

# UNIVERSITY OF JOHANNESBURG

## EMPLOYMENT EQUITY PLAN 2019-2021



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## **1. INTRODUCTION**

### **1.1 Status of documents**

This document is the Employment Equity Plan of the University of Johannesburg, drafted in terms of S20(1), S20(2) and S42 of the Employment Equity Act 55 of 1998 (the Act), and approved by the Council of the institution after consultation with employees in terms of S16 of the Act.

### **1.2 Legal requirements**

The purpose of the Employment Equity (EE) Act is to:

Promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination (and employment barriers).

Redress the disadvantages in employment experienced by people from designated groups by ensuring equitable representation of people from designated groups in all occupational categories and levels in the workplace through the implementation of affirmative action measures.

**In terms of the EE Act, the University of Johannesburg (UJ) is required, in consultation with workforce representatives to:**

- Conduct an analysis of its workforce profile.
- Conduct an analysis of policies, procedures, practices and working environment in order to identify barriers to, inter alia, the advancement of persons from designated groups.
- Develop and implement an EE Plan, which will achieve reasonable progress towards EE in that employer's workforce.

**An EE Plan must contain the following:**

1. Duration of the Plan, which may not be shorter than one year or longer than five years.
2. Numerical goals to achieve equitable representation of suitably qualified people from designated groups in each occupational level.
3. Strategies/affirmative action (AA) measures in support of the achievement of numerical goals.
4. Non-numerical goals/objectives.
5. AA measures in support of the achievement of non-numerical goals.
6. The timetable for the achievement of both numerical and non-numerical goals/objectives for each year of the plan.
7. The procedures that will be used to:
  - Monitor and evaluate the implementation of the Plan, and whether reasonable progress is being made towards implementing EE.
  - Resolve internal disputes about the interpretation or implementation of the Plan.
  - Appoint persons responsible, including senior managers, for the monitoring and implementation of the Plan.

### **1.3 Underlying philosophy**

The University of Johannesburg (hereafter UJ) recognises the impact of past discrimination on the realisation of equal employment opportunities and believes that appropriate employment equity goals should be set, employment equity plans prepared and implemented, and other relevant and appropriate measures taken, to ensure greater participation from the designated groups at all occupational levels of the organisation.

UJ is committed to both equity and diversity and will ensure, through the implementation of this plan, that the people that it employs eventually reflect the demographics of the region and the country and have the skills and expertise to uphold the culture of excellence ascribed to the University. This will be achieved by providing employees with real opportunities to learn, grow and develop in a supportive and nurturing environment. In this regard, the University views identification and removal of barriers, talent acquisition, talent retention, talent attrition, skills development, training, mentoring and coaching as critical to the strategy and implementation of employment equity. This will be achieved by ensuring that the principles of equity, anti-discrimination and diversity and inclusion are embedded in all employment policies and procedures as enshrined in our Constitution and in the Employment Equity Act.

A continuous challenge for the University lies in its ability to create an accessible and accommodating environment for employees (and citizens) living with disabilities. One of the objectives will therefore be to increase the recruitment of people living with disabilities; and in doing so provide holistic reasonable accommodation and support to these employees.

In the application of employment equity criteria, it is the institution's view that equality of opportunity does not contradict the necessity to appoint competent people or those who have the potential, given the relevant training, of meeting the job requirements. The institution remains committed to maintaining high standards in the provision of its services and rejects all forms of tokenism in its efforts to achieve employment equity.

The implementation of employment equity plans will not unduly interfere with the legitimate interests and rights of any individual employee, or be seen to be establishing any absolute barriers to the development, continued employment or advancement of people who are not from the designated groups.

It is also recognised that the primary goal of employment equity is to achieve representivity of and for the country's population groups, genders and people with disabilities.

### **1.4 Consultation**

The following stakeholders' groups were identified and involved in the development and approval of the Plan:

- The MEC: Transformation Committee (including trade union representatives)
- Institutional Forum (including trade union representatives)
- Faculty and Support Divisions
- UJ Institutional Forum

- UJ Management Executive Committee
- Human Resources Department, including Employee Relations

UJ employed an alternating top-down and bottom-up approach to developing the plan, ensuring that top management guidance was provided, yet department, faculty and support service level input was obtained in the identification of barriers and the development of employment equity measures and setting of numerical targets.

The Council will also table the Plan annually for discussion.

## **2. EMPLOYMENT EQUITY ANALYSIS**

In terms of the Code of Good Practice, the purpose of the analysis is to assess all employment policies, practices, procedures and the working environment so as to:

- identify any barriers that may contribute to the under-representation or under-utilisation of employees from designated groups;
- identify any barriers or factors that may contribute to the lack of affirmation of diversity in the workplace;
- identify other employment conditions that may adversely affect designated groups;
- identify practices or factors that positively promote employment equity and diversity in the workplace;
- determine the extent of under-representation of employees from designated groups in the different occupational categories and levels of the employee workforce.

### **2.1 Analysis of UJ's 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.

#### **2.1.1 Analysis of current workforce**

S42 of the EE Act, and S7.3.2. of the **Code of Good Practice: Preparation, Implementation and Monitoring of Employment Equity Plans**, set out the criteria for assessing representivity of designated groups, and developing a strategy for achieving representivity, namely by considering:

- The current workforce profile, and the areas of under- or over-representation of designated and non-designated groups;
- The national and regional populations of people of work-going age (15 to 64);
- The availability of suitably qualified people from designated groups;
- The relevant recruitment area from which prospective employees can reasonably be expected to be drawn.

To determine over- and under representivity, the following demographic criteria were used:

**National Profile of economically active population of South Africa**

Black	Coloured	Indian	White	Male	Female
78%	9.8%	2.8%	9.8%	55.2%	44.8%

**Regional Profile of the economically active population of Gauteng**

Black	Coloured	Indian	White	Male	Female
80%	3%	2.9%	14.2%	56,1%	43,9%

*(Source: Statistics South Africa)*

It must be noted that no EAP is available for people with disabilities from Statistics South Africa. Efforts are being made with Statistics South Africa to establish the EAP for people with disabilities.

The following analysis is based on the workforce profiles above, thus taking the national and provincial demographics into the University of Johannesburg's demographics.

**The UJ employee headcount**

The UJ employee headcount<sup>1</sup> was **4 338** as at 31 August 2018, comprising 3 951 (91.08%) permanent and 387 (8.92%) fixed-term contracts. All permanent and fixed-term contract employees (assistant lecturers included), on academic and support conditions of service within faculties and divisions are represented in these statistics.

In respect of 2018, the University of Johannesburg there has been an improvement in all of the equity categories generally reported on, as depicted in the table below:

BLACK UJ EMPLOYEE PROFILE PER CATEGORY			
	2017	2018	%IMPROVEMENT
Overall Equity Profile	72.54%	73.79%	1.25%
Academic Equity Profile	41.82%	44.33%	2.51%

<sup>1</sup> The employee headcount refers to *persons in actual employment only*.

Support/Services Equity Profile	84.20%	85.00%	0.80%
Senior Management Profile	50.00%	60.87%	10.87%

### 2.1.2 Current workforce profile

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.

Workforce profile snapshot date 31/08/2018

**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	
Top management	1	0	1	1	2	0	1	1	0	0	7
Senior management	19	9	8	66	13	4	12	46	30	8	215
Professionally qualified and experienced specialists and mid-management	101	11	27	146	81	29	50	193	94	25	757
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	359	29	36	111	345	81	93	235	41	26	1 356
Semi-skilled and discretionary decision making	343	6	4	25	183	55	16	80	2	1	715
TOTAL PERMANENT	823	56	76	349	624	169	172	555	167	60	3 050
Temporary employees	1286	59	63	406	1 737	114	98	549	442	266	5 020
<b>GRAND TOTAL</b>	2109	115	139	755	2 361	383	270	1104	609	326	8 070

**\*Excluding unskilled workers**

**Table 2: Snapshot of 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	1	0	0	2	0	0	0	0	0	0	3
Professionally qualified and experienced specialists and mid-management	3	0	0	3	1	0	0	2	2	0	11
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	1	1	1	2	0	3	6	0	2	16
Semi-skilled and discretionary decision making	2	0	0	2	1	0	0	3	0	0	8
<b>TOTAL PERMANENT</b>	6	1	1	8	4	0	3	11	2	2	38
Temporary employees	10	0	0	1	7	0	1	7	3	4	33
<b>GRAND TOTAL</b>	16	1	1	9	11	0	4	18	5	6	71

**\*Excluding unskilled workers**

### 2.1.3 Over- and under-representation

The assessment of over- and under-representation was determined from a comparison between the national and regional demographic benchmarks and the UJ workforce profile (as at August 2018):

#### a) Top management

Improvement on women representation at top management, 3 designated candidates (57.1%).



### **b) Senior management**

Women are well represented at senior management level; white women, however, are over-represented taking into account national and provincial demographics. Coloured and Indian women are barely represented.

### **c) Professionally qualified specialists and mid-management**

White people are over-represented within the professionally qualified category. White males are at 17.5% and white females are at 25.7%. About 3% of the white females in this occupational level are living with disabilities.

### **d) Skilled technical, academically qualified, junior management and supervisors**

This occupation level is well represented by black males and black females as well as white males, with 1% of these three groups living with disabilities.

### **d) Semi-skilled**

Black females, followed by black males are forming the majority of this occupational group. Black males are at 50.5% and black females are following at 25%.

Taking into account the national and regional demographic profile of the active population, an overall analysis can be summed up as follows: black people are well represented on the skilled and the semi-skilled occupation category, while white males and females are over-represented in the professionally qualified occupation category.

Insourcing of staff (cleaning, security, gardening and grounds) has increased at this level with particular reference to designated candidates.

### **e) People with Disabilities**

People with disabilities are now at 1.1%, which is not far from the 1.5% that was set for UJ.

The University of Johannesburg operates in the scarce-critical sector of higher education in South Africa. Many of the professional qualifications required by academic employees are on the government's National Scarce Skills List and affect most faculties.

The University of Johannesburg also operates in a stressed regional skills market, namely Gauteng, the economic hub of the nation, and competes for skills with other higher education institutions in the province, as well as with government and the private sector.

A few occupations, such as Engineering and Chartered Accountancy, are governed by professional associations whose registered membership represents a potential pool, but this is not the case for all professions.

Another alternative pool is represented by the Alumni Association of UJ, which maintains a database of past graduates.

The University of Johannesburg, where possible, will make use of all available data sources to assist in identifying suitably qualified individuals from designated groups, including the databases of the alumni and relevant professional associations.

#### 2.1.4 Relevant recruitment area

The University of Johannesburg will also ensure that it widens the relevant recruitment area to identify and attract candidates for specialised occupations, as envisaged in S7.3.2 of the **Code of Good Practice on EE Plans**.

## 2.2 Review of employment policies, practices, procedures and the working environment

An S19 analysis was conducted, involving consultation with all the stakeholders, to identify any barriers or unfair discrimination, which may adversely affect designated groups.

The following employment barriers were identified:

Categories	Yes	No	If yes, specify
<b>Recruitment procedures</b>	Y		<ul style="list-style-type: none"> <li>• Difficulty in attracting equity candidates, especially women, and people with disabilities (PwD).</li> <li>• Difficulty in attracting appropriate equity candidates, especially in areas of scarce skills.</li> <li>• Remuneration being offered is difficult to attract external candidates.</li> <li>• No formal talent management, therefore the equity candidates attracted cannot be retained.</li> </ul>
<b>Promotions</b>	Y		<ul style="list-style-type: none"> <li>• Limited promotion opportunities for support and service employees.</li> <li>• The process for academic promotions is too lengthy due to application process and unavailability of promotions panel.</li> <li>• Criteria for academic promotions too high compared to other institutions.</li> </ul>
<b>Advertising positions</b>	Y		<ul style="list-style-type: none"> <li>• Adverts not effective in attracting the required skills.</li> <li>• Advert published in newspapers that do not have large equity readership.</li> <li>• Adverts do not contain gender neutral language, nor do they accommodate People with Disabilities.</li> </ul>
<b>Selection criteria</b>	Y		<ul style="list-style-type: none"> <li>• Lack of understanding of equity employment practices.</li> <li>• Panel members not trained on disability.</li> </ul>
<b>Appointments</b>	Y		<ul style="list-style-type: none"> <li>• The Quality Framework does not take into consideration certain skills categories..</li> <li>• Approval process for appointments is lengthy as all offers above the minimum of the band go via MEC for approval.</li> <li>• Non-designated appointments also delayed due to non-availability of the members of the non-designated approval committees.</li> </ul>
<b>Job classification and grading</b>	Y		<ul style="list-style-type: none"> <li>• Reactive not done on a regular basis.</li> </ul>

<b>Remuneration and benefits</b>	Y		<ul style="list-style-type: none"> <li>Restricted to remunerate employees within a set sustainability rates.</li> </ul>
<b>Terms and conditions of employment</b>	Y		<ul style="list-style-type: none"> <li>Accessibility of policies by lower level employees</li> <li>Policies need to be revised to consider gender neutrality</li> </ul>
<b>Job assignments</b>	Y		<ul style="list-style-type: none"> <li>There is a discrepancy between the Job assignment and Job Profile.</li> </ul>
<b>Work environment and facilities</b>		N	
<b>Training and development</b>	Y		<ul style="list-style-type: none"> <li>Inconsistency in terms of the application and time-off.</li> <li>Unavailability of on-line programmes.</li> <li>Developmental objectives are not always set and implemented in performance contracts.</li> </ul>
<b>Performance evaluation systems And evaluation processes</b>	Y		<ul style="list-style-type: none"> <li>System semi-manual and very cumbersome.</li> <li>Institutional objectives not being appropriately cascading.</li> <li>Developmental objectives are not always set and implemented in performance contracts.</li> <li>Discrepancy in contract based on daily functions and above daily functions.</li> <li>Performance management consistency meetings are at times subjective due to lack of clear performance standards.</li> </ul>
<b>HIV &amp; AIDS prevention and wellness programmes</b>		N	<ul style="list-style-type: none"> <li>The institution insourced cleaning staff last year. The insourced staff took a medical aid that had selective benefits, which excluded vitality tests, such as HIV.</li> <li>There are interventions with a specific focus on staff wellbeing and the institution in mitigating any possible health risks.</li> </ul>
<b>Assigned senior manager(s) to manage EE implementation</b>		N	<ul style="list-style-type: none"> <li>The Director HRBP has been appointed as a section 24 Manager. This will assist in numerically reaching the targeted goals as she oversees the Talent Acquisition value chain.</li> </ul>
<b>Budget allocation in support of employment equity goals</b>		Y	<ul style="list-style-type: none"> <li>No separate budget allocation for achievement of equity targets.</li> </ul>
<b>Time off for employment equity consultative committee to meet</b>		N	

### 3. COMPONENTS OF THE EMPLOYMENT EQUITY PLAN

#### 3.1 Duration of Employment Equity Plan

Section 20 indicates that the duration of the Employment Equity Plan may not be shorter than one year or longer than five years. The duration of the plan must have a specific start and end date, as reflected below:

**Start date: 1 January 2019 to End date: 31 December 2021**

### 3.2 Broad objectives for each year of the Plan, linked to the UJ 2025 Strategic Objectives

The objectives for each year of the plan, which should be specific, measurable, attainable, relevant and time bound, are reflected in the table below:

	2018 actual	2019 target	2020 target	2021 target	Responsible MEC member
<b>KPA: An employment strategy for academic employees that builds proportions of black, women, disabled, and international employees</b>					
114. Academic employees profile (permanent and fixed term) by race, gender, disability and national origin	Black: 44.33%	Black: 44.5%	Black: 45.5%	Black: 47%	DVC Academic DVC Employees and Student Affairs
	Female: 48.65%	Female: 49%	Female: 49.5%	Female: 50%	DVC Academic DVC Employees and Student Affairs
	Disability: 1.18%	Disability: 1.5%	Disability: 1.5%	Disability: 1.75%	DVC Academic DVC Employees and Student Affairs
115. No. of Associate Professors and Professors by race and gender	Black: 19.40% (52/268)	Black: 20%	Black: 20.5%	Black: 21%	DVC Academic DVC Employees and Student Affairs
	Female: 39.18% (105/268)	Female: 39.7%	Female: 41%	Female: 42%	DVC Employees and Student Affairs
<b>KPA: Recruitment, advancement and retention of academic employees towards GES</b>					
116. Percentage attrition of employees in defined programmes (with PhD or in advancement programmes)	Less than 5%	Less than 5%	Less than 5%	Less than 5%	DVC Employees and Student Affairs
117. Success of Academic Mentorship and Development Programme (AMDP) Number promoted as a result of AMDP	65	70	80	85	DVC Academic
<b>KPA: Outstanding academics (highest qualification)</b>					

11.8 Proportion of permanent and fixed-term instruction research personnel with PhD and Master's (or equivalent as UJ defined)	D (47.63%)	D (48%)	D 48.50%	D 50%	DVC Employees and Student Affairs
	M (43.23%)	M (43%)	M 42%	M 41%	DVC Employees and Student Affairs
119. A fit-for-purpose working environment	55.3%	60%	60%	65%	DVC Employees and Student Affairs

#### 4. WORKFORCE NUMERICAL GOALS AND TARGETS

1. Quantitative targets will be provided in various formats: Per occupational level, the movement for each year from January 2019 to December 2021. This will allow one to track what is happening within each occupational level.
2. Total institutional plan reflected by each occupational level for each year from January 2019 to December 2021. This will allow one to get an overview of the institutional profile for all occupational levels.
3. Targets for Employees with Disabilities reflected per each occupational level for each year from January 2019 to December 2021.

These targets are based on the following underlying assumptions. The factors that were taken into account by the Vice-Chancellor to formulate EE targets for the Senior Leadership Group included the following:

- The number of contracts due to expire during this period, with the likelihood of many being renewed subject to performance of the incumbent
- Retirements
- Attrition trends
- Structural changes that impact on the span of control of certain members
- Economic factors

The factors that were taken into account by faculties and divisions when formulating EE targets include the following:

- Changing of the demographic profile is linked to employees turnover;
- Predicting employees' turnover is a combination of looking at (a) Past turnover; (b) Upcoming retirements; and (c) possible resignations in the future (this particular factor is difficult to predict and departments in setting targets have erred on the side of being conservative in this regard); (d) Attrition rates.
- Insourcing of employees
- Promotion projections for academic employees
- Vacant posts









#### 4.2.2 Numerical targets for people with disabilities only

Occupational Levels	Female				Male				Foreign Nationals		Total
	B	C	I	W	B	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	2	1	0	2	2	1	1	0	0	2	11
Professionally qualified and experienced specialists and mid-management	5	2	1	3	1	1	1	2	0	0	16
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2	2	1	1	3	3	1	6	0	0	19
Semi-skilled and discretionary decision making	7	2	0	2	3	1	1	2	0	0	18
TOTAL PERMANENT	16	7	2	8	9	6	41	0	0	2	11
Temporary employees	5	2	1	3	1	1	1	2	0	0	16
<b>GRAND TOTAL</b>	2	2	1	1	3	3	1	6	0	0	19





## 5. STRATEGIES/AFFIRMATIVE ACTION IN SUPPORT OF THE ACHIEVEMENT OF NUMERICAL GOALS

### 5.1 Affirmative measures to overcome the identified barriers

UJ will implement a holistic approach in giving effect to Employment Equity. This approach broadly consists of two dimensions: the affirmative action measures aimed at meeting numerical goals and other objectives as listed in 4.1 – 4.6. and qualitative measures to overcome the identified barriers.

Employment barriers identified as per S19 of EEA	Measures to eliminate in terms of S15(2)(a) of EEA	Financial cost	Responsibilities	Time frame	Any other considerations
<b>Recruitment procedures</b>	<ul style="list-style-type: none"> <li>Review Recruitment Policy, eliminate any unfair discrimination and align with the EE plan</li> <li>Provide EE and Recruitment and Selection workshops to all line managers, employees who serve on selection committees and EE representatives</li> <li>Ensure recruitment is carried out with reference to stated EE goals and targets in the EE Plan</li> </ul>		HR/ Transformation Unit	2019 and ongoing	<ul style="list-style-type: none"> <li>Policy concluded.</li> <li>A functional training programme to place emphasis on recruitment practices</li> <li>All recruitment takes place within the context of the EE targets of each area.</li> </ul>
<b>Advertising positions</b>	<ul style="list-style-type: none"> <li>Advertise more widely in relevant recruitment areas, e.g. professional associations, alumni</li> <li>Advertisements to clearly indicate EE criteria and prerogative of the employer to appoint according to EE Plan as strategic objective</li> <li>Standardised procedures for recruitment, selection and retention of PwDs</li> </ul>		HR/ Transformation Unit/Office: People with Disabilities and Wellness Office	2019 and ongoing	<ul style="list-style-type: none"> <li>Different platforms are used to attract as many applications as possible.</li> <li>An insert is incorporated in the advertisements.</li> <li>Implemented.</li> </ul>

<b>Selection criteria</b>	<ul style="list-style-type: none"> <li>• Train senior managers to follow existing guidelines for selection and interviewing of prospective candidates</li> <li>• Train line managers regarding reasonable accommodation and support of PwDs within selection and interview process</li> </ul>		HR/ Transformation Unit	2019	<ul style="list-style-type: none"> <li>• Training was done and group sessions were conducted with line management.</li> <li>• Implemented and ongoing</li> </ul>
<b>Appointments</b>	<ul style="list-style-type: none"> <li>• Consider capacity to acquire skills over reasonable time period in the selection of candidates</li> <li>• State development objectives and expectations in the Contract of Appointment</li> <li>• Stipulate time frames for growth and development</li> </ul>		HR/Faculties and Divisions	2019	<ul style="list-style-type: none"> <li>• SLA with improvement plan is developed.</li> <li>• Included in contracts but ongoing.</li> <li>• Stipulated in contracts but ongoing.</li> </ul>
<b>Job classification and grading</b>	<ul style="list-style-type: none"> <li>• Job content, classification, are reactive and not done on a regular basis.</li> </ul>		HR / ELG		<ul style="list-style-type: none"> <li>• Ongoing training of employees and managers on role profiling.</li> </ul>

Employment barriers identified as per S19 of EEA	Measures to eliminate in terms of S15(2)(a) of EEA	Financial cost	Responsibilities	Time frame	Any other considerations
<b>Remuneration and benefits</b>	<ul style="list-style-type: none"> <li>• Job content, classification, grading and remuneration are not aligned to the targets set by Higher Education and the General Market</li> </ul>				
<b>Job assignments</b>	<ul style="list-style-type: none"> <li>• Conduct workload assessment to ensure fair distribution of workload</li> <li>• Update job content classification, grading and remuneration process</li> </ul>		ELG	Ongoing	<ul style="list-style-type: none"> <li>• Ongoing training of employees and managers on role profiling</li> </ul>
<b>Work environment and facilities</b>	<ul style="list-style-type: none"> <li>• Provide improvements in access and facilities for PwDs on all campuses</li> </ul>		ADS/Operations	2019	<ul style="list-style-type: none"> <li>• Develop a programme to facilitate the access of PwDs</li> </ul>

<b>Training and development</b>	<ul style="list-style-type: none"> <li>Review current training and development policy</li> <li>Explore offering of extra-curricular programmes employees as part of employees tuition benefits</li> </ul>		HR/Line Managers		<ul style="list-style-type: none"> <li>Review current policy by MEC</li> </ul>
<b>Performance and evaluation systems</b>	<ul style="list-style-type: none"> <li>Change management intervention to ensure consistency in the application of performance management system</li> <li>Set and apply SMART performance indicators to individual performance contracts</li> <li>Set and apply developmental objectives in performance contracts</li> <li>Implement behavioural change management to ensure the application of fair performance management</li> </ul>		HR/Line Managers	Ongoing	<ul style="list-style-type: none"> <li>Implementation of Talent Management Strategy</li> <li>Ongoing training of employees and managers</li> </ul>
<b>Promotions</b>	<ul style="list-style-type: none"> <li>Review and develop a Talent Management planning policy and strategy for faculties and divisions</li> <li>Develop Promotions and Transfer Policy for support employees</li> <li>Implementation of AMDP programme for academics</li> </ul>		HR/ ELG	By end 2020	<ul style="list-style-type: none"> <li>Workforce planning per environment</li> </ul>
<b>Terms and Conditions of employment</b>	<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>				
<b>Transfers</b>	<ul style="list-style-type: none"> <li>Compile Promotions and Transfers policy for support employees</li> </ul>		HR/ELG	By end 2019	<ul style="list-style-type: none"> <li>Approval by MEC</li> </ul>
<b>Succession and experience planning</b>	<ul style="list-style-type: none"> <li>Review and develop a succession and career planning policy and strategy for faculties and divisions</li> <li>Implement career development programmes for support employees</li> <li>Develop guidelines for conditional appointments, secondments and job rotation</li> </ul>		HR/ELG	End 2019	<ul style="list-style-type: none"> <li>Approval by MEC</li> </ul>

<b>Disciplinary measures</b>	<ul style="list-style-type: none"> <li>Communicate and provide training on disciplinary code and procedure to all employees</li> </ul>		HR; Line Managers	Ongoing	<ul style="list-style-type: none"> <li>Due to the continuous appointment of managers and changing operational requirements, training is ongoing.</li> </ul>
<b>Dismissals</b>	No barriers identified				
Employment barriers identified as per S19 of EEA	Measures to eliminate in terms of S15(2)(a) of EEA	Financial cost	Responsibilities	Time frame	Any other considerations
<b>Retention</b>	<ul style="list-style-type: none"> <li>Promote mentoring and coaching for new and current employees, especially designated employees</li> <li>Create conducive working environment, both in terms of culture and resources</li> <li>Appropriate support structures in place for PwDs that encourage reasonable accommodation</li> <li>Attraction and retention strategy for black academics</li> </ul>		HR/Line Managers	2019	<ul style="list-style-type: none"> <li>Develop a strategy to monitor the mobility of designated employees.</li> <li>Ongoing</li> </ul>
<b>Corporate culture</b>	<ul style="list-style-type: none"> <li>Promote social inclusion and collegiality in the UJ culture</li> <li>Conduct Culture Survey bi-annually</li> <li>Establish a Leadership Development Programme utilising information from 360 degree survey</li> <li>Provide training on Employment Equity for senior managers</li> </ul>		HR/ ELG	Ongoing	<ul style="list-style-type: none"> <li>Focus group discussions conducted on all four campuses.</li> </ul>

## 5.2 Qualitative targets

The following UJ strategies in terms of S15 (2)(d)(ii) of the Act are outlined below:

	2018 actual	2019 target	2020 target	2021 target	Responsible MEC member
<b>KPA: An employment strategy for academic employees that builds proportions of black, women, disabled, and international employees</b>					
<b>114. Academic employees profile (permanent and fixed term) by race, gender, disability and national origin</b>	Black: 44.33%	Black: 44.5%	Black: 45.5%	Black: 47%	DVC Academic DVC Employees and Student Affairs
	Female: 48.65%	Female: 49%	Female: 49.5%	Female: 50%	DVC Academic DVC Employees and Student Affairs
	Disability: 1.18%	Disability: 1.5%	Disability: 1.5%	Disability: 1.75%	DVC Academic DVC Employees and Student Affairs
	<b>Strategies:</b> <ol style="list-style-type: none"> <li>1. UJ Council to achieve equitable representation in the workplace, and executive and senior line managers are performance-managed by means of annual key performance indicators to achieve these targets. UJ Council to achieve equitable representation in the workplace, and executive and senior line managers are performance-managed by means of annual key performance indicators to achieve these targets.</li> <li>2. <b>Headhunting</b>, as provided for in the UJ Resourcing Policy, is geared, designedly so, towards an active search, within the relevant sector, for persons from the designated groups; to support this process, reviews will be done of the available pool of suitably qualified people from designated groups, including the alumni, and membership of professional associations and bodies.</li> <li>3. Active compliance with section 20(3) (4) of the Employment Equity Act, to ensure that, in both the shortlisting and selection processes, the chairperson ensures that a determination of candidates who are <b>suitably qualified</b> includes reference not only to formal qualification prior learning and relevant experience, but also to “the capacity to acquire, within a reasonable period of time, the ability to do the job”.</li> <li>4. Employment contracts to be drawn up with persons from the designated groups who have been appointed on the basis of “the capacity to acquire the ability to do the job”, that detail the training and development that the institution and the individual commits to and the timelines for achievement of the stated goals.</li> <li>5. Post management in the respective environments where under-representation exists, to ensure that opportunities are created (through the disaggregation of vacant senior posts) for designated employees in particular to be appointed at junior levels to allow for the development of their potential, and to allow for promotion opportunities for designated employees.</li> </ol>				



115. No. of Associate Professors and Professors by race and gender	Black: 19.40% (52/268)	Black: 20%	Black: 20.5%	Black: 21%	DVC Academic DVC Employees and Student Affairs
	Female: 39.18% (105/268)	Female: 39.7%	Female: 41%	Female: 42%	DVC Employees and Student Affairs
	<b>Strategies:</b>  1. Accelerated Academic Mentorship Programme (AAMP) implemented, which will result in an increased number of designated promotions. Ongoing.				

	2018 actual	2019 target	2020 target	2021 target	Responsible MEC member
KPA: Recruitment, advancement and retention of academic employees towards GES					
116. Percentage attrition of employees in defined programmes (with PhD or in advancement programmes)		Less than 5%	Less than 5%	Less than 5%	DVC Employees and Student Affairs
	<b>Strategies:</b> 1. <b>Induction Programme</b> for new staff upon arrival and, in the case of persons from the designated groups, programmatic interventions by line managers, coordinated by HR, to ensure that barriers to continued employment are identified and addressed. 2. <b>Early warning system</b> for line managers, coordinated by HR, to recognise signals that indicate a desire from persons in the designated groups to seek employment elsewhere, and to counter such potential resignations through fit-for-purpose interventions. Buddy/mentoring system will be developed to manage designated employees. 3. <b>Mitigation of staff turnover</b> , particularly designated academic staff, through Key Performance Indicators in the performance contracts of senior line managers. 4. Payment of <b>retention allowances</b> to designated staff who have indicated a legitimate desire to leave the institution, in accordance with the approved <i>Recruitment and Retention Strategies</i> for academic and support and service staff. 5. Adequate and specialised support structures and procedures that promote and support reasonable accommodation.				
KPA: Outstanding academics (highest qualification)					
117. Proportion of permanent and fixed term instruction research personnel with PhD and Master's (or equivalent as UJ defined)	D (47.63%)	D (48%)	D 48.50%	D 50%	DVC Employees and Student Affairs
	M (43.23%)	M (43%)	M 42%	M 41%	DVC Employees and Student Affairs

**Strategies:**

1. Implement a **mentoring programme** for all new employees.
2. **Employees Qualifications Project** to provide support to and ensure that all academic employees, including employees from the designated groups, are appropriately qualified for their academic positions and to assist in their promotion.
3. **Next Generation Scholars Programme** for postgraduate students, which ensures academic employment at UJ for the participants upon completion of the doctoral qualification (80% of programme participants must be from the designated groups).
4. A programme of action in identified key academic disciplines that enables the early identification, already at undergraduate level, of talented designated individuals and their development and support to place them on an **academic career track** within the institution.
5. Implement **Accelerated Academic Mentorship** programmes to increase number of designated in senior academic positions of Associate Professor and Professor.
6. Implement development (NQF Level 1-5) programmes for support employees.
7. Develop **enabling leadership**
  - Implement Coaching programmes for leadership capacitation according to the UJ way
  - Develop capability in the area of change management to support the University's ability to adapt quickly and effectively to changing circumstances (employees and student leaders).
  - Conduct workshops focused on building the competencies needed to fulfil the leadership and management roles particular to UJ (employees and student leaders).
  - Develop and implement academic leadership programmes for HODs and aspiring academic managers.

	2018 actual	2019 target	2020 target	2021 target	Responsible MEC member
	55.3%	60%	60%	65%	DVC Employees and Student Affairs
<b>118. A fit-for-purpose working environment</b>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. An MEC <i>Transformation Committee</i>, reporting to the Vice-Chancellor, guides and coordinates the activities of the <i>Transformation Unit</i> to promote diversity in the institution, by means of an annual programme of action based on a Council-approved <b>Institutional Transformation Plan</b>.</li> <li>2. A biennial <b>Cultural Integration Survey</b> is conducted throughout the institution to gauge the culture index of the institution. This enables the executive management and the Council to take whatever remedial action is required to remove barriers to establish an environment of equal dignity and respect for all.</li> <li>3. Instilling a culture of Organisational Citizenship Behaviour by promoting cohesion, wellness and diversity. <ul style="list-style-type: none"> <li>• Craft a Campus Code of Conduct outlining the beliefs and the ways UJ wishes to lead, relate and interact with its employees, students and stakeholders.</li> <li>• Organisational citizenship behaviour infused into Transformation Plans of all divisions and faculties.</li> <li>• Create a stronger identification with UJ, its mission and how people contribute to the whole by actively increasing employees and student participation in institutional activities.</li> </ul> </li> <li>4. Annual budgeting for the provision of infrastructure that enables the progressive achievement of access for people with disabilities, based on annual access audits completed under the supervision of the <i>Committee for People with Disabilities</i>.</li> <li>5. <b>Gender-sensitive measures, based on a needs assessment</b>, that create a working environment that is enabling for women in particular to pursue careers at UJ and to exercise their maternal responsibilities (explore possibility of day-care centres; flexible working hours; meeting schedules; pre-natal leave).</li> </ol>				

## 6. PROCEDURES TO MONITOR AND EVALUATE THE IMPLEMENTATION OF THE PLAN

- Transformation forms part of the Executive Deans' and Executive Directors' key performance area (KPA) and will therefore be an item of evaluation in the annual performance appraisal.
- Each HOD will be required to discuss the progress on the relevant department's Employment Equity targets on a regular basis with Dean or Executive Director.
- All departmental targets will be monitored at Selection Committees and on a continuous basis by the IF and Transformation Committee. The IF and Transformation Committee also plays a role in

the review progress on targets at the Dean's Advisory Committee and the Faculty Board and relevant structures in support departments.

- All Selection Committees have an HR Business Partner serving on them to ensure that Employment Equity awareness is raised and dialogue developed on both the short- and long-term employment equity objectives of the department/faculty/research unit during every phase of the selection process.
- Employment Equity targets and progress made are reported annually to the Department of Labour.
- Institutional Climate Surveys will be conducted triennially. These surveys also assess the extent to which leadership of the institution ensures an inclusive environment for their employees
- Regular interaction and feedback will be solicited from structures representing experience of black academic staff.

Strategy	Action to be taken	Deadlines/Dates	Accountability
<ul style="list-style-type: none"> <li>• Relevant targets contained in this plan will continuously be included in the UJ 2025 strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Targets to be reviewed annually and driven from the top down.</li> <li>• Targets to be included as part of all managers Key Performance Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Annually and on-going</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-Chancellor</li> <li>• All Deputy Vice-Chancellors and Registrar</li> </ul>
<ul style="list-style-type: none"> <li>• Quarterly management reporting on numerical Employment Equity targets will be done.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of retention and attraction of black academics.</li> <li>• Annual review of policies, procedures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed annually and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-Chancellor</li> <li>• All Deputy Vice-Chancellors and Registrar</li> <li>• Executive Leadership Group</li> </ul>

## 7. DISPUTE RESOLUTION MECHANISMS

UJ's Grievance Procedure and agreed dispute resolution mechanism will continue to form a strong structure of dispute resolution arising as a result of the Employment Equity Plan.

## 8. SENIOR MANAGERS ASSIGNED TO MONITOR AND IMPLEMENT THE PLAN

UJ has assigned the Executive Director: Human Resources who will take responsibility for monitoring and implementing the employment equity plan. The ED will have the authority and means to perform this function and will take reasonable steps to ensure that management perform their duties with regard to employment equity.

### SIGNATURE OF THE VICE-CHANCELLOR & PRINCIPAL/ACCOUNTING OFFICER

#### Vice-Chancellor & Principal/Accounting Officer

I ----- (full Name) VC/Accounting Officer of the  
University of Johannesburg.

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

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

At place:-----

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Vice-Chancellor & Principal/Accounting Officer