaces are free of discrimination and that employers take active steps to promote employment equity. The Act became effective from December 1999 with employers legally required to implement employment equity in a stepwise manner by:

- Consultation with Unions and employees to ensure acceptance of employment equity within the workplace,
- Analysis of employment policies and procedures and workforce profile to identify areas of concern,
- Preparation of the Employment Equity Plan (EEP) delineating affirmative action measures to achieve employment equity goals, and,
- Reporting the implementation of the EEP to the Department of labour (DoL) to allow the DoL to assess and monitor compliance.¹

It is thus incumbent upon the University of KwaZulu-Natal as an employer to comply with the Employment Equity Act.

1.1.2 The White Paper on Higher Education and the National Plan for Higher Education

The White paper cites higher education as a vehicle for “achieving equity in the distribution of opportunity and achievement among South African citizens” amongst its equity-related purposes. The White Paper is translated by the “National Plan for Higher Education” which focuses on *inter alia* promoting individual and institutional redress and equity goals. The White Paper stipulates human resource development plans including equity goals as part of institutional plans explicitly stating the equity-related issues of:

- “Staff recruitment and promotion policies and practices.
- Staff development, including academic development, i.e., improved qualifications, professional development and career pathing, instructional (teaching) development, management skills, technological re-skilling, and appropriate organisational environment and support.
- Remuneration and conditions of service, taking into account the increasing competition from the public and private sectors for well-qualified black people, and women
- Reward systems, including sabbaticals, conference attendance, academic contact visits, and,
- The transformation of institutional cultures to support diversity.”²

1.1.3 The National Health Act

The National Health Act 61 of 2003 was passed into law to remedy the inequities of the past in the distribution of healthcare and to create a national health system that is patient-centred and for the benefit of all.³

1.1.4 The Health Charter

The Charter seeks to engender the transformation of the health sector addressing:

- **Access to health services**

Human resources are critical to adequate access to health services. Access to health services training is essential and there is a need to ensure that historically disadvantaged individuals in particular have access to education and training in all aspects of health services.⁴

- **Equity in health services**

The availability of human resources is central to equity in health services between the public and the private sectors, between rural and urban communities and between historically disadvantaged individuals and others. Thus appropriate numbers of suitably qualified and trained health care personnel must be assured throughout the national health system.⁴

- **Quality of health services**

Quality in health services is heavily dependent upon the availability and work ethic of health care personnel and is affected by the skills shortages in the health sector. The psychological, and physical work pressures upon those who work in under-resourced environments is a direct cause of deterioration in the quality of the health services they provide and leads to a downward spiral of diminishing availability of such personnel within the national health system as a whole.⁴

- **Black Economic Empowerment**

This challenge shared with Universities as the extent of their transformation and whom they produce for this country is directly linked to the speed with which the health sector can be transformed. Broader representation of black persons in the workplace is mandatory with the targets at all levels in the chain of 40% by 2010 comprising 30% women and 60% by 2014 comprising 50% women.⁴

1.1.5 Strategic Framework for the Human Resources for Health Plan

This framework promotes access to health services by the equitable distribution and use of skilled healthcare professionals and seeks to render accessible, appropriate, high quality healthcare at all levels by healthcare professionals equipped with the appropriate capacity and skills. In it, the national Department of Health (DoH) recognizes that a focused human resources (HR) strategy supported by an implementation plan is critical to meeting the healthcare needs of the country. It identifies guiding principals, strategic objectives and broad activities to anchor the plan which speaks to national and provincial departments of health and health science education institutions⁵.

Of the 7 guiding principals, those relevant to the EEP are:

- Strengthen the planning and development of HR linked to the needs the health system, e.g. alignment of education and training resources to the health system needs.
- Promote access to health services by the equitable distribution and use of skilled health professionals.
- Render accessible, appropriate, high quality care at all levels by health workers equipped with the appropriate capacity and skills.
- Work environments should be conducive to good management practice to maximize the potential for the health work force to deliver quality health services.⁵

1.1.6 The Human Resources for Health Plan

The National Human Resources Plan for Health (HRHP) implements a national guideline for human resources policy and planning to ensure that the entire health system obtains the quality and quantity of staff required, makes optimum use of its human resources, anticipates and manages changes in staffing and develops a multi-skilled, representative and flexible workforce to meet the healthcare needs of its diverse communities experiencing several and diverse disease burdens⁶.

The HRHP and its translation strategy described in the draft Strategic Framework for Health Sciences Education and Training deal with the implementation of the HRHP, specifically the production of target numbers of healthcare professionals and the financial resources required to achieve this with minimal reference to the development of the academic health sciences.

The challenge is thus to graduate adequate numbers of healthcare professionals, particularly from previously disadvantage backgrounds, equipped with knowledge skills and attitude relevant to the South African healthcare context who will work in well-resourced, enabling environments to meet the healthcare needs of all health-seeking communities in the country.

Academia is a career option for all healthcare professionals. A relevant professional qualification or equivalent is mandatory for all academic staff employed within the Faculty of Health Sciences. The above challenge is thus equally a challenge to the Faculty of Health Sciences at the University of KwaZulu-Natal as it is to the public and private healthcare sectors; not only as an institution undertaking the education and training of healthcare

professionals but also an institution in which employed healthcare professionals require a well-resourced, enabling environment in the academic healthcare arena.

The Faculty competes with both the public and private healthcare sectors to achieve a demographically representative workforce. The diminishing capacity of academia to attract and retain human resources has been attributed to more attractive employment and working conditions outside academia, minimal acknowledgement and fewer rewards within academia and less attractive employment and working conditions compared to other academic systems (brain drain).⁷

1.2 The Faculty of Health Sciences

1.2.1 Description

The Faculty of Health Sciences consists of 6 Schools and 13 disciplines in addition to Faculty Administration, viz., the:

- School of Audiology, Occupational Therapy and Speech Language Pathology (SAOTSLP),
- School of Dentistry (SOD),
- School of Medical Sciences (SOMS - comprising of the disciplines of Anatomy, Medical Biochemistry and Physiology),
- School of Nursing (SON),
- School of Pharmacy and Pharmacology (SOPP), and,
- School of Physiotherapy, Sports Science and Optometry (SOPSSO)

From its inception, the Faculty of Health Sciences embraced the challenge of creating a vibrant Faculty epitomizing excellence in all aspects of the academic endeavour - teaching and learning, research, scholarship, outreach, service, administration and management. The Faculty committed itself realizing the vision of a premier University of African scholarship and addressing any and all challenges in the tertiary education and healthcare arenas. The Faculty of Health Sciences acknowledges that health sciences education in the Republic of South Africa takes place within the following framework:

- The Higher Education Act which inter alia provides for the regulation of higher education, provides for the establishment, governance and funding of higher education institutions and provides for quality assurance and quality promotion in higher education.
- The National Health Act which redresses the inequities of the past in the distribution of healthcare and seeks to create a national health system that is patient-centered and for the benefit of all.
- The Health Charter which seeks to engender the transformation of the health sector addressing access, equity and quality in health services together with broad based black economic empowerment.
- The Strategic Framework for the Human Resources for Health Plan which promotes access to health services by the equitable distribution and use of skilled healthcare professionals and which seeks to render accessible, appropriate, high quality healthcare at all levels by healthcare professionals equipped with the appropriate capacity and skills.
- The National Human Resources Plan for Health which implements a national guideline for human resources policy and planning to ensure that the entire health system obtains the quality and quantity of staff required, makes optimum use of its human resources, anticipates and manages changes in staffing and develops a multi-skilled, representative and flexible workforce to meet the healthcare needs of its diverse communities experiencing several and diverse disease burdens.

The Faculty is thus committed to producing healthcare professionals, particularly from previously disadvantaged backgrounds, equipped with knowledge, skills and attitude to achieve optimal health for all South African communities in the spirit of “ubuntu” and “batho pele”.

1.2.2 Teaching and Learning

The Faculty trains Audiologists, Biokineticists, Dental Therapists, Nurses, Occupational Therapists, Optometrists, Oral Hygienists, Pharmacists, Physiotherapists and Speech Therapists.

All undergraduate and postgraduate programmes exemplify academic excellence, relevance to the South African and African healthcare contexts, diverse education and training

platforms ranging from rural to urban and primary to tertiary healthcare, community-based education, experiential learning/externships, diverse, learner-friendly pedagogies, community outreach and service, innovative research that informs teaching and learning and international and national collaboration.

1.2.3 Research

The Faculty boasts cutting edge discipline-specific and multi-disciplinary research relevant to the South African and international contexts, has entrenched research partnerships at national and international level and enjoys large grants from the Wellcome Trust, WHO, SANPAD, MRC and NRF.

Discipline specific research areas encompass:

- Surgical Anatomy of the Renal and Coronary Vasculature, the Sympathetic Chain and Human Anatomical Variations in Anatomy,
- Diagnostic Audiology and Integrated Intervention in Hearing Loss in the discipline of Audiology,
- Apoptosis in Cancer and HIV/AIDS and Environmental Carcinogenesis in Medical Biochemistry,
- Innovative Education for Health Professionals, Home-based and Palliative Care, Psychosocial Rehabilitation and the Critical Care Interface between Rural and Urban Settings in Nursing,
- Cognitive and neurologically based disorders, hand and upper limb rehabilitation, disability studies and development of self efficacy in Occupational Therapy,
- Refractive Errors, Low Vision, Paediatric Vision, Refractive Surgery, Primary Eyecare Services in Optometry, Sports Vision, Binocular Vision, Contact lenses, Epidemiology, Public health Optometry and Ocular diseases in Optometry,
- Pharmacovigilance, Pharmaceutical Policy and Pharmaceutical Service Evaluation, Strategies for the Prevention and Containment of Antibiotic Resistance, the Molecular Biology of Resistance to Antibiotics, Novel Drug Delivery Systems, Quality Use of Medicines, Neuropsychopharmacology and Medicinal Plants and Traditional Medicines Research in Pharmacy and Pharmacology,
- Diabetes and Hypertension in Physiology,
- Development of Lung Function Normograms, Epidemiology and Rehabilitation of Traumatic Brain Injuries, Airway Impairment, Physiotherapeutic Disability Studies,

- Cardio-Pulmonary Rehabilitation, Community Based Rehabilitation, Physiotherapy Education and Treatment of Children with Cerebral Palsy in Physiotherapy,
- Severe Developmental Communication Disorders, Neurologically Acquired Communication Disorders & Dysphagia, Developmental Language, Bilingualism & Multilingualism and Speech, Voice & Fluency in Speech Language Pathology, and,
- Leisure/Recreation Program Planning and Delivery, Epidemiology of Sport-Related Injury, Musculoskeletal Biokinetics Rehabilitation and Applied Physiology/Immunity in Sport and Exercise in Sports Science.

A critical mass of researchers across the Faculty investigate diverse aspects of:

- Chronic Diseases,
- Community-Based Studies,
- Early Childhood Intervention,
- Exercise Science,
- Health Promotion,
- Health Sciences Education and Training,
- HIV and AIDS,
- Rehabilitation Research, and,
- Traditional Medicine.

1.2.4 Community Engagement

The Faculty has a rich heritage of health service. Staff and students, in the process of teaching and learning run Occupational Therapy, Speech Therapy, Audiology, Physiotherapy, Optometry and Health and Fitness clinics. All disciplines offer professional services at clinics and hospitals within the Department of Health while outreach initiatives extend to schools, orphanages and homes for the disabled and aged.

The disciplines of Audiology, Occupational Therapy and Speech Language Pathology work with communities that were previously under-serviced and/or unable to access rehabilitation and therapeutic services and have established partnerships with the communities of Nyuswa, Ngcolosi and Molweni as well as the KZN Health and Education Services. The discipline of Optometry serves as the Africa Office for the International Centre for Eyecare Education (ICEE). The School of Nursing is designated the WHO's Collaborating Centre for Nursing and Midwifery, the Joanna Briggs Institute Collaborating Centre for

Evidence-Based Nursing and is linked to the Child Survival Project by the Uthukela partnership for Health. The discipline of Physiotherapy participates in the Special Olympics for differentially abled persons and several disciplines ensure access to healthcare in rural areas by participation on the Transnet-sponsored Phelophepa train.

All activities of the Faculty are underpinned by its vision, mission and goals:

1.2.5 Vision

To be the Faculty of choice for Health Sciences education, training and research in South Africa, Africa and globally

1.2.6 Mission

To excel in student-centred education and training, innovative and/or socially-responsible research, service and outreach relevant to the healthcare needs of all health-seeking communities by critical engagement and review by stakeholders in the private and public healthcare arenas

1.2.7 Goals

- To be responsive to the institutional, regional, national healthcare contexts yet internationally competitive in teaching, learning, scholarship and research, innovation and scientific investigation.
- To be responsive to the human resource development needs in healthcare in South Africa.
- To produce graduates with comprehensive knowledge, competencies, skills, ethics and attributes to function as excellent, culturally sensitive, reflective healthcare professionals and life-long learners who will proactively, critically and creatively engage with relevant stakeholders to achieve an optimal health status for all South African communities.
- To engender social transformation and redress by formulating access policies that facilitate the active recruitment of students from historically disadvantaged backgrounds.
- To enable retention and success of students by providing excellent teaching, mentoring and academic development programmes that are intellectually nurturing, cognizant and respectful of diversity and which include students as partners in learning.

- To provide for the varied learning needs for a diverse student body through high quality, annually reviewed, creative and innovative curriculum design and development and pedagogical and assessment practices.
- To foster multi-disciplinary teaching and learning, research and patient care.
- To undertake research that informs teaching and is relevant to the country's needs.
- To facilitate research excellence and output by implementing capacity development in publication and grant writing, actively recruiting postgraduate students and providing research mentors.
- To foster local and international collaboration, exchanges and partnerships with the private sector and higher education institutions in teaching, research and development
- To facilitate the attainment of a demographically representative staff and student body.
- To provide opportunities for career pathing, continuous professional development and lifelong learning for all staff and cadres of healthcare personnel in response to the healthcare challenges of our time.
- To facilitate the personal and academic development of staff and students to their fullest potential.
- To foster democratic consensus on the vision, mission, values and goals of the Faculty of Health Sciences in the context of academic freedom and autonomy.
- To foster an ethos of democracy, transparency, accountability and professionalism in the Faculty.

2. Workplace Profile

2.1 Academic Staff Profile

- **Current Permanent Academic Staff Profile by Race, Gender and Category as at 1 August 2009**

	MALE				FEMALE				White Male	Foreign Nationals		TOTAL
	A	C	I		A	C	I	W		W	Male	
Senior Professors	0	0	1		0	0	0	0	0	1	0	2
Professors	0	1	1		1	0	0	0	0	1	1	5
Associate Professors	0	0	5		1	0	3	2	2	0	0	12
Senior Lecturers	0	0	4		1	0	3	8	0	0	0	16
Lecturers	2	0	9		11	3	18	6	2	1	1	53
Senior Tutors	3	0	0		1	0	9	0	1	1	0	15
Tutors	0	0	0		0	0	2	1		0	0	3
	5	1	20		15	3	35	17	5	4	2	107

The racial distribution of permanent staff is 52% Indian, 19% African, 21% White and 4% Coloured. While the gender distribution shows a majority of female staff (67%), just 7% of females are at professorial level compared to 11% of males. African and Coloured staff are largely at lecturer level or below.

Assuming that all staff in the posts of senior lecturer and above have the PhD qualification and all staff at lecturer level have a Masters qualification, approximately 33% of the staff hold PhDs (26% of males and 18% of females) while 50% hold Masters degrees (13% males and 37% females).

The staff complement is thus skewed towards Indian on racial stratification and male at professorial level.

Thus in addition to addressing the racial distribution to achieve a demographically representative workforce, it is imperative that the Faculty address the development of all staff but particularly African and Coloured staff to PhD level and female staff to professorial level by credentialing and meeting promotion benchmarks respectively. A vibrant research ethos with adequate support and mentorship is thus essential.

- **Academic Staff Profile on Long Term Fixed Contract (≥ 2 years) by Race, Gender and Category as at 1 August 2009**

	MALE			FEMALE				White Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W		Male	Female	
Senior Professors	0	0	0	0	0	0	0	0	0	0	0
Professors	0	0	0	0	0	0	0	0	0	0	0
Associate Professors	0	0	0	0	0	0	0	0	0	0	0
Senior Lecturers	0	0	0	0	0	0	0	0	0	0	0
Lecturers	0	0	0	2	1	3	2	0	0	0	8
Senior Tutors	1	0	0	1	0	5	0	0	0	0	7
Tutors	1	0	0	1	0	0	0	0	0	0	2
	2	0	0	4	1	8	2	0	0	0	17

The gender distribution shows largely female staff (88%) while the racial distribution shows 47% Indian, 35% African, 12% White and 6% Coloured staff with 44% holding Masters degrees. A number of these posts are externally funded by the Department of Education Clinical Training Grant and it is anticipated that these posts will be filled permanently once the recurring nature of the said grant is known. Contract positions on externally funded projects will cease to exist once the project ends.

2.2 Support Staff

- **Permanent Support Staff Profile by Race, Gender and Category as at 1 August 2009**

	MALE			FEMALE				White Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	Male	Female	
Peromnes 8	0	0	0	0	0	3	0	0	0	0	3
Peromnes 9	2	0	0	0	0	3	1	1	0	0	7
Peromnes 10	2	0	5	0	0	1	0	0	0	0	8
Peromnes 11	0	0	4	4	2	7	2	0	0	0	19
Peromnes 12	1	0	2	0	0	4	0	0	0	0	7
Peromnes 13	0	0	2	3	0	0	0	0	0	0	5
Peromnes 14	0	0	0	1	0	0	0	0	0	0	1
Peromnes 15	0	0	0	0	0	0	0	0	0	0	0
Peromnes 16	0	0	1	0	0	0	0	0	0	0	1
	5	0	14	8	2	18	3	1	0	0	51

The racial distribution of permanent support staff is 62% Indian, 25% African, 8% White and 4% Coloured while the gender distribution shows a majority of female staff at 61%.

Females surpass males at grades 8, 9 and 11 and are almost/equal to males at grades 12 and 13. A greater number of males are employed at grade 10.

- Support Staff Distribution on Long Term Fixed Contract (≥ 2 years) by Race, Gender and Category as at 1 August 2009

	MALE			FEMALE				W	White Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W		W	Male	Female	
Peromnes 8	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 9	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 10	1	0	2	3	0	3	0	0	0	0	1	10
Peromnes 11	0	0	0	3	0	2	0	0	0	0	0	5
Peromnes 12	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 13	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 14	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 15	0	0	0	0	0	0	0	0	0	0	0	0
Peromnes 16	0	0	1	0	0	0	0	0	0	0	0	1
Total	1	0	3	6	0	5	0	0	0	0	1	16

There is 50% Indian staff, 44% African staff and 6% foreign national staff on contract with a gender bias towards female (75%).

2.3 Distribution of Staff with Disabilities

Just a single African male at senior tutor level on the permanent staff is disabled.

2.4 Benchmark Statistics

Academic Staff

	African	Coloured	Indian	White	Female	Male
South Africa ¹	72	10	3	14	51	49
KZN	82	1	9	7	52	48
Academic Staff in SA Universities – All ²	16	4	7	73	-	-
Academic Staff in SA Universities - Merged ^b	50	2	16	32	-	-
UKZN	20	3	27	50	41	59
Faculty of Health Sciences Permanent	19	4	52	21	67	33
Faculty of Health Sciences Long Term Contract	35	6	47	12	88	12

¹Statistics from Census 2001

²Statistics from HEMIS 2001

Support Staff

	African	Coloured	Indian	White	Female	Male
South Africa ¹	72	10	3	14	51	49
KZN	82	1	9	7	52	48
UKZN	35	5	42	18	50	50
Faculty of Health Sciences Permanent	25	4	63	8	61	39
Faculty of Health Sciences Long Term Contract	50	0	50	0	75	25

^aStatistics from Census 2001

3. Plan Objectives, Strategies & Timeframes

The Faculty thus aims to achieve a demographically representative Faculty by implementation of the individual School Employment Equity Plans, i.e., achieving targets within the building block disciplines and Schools of the Faculty will ultimately ensure an optimal equity profile at Faculty level within a timeframe of 5 years (2010-2012).

3.1 Numerical Goals

3.1.1 Numerical Goals for Academic Staff

- Retirement Statistics – Academic

The following table depicts envisaged retirements per School:

Faculty/School/Unit	2010	2011	2012
SOAOTSLP	0	1 Snr Lecturer	0
SOD	0	0	0
SOMS	0	0	2 (1 Professor & 1 Snr Lecturer)
SON	0	0	2 Snr Lecturers
SOPP	1 (Professor)	0	0
SOPSSO	0	0	0
Faculty Total	1	1	4

The Faculty will attempt to fill at least 50% (2 out of 4) of these posts by candidates from the 1st 4 groups prioritised in the School-specific hierarchy within a timeframe of 3 years (2012).

The targets stratified by race and gender per academic level are as follows:

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2012															
SENIOR LECTURERS	0	2	2										0	2	2

- Vacancies

School	Professors	Associate Professors	Senior Lecturers	Lecturers
SOAOTSLP	3	3	2	2
SOD	1	1	1	
SOMS	1		2	4
SON		1	3	2
SOPP	2	1	2	2
SOPSSO	1	1	7	
Faculty Total	8	7	17	10

Budgets permitting, the Faculty will attempt to fill at least 50% of these posts by candidates from the 1st 4 groups prioritised in the School-specific hierarchy within a timeframe of 3 years (2012).

Assuming that 1 post will be released per School per annum, the targets stratified by race and gender per academic level are as follows:

Occupational level	African			Coloured			Indian			White			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2
2011															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2
2012															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2

- **Turnover**

The following table depicts staff annual turnover as a result of resignations and early retirement over the period 2005 – 2008.

Year	Turnover
2005	3
2006	9
2007	3
2008	11

High turnover in 2006 and 2008 is believed to be related to merger-related issues and the student strike action that resulted in disciplinary measures against staff and the implementation of the Occupation Specific Dispensation respectively. Assuming an average turnover of 6/7 per annum, the Faculty will attempt to fill at least 50% of these posts by candidates from the 1st 4 groups prioritised in the School-specific hierarchy within a timeframe of 3 years (2012).

The targets stratified by race and gender per academic level are as follows:

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2
2011															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2
2012															
LECTURERS		1												1	1
SENIOR TUTOR		2												2	2

- Consolidated Targets Based on Retirements, Vacancies and Turnover

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
LECTURERS		2												2	2
SENIOR TUTOR		4												4	4
2011															
LECTURERS		2												2	2
SENIOR TUTOR		4												4	4
2012															
LECTURERS		2												2	2
SENIOR TUTOR		4												4	4
SENIOR LECTURERS		2												2	2

Notwithstanding the numerical targets delineated above, it is emphasized that the Faculty will endeavour to fill 50% of its funded vacant/vacated academic staff posts with African candidates, preferably female and preferably at the highest academic level.

- **Hierarchy of Appointment for Academic Staff**

The hierarchy of appointment for academic staff per School is as follows:

SOAOTSPL	SOD	SOMS	SON	SOPP	SOPSSO
Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹
Coloured Female	African Female	Coloured Female	African Male	African Female	African Female
Coloured Male	Coloured Male	Coloured Male	Coloured Female	Coloured Female	Coloured Male
African Female	Coloured Female	African Male	Coloured Male	Coloured Male	Coloured Female
African Male	African Male	African Female	Indian Male	African Male	African Male
Indian Male	White Female	White Male	White Male	Indian Male	White Female
White Male	Indian Male	White Female	Indian Female	White Male	Indian Male
White Female	White Male	Indian Female	White Female	White Female	White Male
Indian Female	Indian Female	Indian Male	African Female	Indian Female	Indian Female

¹Provided that the Faculty has the resources to support the level of disability

3.1.2 Numerical Goals for Support Staff

- **Retirement Statistics - Support**

None envisaged for the period 2010-2012.

- **Vacancies**

School	Principal Technician	Senior Technician	Technician	Technical Assistant	Administration Officer	Assistant Administration Officer	Administration Assistant
SOAOTSLP		1	1				
SOD					1		
SOMS		1	2			1	
SON		1			1	3	
SOPP	1			2			
SOPSSO			2			1	2
Faculty Total	1	3	5	2	2	5	2

Budgets permitting, the Faculty will attempt to fill at least 60% of annually funded posts by candidates from the 1st 4 groups prioritised in the School-specific hierarchy of employment within a timeframe of 3 years (2012).

The targets stratified by race and gender per level are as follows:

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
Grade 11 Technical Assistant	1												1		1
2011															
Grade 10 Technician	1												1		1
2012															
Grade 9 Senior Technician	1												1		1

- **Turnover**

The following table depicts staff annual turnover as a result of resignations and early retirement over the period 2005 – 2008.

Year	Turnover
2005	1
2006	3
2007	2
2008	2

Assuming an average turnover of 2 per annum, and assuming that this will be amongst the technical staff as evident from history, the Faculty will attempt to fill at least 50% of these posts by candidates from the 1st 4 groups prioritised in the School-specific hierarchy within a timeframe of 3 years (2012).

The targets stratified by race and gender per level are as follows:

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
Grade 10 Technician	1												1		1
2011															
Grade 10 Technician	1												1		1
2012															
Grade 10 Technician	1												1		1

- Consolidated Targets Based on Retirements, Vacancies and Turnover

Occupational level	<u>African</u>			<u>Coloured</u>			<u>Indian</u>			<u>White</u>			<u>Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2010															
Grade 10 Technician	2												2		2
2011															
Grade 10 Technician	2												2		2
2012															
Grade 10 Technician	2												2		2

Notwithstanding the numerical targets delineated above, it is emphasized that the Faculty will endeavour to fill 50% of its funded vacant/vacated support staff posts with African candidates, preferably male.

- **Hierarchy of Appointment for Support Staff**

The hierarchy of appointment for support staff per School is as follows:

Faculty	SOAOTSPL	SOD	SOMS	SON	SOPP	SOPSSO
Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹	Disabled ¹
African male	Coloured Male	Coloured Female	Coloured Female	African Male	Coloured Female	Coloured Female
African female	Coloured Female	Coloured Male	Coloured Male	Coloured Male	Coloured Male	Coloured Male
Coloured male	African Male	African Male	African Male	Coloured Female	White Female	African Male
Coloured female	African Female	African Female	African Female	White Male	African Male	African Female
White male	Indian Male	White Female	White Male	White Female	African Female	White Female
White female	White Female	White Male	Indian Female	Indian Male	Indian Female	White Male
Indian female	White Male	Indian Male	White Female	African Female	Indian Male	Indian Male
Indian male	Indian Female	Indian Female	Indian Male	Indian Female	White Male	Indian Female

¹Provided that the Faculty has the resources to support the level of disability

3.2 Strategies, Success Indicators, Monitoring Mechanisms and Timeframes

The Faculty of Health Sciences strongly endorses the Equity Policy of the University of KwaZulu-Natal as a means of implementing its vision, mission and goals and recognises that it is critical to the transformation of Higher Education.

The Faculty acknowledges that the achievement of employment equity targets within the Faculty of Health Sciences is contingent on the available pool of applicants from designated groups, the number of these applicants with the requisite qualifications, knowledge and skills to assume academic positions as well as the perceived attractiveness of academia as a career choice by healthcare professionals in great demand within the public and private sectors.

The Faculty will implement the following strategies:

3.2.1 Short Term Strategies

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
<p>Advertisement of Posts Wider advertisement of posts. Apart from advertisements in the widely circulated national newspapers, advertisements will appear in popular newspapers published in African languages where appropriate. Advertisements will be communicated to all relevant tertiary/further education and training centres. Advertisements will be communicated to professional associations/societies for placement in newsletters and websites. Advertisements will be communicated to clinical departments in hospitals, schools and institutions as appropriate. Advertisements will be placed on University of KwaZulu Natal website. Advertisements will be placed on the KZN and national Department of Health websites, permission permitting. Adverts will be placed in professional journals and newsletters where possible. Extensive word of mouth recruitment and head hunting via phone and e-mail will be undertaken where appropriate. Posts will be readvertised at least once should there be no suitable applicants/appointees from the designated groups after an extensive search strategy provided that the functioning of the discipline/School is not compromised.</p> <p>Success Indicator Increased number of applications from African and Coloured candidates.</p> <p>Monitoring Mechanism An audit of all advertised posts will be undertaken bi-annually by the Equity, Transformation and Human Resources Committee (ETHRC) Number of applications will be stratified by race and gender for each post advertised</p>	<p>Dean with HR HOS/ACS HOS/ACS HOS/ACS Dean with HR Dean with HR All staff Dean</p> <p>ETHRC College HR Manager</p>	<p>Current practice Current practice Current practice Current practice Current practice Current practice Current practice Current practice Mar & Nov annually </p>
<p>Multiple Levels of Advertisement Posts are advertised from tutor level upwards to widen the potential pool of applicants provided discipline-specific academic leadership exists.</p> <p>Success Indicator Posts advertised from tutor level upwards</p> <p>Monitoring mechanism An audit of all advertised posts will be undertaken bi-annually by the ETHRC</p>	<p>Dean + HOS ETHRC</p>	<p>Current practice Mar & Nov annually</p>

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
<p>Recruitment Schools will formulate lists of graduates from designated groups in the last 5 years and eligible candidates will be contacted by Schools to apply for vacant posts.</p> <p>Success Indicator Current databases available on request</p> <p>Monitoring Mechanism ETHRC will confirm updated databases annually.</p>	<p>HOS Secretary</p> <p>ETHRC</p>	<p>January annually</p> <p>Initial database to be compiled by March 2010. Annual audit in March</p>
<p>LEAP The Faculty will request the allocation of a greater number of LEAP lectureships made available by the Equity Office</p> <p>Success Indicator Allocation of 3 or more posts to the Faculty</p> <p>Monitoring Mechanism Allocation of posts by the Equity Office</p>	<p>Dean and DVC with Equity Office</p> <p>Dean</p>	<p>As & when they become available</p> <p>As determined by the Equity Office</p>

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
<p>Capacity Development</p> <p>All new young academics will be assigned to senior academics serving as mentors. New academic staff will be required to complete the On-line “Introduction to Teaching at University” and “Research Supervision’ modules on the UKZN Open Learning System. The current staff complement will be encouraged and supported to credential themselves up to PhD level within 5 years of completing their Masters and increase research output by meeting the annual requirement of 1 publication per staff member per year to climb the ranks to Professorial status as per Faculty Research Strategy (appendix 1). Retired prolific researchers will be engaged as mentors (pending budget allocation). All staff are encouraged to participate as observers on Faculty subcommittees</p> <p>Success Indicators Positive mentor/mentee reports Increased number of staff who have completed the on-line modules. Increased number of staff with Masters and PhD qualifications. Increased number of professorial staff. Increased number of staff promoted Observers at Faculty sub-committees</p> <p>Monitoring Mechanism Mentor/mentee reports for all new staff will be tabled for information at ETHRC meetings. A list of staff registered for postgraduate degrees will be tabled for information at ETHRC meetings. Successful completion of postgraduate degrees will be tabled for information at ETHRC meetings. Successful promotions applications will be tabled for information at ETHRC meetings. Attendance registers for all Faculty sub-committee meetings will be tabled for information at ETHRC</p>	<p>HOS</p> <p>HOS</p> <p>Dean/HOS</p> <p>Dean/HOS All staff</p> <p>HOS Faculty Officer Faculty Officer Dean Faculty Officer</p>	<p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Annually Current practice</p> <p>Mar & Nov Mar annually Mar annually Mar annually Nov annually</p>

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
<p>Retention</p> <p>Staff will be encouraged to apply for promotion and/or be nominated for merit awards as per University policy</p> <p>Staff will be encouraged to increase research output thereby securing research incentives and increasing their potential for promotion.</p> <p>Staff will be granted fee remission and allowed to supplement income by undertaking private remunerative work.</p> <p>Scarcity, attraction and retention allowances will be utilized as appropriate</p> <p>All academics will be encouraged to participate in University/College/Faculty capacity development, induction and orientation initiatives.</p> <p>Exit interviews will be conducted to address reasons for resignations.</p> <p>Success Indicators</p> <p>Successful promotions and merit awards</p> <p>Research reward funds allocated to staff</p> <p>Successful applications for fee remission and permission to undertake private remunerative work.</p> <p>Successful scarce skill applications.</p> <p>All new staff to participate fully in induction and orientation activities.</p> <p>All staff exiting UKZN to undergo an “exit interview” with the Dean</p> <p>Monitoring Mechanism</p> <p>Successful promotions and merit awards will be tabled for information at ETHRC meetings.</p> <p>Research reward allocations will be tabled for information at ETHRC meetings.</p> <p>Fee remission, private remunerative work and scarce skill allowance statistics will be tabled for information at ETHRC meetings.</p> <p>Attendance registers for all University/College/Faculty capacity development, induction and orientation initiatives will be tabled for information at ETHRC meetings.</p> <p>Reports of exit interviews to be tabled at ETHRC meetings to address issues requiring corrective action.</p>	<p>HOS/Dean</p> <p>HOS/Dean/UKZN</p> <p>HOS/Dean</p> <p>Dean</p> <p>Dean/HOS</p> <p>Dean/HOS</p> <p>Dean</p> <p>Dean</p> <p>Dean</p> <p>Dean</p> <p>ETHRC</p> <p>Dean</p>	<p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Current practice</p> <p>Mar annually</p> <p>Nov Annually</p> <p>Nov annually</p> <p>Nov annually</p> <p>Nov annually</p>

3.2.2 Medium to Long Term Strategies

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
<p>Increasing the Pool of Applicants from Designated Groups The Faculty will embark on a recruitment drive to increase the pool of candidates from designated groups. A DVD/video has been commissioned to highlight KZN, UKZN, the Faculty of Health Sciences, undergraduate and postgraduate programmes offered by the Faculty and career options in the public and private healthcare sectors. The DVD/video will emphasize the unique features of UKZN programmes in addition to academic excellence - relevance to the South African and African contexts, diverse training and service platforms ranging from deep rural to urban and primary to tertiary healthcare, community-based education, experiential learning and externships, pedagogies, research areas, community outreach initiatives, international and national collaborations etc. The DVD/video will be sent to all secondary schools offering exemption packages with Mathematics and Science and particularly to schools with large student populations from designated groups. Students will be targeted at grade 9 and workshops will be held for principals and guidance counsellors.</p> <p>Success Indicators Increased number of applications from African students</p> <p>Monitoring Mechanism Applications for all Health Sciences programmes stratified by race and gender to be tabled for information at ETHRC by Faculty Admissions Officer with assistance from DMI Annual mailing of DVD/video and/or UKZN prospectus to identified Schools</p>	<p>Dean</p> <p>UKZN Students Liaison</p> <p>ETHRC</p> <p>Chair TLAUC</p>	<p>December 2008</p> <p>March annually</p> <p>March annually</p>
<p>“Grow Your Own Wood” Schools will endeavour to “grow its own wood” particularly where succession posts exist by incentivising suitable Bachelor’s graduates to remain at UKZN as postgraduate students with the ultimate goal of joining academia. Schools will endeavour to increase the training of postgraduate students from designated groups by formulating/initiating Masters programmes, specifically part-time/on-line course-work Masters to facilitate the credentialing of healthcare professionals in practice thereby increasing the eligible pool of candidates.</p> <p>Success Indicators Increased number of postgraduate students recruited from UKZN graduates. Allocation of community service posts to UKZN</p>	<p>HOS/PCs/DCs</p> <p>REHDC</p>	<p>Current practice</p> <p>January 2010</p>

Strategy, Monitoring Mechanisms and Success Indicator	Responsibility	Timeframe
Monitoring Mechanism ETHRC to request a postgraduate student audit including race, gender and University where prior degree were completed	ETHRC	Nov annually
Academia and its Attractiveness Market-related salaries/incentives/working conditions. Success Indicators Successful subvention applications Market-related salaries Monitoring mechanism Applications in respect of scarce skills allowances will be supported by the Faculty as appropriate Dean to lobby relevant national offices implementation of market-related salaries	Dean via SA Committee of Health Sciences Deans Dean Dean	Dec 2009 July 2006 Dec 2009

3.3 Succession and Staff Development

- **Academic Staff**

The Faculty will ensure (as is current practice) that each new academic staff is assigned to a mentor who will facilitate credentialing to Masters/PhD levels and capacity development in teaching, research, community engagement and administration. The Faculty will further continue to actively participate in the LEAP programme.

The Faculty will not implement succession planning, rather ensure that all promotional/ career pathing/upward mobility is equally and equitably available to all its staff.

- **Support Staff**

The Faculty will ensure that support staff development is facilitated via the Learning, Training and Development Division of Human Resources.

Senior technical staff will mentor and develop the technical capacity of junior staff as a means of succession planning because of the highly specific technical skills required in the Health Sciences who work with cutting edge technology in diagnostic, treatment and laboratory equipment.

The Faculty will not implement succession planning amongst the administrative staff.

4. Affirmative Action Measures

- **Barriers, Remedial Action and Timeframes**

A synopsis of barriers common to most disciplines and Schools is presented here under:

Barrier	Remedial Action (Remedial Strategy, Responsibility and Timeframe)
Scarcity of candidates from designated groups	Please see Medium-Long Term Strategies 3.2.2): <ul style="list-style-type: none"> • Increasing the Pool of Applicants from Designated Groups • Grow your own wood
Inadequate remuneration packages compared with other Universities as well as private and public healthcare sectors, the latter as a result of the implementation of the OSD	Please see short-term strategies (3.2.1) <ul style="list-style-type: none"> ○ Retention Please see Medium-Long Term Strategies (3.2.2) <ul style="list-style-type: none"> ○ Academia and its Attractiveness
Lack of postgraduate qualifications	Please see Appendix 1, Research Strategy Credentialing <ul style="list-style-type: none"> ○ Increase postgraduate student numbers
Mandatory Masters requirement for lecturer positions. Healthcare professionals are loathe to accept positions as tutors/senior tutors	None - Council Policy
Research requirement of all academic job descriptions	Please see Appendix 1, Research Strategy

- **Measures to Further Diversity**

Please see strategies in section 3.2

- **Accommodation Measures**

The following are accommodation measures in place:

- All staff undergo orientation and induction at College, Faculty, School and discipline level.
- All staff are issued with a CD-ROM entitled “UKZN – A Guide for Faculty of Health Sciences Staff”
- All academic staff are assigned a mentor who will facilitate credentialing to Masters/PhD levels and capacity development in teaching, research, community engagement and administration.
- All new academic staff are required to complete the On-line “Introduction to Teaching at University” and “Research Supervision’ modules on the UKZN Open Learning System.
- Support staff development is facilitated via the Learning, Training and Development Division of Human Resources.
- All staff are invited as observers on Faculty Board sub-committees.
- Disabled staff are taken care of under the auspices of the Disability Policy

5. Retention, Training and Development

o **Turnover**

The following table depicts academic staff annual turnover as a result of resignations and early retirement over the period 2005 – 2008:

Year	Turnover
2005	3 (3%)
2006	9 (8%)
2007	3 (3%)
2008	11 (10%)

High turnover in 2006 and 2008 is believed to be related to merger-related issues and the student strike action that resulted in disciplinary measures against staff and the implementation of the Occupation Specific Dispensation respectively. The turnover rate is expected to prevail and/or increase as OSD is progressively rolled out to all cadres of healthcare professionals

The following table depicts support staff annual turnover as a result of resignations and early retirement over the period 2005 – 2008:

Year	Turnover
2005	1 (2%)
2006	3 (6%)
2007	2 (4%)
2008	2 (4%)

o **Retention Barriers and Strategies**

In addition to those delineated under “Barriers, Remedial Actions and Timeframes (4.) above, the Faculty has provided inputs into the HESA Scarce Skills survey as well as the benchmarking exercise led by the South African Committee of Health Sciences Deans which aims to ascertain the current status compared with the actual need related to academic staffing of the health sciences with the aim of converting the findings of the project into creative solutions aimed at retaining credentialed professionals in academia including but not limited to remuneration and incentivisation.

- **Training and Development Plans**

As for Succession and Staff Development (3.3) and Accommodation Measures (4.) above.

- **Skills Analysis**

As for Succession and Staff Development (3.3) and Accommodation Measures (4.) above.

6. Consultation, Monitoring and Evaluation

The Faculty has established the Equity Transformation and Human Resources Committee as a sub-committee of the Faculty Board. Its purpose, terms of reference, membership and modus operandi are as follows:

Purpose

The ETHRC is primarily responsible for implementing the University's Equity and Transformation Policies in terms of Human Resources

Terms of Reference

- To develop, implement and monitor the Disciplines', Schools' and Faculty's Equity Plans.
- To facilitate the recruitment and development of quality staff via the relevant University Equity and Transformation initiatives (e.g. LEAP).
- To facilitate career review and capacity development and/or mentoring of all academic staff in terms of teaching, research, outreach, service and administration.
- To facilitate career review and capacity development and/or mentoring of all support staff in areas relevant to job descriptions.
- To facilitate the implementation of performance management for all staff.
- To facilitate the optimization of joint appointment agreements/conditions.
- To play an advocacy role
- To monitor the implementation all policies with respect to staffing/ human resources.

Membership

Voting members

- Dean/Dean's Assistant/Nominee (chair)
- Heads of School
- A representative of each of the academic staff ranks of tutor, lecturer, senior lecturer, associate professor and professor nominated by Faculty Board
- A representative of the administrative support staff nominated by the Support Staff Forum
- A representative of the technical support staff nominated by the Support Staff Forum
- Member of the Health Coordinating Committee
- Representatives from all recognized Unions at UKZN
- Two students, one undergraduate and 1 postgraduate nominated by the SRC

In attendance

- Faculty Officer (secretary)
- University Equity Officer

The Committee may co-opt members as and when necessary.

Members are to be conversant with the Human Resources and Equity Policies and Procedures of the University.

Membership is reviewed and subject to change annually.

Heads of School are to encourage the participation of additional School staff as observers for capacity development. Observers may request permission from the Chair to participate.

Meetings

The ETHRC will meet at least four times a year and as required.

Operating Procedures

- The agenda shall close 10 days prior to meeting and the agenda and supporting documents shall be distributed electronically 7 days prior to the meeting.
- Urgent items may be added to the agenda up to 3 days before a meeting. The discipline/School shall be responsible for circulating any documentation to all committee members.

- Items for the agenda shall be submitted in electronic format and hard copy to the Faculty Officer serving as secretary to the Committee.
- The agenda shall be read and discussed within the discipline/School (if appropriate) prior to the commencement of the meeting.
- One third of the membership shall constitute a quorum.
- Decisions shall be taken by consensus. Should it be necessary to vote, decisions shall be taken on majority with the Chair having the casting vote should the vote be equal.
- Apologies for absence shall be submitted in writing to the Chair.
- Absence from three consecutive meetings shall engender a review of membership status.
- Emergency decisions shall be taken by the Chair and two other members selected by the Committee for this purpose. The full committee shall ratify these decisions at its next meeting.
- All meetings shall be recorded.
- Minutes shall be distributed to the sub-committee, Faculty Board, Academic Affairs Board and other Faculty members on request to the Faculty Officer serving as secretary to the committee.

There will be a biannual review of the Faculty and School EEPs.

7. Responsibility for Implementation

The Dean in consultation with each Head of School or nominee

20/08/09

DEAN (signature and date):

References

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APPENDIX 1
FACULTY OF HEALTH SCIENCES
RESEARCH STRATEGY

Introduction

The Faculty of Health Sciences consists of 6 Schools, 13 disciplines and 1 Unit, viz., the School of Audiology, Occupational Therapy and Speech Language Pathology, the School of Dentistry, the School of Medical Sciences (comprising of the disciplines of Anatomy, Medical Biochemistry and Physiology) the School of Nursing, the School of Pharmacy and Pharmacology, the School of Physiotherapy, Sports Science and Optometry and the Biomedical Resource Unit.

From its inception, the Faculty of Health Sciences embraced the challenge of creating a new and vibrant Faculty epitomizing excellence in all aspects of the academic endeavour - teaching and learning, **research**, outreach, service, administration and management. The Faculty committed itself to laying an unshakeable foundation to realize the vision of a premier University of African scholarship as evident in its vision and mission.

Vision

To be the Faculty of choice for Health Sciences education, training and **research** in South Africa, Africa and globally

Mission

To excel in student-centered education and training, **innovative and/or socially-responsible research**, service and outreach relevant to the healthcare needs of all health-seeking communities by critical engagement and review by stakeholders in the private and public healthcare arenas

Research is integral to the Faculty's core functions of teaching and learning and research.

The Role of Research in Teaching and Learning

Current Status

All modules offered in the undergraduate, honours and coursework-based Masters programmes offered in the Faculty are either research led (curriculum is structured around content which is selected on the basis of specialist research interests of teaching staff), research-based (curriculum is largely centered around inquiry-based activities/evidence-based practice) research oriented (curriculum emphasizes understanding the processes by which knowledge is produced as on learning) or research-informed (implementation of systematic enquiry into the teaching and learning process) teaching and learning while research based postgraduate programmes are obviously research-oriented.

Strategy

The Faculty has embarked on an Academic Development and Student Success (ADSS)" project aimed at enhancing student throughput via a two-pronged approach, viz., the appointment of academic development programme (ADP) officers/tutors to monitor/assist students encountering difficulties with the academic content of programmes; together with curriculum review investigating the implementation of competency-based education (CBE)/outcomes-based education (OBE), problem-based learning (PBL) and case-based curricula (CBC) within Health Sciences programmes.

This will allow the integration of largely research-oriented, research-based and research-informed curricula.

Research

Faculty Research Areas

The Faculty boasts cutting edge discipline-specific and multi-disciplinary research relevant to the South African and international contexts, has entrenched research partnerships at national and international level and enjoys large grants from the Wellcome Trust, WHO, SANPAD, MRC and NRF.

Discipline specific research areas encompass:

- Surgical Anatomy of the Renal and Coronary Vasculature, the Sympathetic Chain and Human Anatomical Variations in Anatomy,
- Diagnostic Audiology and Integrated Intervention in Hearing Loss in the discipline of Audiology,
- Apoptosis in Cancer and HIV/AIDS and Environmental Carcinogenesis in Medical Biochemistry,
- Innovative Education for Health Professionals, Home-based and Palliative Care, Psychosocial Rehabilitation and the Critical Care Interface between Rural and Urban Settings in Nursing,
- Cognitive and neurologically based disorders, hand and upper limb rehabilitation, disability studies and development of self efficacy in Occupational Therapy,
- Refractive Errors, Low Vision, Paediatric Vision, Refractive Surgery, Primary Eyecare Services in Optometry, Sports Vision, Binocular Vision, Contact lenses, Epidemiology, Public health Optometry and Ocular diseases in Optometry,
- Pharmacovigilance, Pharmaceutical Policy and Pharmaceutical Service Evaluation, Strategies for the Prevention and Containment of Antibiotic Resistance, the Molecular Biology of Resistance to Antibiotics, Novel Drug Delivery Systems, Quality Use of Medicines, Neuropsychopharmacology and Medicinal Plants and Traditional Medicines Research in Pharmacy and Pharmacology,
- Diabetes and Hypertension in Physiology,
- Development of Lung Function Normograms, Epidemiology and Rehabilitation of Traumatic Brain Injuries, Airway Impairment, Physiotherapeutic Disability Studies, Cardio-Pulmonary Rehabilitation, Community Based Rehabilitation, Physiotherapy Education and Treatment of Children with Cerebral Palsy in Physiotherapy,
- Severe Developmental Communication Disorders, Neurologically Acquired Communication Disorders & Dysphagia, Developmental Language, Bilingualism & Multilingualism and Speech, Voice & Fluency in Speech Language Pathology, and,
- Leisure/Recreation Program Planning and Delivery, Epidemiology of Sport-Related Injury, Musculoskeletal Biokinetics Rehabilitation and Applied Physiology/Immunity in Sport and Exercise in Sports Science.

A critical mass of researchers across the Faculty investigate diverse aspects of:

- Chronic Diseases,
- Community-Based Studies,
- Early Childhood Intervention,
- Exercise Science,

- Health Promotion,
- Health Sciences Education and Training,
- HIV and AIDS,
- Rehabilitation Research, and,
- Traditional Medicine.

Credentials of Academics

According to the Faculty's Employment Equity Plan, approximately 38% of the permanent staff compliment hold PhDs (19% of males and 20% of females) while 51% hold Masters degrees (13% males and 38% females).

The vast majority of staff on long-term and fixed contracts are at lecturer level holding Masters degrees while most sessional appointees are at tutor level holding Bachelors degrees.

There is thus an urgent need to put into place mechanisms to ensure that all staff are credentialed up to PhD level.

Postgraduate Student Output

Postgraduate recruitment and throughput is poor and postgraduate students need to be actively recruited.

However this is partly contingent on the availability of staff with the requisite Masters and PhD qualifications to serve as supervisors

Research Publication Output

Neither the UKZN benchmark of 1 publication per staff member per year nor the DoE benchmark of 1 SAPSE unit per staff member pr year is currently being met.

Teaching and clinical supervision loads preclude time devoted to writing. Capacity development in terms writing skills is required.

Research Units and Centers

The Faculty boasts the Africa Vision Research Institute, the Antimicrobial Research Proto-Unit and the Drug Delivery Research Proto-Units

The Faculty has set up research networking meetings in areas with critical mass. These informal groups will be encouraged to apply for Unit/Centre/Group status both internally via UKZN and externally via the MRC for e.g.

International Collaborative Partners

These are largely based on individuals while the School of Nursing and the discipline of Optometry via ICEE having formalized bi-lateral agreements with various countries.

The Faculty has prioritized the following research-related activities with success indicators evaluated/monitored by the REHDC bi-annually (June and December):

Priority Rating, Description	Strategies and <i>Success Indicators (SI)</i>	Responsibility	Time Frame
<p>1 Increase publication rate</p> <p>Meet the UKZN benchmark of 1 publication per staff member per year, then the DoE benchmark of 1 SAPSE unit per staff member per year. (Increased publication rate increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)</p>	<p>Ensure that each research project (Honours, Masters, PhD) is translated into a journal article Honours/final year projects to be submitted in journal article format instead of mini-thesis Writing mentors assigned by REHDC Clinical disciplines to use patient database as material to publish Faculty runs writing workshops annually Publications are encouraged in ISI-rated AND SAPSE-rated journals</p> <p><i>SI – Increase in the average annual publication rate</i></p>	<p>All supervisors All supervisors REHDC Chair All discipline staff REHDC Chair HOS/DCs</p>	<p>Dec annually Dec annually Current practice Dec annually Annually Current practice</p>
<p>2 Credentialing</p> <p>Ensure that all staff are credentialed up to PhD level (A PhD is necessary for promotion to senior lecturer level upwards)</p> <p>Encourage staff with PhDs to obtain NRF rating</p>	<p>Time-release to complete postgraduate degrees by including funding for teaching replacement in budgets Structured workload allocation to allow free time to complete higher degrees</p> <p>LEAP Lecture Relief Scheme to be awarded to as many staff as possible</p> <p>Contingent on the availability of qualified staff to serve as supervisors. Therefore establish partnerships with other Universities for co-supervision purposes Introduce coursework Masters in each discipline. A generic Masters in Health Sciences is proposed consisting of 3 generic 16 credit modules, 3 discipline-specific 16 credit modules and a 96 credit discipline-specific research project.</p> <p>Workshops on rating process from application to outcome</p> <p><i>SI – Increase in the number of staff with postgraduate qualifications Increase in the number of NRF-rated staff</i></p>	<p>HOS HOS Dean + College LEAP Consultant HOS and Dean (if necessary) HOS/PCs/DCs REHDC Dean & Pro T Govender</p>	<p>June 2006 Jan & Jul annually Feb annually Dec 2006 Dec 2007 Dec 2007 Current practice</p>

Priority Rating and Description	Strategies and <i>Success Indicators (SI)</i>	Responsibility	Time Frame
<p>3 Support Prolific Researchers</p> <p>Support and enhance growth of productive individuals, groups, units etc (Increased research output increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)</p>	<p>Top-slice portion of the Faculty Research budget to augment research activities Time release to pursue research</p> <p>Apply for NRF Chairs The Faculty has set up research networking meetings in areas with critical mass. These informal groups will be encouraged to apply for Unit/Centre/Group status both internally via UKZN and externally via the MRC for e.g.</p> <p><i>SI – Increased research productivity of prolific researchers</i></p>	<p>Dean HOS and Dean to include in budget Dean + researchers Research area leader identified by REHDC Chair</p>	<p>Jan 2007 Jun 2006</p> <p>As per NRF Calls Jun 2007</p>
<p>4 Increase postgraduate student intake</p> <p>Increase the number of postgraduate students (Postgraduate student input and output grants are far in excess of those for UG students. Postgraduate supervision and increased research output from postgraduate student research increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)</p>	<p>Contingent on the availability of funding for supervisors without grants. UKZN PG policy to address seed funding. Contingent on the availability of qualified staff to serve as supervisors. Therefore establish partnerships with other Universities for co-supervision purposes. A generic Masters in Health Sciences is proposed consisting of 3 generic 16 credit modules, 3 discipline-specific 16 credit modules and a 96 credit discipline-specific research project. Highlight credentialing opportunities published on the UKZN LAN and via research office administered alerts</p> <p><i>SI – Increased intake and throughput of postgraduate students</i></p>	<p>UKZN Research Office</p> <p>HOS and Dean (if necessary) Individuals, HOS and REHDC</p> <p>Dean</p>	<p>As determined by Research Office Dec 2006</p> <p>Dec 2007</p> <p>Current practice</p>
<p>5 Create research ethos</p> <p>Enhance the research environment./Create a research ethos (A vibrant research ethos will increase the number of postgraduate students as well as research output and thus the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)</p>	<p>Set up research groups – critical mass of researchers working in an area relevant to healthcare in SA Areas determined by discipline as specialists in the field. Liaise with stakeholders like the DoH to develop research questions</p> <p><i>SI – Increase in the number of Faculty-wide research-related activities</i></p>	<p>Dean</p> <p>Disciplines and Schools Disciplines and Schools</p>	<p>Current practice</p> <p>Current practice Dec 2006</p>

Priority Rating and Description	Strategies and <i>Success Indicators (SI)</i>	Responsibility	Time Frame
6 External Grants Secure UKZN and external grants (Increased graduation of PG students and increased research output from projects funded by research grants increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)	Grant-writing workshops Highlight funding opportunities published on the UKZN LAN and via research office administered alerts <i>SI – Increase in external research funding</i>	Dean REHDC Chair	2006 Current practice
7 National/International Collaboration Enhance international collaborative partnerships (Increased research output from collaborative research partnerships increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)	Attending national and international conferences to create networks. Contingent on funding for researchers without research reward funds <i>SI – Increase in the number of joint research grants, co-authored publications, co-supervised postgraduate students etc.</i>	Individual using research reward funds UKZN Research office	Current practice As determined by Research Office
8 Encourage non-Active Researchers Encourage non-active researchers (Increased research output increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)	Highlight that promotion is contingent on research activity. Implement SPDSS Norms once ideal staff compliment allocated <i>SI – Research productivity from previously non-active researchers</i>	HOS HOS	Jun 2006 Jan 2008
9 Participation at Conferences Highlight research by presenting at national and internal conferences (Increased research output increases the potential for promotion to senior lecturer level and the professoriate for staff with PhDs)	Contingent on funding for researchers without research reward funds <i>SI – Increase in the annual number of presentations at conferences</i>	UKZN Research office	As determined by Research Office (Current practice amongst researchers with research reward)
10 Highlight research achievements to University community via UKZN publications	Utilize College Public Affairs personnel <i>SI – Increase in the annual number of research-related articles in UKZN publications</i>	PCs/DCs/HOS and Public Affairs	Current practice

Priority Rating and Description	Strategies and <i>Success Indicators (SI)</i>	Responsibility	Time Frame
11 Highlight research achievements to wider community via newspapers, radio and television facilitated by College Public Affairs	Utilize College Public Affairs personnel <i>SI – Increase in the annual number of research-related articles in the media</i>	PCs/DCs/HOS and Public Affairs	Current practice

