

DESKTOP REVIEW OF THE LITERATURE ON THE RECRUITMENT, RETENTION AND PROGRESSION OF BLACK SOUTH AFRICAN ACADEMICS

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NOTE:

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INTRODUCTION AND PROJECT BACKGROUND

The decolonial movement of 2015/2016 revived an interest in and interrogations into the Transformation of the South African Higher Education sector. Among its multiple issues, this movement placed questions of recruitment, retention and progression of Black academics back on the higher education agenda. Again, in October 2014 during the Gauteng Manifesto Forum at the University of the Witwatersrand, in Johannesburg, then President Jacob Zuma stirred a dissenting discussion around the invisible Black academic in South Africa. These developments illustrate the importance of examining the reasons for this invisibility, its extent and how it manifests. This review will attempt to shed light on how existing research has engaged with the issues of recruitment, retention and progression of Black academics in the South African Higher Education sector.

Even though there are still knowledge gaps concerning the broader particularities in explaining the invisibility of Black academics, various issues have been identified as significant to the recruitment and retention problems that are faced by South African universities (Theron et al, 2014). One of these issues is the failure to retain talented staff (HESA, 2009/2011). The reasons for challenges with retaining talented staff have been identified as;

- uncompetitive remuneration packages and incentives;
- imbalanced promotion policies;
- the lack of adequate state and research funding for staff and students;
- rigid and at times racist institutional cultures;
- performance management practices;
- increasing student's numbers resulting in massive workloads for lectures and administrative staff;
- non-standardised retirement age; and
- long promotion processes (HESA, 2011, Theron et al, 2014).

Even though these are general challenges experienced by all academics, they seem to be more pronounced for Black academics as they have been defined as 'missing' from the academy (Khunou Forthcoming; Mobokela and Magubane 2004). The Human Resources Development Council of South Africa (HRDC-SA) (2015: 4) report notes that, "South Africa faces the challenge of a current academic labour force that is not representative of the country's racial and gender demographics and is, in essence, largely white, male and ageing". Thus, Black academics are missing, as knowledge producers (Seepe 2017), and they experience university institutional cultures as an unchanging racist and sexist spaces (Tabensky and Matthews 2015). Again, even though Black academics are generally not equally represented in the academy this is more so for Black women academics (Mabokela and Magubane 2004), who have been argued to remain mainly in junior positions. Black women academics remain under-represented, Mokhele, (2013), and Rabe and Rugunanan (2012) indicate that this minority status of Black woman academics contributes to their experiences of racial and gendered discrimination, and that is the reason most exit the academy.

This review, therefore aims to peruse existing literature so as to shed light on how issues of recruitment, retention and progression of Black academics is experienced and dealt with in higher education institutions. This review will also be useful in tracking the process of transformation in South Africa's higher education institution.

AN OVERVIEW OF THE HIGHER EDUCATION PIPELINE FOR RECRUITMENT OF ACADEMIC STAFF

It is a known fact that the South African Basic education sector is marred with inequalities that are a result of the country's racist past. Although there have been multiple policy interventions since 1994 to address these inequalities, many of these challenges persist because of unshifting contextual socio-economic disparities. According to the HRDC-SA (2015) these inequalities are experienced

as low throughput rates which then creates challenge for the pipeline for higher education. These further manifest as an inability of the education system to support the needs of the developing economy and of the knowledge economy. The HRDC-SA (2015) further captures the higher education pipeline challenges in the following ways:

- Under-prepared students enter the higher education system.
- High first year attrition rates.
- Declining student registrations for postgraduate degree qualifications.
- Financial constraints for PhD study (a few solutions e.g. nGAP, SAHUDA have been instituted).
- Lack of support for furthering careers in Academia (mentorship – some university have programmes but no evidence that it is so at all institutions).
- High age entry into Doctoral study.
- Constrained academic capacity for doctorate research supervision - only one third of academic staff hold a doctoral qualification.

The challenges noted above are experienced in a context where there is a ‘growing but still inadequate pipeline for academic recruitment. As a result, of the review of the challenges in the pipeline for higher education in 2015, the Department of Higher Education and Training (DHET) launched the “Staffing South Africa’s Universities Framework (SSAUF)”. The SSAUF presents a “comprehensive, transformative approach to developing future generations of academics and building staff capacity” (SSAUF, 2015). The core programmes of the SSAUF include the following:

[Nurturing Emerging Scholars Programme \(NESP\)](#)

The NESP identifies students who demonstrate academic ability at relatively junior levels (senior undergraduate or honours), and who might be lost to the system unless structured, attractive prospects and opportunities are available and active recruitment efforts are undertaken.

New Generation of Academics Programme (nGAP)

The nGAP programme as a 'next generation project' recruits new academics against carefully designed and balanced equity considerations. Unlike its predecessor projects, it is aimed to target 80% of its posts for Black South Africans and/or women. It is also based on clearly articulated equity plans, sustainability measures and staffing needs. and in light of the disciplinary areas of greatest need, drawing from promising current senior postgraduate students or past students who hold appropriate post-graduate degrees and have ambitions or can be attracted to become academics (HRDC-SA, 2015). Even though the nGAP is a viable mechanism to attract staff, the DHET (2016) notes that it has met with challenges concerning:

- Challenges with meeting the salary expectations of recruits in high demand areas.
- It has multiple role-players: High communication demand, need a web-based management system.
- A need for dedicated HR capacity at universities and DHET.
- Should not underestimate the complexity of the development programme component of the nGAP.
- Needs collaboration and partnerships to set the programme up.
- There is a need to understand what a suitable scale for the programme is in the current economic climate.
- Need for significant ring-fenced funding which will take the programme to scale.

Existing Academics Capacity Enhancement Programme (EACEP)

The EACEP programme aims to support the development of existing university academics, for example, through support to complete their doctoral studies or to address specific gaps with respect to teaching and research development, and community engagement.

Supplementary Staff Employment Programme (SSEP)

The intention of the SSEP is to enable universities to recruit specific skills on a needs basis, in a temporary capacity, to address specific gaps as the overall staffing challenge is being addressed, and to support the implementation of other SSAUF programmes underway at the university.

Staffing South Africa's Universities Development Programme (SSAU-DP)

The SSAU-DP cuts across the core programmes and supports teaching and research development needs in each programme. The SSAU-DP has a focus on all the roles that academics need to fulfil, and at the beginning stages focuses particularly on teaching and research development. Key elements of the SSAU-DP are (in addition to PhD study) the provision of a mentor, participation in a range of short courses that address important teaching and research development issues, and an international mobility experience.

Other than the SSAUF programmes there are a few others that contribute to building the pipeline for transformation and recruitment in the Higher Education sector. One of these is the SAHUDA doctoral programme.

South African Humanities Dean's Association (SAHUDA) Doctoral Programme

The SAHUDA Doctoral Programme was born as part of the initiative to revive the Humanities and Social Sciences through the establishment and operations of the National Institute for the Humanities and Social Sciences (NIHSS). The Doctoral Programme offers PhD funding for candidates in the Humanities, including to Humanities academics who do not hold doctorates. Since its establishment, it has awarded 600 PhD grants and offers mentorship support to its recipients as a way to offset the challenges with PhD completion rates.

HIRING PRACTICES IN SOUTH AFRICAN UNIVERSITIES

Since 1994 hiring and recruitment in South African universities have been informed and guided by the following legislations; *The Constitution of the Republic of South Africa Act No. 108 of 1996, the Labour Relations Act No. 66 of 1997, the Basic Conditions of Employment Act No. 75 of 1997, the Employment Equity Act No. 55 of 1998, the Skills Development Act No. 97 of 1998*. At the centre of these frameworks have been the imperative to transform South African workplaces of which universities are a part. These frameworks have been used by universities to draft their respective recruitment policies and to guide their recruitment practices. What is however clear is that the implementation of the policy imperatives in these legislative frameworks have been marred by lack of political will and the desire of some to maintain the exclusive status quo of the past.

In South Africa recruitment policies in the academic space are essential, as they are supposed to ensure that there is fairness and accountability during the recruitment process (Mokoditsoa, 2011). The recruitment of academic staff has to be fair and consistent, non-discriminatory on the grounds of sex, race, age, religion, or disability and the policies have to follow constitutional principles of the country. Even though South Africa is reproducing a generation of academics, we must be cognizant of the dynamics of recruitment, as on paper they might be progressive but in practice some institutions pay less attention to them and thus get away with maintaining the racist and sexist status quo of the past.

In most universities, when recruiting, the criteria for the post is acknowledged at the beginning of the process and discussed between the department and the selection committee. The Employment Equity Act is utilised when screening the academic candidate (Ismail, 2011; Mokoditsoa, 2011). A brief reading of different university's recruitment policies shows that universities search for individuals who have exceptional academic merit and those who have been historically disadvantaged. However, sometimes these searches are not extensive enough

and can end up producing a shortlist that fails to account for transformation. One of the reasons for the inadequacy of search committees is because most individuals in these committees use their limited networks which will yield a gendered, racial and geographic bias. Pelmuter (2015), shares that, “the quality of a search depends entirely on the competence, attention span, ethics, and intentions of those who run it and thus varies considerably”. So, in cases where the intention is to maintain already existing institutional cultures search committees can stage recruitment process just so as to satisfy HR procedures.

Again, the question of merit has been problematized in studies that illustrate how the language of merit can be used to continue to exclude (Canham, 2015). Canham (2014: iv) writes that, “discourses of merit have become pervasive and cast doubt on the competence of Black professionals and managers”. These discourses Canham (2014) shows can reinforce or destabilise racialised and gendered stereotypes and power asymmetries – what is of interest in understanding recruitment strategies in higher education is how the language of merit maintains the status quo and keeps Black academics out. From the work of Canham (2014, 2015) it is clear that a lot of work needs to be undertaken to understand how the EE Act is implemented in recruitment processes so as to improve and standardise these operations.

The strategy of “growing our own timber” was used after 1994 to accelerate and increase the pipeline for academic jobs for Black South Africans. This programme was instituted through early recruitment of young people into academic jobs. Kershree Padayachee in a 2015 article in the Conversation argues that these growing our own timber programmes were not successful because;

- many young academics leave universities after completing a Master’s or PhD because they can earn significantly more in government or in the private sector;
- of lack of effective mechanisms within universities for identifying and mentoring young Black students;

- alienating institutional cultures.;
- young academics don't feel valued by their university;
- clashing cultural and divergent world views between mentors and mentees, and mentees struggle to develop their academic identities without giving up their own views and values in order to "fit in";
- many participants are recruited into these programs at the same universities where they studied. This requires a shift of their identity and mindset from student to staff member;
- the challenge of interacting with new "colleagues" who, just a few years earlier, were their lecturers. These power dynamics may significantly influence the retention of staff on these accelerated development programs.

The challenges emanating from the growing our own timber programmes are important for thinking about recruitment and retention questions – these early experiences are also useful for thinking about improving the nGAP programme.

Early recruitment as envisioned in the nGAP programme can have positive impacts. Mokhele's (2013) study on Black female academics demonstrates how early recruitment has a positive influence on success in the academy. The participant in his study, share that for her being recruited earlier and receiving mentorship was essential for her growth in the academic space as a Black woman. However, the participant also mentioned the challenges faced in the academia, which is that she was constantly criticized, and her white colleagues and Black male colleagues constantly questioned her merit. Thus, she ended up feeling isolated. Henry and Glenn (2009) also argue that when Black women academics are recruited, they are also isolated from their colleagues and superiors. Similarly, in Patitu and Hinton's (2003) study, it is also revealed that isolation exists for most Black female academics. These scholars described that their female Black academic participants experienced marginalisation and lack of support from both their peers and managers.

THE CURRENT ACADEMIC CONTEXT AND SOME CHALLENGES WITH RECRUITMENT

The recruitment of academics at various institutions of higher education is crucial because it allows universities to achieve their visions and their missions (Ng'ethe, Iravo and Namusonge, 2012). Having a sustainable recruitment plan and policies is essential to address the inequalities of the past and is imperative for the relevance of universities. However, academics feel undervalued (Ng'ethe et al, 2012) and the academic system is failing to contribute to the country's development needs effectively.

For a while there had been an assumption that the academy has a pool of academics to draw from so as to address the challenges with progression of especially Black academics in the South African academy. According to the Crest (2018) report the idea of the 'Silent Majority'¹ was not based on significant and sufficient data. The report found that the notion was based on mere estimations and assumptions read from incorrect numbers of lecturers and senior lecturers in South African universities, as they were formulated using the number of NRF applications that the NRF office had received for funding in that particular year. Thus, there was a need for these perceptions to be rectified and corrected.

The Crest (2018) study found that there was a gap in the number of academics with PhD degrees in South African universities; this remains a big challenge for an effective recruitment drive. For example, Netswera (2005) indicated that only 9% of Black woman academics hold PhD's as compared to 27% of white women. This finding by Netswera is echoed by Badat (2010) who illustrates that the recruitment of new Black and Black woman academics is also hindered by low post-graduate outputs, with 52% of master's graduates being white and 55% being male (Badat, 2010). Most recent statistics illustrates that post-graduate outputs have improved

¹ The assertion that there is an unexploited pool of lecturer and senior lecturers in South African Universities that can act as the feeder for emerging researchers.

but remain low overall with – The HRDC-SA (2015), illustrates that, the academic staff compliment of universities is still largely white – 27 456; African – 16 429 Coloured – 2 664 and Indian – 4 346. It is important to note however that there have been some shifts since the study by Badat in 2010 with the drive by the National Institute for the Humanities and Social Sciences (NHSS) to fund PhD studies. The NHSS reports that of their 600 awarded doctoral grants the majority are Black and of their first 84 graduated cohort the majority are Black women. However, given that their efforts are most recent they have not yet translated into a substantial pool for academic recruitment. In 2014 Theron et.al indicated that about 56% of senior lecturers have PhD degrees while 18% of junior lecturers have PhD degrees. What remains a cause for concern is that the majority of academics with PhD qualifications are 40 years and above (Theron et al, 2014).

Among senior lectures in academic institutions, only 27% are employed on permanent or full-time basis. On the other hand, male lectures make up 56% in academia which clearly shows that higher education institutions still favour men. 57% of white lectures hold permanent or full time lecturing jobs and senior positions in comparison to 30% of African lectures (Crest, 2018). Retention of Black women academics remains a challenge because of the pressure of unequal power dynamics that are played out, such as when they raise their grievances they are regarded as angry (Netswera, 2005; CGE, 2015/2016).

Access in the academia for African women has mostly been one of the biggest challenges for Black women, as they do not finish in time because of lack of funding and because of gender and racial barriers they face in universities. Additionally, senior lecturers have most of the opportunities for publishing as compared to lecturers. In 2015 it was estimated that about 2000 senior lecturers were actively publishing, with most of the publications coming from professors, as a result they stand a greater chance of receiving funding because of the ranking resulting from their publications (Netswera, 2005; Joseph, 2016).

INSTITUTIONAL BARRIERS: ISSUES FOR RETENTION

The Crest report as one of the most recent studies on the South African academy provides some important points to reflect on with regards to the various barriers to retention and progression. For instance, most academics in South Africa find it difficult to complete research projects on time (Crest, 2018). As a result, some ethical considerations might be overlooked because of how some academics are being pressured into publishing without having sufficient time because of the pressure of engaging in multiple and at times unrelated work. For example, academics are required to teach, do research, publish, do community engagement and they are also involved in university administrative service work, thus most are overwhelmed because of the time required to attend to all these responsibilities. A lack of assistance may also be an additional challenge faced by academics (Crest, 2018).

Academics in higher education expressed that the overwhelming workload does not only come from the administrative responsibilities they perform and the number of classes that they lecture per week, but it is also related to the large numbers of students that they lecture per class (Crest, 2018). In previously Back universities and public universities such as the University of Johannesburg, first year classes are at times over 1000 and this becomes too large to manage and to provide full attention to all students (Tettey, 2006; CGE 2015/2016). To add to the challenge of large classes is the preparedness or under-preparedness of students resulting from the growing inequality in the country (Miller et.al, 1998). Such under-preparedness requires intense engagement with students, thus adding to the already pressured space that academics find themselves in.

With these various pressures and the constant shifting promotions criterion, many young academics find the promotions requirement tedious, misaligned to the reality and unequal. Furthermore, in order for higher education institutions to be improved, it is essential that key stakeholders improve the promotion processes in

academia, the overwhelming workload for academics, and invest in research facilities and equipment in order for academics to be able to grow themselves in academia (Joseph, 2016; Crest, 2018).

GENDER IN HIGHER EDUCATION: CHALLENGES WITH RECRUITMENT AND RETENTION OF WOMEN

The gendered nature of social institutions including universities creates barriers for the recruitment, retention and progression of women. Universities in South Africa and the world remain masculine and patriarchal spaces where men remain important concerning rank, salary, institutional culture and knowledge contribution. This preferential treatment is true even though women do better in school and university as compared to men. Spaul and Van Broekhuizen (2017) argue that these gains reverse when women enter the labour market – this is also seen in university management where men remain in leadership position as compared to women.

Even though women are generally marginalized in the South Africa academy, this is not true for all women (Walker, 1998). As a result, of race and class among other factors women in the South African academy experience the academy differentially.

Shackleton et.al (2006) shows that despite friendly policy environments universities still struggle to transform the race and gender of their staff component. Recent research on the limits of the Employment Equity Act illustrates that women from different racial groups differentially experience these recruitment, retention and progression challenges. Given the history of racial oppression in South Africa Black women remain more marginalized in the academy (Mabokela, 2002; Mabokela and Magubane, 2014), this is true even after the EE Act clearly stated that women should be signified in transformation strategies of universities. The reference to women in the EE Act was translated by university management to mean white women, as the numbers of Black women academics remained

relatively unchanged since 1994, whereas those of white women increased at all levels of the academy.

Even though women experience the university environment differentially sexual harassment and other patriarchal power dynamics create barriers for the retention and progression of women in similar ways. Most recently, the Commission for Gender Equality (CGE) conducted investigative public hearing sessions and their findings are captured in the report titled *The Gender Transformation in Higher Education Hearings*. The objectives of the hearings were to investigate:

- Assess the impact of the Employment Equity Act (EEA);
- Hold the sector accountable for non-compliance with legislation;
- Raise awareness on national legislation and relevant international commitments;
- Ascertain the vulnerabilities and risks experienced by women across various sectors in the workplace;
- Identify challenges and progress experienced, and share best practice models from institutions that comply with the EEA and related legislation;
- Assess measures in the workplace to achieve transformation in terms of gender and disability;
- Ascertain general non-compliance by employers with obligations flowing from specific provisions in labour legislations aimed at promoting equality and affirming the rights of women;
- Assess the impact of the institutions on their student populations (access to education, sexual harassment policies etc);
- Determine the allocation of budget for gender transformation (CGE 2015/2016).

The hearings by the commission were prompted by;

- media reports of “sex for marks” scandals;
- allegations of sexual harassment at institutions of higher learning (IHLs);

- slow transformation around lesbian, gay, bisexual, transgender and intersex (GBTI);
- the need, identified by the commission during hearings in 2014 for it to engage intensively with IHLs on the placement of women and persons with disabilities (PWDs) in senior management, as well as the adoption of gender policies (CGE 2015/2016).

The CGE report is based on hearings from 2014 and 2015 involving the Department of Higher Education; University of South Africa (Unisa), the University of Venda; the University of Pretoria; North West University, Tshwane University, Rhodes University (RU), University of Cape Town (UCT), University of the Witwatersrand (WITS) and the University of Kwa-Zulu Natal (UKZN) and many others are part of the institutions that have been subpoenaed by the commission.

The CGE report from the hearings intended to monitor the effects of affirmative action in South African universities. With the aim of examining the implementation of policies that promote transformation, with a particular interest on employment opportunities for historically disadvantaged groups, which include women, people with disabilities and disadvantaged racial groups (CGE, 2015/2016). The main finding of the report is that, gender inequality is prevalent in South African higher education institutions, especially for Black women. The CGE report states that, because Black women are economically marginalized it is difficult for them to attain adequate access to education, mobility and work opportunities. The report further illustrates that, Black women are overly employed in low paying positions; are underrepresented when it comes to senior level positions and are generally undervalued despite the legal frameworks South African institutions are required to adhere to when it comes to gender equity (CGE, 2015/2016).

Below is a discussion of the CGE report for a selected group of universities, with regards to gender and racial profile of their academic staff;

Rhodes University

Rhodes University (RU) is a public higher learning institution that is situated in Grahamstown, which is in the Eastern Cape Province of South Africa. The CGE reports that Rhodes staff component is dominated by white male academics and this includes the professorship level. The report shows that Rhodes academic staff was comprised of; 39 women professors; 33 of which are white; 2 are African, 1 is Indian and 3 are Coloured.

Rhodes reported to the CGE during the hearings that they are running programmes that provide academic development for top achieving young Black women who want to grow in the academy. In which their research and teaching skills are utilised for a period of 3 years. What Rhodes University aims to do with this programme is to offer Black people, particularly Black female academics the chance to obtain teaching experience, research skills and qualifications that are needed in order to function in the academic world. Through this the institution believed that they would be providing these women with an opportunity that would allow them to be functioning scholars, researchers and intellectuals (CGE, 2015/2016).

When it comes to recruitment and retention of academic staff, Rhodes indicated the challenge of poaching of academics by better paying institutions. Also, the geographical location of the university makes it difficult for the university to recruit and retain its staff, as employment opportunities for partners, spouses of their staff are limited around the university area. However, the university does try to assist spouses of employees with finding employment in the university or around the university town, but this is difficult to achieve, this leads to employees and their families leaving Grahamstown for bigger cities, that offer greater opportunities.

During the CGE hearing it was evident that there are no performance management reviews and recruitment strategies are employed centrally. Issues of gender, race, and nationality still become prominent issues faced by the university when it comes to the hiring and retaining of staff. The university believes that they are being

universal when they employ foreign nationals at their university. However, the CGE advised that the university must make sure that the recruitment of other academics outside South Africa must not disadvantage South African academics the opportunity of being employed.

University of Cape Town (UCT)

University of Cape Town, is situated in the Western Cape Province and is one of the most prominent universities in South Africa. During the CGE hearing, UCT mentioned that their staff at the university is divided according to the following groupings: top management; professoriate; lecturers; professional and technical staff; semi-skilled and unskilled staff (CGE, 2015/2016). The report illustrates that the majority of white men and women are employed in the top management positions, as professors and senior lectures. Whilst men dominate senior positions at the university, it was reported that there are more foreign nationals employed at UCT as compared to South African Blacks that is Africans, Indians and Coloureds.

UCT claims that there are mechanisms that are in place to ensure the movement of women at the university, ensuring that they move to senior management level or top management positions at UCT. Each of their faculties and departments have a transformation committee, and this committee is tasked with safeguarding their five-year target plan of appointing historically designated group like women, people with disabilities and people from historically designated racial groups.

There are several programmes at the university that attract female students to enrol in male dominated facilities. The Women is one of the innovative organisations at UCT that aims at inspiring and attracting young female students to enrol with the faculty of Engineering and the Built Environment. This is aimed at inspiring and recruiting women to be enrolled and end up in the academic space of a male dominated industry (CGE, 2015/2016).

The institutions also uphold the Employment Equity policy as the university believes that in order for them to grow, certain measures need to achieve equity

that would serve the best interests of everyone. Thus, 5 posts were awarded for the New Generation of Academics Programme (NGAP) where 3 women received the post. Also, with the Next Generation Professoriate (NGP) programme sits with 36 members which comprise of 19 females and 17 males; and about 55.7% of women are enrolled in the Emerging Researcher Programme (ERP). UCT also provides skills development through coaching and mentoring their senior management staff.

UCT's recruitment strategies generally focus on employment equity, whereby the selection committee would decide if they want to use the employment equity criteria for recruitment purposes. Also, as other forms of retaining their employees, UCT has an Educate Centre on campus that caters for staff and even students that have children. The centre provides pre-primary education and takes up to 75 children a year and the fees are subsidized by the university (CGE, 2015/2016).

However, it is clear that UCT's staff profile is not a true reflection of the Western Cape demography, as Black people are still underrepresented (CGE, 2015/2016).

University of the Witwatersrand

The University of the Witwatersrand reported that the institution was facing challenges when it comes to transformation. At Wits there is a lack of gender parity when it comes to WITS staffing. During the recruitment, training, development and promotion of its staff, the institution has ensured that gender mainstreaming programmes are carried through in order to work on transformative measures within the institution (CGE, 2015/2016).

The institution through various programmes like the Accelerated Development Programme (ADP), has offered an enabling grant to Black women academics. Also, the New Generation Academic Programme (NGAP), which is funded by the Department of Higher Education has provided 6 Black South Africans the opportunity of being hired as lectures and of the 6 candidates 4 are women. It has been noted that at WITS around 51 academics at all levels have been employed

under the VC's Equity Fund, and 28 of those candidates are women (CGE, 2015/2016). The VC's Fund, supports Black academics salaries over a period of three years, some are fortunate to be absorbed by faculties and end up being paid through the faculties.

It is crucial to understand that also at WITS the employment profile is also male dominated, as 75% of men at WITS sit in top and senior management positions as compared to 43% of women occupying senior positions. Only 29% of women are academics at Wits (CGE, 2015/2016). WITS has over 77% black students recently over the years, and this is an indispensable change for WITS, as its goal is aimed at retaining academic Black excellence.

When it comes to gender salary gaps WITS claimed that there are no salary gaps. However, there is still a lot to be done by WITS in order for transformation to take place in the institution. As there is no flexi-time policy at the university thus the CGE commission suggested that the institution should provide child-care facilities or if not at least conduct a survey for child facilities for its staff. However, the institution had declared that the flexi-time at WITS is left to the discretion of departments. It was also noted at some point WITS had a child-care facility but they had to close it down because no one used it or it was a relatively small number of people who used these facilities and to have such a facility it was costly for the university, hence they had to let it go (CGE, 2015/2016).

University of Kwa-Zulu Natal

At the University of Kwa-Zulu Natal (UKZN), female academics and female staff members are generally poorly represented at the top management level, as there are only 3 females at the top management level as compared to 8 males that are employed (CGE, 2015/2016). When it also comes to the Professor and Associate Professor level, there is a poor gender balance, as UKZN has 164 male employees that occupy the professorial position, with just only 60 female professors (CGE, 2015/2016).

Although, UKZN has dedicated a significant amount of funding that aims at supporting gender transformation programmes within the institution. As a university they are fortunate to have external financial funding opportunities that try to assist in helping with the transformation drive.

In the UKZN the Strategic Fund reserved for professoriate appointments in 2016 that was allocated for the next four years was R5.5 million, R6 million for 2017, and R6.5 million for 2018 and 2019. The Lecturers Capacity Development Grant was R2.5 million for 2016, R3 million for 2017, and R3.5 million for 2018 and 2019 (CGE, 2015/2016). But what are the demographics of these professoriate appointments?

UKZN holds annual career conversations for helping with career development for students and for all staff members at the university. There also have been professoriate seminars which have been employed since 2015. The aim for such seminars was to educate and encourage women to apply for academic promotions at UKZN. General workshops that are based on academic development and growth in the university for all employees are also conducted and this is done to encourage growth amongst its staff (CGE, 2015/2016).

UKZN also partakes in the Department of Higher Education and Training's New Generation of Academics Programme (nGAP), of which 4 African male academics and 1 African female academic have been appointed through this programme. There is also an Imbokodo programme that focuses on leadership programmes for women, as they are based on empowering from both academia and professional services, which has total number of 63 women participating in the programme.

The CGE was concerned with the high number of Indian professors employed at UKZN, believing there are other prominent academics who belong to designated groups, who should be given the opportunity and space. The CGE also raised its concern regarding the domination of foreign professors who are employed at UKZN, thus it wanted to know why UKZN is not "growing its own timber". The CGE

believed that UKZN was going for a shorter-cut route by employing foreign professors and not developing their own (CGE, 2015/2016).

The CGE hearings have allowed the commission to understand how higher education institutions are failing to have recruitment policies that are specific to women and other historically designated group and this is an indicator that there is still a lot that needs to be done within the academic space. The recruitment and the retaining of staff in the academy is a difficult process because transformation measures are not fully adhered to.

CONSEQUENCES OF LACK OF EFFECTIVE RETENTION AND PROGRESSION STRATEGIES

Even with the EEA and other strategies by universities, retention of Black academics remains a big challenge for universities. When staff does not stay it is not only costly for individual universities but for the Higher Education sector in general. Netswera et.al (2005: 36) argues that, “The main shortcoming is not only losing key members, but the loss of productivity and replacement cost. Very few institutions can afford to employ, train and allow their most valued and talented employees to leave, when it is difficult to find better replacements”. Retention becomes possible when;

- Managing people and not retention;
- Having a culture of caring, balanced with a tradition of excellence;
- Never soliciting employee feedback and then ignoring it;
- Keeping an eye on the high performers and rewarding outstanding performance;
- Viewing people management as a strategic management issue;
- Being relentless in pursuit of continuous improvement. (Netswera et.al, 2005).

These issues can be of significance for South African universities as the issues affecting the retention of Black academics include the human element where Black academics do not feel at home (Tabensky et.al, 2015).

Thus, when academics leave institutions it is costly for universities. For instance, when a top-performing staff member exists, replacement costs for such a staff member range around 100% to 150% of the annual salary of this kind of employee (Ng'ethe et al, 2012; Theron, 2014). However, when academics feel under-valued they tend to leave the space or reduce their involvement.

The question of the aging professoriate has also contributed to the challenges of recruitment and retention of Black academics. This has largely been with regards to lack of planning and the consequences of its costs to the academy. It is therefore, essential to have a standard retirement age for senior academics in order to allow a new pool of young academics into academia. This would allow young academics the opportunities of being junior lectures and eventually to move up to being senior lectures and then professors. This should be undertaken strategically as retired academics can still be useful as mentors for PhD's and for improving research training.

CONCLUSION AND RECOMMENDATIONS

The above discussion has illustrated that there is a variety of studies on the experiences of Black academics in South African universities. These studies focus on a number of issues all of which are significant for understanding challenges with recruitment, retention and progression. The review also shows that research in the area of recruitment, retention and progression of Black academics has not been systematic with regards to attempts to inform higher education policy, it has not been methodologically diverse with most of the studies being mainly qualitative. Although qualitative research is significant to unpack how unequal power dynamics manifest, for policies on recruitment, retention and progression both qualitative and quantitative methodologies need to be employed.

The above review also illustrates that ensuring the equitable recruitment and retention of Black academics has been a challenging endeavour for South African universities. One of the reasons for this challenge is the low number of Black academics holding PhD's. Although there are initiatives to address this, there is a need to make sure that these are retained in the academy. This can be done through systematic tracking efforts of PhD graduates funded by the NRF and the NIHSS for example.

Gender and race remain important barriers for especially the retention and progression of Black woman academics. There is however a need for systematic research to investigate how Black women are barred differentially from entering academic jobs and from staying in the academy.

Most importantly, it is illustrated in the review that there is a need for collaborative efforts between Basic Education and Higher Education so as to address emerging pipeline issues. It is also important to acknowledge the efforts of both Basic and Higher Education officials in acknowledging the challenges indicated in this review and to urge them to dig even deeper in order to effectively address the challenges of transformation in higher education. In conclusion I would like to offer that I think the interface between these two sectors is one of the biggest challenges for especially the recruitment phase in the broader challenge of the invincibility of Black and especially Black women academics.

Recommendations

For Improving the Pipeline for Recruitment into higher education:

- There needs to be an inter-face between Basic Education and Higher Education so as to identify challenges and collaboratively build solutions.
- Support needs to be provided to Universities to deal with large classes and under-prepared students.
- Investment and support for improving the pipeline for higher education.

- Draw from existing programmes like the SAHUDA doctoral programme as recruitment points for universities.
- Provide monitoring and evaluations processes for the nGAP so as to catch and address challenges as they arise.
- Universities should actively draw on retired academics as a means to improve PhD supervision capacity.
- Government and academic institutions should financially invest in the employment of academics and their promotion (Tettey, 2006:5).
- The NPHE's indication of decreasing student figures in the HBUs poses a further research question: What is the direction of the horizontal movements in higher education since 1994? (Netswera, 2005).

For improving Retention:

- Academics should be assisted with balancing the different roles especially the administrative responsibilities of the academic project.
- Universities need to investigate how to make provisions for research active academics to have more time to focus on research without undermining those who focus on the teaching project.
- A comprehensive research project of acceleration programmes should be engaged in to assess the strengths and limits of such programmes in improving retention.
- Support should be provided for Black female academics – to address isolation and other alienating experiences resulting from workplace discrimination.
- A comparative study should be engaged in to examine the current employee turnover for all universities.
- There are growing qualitative projects that are looking at why Black academics and especially Black women exit the academy – a review of these studies can be useful in providing light on how university institutional cultures are not shifting and how Black women can be supported so as to encourage their retention.

For Monitoring and Evaluation of the higher education system

- Even though there seems to be a lot of work been done at the level of the pipeline, there is a need to encourage collaboration and sharing of best practice. Research into how the different programmes work together can shed light on how the system is improving and where the blockages remain.

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