



PLEASE READ THIS FIRST 	DEPARTMENT OF LABOUR
<p>PURPOSE OF THIS FORM</p> <p>Section 20 requires designated employers to prepare and implement an Employment Equity Plan which will achieve reasonable progress towards employment equity in the employer's workforce. An Employment Equity Plan must state-</p> <p>(a) The objectives to be achieved for each year of the plan</p> <p>(b) The affirmative action measures to be implemented as required by section 15(2);</p> <p>(c) Where under representation of people from designated groups has been identified by the analysis, the numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational level in the workforce, the timetable within which this is to be achieved, and the strategies intended to achieve those goals;</p> <p>(d) The timetable for each year of the plan for the achievement of goals and objectives other than numerical goals;</p> <p>(e) The duration of the plan, this may not be shorter than one year or longer than five years;</p> <p>(f) The procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity;</p> <p>(g) The internal procedures to resolve any dispute about the interpretation or implementation of the plan;</p> <p>(h) The persons in the workforce, including senior managers, responsible for monitoring and implementing the plan; and</p> <p>(i) Any other prescribed matter.</p>	<p align="center">TEMPLATE FOR EMPLOYMENT EQUITY PLAN (Section 20)</p> <p>Employer Details</p> <p>Trade name: University of Cape Town.....</p> <p>DTI Registration name.....</p> <p>PAYE/SARS No: 7870704204</p> <p>EE Ref No: 806909.....</p> <p>Industry/Sector: Higher Education</p> <p>Province: Western Cape</p> <p>Tel No: (021) 650 2173</p> <p>Fax No: (021) 650 5100</p> <p>Postal address:</p> <p>University of Cape Town, Office of the Vice-Chancellor, Bremner Building, Lovers Walk, Lower Campus, Rondebosch, Cape Town, 8001.</p> <p>Physical address: Same as above</p> <p>Province: Western Cape</p> <p>Name & Surname of the CEO/Accounting Officer:</p> <p>Professor Mamokgethi Phakeng</p> <p>Email address: vc@uct.ac.za</p>

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1. BACKGROUND

The University of Cape Town (UCT) is explicit about its continued aspiration to be an inclusive, engaged and research-intensive African university, as set out in the five strategic goals of Vision 2020, its Strategic Plan, which is available on the UCT website at <http://www.uct.ac.za/main/explore-uct/strategic-plan>.

Furthermore, UCT is committed to a vision of transformation that advances equity and inclusion, augmented by the Vice-Chancellor's (VC) vision of sustainability and excellence to enable transformation.

UCT has had numerous defining moments shaping its transformation journey and its future. The events in 2015 and 2016, catalysed by #RhodesMustFall, #FeesMustFall and #Shackville, being one such moment in the recent past that has fundamentally shaped the institution's transformation journey. This year, 2018 has also been a year of endings and new beginnings; it ushered in a change of leadership at UCT. It is therefore opportune for UCT to commence with a new three-year Employment Equity Plan. This new employment equity plan will replace the 2015-2020 employment equity plan.

The new plan deals with four main areas:

1. Communication, advocacy and awareness;
2. Recruitment and selection;
3. Development and retention; and
4. Measurement.

The employment equity plan recognizes that over time UCT's recruitment and selection policies, procedures and practices have become deliberate and elaborate to "normalize" the UCT community. A key element is the employment equity representatives who sit on each selection committee. The role played by employment equity representatives in the recruitment process has been a strategy believed to advance efforts to onboard employees from designated groups. The need to simplify and streamline the appointment process has become a topical issue, or risk losing first choice candidates.

Equipping staff, especially leaders, to better deal with the 'isms" (i.e. implicit bias/ internalized oppression) in the classroom environment and workplace is essential for real progress to happen. Employment equity-related training and valuing/ managing diversity training remain key affirmative action measures in the new Employment Equity Plan. Aligning policies and procedures with changes in labour legislation is important from a risk management perspective. Also, dealing with Skills Development, Broad-based Black Economic Empowerment and Employment Equity in an integrated way would unlock the "scale of benefits" and maximize efforts to transform the institution in a measurable way.

The function of the various governance and consultative fora, such as, Council, the University's Human Resource Committee (UHRC), the Institutional Forum (IF), the Employment Equity Forum (EEF), the Transformation Forum (TF), and the Faculty/ Department Transformation Committee's (TC's) is aimed at responding to Goal 1 of the

strategic plan which is, *“to forge a new inclusive identity that reflects a more representative profile of students and staff, and the cultures, values, heritage and epistemologies of the diversity of UCT’s staff and students.”*

The Employment Equity (EE) Forum comprises of the VC, DVC Transformation, Senior management, Faculty/ Department Transformation chairperson, disability, labour and student representatives. The EE Forum contributes toward Goal 1 in the following way. The Vice-Chancellor (also the Accounting Officer) and Deputy Vice-Chancellor (DVC) Transformation (also the appointed EE Manager) consult the EE Forum on:

- an analysis of the University of Cape Town’s employment policies, practices, procedures and the working environment, to identify employment barriers which adversely affect people from designated groups;
- the University of Cape Town’s employment equity plan;
- the implementation of the employment equity plan and barriers to implementation, including barriers related to recruitment, retention, staff development, the institutional climate, discrimination in the workplace;
- the University of Cape Town’s annual report on employment equity to the Department of Labour.

In addition, the Faculty and Department Transformation Committees allow for participation and feedback to the Management Committee/ Dean’s Advisory Committee in the department or faculty, respectively, facilitating transformation related conversations about inclusion and introducing interventions that foster and sustain respect for an inclusive university, including the development of action plans with respect to transformation. The Transformation Committees furthermore monitor the progress of transformation made within Departments or Faculties against own goals.

Overall, UCT has redressed some imbalances of the its inherited past and has made some progress towards achieving its employment equity goals and objectives to diversify both the staff and student profile, eliminate unfair discrimination and to ensure fair treatment of both staff, students and service providers. For example, the executive team, as well as, junior- to mid-levels of the institution is more than seventy percent black. The main challenge remains diversifying at the senior levels (Pay class 12 and above) of the institution, where the converse is true.

As mentioned previously, transformation is embedded in UCT’s vision and strategic priorities. This is supported by a dedicated functional team, in the form of the DVC Transformation, with the Office of Inclusivity and Change and team of EE specialists, separate from the Human Resource Department, to drive implementation of the transformation and employment equity strategies across Faculties/ Departments.

Judging from the above-mentioned vision and strategic priorities, the University is serious about transformation and its’ employment equity strategy.

DURATION OF THE PLAN

Start date: 01 / 01 / 2019 to End date: 31 / 12 / 2021

2. OBJECTIVES FOR EACH YEAR OF THE PLAN

The 2020 Vision:

UCT is an inclusive and engaged research-intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; enhancing the lives of its students and staff, advancing a more equitable and sustainable social order and influencing the global higher education landscape.

The 2016- 2020 strategic plan details five broad strategic goals that effect improvements in the areas of research, teaching and learning, internationalism, and social responsiveness while infusing all of these with the transformation agenda. The strategic plan thus addresses transformation in some of the following ways: through forging a new inclusive identity and culture; interrogating the curriculum, improving student performance, pursuing employment equity targets, and affirming the dignity, contributions and experiences of all.

The vision is supported by the university's Transformation Framework for implementing and operationalizing the change. The Transformation Framework is underpinned by an employment equity strategy which aims to ensure that UCT can attract, engage, nurture, develop and retain designated and non-designated employees with the right, scarce and critical, and diverse skills to foster a culture of excellence.

High level Employment Equity objectives include:

1. To strengthen the agility and capability in the institution, in respect of appointing talented and suitable candidates, particularly designated employees, at the desired levels.
2. To align employment equity strategies, policies, procedures and practices, with that of the institutions' systems and processes.
3. To have an integrated approach with institution imperatives to maximize impact of the affirmative action measures to bring about sustainable change.
4. To continue to drive a culture of excellence in the institution.
5. To develop robust succession plans and accelerated support and development programs.
6. To develop effective retention strategies for identified key human resources
7. To ensure legal compliance.

The objectives for each year of the plan are reflected in the table below:

TIMEFRAMES		OBJECTIVES
YEAR 1	01 January 2019 – 31 December 2019	<ol style="list-style-type: none"> 1. <u>Communication, advocacy and awareness:</u> The annual employment equity report (EEA2), employment equity plan (EEA13) and EE Forum meeting minutes accessible to employees. A summary of the Employment Equity Act available online and displayed in strategic places. Revise, update and communicate relevant university policies and procedures, including employment equity and discrimination and harassment policies. Develop a gender policy. Revise Discrimination Policy. Develop and communicate a promotions policy for PASS staff. Access to declaration by employee form (EEA1). Conduct awareness campaigns, such as, employment equity, disability and broad-based black economic empowerment. 2. <u>Recruitment and selection:</u> Maintain and improve the current percentages of permanent and T2 contract staff. Increase representativity of designated employees at senior levels (pay class 12 and above) from 26.5% to 30 %. Conduct an audit of T1 contracts for the past 5 years to establish patterns and possible opportunities. Revisit the collective agreement pertaining to recruitment procedures with relevant stakeholders. Review wording used in job adverts to attract under represented designated groups. 3. <u>Development and retention:</u> Develop a mandatory UCT Induction Program from mid-year onwards. Develop and improve retention strategies. Develop a South African “unconscious-bias” assessment tool. Conduct baseline institutional culture survey to track perceptions of inclusivity and implement recommendations, based on outcomes of survey. Equip leaders with EE knowledge and skills on how to deal with employment equity and diversity matters in the workplace.

		<p>4. <u>Measurement:</u> Improve the Management Control element of the UCT BBBEE score from the current rating of 11.35/20 to 12.35/20.</p>
YEAR 2	01 January 2020 – 31 December 2020	<p>1. <u>Communication, advocacy and awareness:</u> The annual employment equity report (EEA2), employment equity plan (EEA13) and EE Forum meeting minutes accessible to employees. A summary of the Employment Equity Act available online and displayed in strategic places. Revise, update and communicate relevant university policies and procedures. Access to declaration by employee form (EEA1). Conduct awareness campaigns, such as discrimination and sexual harassment.</p> <p>2. <u>Recruitment and selection:</u> Maintain and improve under-represented designated groups as the opportunity arises. Increase the representativity of designated employees at senior levels (pay class 12 and above) to at least 33.5%. Develop strategies to better utilize the short-term contract opportunities to grow and expand the existing skills pool, especially for designated scarce and critical skills.</p> <p>3. <u>Development and retention:</u> Develop and communicate a promotions policy for PASS staff. Conduct unconscious/ implicit bias staff training. Develop intentional absorption and retention strategies for designated employees in key positions. Expand on inclusivity interventions from the previous year.</p> <p>4. <u>Measurement:</u> Improve the management control element of the UCT BBBEE score from the current rating to at least 13.35/20</p>
YEAR 3	01 January 2021 – 31 December 2021	<p>1. <u>Communication, advocacy and awareness:</u> The annual employment equity report (EEA2), employment equity plan (EEA13) and EE Forum meeting minutes accessible to employees. A summary of the Employment Equity Act available online and displayed in strategic places. Revise, update and communicate relevant university policies and procedures. Conduct awareness campaigns, such as, mental health, communicable and non-communicable diseases.</p>

		<ol style="list-style-type: none"> 2. <u>Recruitment and selection:</u> Increase the representativity of designated employees at senior levels (pay class 12 and above) to at least 36.5% 3. <u>Development and retention:</u> Develop intentional absorption and retention strategies for bright black talent. Conduct unconscious/implicit bias training interventions. Build on inclusivity Interventions based on outcomes of institutional culture survey 4. <u>Measurement:</u> Improve the Management Control element of the UCT BBEE score from the then current rating to at least 14.35/20
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3. BARRIERS AND AFFIRMATIVE ACTION MEASURES

The barriers and Affirmative Action Measures identified in the EE analysis conducted with timeframes and persons responsible for implementation thereof.

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Recruitment	√	√	√	<p><u>Policies</u> to be reviewed & revised:</p> <ul style="list-style-type: none"> - Employment Equity - Racism and Racial harassment - Numerous recruitment policies - highly consultative – specifically the Policy on Appointments without Advertisement - Contracts policies - Academic versus PASS employee conditions of service, code of conduct and employee benefits related policies with a view to eliminate any forms of unfair discrimination <p><u>Process:</u></p> <p>Recruitment, selection and appointment process highly participative, consultative and lengthy. The size and frequency of selection committees' meetings have become a barrier</p>	<ul style="list-style-type: none"> • Update EE policy • Update UCT policy on racism and racial harassment • Review all recruitment and related policies with a view to streamline • Review and revise contracts policy • The MOA with the EU should be allowed to expire in December /re negotiated. 	01/01/19	30/06/19	EE Specialist
						01/01/19	30/06/19	DVC -TF
						01/01/19	30/06/20	COO / ED HR
						01/01/19	30/06/20	COO / ED HR
						01/04/19	30/ 03 /20	COO / ED HR
						01/04/19	31/12/20	COO/ ED HR

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Recruitment	√	√	√	<p><u>EE reps who serve of selection committees:</u> Increasingly reluctant to volunteer to serve on selection committees due to workload constraints and perceived ability to influence the outcome of the appointment process. The availability of and number of active EE Reps is problematic. The work of Transformation Committee chairpersons and active EE reps are not taken into account in performance dialogue discussions, as it not included as a KPA's.</p> <p><u>Chairs of Selection Committees</u> Not providing clear direction on how to ensure EE, as such different outcomes in recruitment processes depending on department and faculty. Bias in favour of non-designated groups.</p>	<ul style="list-style-type: none"> Review appointments process with a view to streamline and speed up process. Quicker turnaround time increases the chance for onboarding 1st choice candidates. Revisit the role and effectiveness of Employment Equity reps serving on selection panels and recommend on best practices to Exco & Council Revise the EE training programme to ensure greater consistency across the university Train and re-train EE reps Provide EE training to chairs of selection committees – starting 	30/03/19	30/03/20	DVC -TF
						01/01/19	31/12/21	EE Specialist
						01/01/19	31/12/21	Dean/ED
						01/03/19	30/03/2021	DVC -TF
						01/03/19	30/03/2021	

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				<p><u>T1 (Short-term) Contracts:</u> A less formal process is used to appoint staff for a host of legitimate reasons. There is a sense of missed opportunity to develop the pipeline / skills pool especially in scarce skill areas.</p>	<p>with Deans and HoDs</p> <ul style="list-style-type: none"> Start unconscious bias training. Keep selection committees small - speed up process Conduct an audit of T1 contracts over the past 5 years to ensure that it is being used to advance the EE objectives of UCT 	01/03/19	30/03/2021	COO/ ED HR
						01/03/19	30/03/2021	
						01/03/19	30/03/2020	
Advertising positions	√	√	√	<p><u>Targeted statements:</u></p> <p>Disability not included on targeted statements on job adverts.</p> <p><u>Job Adverts:</u></p> <p>Job adverts sometimes attract inappropriate applications and do not reach the targeted audience.</p>	<ul style="list-style-type: none"> Review, and include disability, in targeted statements on job adverts Simplify language used in job adverts, especially for lower pay classes, where necessary 	01/01/19	31/12/19	DVC - TF
						01/04/19	30/12/21	Dean / ED

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Selection criteria	√	√	√	<p><u>Minimum requirements:</u></p> <p>Sometimes misaligned to the role/ job function (expectations). Recognition of prior learning NOT considered.</p> <p><u>HR 168 Form (a form that guides EE reps and Chairs of recruitment processes)</u></p> <p>Selection criteria for persons living with a disability are not well accounted for either within the HR 168 form</p>	<ul style="list-style-type: none"> Clarify the role / minimum requirements for the job upfront. HR verifying the minimum requirements Review HR 168 form used by EE reps to provide better guidance to both EE reps and chairs of recruitment committees. 	01/01/19	30/06/19	COO/ED HR
Appointments	√	√	√	<p><u>Probation period:</u></p> <p>No 3-month probation period for PASS, Research, Ad Hoc, paid-on-claim staff, and T1 & T2 contracts. While there is a 3-year probation period for academic staff.</p>	<ul style="list-style-type: none"> Review probation policy for academic and non-academic staff 			COO / ED HR
Job classification and grading								

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Remuneration and benefits	√		√	<p><u>Promotion of PASS Staff:</u> There is no policy around Promotions for PASS staff to guide staff on how to earn a higher-level salary. Currently this is seen as limitation on professional advancement.</p> <p><u>Competitive remuneration packages:</u> Difficult to attract and retain employees in certain scarce and critical skill areas, such as the black professoriate, due to inability to compete with the market for equity candidates</p>	<ul style="list-style-type: none"> Develop promotions policy for PASS staff Conduct an external salary-benchmark to determine the facts for certain scarce and critical roles make recommendations to the VC. 	01/01/19	30/06/20	COO/ ED HR
Terms & conditions of employment								
Work environment and facilities			√	<p><u>Disability Access</u></p> <ul style="list-style-type: none"> Not all buildings compliant for wheelchair access Parts of the UCT website is not accessible to visually impaired staff 	<ul style="list-style-type: none"> Address building priorities as per Risk Management Plan and within available resources Develop and implement a plan for website accessibility 	01/01/19	31/12/21	ED: Property and Services
						01/01/19	31/12/21	DVC: TF and ED: ICTS

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Training and development		√	√	<p>- The standard UCT induction program and process for new starts is not having the desired impact and uptake. It is an important tool to assist new starts to integrate into the new workplace, become productive quickly and develop a sense of belonging.</p> <p>- The higher intake of junior academics with fewer staff have PHD's could create a dilemma, with fewer staff to supervise PHD's and to provide the support for new black staff / students.</p> <p>- Leadership Training Needed Leaders and managers may be technical / subject matter experts but may not always be equipped to deal with managing people, managing diversity, recognise their own implicit bias/ internalized oppression.</p>	<ul style="list-style-type: none"> Refresh the standardized UCT induction programme and process for all new starters. Develop a balanced model to recruit and develop black academics, with the need for PHD supervision. Focussed intervention by Transformation Committees and OIC 	01/04/19	30/03/20	CMD & HR Director
Performance and evaluation	√	√	√	<p>-Lack of recognition for EE representatives and Transformation chairs</p> <p>- No transformation KPA in Managers, TC Chairs and EE reps performance agreements.</p>	<ul style="list-style-type: none"> Identify and recognise transformation champions annually through monetary and non-monetary awards Develop transformation KPA 	01/01/19	31/12/19	DVC – TF
						01/01/19	30/06/19	DVC – TF & DVC – T & L

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				- Transformation workloads of Transformation Chairs in the larger Faculties/ Departments is substantial and may warrant dedicated attention	<ul style="list-style-type: none"> for all staff in leadership positions, Transformation Chairs and EE reps Consider making Transformation a substantive role in large Faculties/ Depts. 	01/01/20	30/06/21	DVC – T & L & ED's
Succession & experience planning	√	√	√	<ul style="list-style-type: none"> Formal succession planning lacking in Faculties and Departments Job-shadowing and experience planning is ad hoc 	<ul style="list-style-type: none"> Develop and implement a coherent plan to specifically develop the black professoriate 	01/02/19	31/12/21	DVC – TF & DVC – T & L
Disciplinary measures	√	√	√	<u>Procedures-</u> <ul style="list-style-type: none"> Different procedures used for PASS & Academic staff- 	<ul style="list-style-type: none"> Review processes, research outcomes of disciplinary processes and compare. Implement a standard process for all staff regardless of ACAD/PASS or senior/ junior staff members. Consistent application of disciplinary policies 	01/01/19	30/06/21	COO/ ED HR

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				<ul style="list-style-type: none"> - Procedures in respect of discrimination, gender-based violence and sexual harassment needs to be reviewed and strengthened. 	<p>across all levels (similar transgressions should be treated similarly).</p> <ul style="list-style-type: none"> • Develop and implement new procedures to address discrimination, gender-based violence and sexual harassment and amend policies accordingly. 	1/01/19	30/06/20	
Retention of designated groups	√	√	√	<p><u>Staff turnover:</u> Short-term contracts may make it difficult to attract and retain the best designated candidates (seeking stability). Identify opportunities to absorb and retain senior Black South African postgraduate students with scarce and critical skills, where possible.</p>	<ul style="list-style-type: none"> • Develop a retention strategy. • Explore options to absorb and grow new postgraduate entrants into the markets. 	01/07/19	30/06/20	COO/HR ED
Corporate culture	√	√	√	<ul style="list-style-type: none"> - Institutional culture perceived as not welcoming and could be alienating. 	<ul style="list-style-type: none"> • Launch inclusivity survey. • Develop and implement 	01/01/19	20/04/19	DVC - TF
						01/06/19	31/12/21	DVC – TF

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				Classrooms are not inclusive in respect of race, class, gender, sexuality and disability.	<p>interventions based on inclusivity survey.</p> <ul style="list-style-type: none"> • Work towards eliminating “unconscious bias” starting with staff in positions of power. • Work with lecturers to create inclusive classrooms. 	01/03/19	31/12/21	DVC - TF
Reasonable accommodation								
HIV&AIDS prevention and wellness programmes								
Assigned senior manager(s) to manage EE implementation								
Budget allocation in support of								

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
				BARRIERS	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
employment equity goals								
Time off for employment equity consultative committee to meet								

4. WORKFORCE PROFILE, NUMERICAL GOALS AND TARGETS

Workforce profile information is a snapshot of the workforce at a particular date and time, which is used below to conduct an analysis of the workforce and, at the same time, serve as baseline information for the setting of numerical goals and targets.

4.1 SNAPSHOT OF THE CURRENT WORKFORCE PROFILE

The workforce profile snapshot tables used for the conducting of the analysis to inform this plan are used below as a baseline for the setting of numerical goals and targets for each year of the plan. Where employees demographic profile is not known to the employer, it is counted as non-designated.

Workforce profile snapshot date

22 October 2018

Table 1: Snapshot of workforce profile for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
EAP % National (2017)	42.7%	5.25%	1.7%	5.1%	35.8%	4.4%	1%	4%			100%
EAP % Provincial (2017)	20.9%	25.1%	0.6%	8.4%	16.8%	20.8%	0.3%	7.1%			100%
EAP % Adjusted for Foreign Nationals	19%	22.84%	0.54%	7.64%	15.28	18.92%	0.27 %	6.46%	5%	4%	100%
Top management	0	0	0	0	1	0	0	0	0	0	1
%	0	0	0	0	100%	0	0	0	0	0	100%
Senior management	0	4	1	1	0	3	2	3	0	1	15
%	0	26.6%	6.6%	6.6%	0	20%	13.3 %	20%	0	6.6%	100%
Professionally qualified & experienced specialists & mid-management	24	56	33	206	13	36	24	169	115	47	723
%	3.3%	7.7%	4.5%	28.4%	1.8%	4.98%	3.3%	23.4%	16%	6.5%	100%
Skilled technical & academically qualified, junior management, supervisors, foremen, & superintendents	157	255	43	255	208	540	101	499	143	136	2337
%	6.71%	10.91%	1.83%	10.91%	8.9%	23.1%	4.3%	21.35%	6.11%	5.81%	100%
Semi-skilled & discretionary decision making	389	271	2	14	289	458	17	56	6	9	1511
%	25.7%	17.9%	0.13%	0.92%	19.12%	30.3%	1.1%	4.1%	0.39%	0.23%	100%
Unskilled & defined decision making	124	62	0	0	343	181	0	7	7	12	736

%	16.84%	8.4%			46.6%	25.5%		0.95%	0.95%	1.63%	100%
TOTAL PERMANENT	694 (13%)	648 (12%)	79 (1.5%)	476 (9%)	854 (16%)	1218 (23%)	144 (3%)	734 (14%)	271 (5%)	205 (4%)	5323 (100%)
Temporary employees	140	111	15	187	278	276	47	261	77	70	1462
GRAND TOTAL	834	759	94	663	1132	1494	191	996	348	274	6785

Table 2: Snapshot for workforce profile for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	1	2	0	0	0	2	1	0	6
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	3	0	6	0	5	0	12	1	0	28
Semi-skilled and discretionary decision making	7	4	0	1	3	9	0	1	0	0	25
Unskilled and defined decision making	8	0	0	0	5	2	0	0	0	1	16
TOTAL PERMANENT	16	7	1	9	8	16	0	15	2	1	75
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	16	7	1	9	8	16	0	15	2	1	75

4.2 NUMERICAL GOALS

Please note that numerical goals and targets are projected figures based on the current available information, and therefore cannot be set accurately. Factors contributing to staff movements include desired and undesired terminations, labour supply and demand market factors, staff turnover and affordability / university financial constraints.

The goals and annual targets set in the plan are realistic and attainable, rather than stretch targets. Notwithstanding the afore-mentioned, preference will be given to persons from under-represented designated groups should positions become available.

The above must in no way be seen as a lack of commitment by the University to Employment Equity.

Principles underpinning the setting of goals and targets includes: 1) the 2017 Economically Active Population statistics; 2) UCT as an international institution is important to maintain an international representativity which ranges from between 8% to 10% at any given point; and 3) the temporary staff segment is fluid and difficult to project.

Start date: 01 / 01 / 2019

End date: 31 / 12 / 2021

Numerical goals for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
EAP % National (2017)	42.7%	5.25%	1.7%	5.1%	35.8%	4.4%	1%	4%			100%
EAP % Provincial (2017)	20.9%	25.1%	0.6%	8.4%	16.8%	20.8%	0.3%	7.1%			100%
EAP % Adjusted for Foreign Nationals	19%	22.84%	0.54%	7.64%	15.28	18.92%	0.27 %	6.46%	5%	4%	100%
Top management	0	0	0	0	1	0	0	0	0	0	1
%	0	0	0	0	100%	0	0	0	0	0	100%
Senior management	3	5	1	1	2	3	2	4	1	1	23
%	13%	22%	4%	4%	9%	13%	9%	18%	4%	4%	100%
Professionally qualified & experienced specialists & mid-management	52	71	32	168 (+7)	35	50	25	155 (+3)	103	42	743
%	7%	10%	4%	24%	5%	7%	3%	21%	14%	6%	100%
Skilled technical & academically qualified, junior management, supervisors, foremen, & superintendents	215	302	56	226 (+8)	272	528	95	412 (+11)	118	117	2360

%	9%	13%	2%	10%	12%	22%	4%	17%	5%	5%	100%
Semi-skilled & discretionary decision making	453	254	6	13 (+1)	257	445	22	45 (+4)	9	6	1515
%	30%	17%	0.13%	1%	17%	29%	1%	3%	1%	0.4%	100%
Unskilled & defined decision making	124	59	0	0	334	174	0	2 (+4)	7	12	716
%	17%	8%			47%	24%		1%	1%	2%	100%
TOTAL PERMANENT	847	691	95	408 (+16)	901	1199	144	618 (+22)	238	182	5357
%	16%	13%	2%	8%	17%	22%	3%	12%	4%	3%	100%
Temporary employees	140	111	15	187	278	276	47	261	77	70	1462
GRAND TOTAL	987	802	110	595	1179	1475	191	879	315	252	6819

Numerical goals for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	1	1	1	2	1	1	1	2	1	1	12
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	3	1	7	1	10	0	15	1	1	40
Semi-skilled and discretionary decision making	10	4	0	1	4	12	0	1	0	0	32
Unskilled and defined decision making	8	0	0	0	9	5	0	0	0	1	23
TOTAL PERMANENT	20	8	2	10	15	28	1	18	2	3	107 (2%)
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	20	8	2	10	15	28	1	18	2	3	107 (2%)

4.3 NUMERICAL TARGETS

Numerical targets must include the entire workforce profile, and **NOT** the difference that is projected to be achieved by the next reporting period. Below are two tables on numerical targets, one covering all employees, including people with disabilities, and the other only covers people with disabilities **ONLY**.

Numerical targets: Year 1		
Start date:	01 January 2019	End date: 31 December 2019

Numerical targets for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
EAP % National (2017)	42.7%	5.25%	1.7%	5.1%	35.8%	4.4%	1%	4%			100%
EAP % Provincial (2017)	20.9%	25.1%	0.6%	8.4%	16.8%	20.8%	0.3%	7.1%			100%
EAP % Adjusted for Foreign Nationals	19%	22.84%	0.54%	7.64%	15.28	18.92%	0.27 %	6.46%	5%	4%	100%
Top management	0	0	0	0	1	0	0	0	0	0	1
%	0	0	0	0	100%	0	0	0	0	0	100%
Senior management	3	5	1	1	2	2	3	4	1	1	23
%	13%	21.7%	4.3%	4.3%	8.6%	8.6%	13%	17.3%	4.3%	4.3%	100%
Professionally qualified & experienced specialists & mid-management	35	64	32	190 (+7)	23	43	25	162 (+3)	107	43	734
%	5%	9%	4%	27%	3%	6%	3%	22%	15%	6%	100%
Skilled technical & academically qualified, junior management, supervisors, foremen & superintendents	175	274	51	243	208	540	101	499	129	136	2297
%	8%	12%	2%	11%	9%	23%	4%	20%	6%	5%	100%
Semi-skilled & discretionary decision making	444	274	4	15	250	459	22	51 (+4)	13	9	1546
%	29%	18%	0.13%	1%	16%	30%	1%	3%	1%	1%	100%
Unskilled & defined decision making	124	62	0	0	339	180	0	3 (+4)	7	12	731
%	17%	8%			46%	25%		1%	1%	2%	100%

TOTAL PERMANENT	781	679	88	449 (+16)	832	1201	1446	670 (+22)	257	191	5332
%	15%	13%	2%	8%	16%	22%	3%	13%	5%	4%	100%
Temporary employees	140	111	15	187	278	276	47	261	77	70	1462
GRAND TOTAL	921	790	103	652	1110	1477	1493	953	334	261	6794

Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	1	1	1	2	1	1	1	2	1	1	12
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	3	1	7	1	10	0	15	1	1	40
Semi-skilled and discretionary decision making	10	4	0	1	4	12	0	1	0	0	32
Unskilled and defined decision making	8	0	0	0	9	5	0	0	0	1	23
TOTAL PERMANENT	20	8	2	10	15	28	1	18	2	3	107 (2%)
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	20	8	2	10	15	28	1	18	2	3	107 (2%)

Numerical targets: Year 2Start date: **01 January 2020**End date: **31 December 2020****Numerical targets, including people with disabilities**

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
EAP % National (2017)	42.7%	5.25%	1.7%	5.1%	35.8%	4.4%	1%	4%			100%
EAP % Provincial (2017)	20.9%	25.1%	0.6%	8.4%	16.8%	20.8%	0.3%	7.1%			100%
EAP % Adjusted for Foreign Nationals	19%	22.84%	0.54%	7.64%	15.28	18.92%	0.27 %	6.46%	5%	4%	100%
Top management	0	0	0	0	1	0	0	0	0	0	1
%	0	0	0	0	100%	0	0	0	0	0	100%
Senior management	3	5	1	1	2	2	3	4	1	1	23
%	13%	21.7%	4.3%	4.3%	8.6%	8.6%	13%	17.3%	4.3%	4.3%	100%
Professionally qualified & experienced specialists & mid-management	43	64	32	177 (+7)	29	48	25	160 (+3)	104	42	734
%	6%	9%	4%	25%	4%	7%	3%	22%	14%	6%	100%
Skilled technical & academically qualified, junior management, supervisors, foremen & superintendents	195	294	55	232 (+8)	244	522	95	441 (+11)	120	120	2337
%	8%	13%	2%	10%	10%	22%	4%	19%	5%	5%	100%
Semi-skilled & discretionary decision making	449	262	6	14 (+1)	252	446	22	50 (+4)	11	7	1524
%	29%	17%	0.39%	1%	17%	29%	1%	3%	1%	0.45%	100%
Unskilled & defined decision making	124	61	0	0	335	178	0	3 (+4)	7	12	724
%	17%	8%			46%	25%		1%	1%	2%	100%
TOTAL PERMANENT	814	686	94	424 (+16)	863	1196	145	658 (+22)	243	182	5343
%	15%	13%	2%	8%	16%	22%	3%	12%	5%	3%	100%
Temporary employees	140	111	15	187	278	276	47	261	77	70	1462
GRAND TOTAL	954	797	109	627	1141	1472	192	941	320	252	6805

Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	1	1	1	2	1	1	1	2	1	1	12
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	3	1	7	1	10	0	15	1	1	40
Semi-skilled and discretionary decision making	10	4	0	1	4	12	0	1	0	0	32
Unskilled and defined decision making	8	0	0	0	9	5	0	0	0	1	23
TOTAL PERMANENT	20	8	2	10	15	28	1	18	2	3	107 (2%)
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	20	8	2	10	15	28	1	18	2	3	107

Strategies to be implemented to achieve the intended goals are:

The Transformation Framework outlines the six strategies employed by the university to achieve transformation, namely, place and space, student and staff access, owning our African identity, community engagement, institutional responsiveness to discrimination and harassment, and curriculum support.

Specific employment equity strategies include:

- Space creation;
- Succession planning,
- Retention strategies;
- Policy development;
- Affirmative Action measures, such as,
 - Communication, advocacy and awareness;
 - Recruitment and selection;
 - Development and promotion; and
 - Measurement.

5. PROCEDURES TO MONITOR AND EVALUATE THE IMPLEMENTATION OF THE PLAN

All the structures for monitoring and evaluating the progress of the plan specified below with clear roles and responsibilities for the stakeholders involved including time frames when the monitoring takes place.

STAKEHOLDER	ROLE/RESPONSIBILITY	FREQUENCY
Council, University HR Council, Institutional Forum	<ul style="list-style-type: none"> ▪ To ensure good corporate governance in terms of assessment of EE Act compliance risk exposure, monitors and evaluates progress 	<ul style="list-style-type: none"> ▪ Annually
Vice-Chancellor (VC), Deputy Vice-Chancellor (DVC) Transformation	<ul style="list-style-type: none"> ▪ As fiduciaries, duty of care and duty of loyalty as it pertains to EE Act compliance, monitors and evaluates progress. 	<ul style="list-style-type: none"> ▪ Quarterly
EE Manager, Deputy Vice-Chancellors, Chief Operations Officer, Deans, Executive Directors, Heads of Departments, EE Forum and Transformation Committees	<ul style="list-style-type: none"> ▪ To ensure implementation of EE Plan goals and objectives, statutory reporting, communication, advocacy and awareness, consultation, monitoring and evaluation 	<ul style="list-style-type: none"> ▪ Quarterly
Employees and EE Reps	<ul style="list-style-type: none"> ▪ Consult, engage and give feedback to Heads of Departments, Deans / Executive Directors, Transformation Committees and EE Forum 	Ongoing

The Employment Equity (EE) Forum comprises of the VC, DVC Transformation, Senior management, Faculty/ Department Transformation chairpersons, disability, labour and student representatives. The terms of reference of the EE Forum states that the Vice-Chancellor (also the Accounting Officer) and Deputy Vice-Chancellor Transformation (also the appointed EE Manager) consult the EE Forum on the following:

- an analysis of the University of Cape Town's employment policies, practices, procedures and the working environment, to identify employment barriers which adversely affect people from designated groups;
- the University of Cape Town's employment equity plan;
- the implementation of the employment equity plan and barriers to implementation, including barriers related to recruitment, retention, staff development, the institutional climate, discrimination in the workplace;
- the University of Cape Town's annual report on employment equity to the Department of Labour.

7. DISPUTE RESOLUTION MECHANISMS

With reference to Section 20 (g) of the EEA, as amended, the following dispute resolution procedure must be followed regarding the interpretation and implementation of this Employment Equity Plan:

1. Submit complaint to EE Office in writing to assess whether the complaint is related to the EE Plan. If not, refer the matter to HR.
2. If yes, refer complaint to relevant Dean / Executive who provides feedback in writing to the EE Forum chairperson and complainant within five working days.
3. If the complainant is not satisfied, he /she may refer the matter in writing to the Office of the Vice-Chancellor, who provides feedback via the EE Forum chairperson and to the complainant within five working days.
4. If the complainant remains dissatisfied, he / she may refer the matter to the Ombudsman for review within five working days.

Should the matter remain unresolved, it may be handled in accordance with the appropriate procedures (depending on the nature of the dispute) set out in the Employment Equity Act and Labour Relations Act, as amended, respectively.

All disputes relating to the University's employment equity plan must be handled in accordance with the dispute resolution procedure as set out above before either party has recourse to the Centre of Conciliation, Mediation and Arbitration.

8. SENIOR MANAGERS ASSIGNED TO MONITOR AND IMPLEMENT THE PLAN

- Accounting Officer: Vice-Chancellor
- Employment Equity Manager 1: The Deputy Vice-Chancellor: Transformation
- Employment Equity Manager 2: Chief Operations Officer
- All Deans, Executive Directors, Deputy Deans and Heads of Department
- EE Specialists
- Employment Equity Forum Chairperson and members
- Transformation Forum Chairperson and members
- Faculty and Department Transformation Chairperson and members

NAME	Representative	Occupational Level	Race	Gender	Foreign National
Prof M. Phakeng	Vice-Chancellor	Top Management	B	F	N
Prof L. Feris	Deputy Vice-Chancellor: Transformation	Senior Management	C	F	N
Ms M. Hoosain	Executive Director: Human Resources	Senior Management	I	F	N
Dr M Khan	Executive Director: Student Affairs	Senior Management	I	F	N
Ms G. Kayster	Employment Equity Specialist	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	C	F	N

Dr B. Watermeyer	Disability representative	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	W	M	N
Mr D. Sias	Employees Union	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	C	M	N
Dr S. Mowla	Academics Union	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	I	F	N
Coalition Consultative	Union representatives				
Mr M. Mlandu	Student representative		B	M	N
Ms A. Williams	Development and Alumni Department	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	C	F	N
A/ Prof. A September	Health Science	Prof. qualified & experienced specialists and mid-management	C	F	N
Ms F. Gibbons	Institutional Planning	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	W	F	Y
Mr B. Quwe	Information, Communication & Technolgy Service	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	B	M	N
Dr M. Tsoeu	Engineering and the Built Environment	Skilled & qual. workers, jnr mgt., supv, foremen, supt.	B	M	N
Ms. C. Jacobs	Research Contracts & Innovation	Semi-skilled and discretionary decision making	C	F	N
Mr G. Dawson	Communications & Marketing Department	Skilled & qual. workers, jnr mgt., supv, foremen, supt	W	M	N
Ms E. Pienaar	International Academics Programme Office	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
Dr G. Ramon	Research Office	Prof. qualified & experienced specialists and mid-management	W	F	Y
Ms J. Du Toit	Office Vice-Chancellor	Prof. qualified & experienced specialists and mid-management	W	F	N
Mr J. Pietersen	Libraries	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	M	N
Ms G. Tyler	Human Resources	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
Ms U. Fisher	EE Specialist	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
A/Prof Rajaratnam	Commerce	Prof. qualified & experienced specialists and mid-management	I	M	N
Ms J. Galant	Humanities	Skilled & qual. workers, jnr mgt., supv, foremen, supt	ND	F	N

Ms M Maggott	Registrar	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
Mr R September	Property & Services	Prof. qualified & experienced specialists and mid-management	C	M	N
Prof M. Madiba	Centre for Higher Education and Development	Prof. qualified & experienced specialists and mid-management	B	M	N
Mr M. Swartz	Finance	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	M	N
Ms O. Manuel	Graduate School of Business	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
Mr M. Sulyman	Property and Services	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	M	N
Dr M. Kabinga	Graduate School of Business	Skilled & qual. workers, jnr mgt., supv, foremen, supt	B	M	Y
Prof. P. De Vos	Law	Prof. qualified & experienced specialists and mid-management	W	M	N
Prof. S. Chirikure	Science	Prof. qualified & experienced specialists and mid-management	B	M	Y
Dr R. Ally	Development & Alumni Department	Senior Management	C	M	N
Dr S. Alves	Office of Inclusivity & Change	Prof. qualified & experienced specialists and mid-management	C	F	N
Ms T. Hendricks	SALDRU	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N
Ms U. Fisher	EE Specialist	Skilled & qual. workers, jnr mgt., supv, foremen, supt	C	F	N

8. ANY PRESCRIBED MATTER CAN BE INCLUDED.

SIGNATURE OF THE CHIEF EXECUTIVE OFFICER/ACCOUNTING OFFICER

Chief Executive Officer/Accounting Officer

I ----- (full Name) CEO/Accounting Officer of

hereby declare that I have read, approved and authorized this EE Plan.

Signed on this -----day of -----year-----

At place: -----

Chief Executive Officer /Accounting Officer

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