

# EMPLOYMENT EQUITY PLAN 2022-2024



The Future  
Reimagined

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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 by eliminating 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 to identify barriers to, inter alia, the advancement of persons from designated groups.
- Develop and implement an EE Plan to 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 achieving 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 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 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 be to improve the recruitment of people living with disabilities and provide holistic reasonable accommodation and support to these employees.

In applying the 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 representativity 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 Management Executive Committee

- Human Resources and Ethics Committee of Council

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 identifying 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 of 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 conducting 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 the economically active population of South Africa**

African	Coloured	Indian	White	Male	Female
7,9%	7,7%	2,7%	3,8%	54,6%	44,4%

(Source: Statistics South Africa, 2019)

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

African	Coloured	Indian	White	Male	Female
81,2%	2,8%	3,4%	12,6%	56,1%	43,1%

(Source: Statistics South Africa, 2019)

Table 1: NATIONAL EAP BY POPULATION AND GENDER GROUPS				
MALE		FEMALE		TOTAL
African Male	42,7%	African Female	36,2%	78,9%
Coloured Male	5,3%	Coloured Female	4,4%	7,7%
Indian Male	1,7%	Indian Female	1,0%	2,7%
White Male	4,9%	White Female	3,8%	3,8%
TOTAL: 54,6%		TOTAL: 44,4%		100%

(Source: Statistics South Africa, 2019)



Table 2: Provincial EAP by Population and Gender Groups

GAUTENG	GENDER	AFRICAN	COLOURED	INDIA N	WHITE	TOT AL
	MALE	45,1%	1,4%	2,3%	7,0%	56,1 %
	FEMALE	36,1%	1,4%	1,1%	5,6%	43,9 %
	TOTAL	81,2%	2,8%	3,4%	12,6%	100 %

(SOURCE: Statistics South Africa (QLFS, Quarter 3, 2019)

#### Workforce Profile trend for the representation of Persons with Disabilities

Table 3: Representation of People with Disabilities from 2021 to 2023

2021	2022	2023
1%	1%	1.1%

The representation of Persons with Disabilities in the total workforce remained at 1% for the past three years. (20<sup>th</sup> Commission for Employment Equity Report 2019/2020)

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

#### The UJ employee headcount

The UJ employee headcount<sup>[1]</sup> was **4 312** as at 31 May 2021, comprising 3 946 (91.51%) permanent and 366 (8.49%) 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.

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



In respect of 2021, there has been an improvement in all of the equity categories generally reported on, as depicted in the table below:

BLACK (AIC) UJ EMPLOYEE PROFILE PER CATEGORY			
	2020	2021-05-31	% IMPROVEMENT
Overall Equity Profile	72,54%	75,58%	3,04%
Academic Equity Profile	41,82%	48,74%	6,92%
Support/Services Equity Profile	84,20%	86,84%	2,64%
Senior Management Profile	50,00%	72,73%	22,73%

### 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 2021-05-31

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

OCCUPATIONAL LEVEL	Female				Male				Foreign National		TOTAL
	A	C	I	W	A	C	I	W	Female	Male	
Top Management	2		1	1	2		1	1			8
Senior Management	19	6	19	46	24	9	10	54	12	43	242
Prof Qualified and Experienced Specialist and Mid-Management	127	34	57	174	139	14	34	137	29	97	842
Skilled, Academic, Jr Mgmt, Supervisors, Foremen and Supts	353	82	94	199	365	28	32	85	31	47	1316
Semiskilled and Discretionary Decision Making	225	50	14	63	321	8	2	26	2	1	712
Unskilled and Defined Decision Making	563	3		1	619	2		2	2		1192
<b>TOTAL PERMANENT</b>	<b>1289</b>	<b>175</b>	<b>185</b>	<b>484</b>	<b>1470</b>	<b>61</b>	<b>79</b>	<b>305</b>	<b>76</b>	<b>188</b>	<b>4312</b>
Temporary Employee	1346	108	112	419	946	52	88	291	261	513	4136
<b>GRAND TOTAL</b>	<b>2635</b>	<b>283</b>	<b>297</b>	<b>903</b>	<b>2416</b>	<b>113</b>	<b>167</b>	<b>596</b>	<b>337</b>	<b>701</b>	<b>8448</b>

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

Workforce profile for people with disabilities ONLY											
OCCUPATIONAL LEVEL	Female				Male				Foreign National		TOTAL
	A	C	I	W	A	C	I	W	Female	Male	
Top Management											
Senior Management					1			2			3
Prof Qualified and Experienced Specialist and Mid-Management	1			3	2			3		2	11
Skilled, Academic, Jr Mgmt, Supervisors, Foremen and Supts	2	2		3	2	1	1	1	1		13
Semiskilled and Discretionary Decision Making	1	1		3	2			2			9
Unskilled and Defined Decision Making	1				6						7
<b>TOTAL PERMANENT</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>43</b>
Temporary Employee	10		1	4	6			3	2		26
<b>GRAND TOTAL</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>69</b>

### 2.1.3 Over- and under-representation

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

TIMEFRAMES (e.g.)		OBJECTIVES
<b>YEAR 1</b>	1 January 2022 to 31 December 2022	<b>SENIOR MANAGEMENT:</b> To achieve the Gauteng EAP target, the focus on Senior management is to <ul style="list-style-type: none"> <li>• Increase African Males by 3</li> <li>• Increase African Females by 2</li> </ul>

		<p>An average of 5 staff members in academia get promoted in Year 1 An average of 6 staff members retires in Year 1</p> <p><b>PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS AND MID-MANAGEMENT:</b> To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 12</li> <li>• Increase African Females by 7</li> </ul> <p>An average of 17 staff members get promoted in Year 1 An average of 9 staff members retires in Year 1</p> <p><b>SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MANAGEMENT, SUPERVISORS, FOREMEN, AND SUPERINTENDENTS:</b> To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 19</li> <li>• Increase African Females by 3</li> </ul> <p>An average of 12 staff members retires in Year 1</p> <p><b>SEMI-SKILLED AND DISCRETIONARY DECISION MAKING:</b> To achieve the Gauteng EAP target the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Females by 3</li> <li>• The other categories indicated insignificant underrepresentation</li> </ul> <p>An average of 9 staff members retires in Year 1</p> <p><b>UNSKILLED AND DEFINED DECISION MAKING:</b> No specific variance between the Gauteng EAP target and the UJ 2021 actuals and therefore no changes are foreseen. An average of 12 staff members retires in Year 1</p>
<b>YEAR 2</b>	1 January 2023 to 31 December 2023	<p><b>SENIOR MANAGEMENT:</b> To achieve the Gauteng EAP target, the focus on Senior management is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 3</li> <li>• Increase African Females by 2</li> </ul> <p>An average of 5 staff members in academia get promoted in Year 2 An average of 6 staff members retires in Year 2</p>

		<p><b>PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS AND MID-MANAGEMENT:</b> To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 12</li> <li>• Increase African Females by 7</li> </ul> <p>An average of 17 staff members get promoted in Year 2 An average of 9 staff members retires in Year 2</p> <p><b>SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MANAGEMENT, SUPERVISORS, FOREMEN, AND SUPERINTENDENTS:</b> To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 19</li> <li>• Increase African Females by 3</li> </ul> <p>An average of 12 staff members retires in Year 2</p> <p><b>SEMI-SKILLED AND DISCRETIONARY DECISION MAKING:</b> To achieve the Gauteng EAP target the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Females by 3</li> <li>• The other categories indicated insignificant underrepresentation</li> </ul> <p>An average of 9 staff members retires in Year 2</p> <p><b>UNSKILLED AND DEFINED DECISION MAKING:</b> No specific variance between the Gauteng EAP target and the UJ 2021 actuals and therefore no changes are foreseen. An average of 12 staff members retires in Year 2</p>
<b>YEAR 3</b>	1 January 2024 to 31 December 2024	<p><b>SENIOR MANAGEMENT:</b></p> <p>To achieve the Gauteng EAP target, the focus on Senior management is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 2</li> <li>• Increase African Females by 1</li> </ul> <p>An average of 5 staff members in academia get promoted in Year 3 An average of 6 staff members retires in Year 3</p> <p><b>PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS AND MID-MANAGEMENT:</b></p>

		<p>To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 12</li> <li>• Increase African Females by 7</li> </ul> <p>An average of 17 staff members get promoted in Year 3 An average of 9 staff members retires in Year 3</p> <p><b>SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MANAGEMENT, SUPERVISORS, FOREMEN, AND SUPERINTENDENTS:</b></p> <p>To achieve the Gauteng EAP target, the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Males by 19</li> <li>• Increase African Females by 3</li> </ul> <p>An average of 12 staff members retires in Year 3</p> <p><b>SEMI-SKILLED AND DISCRETIONARY DECISION MAKING:</b></p> <p>To achieve the Gauteng EAP target the focus in this category is to</p> <ul style="list-style-type: none"> <li>• Increase African Females by 3</li> <li>• The other categories indicated insignificant underrepresentation</li> </ul> <p>An average of 9 staff members retires in Year 3</p> <p><b>UNSKILLED AND DEFINED DECISION MAKING:</b></p> <p>No specific variance between the Gauteng EAP target and the UJ 2021 actuals and therefore no changes are foreseen. An average of 12 staff members retires in Year 3</p>
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**\*The focus is more on Africans because they showed a high level of underrepresentation.**

#### f) People with Disabilities

The WHO stipulates that disabilities have three dimensions:

- **Impairment** in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
- **Activity limitation**, such as difficulty seeing, hearing, walking, or problem-solving.
- **Participation restrictions** in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

This description is an all-inclusive description that covers a wide range of disorders and impairments which has been adopted by UJ and provisions have been made for this in the UJ Policy for People with Disabilities.

The target set for academic and research staff with a disability was 16, and the total recorded was 15. The total number of staff with disabilities in the institution is 45, representing 1,04% of the total staff complement. This number is still below the economically active population target of 3% drawn from the Gauteng statistics, against which the institution benchmarks.

Academic staff profile (permanent and fixed term) by race, gender, disability and national origin in numbers	Black: 34% (345)	47,1% (619/1313)	629	625 48% (625/1303)	635 48,7% (635/1303)	50%
	Female: 44.4% (454)	49,0% (643/1313)	650	629 48,3% (629/1303)	635 48,7% (635/1303)	52%
	Disability: 0.66% (9)	1,1% (14/1313)	16	15 1,2% (15/1303)	18 1,4% (18/1303)	20%
	International: 11.7% (122)	17,9% (235/1313)	239	17,7% (231/1303)	17,7% (231/1303)	20%

It is strongly suspected that there is an underreporting of staff with disabilities which can be explained as follows:

- Staff with disabilities may be resistant to disclosing their disabilities as a result of fear of discrimination.
- These staff members may not need any UJ assistance, so there is no incentive to disclose their disabilities.
- Although there may be a record of staff who disclosed their disabilities during the recruitment and on-boarding process, many staff may have developed a disability subsequent to their employment but may not have disclosed this.

People with disabilities are now at 1,04%, which is not far from the 1,5% 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 nation's economic hub, and competes for skills with other higher education institutions in the province and with government and the private sector.

The Human Resources Department has partnered up with recruitment agencies that specialise in people with disabilities.

There is currently a learnership for the unemployed, which includes people with disabilities. The intention is to absorb them into the University.

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 identify 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	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS  (PLEASE PROVIDE NARRATION)  (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES  (PLEASE PROVIDE NARRATION)  (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Recruitment procedures	✓	✓	✓	<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</li> </ul>	<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 in each area</li> </ul>	2021 continuous	2024	Resourcing unit

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>  (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>  (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				to stated EE goals and targets in the EE Plan				
Advertising positions			✓	<ul style="list-style-type: none"> <li>UJ advertises not geared towards people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Review and enhance the UJ recruitment tracking system to allow for accommodation of PwD</li> <li>Human Resources Department has partnered up with a recruitment agency which specialises in people with disabilities</li> <li>There is currently a learnership for the unemployed which includes people with disabilities. The intention is to absorb them into the University</li> </ul>	2021 and on-going		HR/ Transformation Unit/Office: People with Disabilities and Wellness Office

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (PLEASE PROVIDE NARRATION)	AFFIRMATIVE ACTION MEASURES (PLEASE PROVIDE NARRATION)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
Selection criteria				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>	<ul style="list-style-type: none"> <li>A differentiated interview technique for semi-skilled staff</li> </ul>	2021 and on-going		HR / Transformation Division
Appointments				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>		2021 and on-going		HR/Faculties and Divisions
Job classification and grading				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>		2021 and on-going		HR / ELG

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (PLEASE PROVIDE NARRATION)	AFFIRMATIVE ACTION MEASURES (PLEASE PROVIDE NARRATION)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
Remuneration and benefits				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>				
Terms & conditions of employment			✓	<ul style="list-style-type: none"> <li>Employees at lower levels to be better informed regarding the conditions of services of the University</li> </ul>	<ul style="list-style-type: none"> <li>Induction and 'on-boarding sessions' to focus more on employees within lower grades who do not necessarily have access to all the information</li> </ul>	2022	2024	Human Resources – Organisational development
Work environment and facilities			✓	<ul style="list-style-type: none"> <li>Language barrier</li> <li>Computer Literacy</li> <li>No access to computers</li> </ul>	<ul style="list-style-type: none"> <li>Populate working areas with computers, to ensure there is access for lower-level staff members to use computers</li> </ul>	2021	2024	Training and Development ICS
Training and development			✓	<ul style="list-style-type: none"> <li>Lower-level staff members have no access to computers</li> </ul>	<ul style="list-style-type: none"> <li>Train lower-level staff members on utilising the computer</li> <li>Encourage lower-level staff members to register for courses to improve languages</li> </ul>	2021	2024	Human Resources Training and Development
Performance and evaluation			✓	<ul style="list-style-type: none"> <li>System semi-manual for lower peronmes levels</li> </ul>	<ul style="list-style-type: none"> <li>Ensure access to systems and monitor compliance for all employees</li> </ul>	2022	2024	Human Resources – Organisational Development

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
Succession & experience Planning			✓	<ul style="list-style-type: none"> <li>More focus is required in terms of the monitoring of designated employees</li> </ul>	<ul style="list-style-type: none"> <li>Implement more comprehensive talent management and strategy</li> </ul>	2022	On-going	
Disciplinary measures			✓	<ul style="list-style-type: none"> <li>Lack of understanding disciplinary code and procedure</li> </ul>	<ul style="list-style-type: none"> <li>Train union representatives on the disciplinary procedure and code</li> </ul>	2022	On-going	Employee Relations

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
					<ul style="list-style-type: none"> <li>Send circulars to staff on different topics pertaining to discipline in the workplace</li> <li>Develop training material on the Disciplinary Code and Procedure and sensitise all the employees accordingly</li> </ul>			
Retention of designated groups			✓	<ul style="list-style-type: none"> <li>Promote mentoring and coaching for new and current employees, specially designated employees</li> <li>Create a conducive working environment, both in terms of culture and resources</li> <li>Appropriate support structures in place for PwDs that encourage reasonable accommodation</li> </ul>	<ul style="list-style-type: none"> <li>Over-arching talent management framework should clearly outline succession and retention strategies to ensure designated academics are retained and advance to higher levels within the Institution</li> </ul>	2022	On-going	Human Resources – Organisational Development and Human Resources Business partnering

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
Corporate culture			✓	<ul style="list-style-type: none"> <li>Potential culture of bullying, discrimination, gender parities, human rights infringements, potential lack of trust and diversity (religion and isms)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a culture survey</li> <li>Conduct a 360-degree assessment</li> <li>Provide training on Employment Equity for senior managers</li> <li>Establish a Leadership Development Programme utilising</li> </ul>	2021	2022	Transformation



CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS  (PLEASE PROVIDE NARRATION)  (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES  (PLEASE PROVIDE NARRATION)  (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					information from the 360-degree survey <ul style="list-style-type: none"> <li>• Implement the UJ Bullying, Harassment, Sexual Harassment and Rape Policy</li> <li>• Implement an Anti-Xenophobia Policy</li> <li>• Implement online Ethics training</li> </ul>	2021	2024	
Reasonable accommodation				<ul style="list-style-type: none"> <li>• No barriers identified</li> </ul>				
HIV&AIDS prevention and wellness programmes			✓	<ul style="list-style-type: none"> <li>• Due to COVID-19 and lockdown restrictions, HIV testing services (mass testing), the distribution of barrier methods, and screening of students and staff for STIs and TB were impacted. Additionally, the decision to conduct classes online and remote working implied that more students and staff are available remotely</li> </ul>	<ul style="list-style-type: none"> <li>• The use of digital marketing to promote campaigns and encourage conversation increased our "followers' online presence, especially during the lockdown</li> <li>• Online health screening tools for TB, HIV, STIs, substance abuse, gender-based violence, safe sex, unplanned pregnancy and contraception and mental health were compiled to allow</li> </ul>			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS  (PLEASE PROVIDE NARRATION)  (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES  (PLEASE PROVIDE NARRATION)  (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				and have less access to contact services available on campus • The national lockdown instituted by the South African Government in light of the COVID-19 pandemic has had some unsolicited and unintended consequences, some of which include increased rates of Gender-based violence. Women and other marginalised groups, such as children and the LGBTI+	students and staff to do self-screening if they felt they might be at risk concerning any of these health promotion issues. This also assisted in avoiding any unnecessary burden of primary health care services • A comprehensive social media plan was compiled for daily topics to address health promotion (COVID-19, mental health, and Sexual Reproductive Health), women empowerment, "men's health and LGBTI+ (Safe Zone) wellness.			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS  (PLEASE PROVIDE NARRATION)  (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES  (PLEASE PROVIDE NARRATION)  (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				<p>community, who found themselves involuntarily stuck with their abuser, not safe, threatened, abused and even killed did not know who to call or where to go during the difficult time.</p> <ul style="list-style-type: none"> <li>Additionally, Covid-19 related risky behaviour such as hook-ups (young people using social media platforms to meet at public places with strangers for sex), the availability of home-brewed alcohol and drug abuse increased during the lockdown period, especially on digital platforms.</li> <li>Subsequently, lockdown restrictions highlighted the plight of the LGBTI+ "students' issues of homelessness and poverty, which impacted their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>An annual calendar with themes for each month was compiled for each program. Furthermore, each program has a WhatsApp group to facilitate communication and access.</li> <li>A partnership with Student Affairs was established to facilitate online dialogues and training for students at residences using different social media platforms such as WhatsApp and Teams. The collaboration yielded positive results as more and more residences are implementing this approach to create awareness of risky behaviour and advertise services available across campuses</li> <li>Marketing of HIV testing services was increased on social media platforms such as U-Link, Facebook and WhatsApp groups, which is more accessible to students, and frequent reminders are posted for students on- and off-campus</li> <li>The University is exploring the possibility of availing</li> </ul>			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
					HIV self-testing services at residences with strict risk mitigation, such as students testing in a controlled environment. They can be monitored when viewing the result and linked to care if required.			
Assigned senior manager(s) to manage EE implementation				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>				

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS <i>(PLEASE PROVIDE NARRATION)</i>	AFFIRMATIVE ACTION MEASURES <i>(PLEASE PROVIDE NARRATION)</i>	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE	(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	(briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	START DATE	END DATE	
Budget allocation in support of employment equity goals				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>				
Time off for employment equity consultative committee to meet				<ul style="list-style-type: none"> <li>No barriers identified</li> </ul>				

**4. WORKFORCE NUMERICAL GOALS AND TARGETS**

- Quantitative targets will be provided in various formats tracking the movement per occupational level for each year starting January 2022 to December 2024. This will allow one to track what is happening on each occupational level.
- The overall institutional Plan for all occupational levels for each year starting January 2022 to December 2024 will allow a total view of the institutional profile for all occupational levels.

3. Targets for Employees with Disabilities will be reflected per occupational level for each year starting January 2022 to December 2024.

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 the performance of the incumbent.
- Retirements
- Attrition trends
- Structural changes influence 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.
- Promotion projections for academic employees.
- Vacant posts
- Competition for certain skills from the private sector.
- The available labour market pool, especially for academic posts in certain disciplines.
- Past progress made in meeting EE targets.
- Changes that will result due to planned restructuring.
- Only those future posts, which are guaranteed, have been included in the plans. Plans will be updated as and when posts are approved and allocated.
- UJ's new strategy on the Fourth Industrial Revolution.

## 4.2 NUMERICAL GOALS

Numerical goals must include the entire workforce profile, and **NOT** the difference that is projected to be achieved by the end of this EE Plan. Below are two tables on numerical goals, one covering all employees, including people with disabilities, and the other covering people with disabilities **ONLY**.

Start date: ...1 January 2024..... End date: .....31 December 2024.....  
 DD / MM / YYYY DD / MM / YYYY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	0	1	0	2	0	0	1	0	0	7
Senior management	32	9	10	54	24	6	19	46	43	12	255
Professionally qualified and experienced	175	14	34	137	148	34	57	174	97	29	899



specialists and mid-management												
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	422	28	32	85	380	82	94	199	47	31	1400	
Semi-skilled and discretionary decision making	321	8	2	26	233	50	14	63	0	2	1720	
Unskilled and defined decision making	619	2	0	2	563	3	0	1	0	2	1192	
<b>TOTAL PERMANENT</b>	<b>1572</b>	<b>61</b>	<b>79</b>	<b>304</b>	<b>1350</b>	<b>175</b>	<b>184</b>	<b>484</b>	<b>188</b>	<b>76</b>	<b>4473</b>	
Temporary employees	946	52	88	291	1346	108	112	419	513	261	4136	
<b>GRAND TOTAL</b>	<b>2518</b>	<b>113</b>	<b>167</b>	<b>595</b>	<b>2696</b>	<b>283</b>	<b>296</b>	<b>903</b>	<b>701</b>	<b>337</b>	<b>8609</b>	

#### 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	2	0	0	2	2	0	0	0	0	0	6
Professionally qualified and experienced specialists and mid-management	3	0	0	3	2	0	0	3	0	2	13
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	1	1	1	2	2	0	3	1	0	14
Semi-skilled and discretionary decision making	2	1	0	2	2	1	0	3	0	0	11

Unskilled and defined decision making	6	0	0	0	5	0	0	0	0	0	11
<b>TOTAL PERMANENT</b>	16	2	1	8	13	3	0	9	1	2	55
Temporary employees	9	0	0	3	10	2	2	4	3	1	34
<b>GRAND TOTAL</b>	25	2	1	11	23	5	2	13	4	3	89

<b>YEAR 1:</b>	
Start date: .....01.JANUARY 2022.. DD / MM / YYYY	End date: .....31 DECEMBER 2022..... DD / MM / YYYY

#### 4.1 Employment Equity Plan for period 1 January 2022 to 31 December 2022

##### 4.1.1 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	
Top management	3	0	1	0	2	0	0	1	0	0	7
Senior management	27	9	10	54	21	6	19	46	43	12	247
Professionally qualified and experienced specialists and mid-management	151	14	34	137	134	34	57	174	97	29	861
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	384	28	32	85	362	82	94	199	47	31	1344
Semi-skilled and discretionary decision making	321	8	2	26	228	50	14	63	1	2	715

Unskilled and defined decision making	619	2	0	2	563	3	0	1	0	2	1192
<b>TOTAL PERMANENT</b>	1505	61	79	304	1310	175	184	484	188	76	4366
Temporary employees	946	51	88	291	1346	108	112	419	513	261	4136
<b>GRAND TOTAL</b>	2451	113	167	595	2656	283	296	903	701	337	8502

#### 4.1.2. 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	1	0	0	2	0	0	0	0	0	0	3
Professionally qualified and experienced specialists and mid-management	2	0	0	3	1	0	0	3	0	2	11
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2	1	1	1	2	2	0	3	1	0	13
Semi-skilled and discretionary decision making	1	1	0	2	2	1	0	3	0	0	10
Unskilled and defined decision making	6	0	0	0	5	0	0	0	0	0	11
<b>TOTAL PERMANENT</b>	12	2	1	8	10	3	0	9	1	2	48
Temporary employees	6	0	0	3	10	0	1	4	2	1	27
<b>GRAND TOTAL</b>	18	2	1	11	20	3	1	13	3	3	75

NUMERICAL TARGET: YEAR 2			
Start date:	01 JANUARY 2023.....	End date: .....	31 DECEMBER 2023...
	DD / MM / YYYY		DD / MM / YYYY

**Numerical targets, including people with disabilities**

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	0	0	0	2	0	0	1	0	0	7
Senior management	30	9	10	54	23	6	19	46	43	12	252
Professionally qualified and experienced specialists and mid-management	163	14	34	137	141	34	57	174	97	29	880
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	403	28	32	85	371	82	94	199	47	31	1372
Semi-skilled and discretionary decision making	321	8	2	26	232	50	14	63	1	2	719
Unskilled and defined decision making	619	2	0	2	563	3	0	1	0	2	1192
<b>TOTAL PERMANENT</b>	<b>1539</b>	<b>61</b>	<b>79</b>	<b>304</b>	<b>1332</b>	<b>175</b>	<b>184</b>	<b>484</b>	<b>188</b>	<b>76</b>	<b>4422</b>
Temporary employees	946	52	88	291	1346	108	112	419	513	261	4136
<b>GRAND TOTAL</b>	<b>2485</b>	<b>113</b>	<b>167</b>	<b>595</b>	<b>2678</b>	<b>283</b>	<b>296</b>	<b>903</b>	<b>701</b>	<b>337</b>	<b>8558</b>

**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	2	0	0	2	0	0	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	2	0	0	3	3	0	0	3	0	2	13
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2	1	1	1	2	2	0	3	1	0	13
Semi-skilled and discretionary decision making	2	1	0	2	2	1	0	3	0	0	10
Unskilled and defined decision making	6	0	0	0	5	0	0	0	0	0	11
<b>TOTAL PERMANENT</b>	14	2	1	8	12	3	0	9	1	2	51
Temporary employees	8	0	0	3	10	2	1	4	2	1	31
<b>GRAND TOTAL</b>	22	2	1	11	22	5	1	13	3	3	82

**4.4 Employment Equity Plan for period 1 January 2022 to 31 December 2022**

**4.4.1 Numerical targets, representing sexual orientation and youth as recommendations from the Department of Women, Youth and Person with Disabilities: Gender-based Violence and Femicide National Strategic Plan (GBVF-NSP)**



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

### 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.

### 5.1 Qualitative targets

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

	2021 actual	2022 target	2023 target	2024 target	Responsible MEC member
<b>KPA: An employment strategy for academic employees that builds proportions of black persons, women, disabled, and international employees</b>					
<b>114. Academic employees profile (permanent and fixed-term) by race, gender, disability and national origin</b>	Black: 47,1%	Black: 48%	Black: 48,7%	Black: 50%	COO
	Female: 49%	Female: 48,3%	Female: 48,7%	Female: 52%	COO
	Disability: 1,18%	Disability: 1,2%	Disability: 1,4%	Disability: 2%	COO
	<b>Strategies:</b>				
	<ol style="list-style-type: none"> <li>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. Duplication</li> <li><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>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</li> </ol>				

	<p>prior learning and relevant experience but also to “the capacity to acquire, within a reasonable period of time, the ability to do the job”.</p> <p>4. Employment contracts to be drawn up with persons from the designated groups who have been appointed based on “the capacity to acquire the ability to do the job”, that detail the training and development that the institution and the individual commit to and the timelines for achievement of the stated goals.</p> <p>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.</p>				
415. No. of Associate Professors and Professors by race and gender	Black: 22,9%	Black: 23,8%	Black: 24,7%	Black: 30%	DVC Academic COO
	Female: 37%	Female: 37,5%	Female: 39,2%	Female: 45%	COO
	<b>Strategies:</b> 1. Accelerated Academic Mentorship Programme (AAMP) implemented, which will result in an increased number of designated promotions. On-going.				

	2021 actual	2022 target	2023 target	2024 target	Responsible MEC member
<b>KPA: Recruitment, advancement and retention of academic employees towards GES</b>					
416. Percentage attrition of employees in defined programmes (with PhD or in advancement programmes)		Less than 5%	Less than 5%	Less than 5%	COO
	<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.				
<b>KPA: Outstanding academics (highest qualification)</b>					
447. The proportion of permanent and fixed-term instruction research personnel with PhD and Master's (or equivalent as UJ defined)	D 48,8%	D 50,4%	D 50,8%	D 65%	COO
	M 43,7%	M 42,1%	M 42,1%	M 30%	COO
	<b>Strategies:</b> <ol style="list-style-type: none"> <li>1. Implement a <b>mentoring programme</b> for all new employees.</li> <li>2. <b>Employees Qualifications Project</b> 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.</li> <li>3. <b>Next Generation Scholars Programme</b> 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).</li> <li>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 <b>academic career track</b> within the institution.</li> <li>5. Implement <b>Accelerated Academic Mentorship</b> programmes to increase the number of designated candidates in senior academic positions of Associate Professor and Professor.</li> <li>6. Implement development (NQF Level 1-5) programmes for support employees.</li> <li>7. Develop <b>enabling leadership</b> <ul style="list-style-type: none"> <li>• Implement Coaching programmes for leadership capacitation according to the UJ way.</li> <li>• 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).</li> <li>• Conduct workshops focused on building the competencies needed to fulfil the leadership and management roles particular to UJ (employees and student leaders).</li> <li>• Develop and implement academic leadership programmes for HODs and aspiring academic managers.</li> </ul> </li> </ol>				

	2021 actual	2022 target	2023 target	2024 target	Responsible MEC member
	55,3%	60%	60%	65%	COO

<p><b>148. A fit-for-purpose working environment</b></p>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. A 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> create a working environment that enables women, particularly, to pursue careers at UJ and to exercise their maternal responsibilities (explore the possibility of day-care centres; flexible working hours; meeting schedules; pre-natal leave). In addition, the University has drafted a Gender Equity Framework to be implemented once the UJ council has approved it.</li> </ol>
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## 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 evaluation item in the annual performance appraisal.
- Each HOD will be required to discuss the progress on the relevant department's Employment Equity targets regularly with the Dean or Executive Director.
- All departmental targets will be monitored at Selection Committees and continuously 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 the 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 on-going</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-Chancellor</li> <li>• All Deputy Vice-Chancellors and Registrar Executive Leadership</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 performs its 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