Tshwane University of Technology

TUT EE PLAN

2011-2015

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1. EXECUTIVE SUMMARY OF THE TUT EE PLAN

The TUT has embarked on an irreversible process to implement the provisions of the Employment equity Act, 1998 (act. No. 55 of 1998) and other discrimination legislations. In 2009-2010 an extensive consultation and discussion process was followed by TUT with all interest groups, including organized labour and relevant committee structures in order to ensure that the process is fully inclusive and transparent. As a result of this process, the Employment Equity Plan 2011-2015 was developed indicating the goals and timetables for the implementation of Equity and Affirmative Action measures at TUT.

Apart from the statutory planning framework to be formulated as expected by the Employment Equity Act, the TUT also recognized the need to formulate an Employment Equity Plan for the purpose of directing the managerial implementation strategic goals in a coherent institutional effort over the next four to five years, hence the development of the Employment Equity Plan 2011-2015.

The Tshwane University of technology commits itself to the principle of the "Right to equality", which is entrenched in the South African Constitution. The institution therefore commits itself to this principle through the adoption and implement of the Employment Equity Plan 2011-2015 is to outline and guide the TUT commitment to Employment Equity as per the EEA, no.55 of 1998, and to outline general means by which an Employment Equity objectives and strategies will be achieved.

In fulfilling this plan, TUT will focus on the following key areas:

A. QUALITATIVE (BARRIERS AND AFFIRMATIVE ACTION MEASURES)

The main purpose of this area is to identify barriers within the institution, and formulate actions and measures to eliminate those barriers there is also a timeframe factor attached to these measures.

B. QUANTITATIVE (NUMERICAL GOALS)

The area is to focus on achieving equitable representation of suitably qualified people from all designated groups (including people with disabilities within each occupational category of the workforce).

C. INSTITUTIONAL PROJECTS TO HELP ATTAIN THE NUMERICAL GOALS

This area will focus more attention on development, internships and "GOOT" Growing Your Own Timber projects at all academic and support staff levels. It is further recommended that in this area senior professors should also be identified with the view of serving as role models for and as mentors to students.

D. MONITORING AND EVALUATION OF THE PLAN

This area focuses on the reporting of progress made it achieving the objectives and the goals of the plan. The area also states the responsible line managers, as well as different stakeholders for accounting for the implementation of Employment Equity Measures.

2. STATEMENT OF COMMITMENT BY EXECUTIVE MANAGEMENT COMMITTEE OF TUT.

This statement of commitment endorsed by the management of the Tshwane University of Technology reflects the earnest intention of the institution to achieve and maintain substantive and sufficient staff diversity in line with the Employment Equity Policy.

The Tshwane University of Technology is committed to the pursuit of excellence in all its endeavors to this extent , is no less important in ensuring that the University's workforce brings a full range of backgrounds and perceptive to be in addressing its teaching and learning, research and community engagement responsibility.

Furthermore, the University management endorses constitutive principles relating to Employment Equity and staff diversity and the value statements as in 4.2.1 (P.12).

3. DEFINITIONS OF EMPLOYMENT EQUITY AND ACRONYMS

In this document, unless otherwise indicated –

"affirmative action measures" means measures promoting employment equity, such as the identification and removal of barriers, the promotion of diversity, the making of reasonable accommodation for staff in designated groups, and the retaining, training and development of staff to ensure that suitably qualified persons in designated groups have equal job opportunities and are equitably represented in all occupational categories;

"black" means any person of colour, including African, Coloured and Asian persons;

"designated employer" means an employer who employs 50 or more staff members;

"designated groups" means blacks, women and persons with disabilities;

"employment equity" means equal job opportunities that enhance the spirit of transformation by means of a commitment to equity, efficiency and effectiveness in the workplace;

"foreign national" means a national from a country other than South Africa, who possesses a work permit to enable him or her to obtain employment in the South African workplace

"preference categories" means categories of members of designated groups that need special preferential treatment when appointments and promotions are made;

"suitably qualified person" means a person suitably qualified for a job as a result of any one of or a combination of that person's formal qualifications, prior learning, relevant experience; and potential capacity;

"TUT" means the Tshwane University of Technology, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No.   101 of 1997), as amended; and

"University" means the Tshwane University of Technology, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

3.1. Affirmative Action Measures

The Employment Equity Act 1998 defines Affirmative Action measures as measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer.

3.2. Discrimination

Discrimination means any act of omission, including a policy, law, rule, practice, condition or situation which directly or indirectly –

(a) Impose burdens, obligations or disadvantage on; or
(b) Withholds benefits, opportunities or advantages from any persons on one or more of the prohibited grounds.

(a) Direct Discrimination

Direct discrimination is treating someone unfairly or unequally simply because they belong to a particular group of people. For example, an employer refuses to interview someone for a job solely because she is a woman.

(b) Indirect Discrimination

Indirect discrimination results where a requirement (a rule, policy, practice or procedure) is the same for everyone, but has an equal or disproportionate effect on a particular group. This type of requirement must be 'reasonable having regard to the circumstances 'or it is likely to be indirect discrimination regardless of whether there is any intention to discriminate.

For example, an employer may need to reduce staff and decide to make part time staff redundant. However, the majority of part time staff are women. This would be indirect sex discrimination if any or all of the part time female employees could show the policy was unreasonable, that is, there were reasonable alternative policies to adopt.

3.3. Equality/Equity

The terms equality and equity are used as synonyms. Equality includes the full and equal enjoyment of rights and freedoms as contemplated in the Constitution of the Republic of South Africa, 1996, and includes *de jure* and *de facto* and also equality in terms of outcomes.

Equality refers not to treating people equally, but treating people fairly and is based on the assumption that people start from different positions of advantage.

3.4. Equal Employment Opportunity

Employment equity refers to the right to be considered for a job for which one is skilled and qualified. It is the chance to compete with others and not be denied fair access to all job related opportunities such as staff development and training, promotion and reclassification, acting in higher position, childcare, a suitable working environment for the people with disabilities, and a harassment-free work environment.

3.5. Employment Equity Groups

Employment Equity Groups are people who over time and in the present have experienced common disadvantages in employment in relation to their sex or background and who are targeted for measures to remedy their disadvantage. The identification of Employment Equity groups follows from legislative provisions, and TUT Employment Equity Groups are: women, black persons, and persons with disabilities (PWD).

3.6. Employment Policy or Practice

An employment policy or practice includes, but is not limited to –

(a)   recruitment procedures, advertising and selection criteria;
(b)   appointments and the appointment process;
(c)   job classification and grading;
(d)   remuneration, employment benefits and terms and conditions of employment;
(e)   job assignments;
(f)   the working environment and facilities;
(g)   training and development;
(h)   performance evaluation systems;
(i)   promotion;
(j)   transfer;
(k)   demotion;
(l)   disciplinary measures other than dismissal; and
(m)   dismissal.

3.7. Family Responsibility

Family responsibility means responsibility in relation to a complainant's spouse, partner, dependent, child or other members of his or her immediate family in respect of whom the member is liable for care and support.

3.8. Family Status

Family status includes membership in a family and the social, cultural and legal rights and expectations associated with such status.

3.9. Harassment

Harassment means unwanted conduct which is persisted or serious and demeans, humiliates or creates a hostile or intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and which is related to –

(a)   Sex, gender or sexual orientation; or
(b)   A person's membership or presumed membership of a group identified by one or more of the prohibited grounds or a characteristic associated with such group.

3.10. HIV/AIDS Status

HIV/AIDS status includes actual or perceived presence in a person's body of the Human Immunodeficiency Virus (HIV) or symptoms of Acquired Immune Deficiency Syndrome (AIDS), as well as adverse assumptions based on this status.

3.11. Line Managers

This term is used to cover all supervisors including Deputy Vice-Chancellors/Vice-Rectors/Registrators, Executive Deans/Chief Directors, Heads of Departments, Heads of Centers, Directors or Managers of Administrative Directorates or Units.

3.12. Marital Status

Marital status includes the status or condition of being single, married, divorced, widowed or in a relationship, whether with a person of the same or opposite sex, involving a commitment to reciprocal support in a relationship.

3.13. Medical Testing

Medical testing includes any test, question, inquiry or other means designed to ascertain, or which has the effect of enabling the employer to ascertain, whether an employee has any medical condition.

Medical testing of an employee will, in accordance with Section 7 of the Employment Equity Act 1998, be prohibited, unless –

(a)   Legislation permits or requires the testing; or
(b)   It is justifiable in the light of medical facts, employment conditions, social policy, the fair distribution of employee benefits or the inherent requirements of a job.
(c)   Testing of an employee to determine that employee's HIV status will be prohibited unless such testing is determined justifiable by the Labor Court in terms of Section 50(4) of the Employment Equity Act 1998.

3.14. Merit

Merit is defined as achievement in relation to particular criteria, worth, value, excellence. Merit based manning is the basis for employment in the Tshwane University of Technology. Merit based manning, when administered systematically from an anti-discrimination perspective, ensures that qualified people are drawn from the widest possible pool of applicants. Merit-based manning is made without bias and acknowledges that jobs can be performed effectively in a variety of ways.

3.15. Nationality

Nationality means ethnic or national origin and includes practices associated with xenophobia and other adverse assumptions of a discriminatory nature but does not include rights and obligations normally associated with citizenship.

3.16. Pregnancy

Pregnancy includes any condition related to pregnancy, intended pregnancy, potential pregnancy, termination of pregnancy and any medical circumstances related to pregnancy.

3.17. Prohibited Grounds

Prohibited grounds are –

(a)   Race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth; or

(b)   Any other ground where discrimination based on that other ground –

(i)   Causes or perpetuates systemic disadvantage;

(ii)   undermines human dignity; or

(iii) adversely affects the equal enjoyment of a person's rights and freedoms in a serious manner that is comparable to discrimination based on a ground in paragraph (a).

3.18. Psychometric Testing

Psychometric testing and other similar assessments of an employee are, in accordance with Section 8 of the Employment Equity Act, prohibited unless the test or assessment being used –

(a)   Has been scientifically shown to be valid and reliable;
(b)   can be applied fairly to employees; and
(c)   is not biased against any employee or group.

3.19. Reasonable Accommodation

Reasonable accommodation means any modification or adjustment to a job or to the working environment that will enable a person from a designated group to have access to or participate or advance in employment.

A disability may create a difference in the way a person does his or her work. Accommodating this difference is consistent with, and fulfils, the merit principle. The Tshwane University of Technology will make adjustments to enable a person with disability to carry out a job for which he or she is qualified.

3.20. Remuneration

Remuneration means any payment in money or in kind, or both in money and in kind, made or owing to any person in return for that person working for the University.

3.21. Socio-Economic Status

Socio-economic status includes a social or economic condition or perceived condition of a person who is disadvantaged by poverty, low employment status or lack of or low-level educational qualifications.

3.22. Suitably Qualified

A person may be suitably qualified for a job as a result of any one of, or any combination of that person's —

(a)   Formal qualifications;
(b)   prior learning;
(c)   relevant experience; or
(d)   capacity to acquire, within a reasonable time, the ability to do the job.

When determining whether a person is suitably qualified for a job, the Tshwane University of Technology will —

(a)   Review all the factors listed above; and
(b)   determine whether that person has the ability to do the job in terms of any one of, or any combination of those factors.

In making such a determination, Tshwane University of Technology will not unfairly discriminate against a person solely on the grounds of that person's lack or relevant experience.

3.23. Designated Groups

Black people (i.e. Africans, Coloureds and Indians), women and people with disabilities who are natural persons and,

- are citizens of the Republic of South Africa by birth or descent; or
- became citizens of the Republic of South Africa through naturalization before the commencement date of the Constitution of the Republic of South Africa, Act 200 of 1993; or
- became citizens of the Republic of South Africa after the commencement date of the Constitution of the Republic of South Africa, Act 200 of 1993, but who, had the apartheid policy not been in place prior to that date, would have been entitled to citizenship through naturalization prior to that date.

3.24. EEA

Employment Equity Act, 55 of 1998.

3.25. Employment Equity Committee

The consultative forum that must be established in terms of the EEA 55 of 1998, consisting of employees representing designated and non-designated groups, trade unions and other identified stakeholders.

3.26. Employment Equity Measures

Specific actions related to recruitment, hiring, promotion and other areas, designed and implemented for the purpose of remedying the effects of past discrimination and establishing equitable representation within the workforce.

3.27. Employment Barriers

Employment practices, policies or systems that have an adverse impact on designated groups and are not tied to inherent job requirements or business necessity. Employment Barriers may consist of:

- prejudice or ill will, reflected in deliberately discriminatory actions against individuals who are members of designated groups;
- unequal treatment, such as posing different questions to women and men, who are applying for the same job;
- Systemic barriers, which have the effect of discouraging or blocking members of designated groups from pursuing employment opportunities;
- A working environment that is hostile, abusive or unwelcoming towards members of designated groups; or
- Inadequate facilities that present physical barriers to persons with disabilities.

3.28. Employment Systems

The procedures used to recruit, hire, pay, manage and develop human resources in an organization. These may be formal or informal, and may or may not be consistently applied. The key elements of employment systems consist of policies and practices related to job recruitment, selection, training and development as well as promotion, remuneration and benefits, working conditions, disciplinary and grievance procedures and termination of service.

3.29 Employment Systems Review (ESR)

A comprehensive examination of an organization's employment systems to identify actual or perceived systemic and attitudinal barriers to employment equity and equal opportunities for persons from designated groups. A comprehensive ESR goes beyond a desk audit of existing employment systems, and requires a detailed understanding of systemic barriers and subjective perceptions in the organization's workforce.

3.30. Inherent Job Requirement

An employment requirement that is necessary for safely, efficiently and reliably performing the essential duties of a job.

3.31. Institutional Culture

The "Institutional Culture" of an organization refers to its members' collectively shared patterns of meaning, values, assumptions and exceptions that guide and shape their understanding and perceptions of and predictions on matters of mutual interest or common experience. It can include rites, roles, rules and other traditions that reflect the shared culture, including the approach taken to identify and choose new members and instill the culture's values and expectations in them. A culture may be deep-rooted and long-lasting, or it may be vibrant and changeable. An individual's attitude and behavior may be shaped by many institutional cultural factors and influences.

3.32. Non- designated Group

White Males and Foreign Nationals.

3.33. Numerical Goals

Numerical goals refer to the number or percentage of suitably qualified individuals in a designated group who are to be recruited, trained, and promoted in a given period. Numerical goals are not quotas, but represent the expectations of the organization given its best effort.

3.34. Persons with Disabilities

A person who has a long-term or recurring physical or mental impairment that substantially limits his/her prospects of entry into employment or advancement therein. Physical disabilities can be visible or non-visible, and can include any degree of paralysis, amputation, lack of physical coordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment, or physical reliance on a guide dog, wheelchair or other appliances or devices. Learning, mental or psychiatric disabilities can include learning or comprehension problems that are significant and persistent, but still permit the individual to perform tasks in a reliable manner under a reasonable amount of supervision.

3.35. Sidelining

Appointing designated persons into positions in an attempt to window-dress the organization's profile. These persons are usurped of all responsibility naturally associated with the position, or they are without guidance or induction as to responsibly or requirements, resulting in disillusionment, estrangement and eventual departure.

3.36. Targeted Measures

Measures such as targeted recruitment or special training initiatives, aimed primarily at correcting employment imbalances stemming from past discrimination over a specified period of time. They are intended to expedite the attainment of fair representation of designated groups.

3.37. Underrepresentation

Disproportionately low ratio of designated group members to other employees in an occupational category, in contrast to their presence in the work force or availability in the external, suitably qualified economically active population.

3.38. Economic Active Population (EAP)

4. INSTITUTIONAL AND LEGAL FRAMEWORK

4.1. VISION

To be quality-driven University of Technology at the cutting edge of innovation.

4.2. MISSION

As a progressive institution of higher education, the Tshwane University of Technology's mission is to contribute innovatively to the socio-economic development of South Africa by –

- Offering a portfolio of relevant, recognised and career-focused programmes;
- Producing well rounded graduates who are attuned to the needs of the economy;
- Being a research hub responsive to the challenges of the continent;
- Acting as an incubator for postgraduate study in clearly defined areas of strength;
- Generating, integrating and applying knowledge to stimulate socio-economic development;
- Partnering communities in sustainable development; and
- Being student-centred and quality- driven in everything we do.

4.2.1. VALUE STATEMENTS

- To attain its Vision, the Tshwane University of Technology is critically dependent on the committed efforts of all members of the TUT stakeholder community, especially staff and students;
- We value the diversity of views, knowledge and ability each member of the TUT stakeholder community brings to our quest for excellence in advancing and applying knowledge;
- We respect the right of all to be heard, without denigrating the dignity of others;
- We support progressive thinking and encourage innovation, creativity and teamwork;
- We recognize competence and hard work;
- We respond to the needs and challenges of our country and continent;
- We foster an organizational culture of caring, openness, honesty and fairness;
- We conduct our business in a sustainable, environmentally-friendly way and
- Our academic integrity is not negotiable.

4.3. BACKGROUND AND CONTEXT

In December 2002, the Ministry of Education released its proposals for the Transformation and restructuring of the Educational Landscape of the Higher Education System. In line with the proposal, the biggest University of Technology namely, Tshwane University of Technology was born through the merger between the Technikon North-West, Technikon Northern Gauteng and Technikon Pretoria. This process created tremendous challenges for all since it required major organizational restructuring, which was accompanied by match and place process. As a result of this process the Institution (TUT) has until about early 2009 been unable to successfully develop and implement EE Plan with the finalization of match and place process in 2008, the TUT has in the date part of 2009 started an irreversible process of developing and implementing Employment Equity at TUT.

The three Institutions, has since the promulgation of the Employment Equity Act in 1998 undertaken respectively their different initiatives in implementing and complying with the Act. However, the merging and reconfiguration of the new organization structure resulted in limiting the ability of the TUT to effectively and strategically co-ordinate its Employment Equity initiatives in a consolidated and developed EE Plan for the TUT.

4.4 LEGAL FRAMEWORK

The TUT has been identified as a Designated Employer in terms of the EE Act no. 55 of 1998, and must accordingly achieve Employment Equity and develop Affirmative Action Measures in the TUT Workforce by:

(a) Promoting equal opportunities and fail treatment in employment through the elimination of unfair discrimination; and
(b) Implementing Affirmative Action Measures to redress the disadvantages in employment experienced by Designated Groups, in order to ensure their equitable representation in all Occupational Categories and Levels in the Workforce.

The two fold Act obligation of designated employers requires that TUT must promote equal opportunities by eliminating unfair discrimination in its practices and employment policies and implementing Affirmative Action Measures to achieve Employment Equity. The latter must be translated into specific, measurable, achievable, realistic and targets within the Employment Equity Plan of TUT.

4.5. ORGANISATIONAL STRUCTURE

OFFICE OF THE VICE-CHANCELLOR & PRINCIPAL
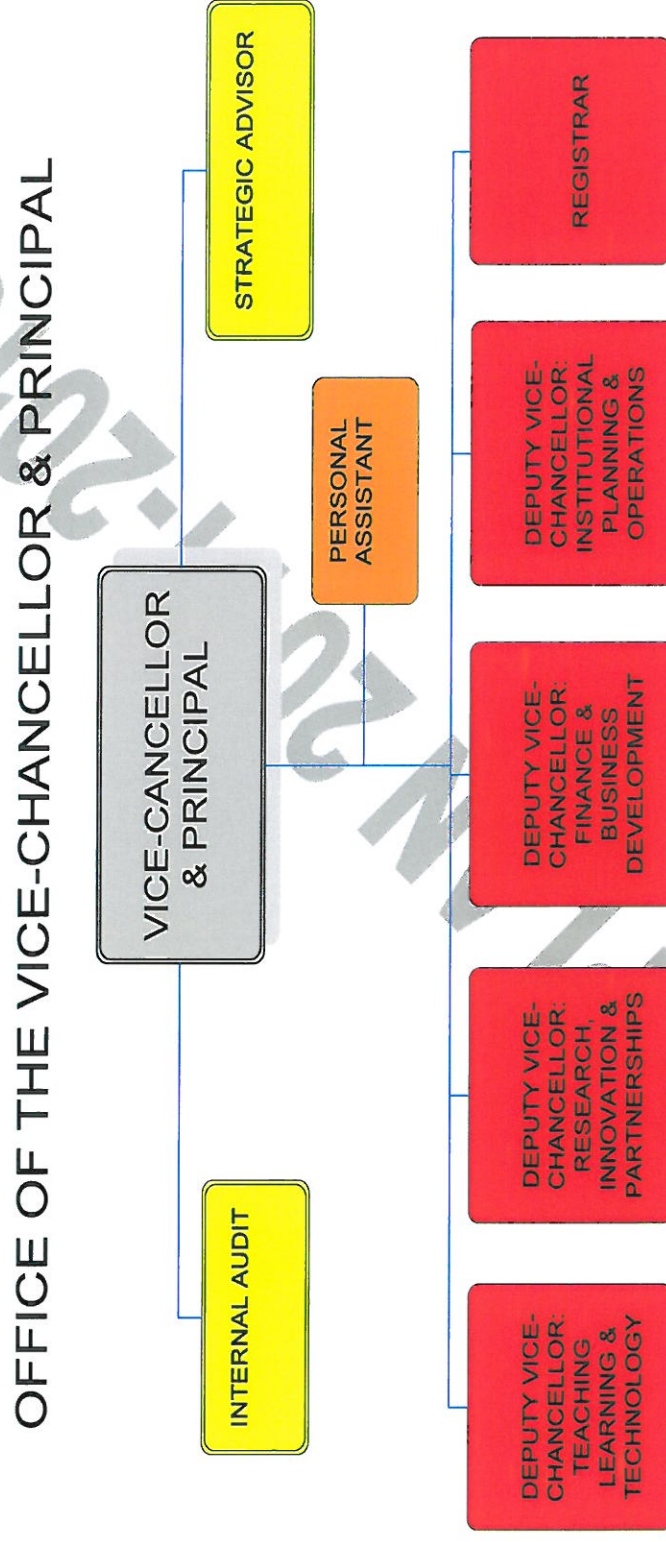
4.6. EMPLOYMENT EQUITY POLICY

It is the policy of the Tshwane University of Technology (TUT) –to promote equal employment opportunities in the workplace through the elimination of unfair discrimination in its employment policies and practices, by committing itself to a programme of positive redress based on employment equity and affirmative action measures within the institution.

5. TUT EMPLOYMENT EQUITY PLAN

5.1. OBJECTIVES OF THE PLAN

The Employment Equity Act requires that the Employment Equity Plan must state broad objectives of the EE Plan and must provide a timetable for the fulfillment of specific objectives:

- Addressing under-representation of designated groups. Under-representation of Black people as defined in the Act, and people with disabilities was defined during the numerical analysis as presenting special challenges for the University.

- Identifying and developing strategies for eliminating employment barriers in the employment policies and practices of the TUT.

- Developing business-oriented strategies for the achievement of numerical goals and timetables for the implementation of affirmative action measures, taking into account the vision of TUT as a tertiary educational institution that has to promote excellence in higher education and to serve the interests of the broader community.

- Establishing procedures for monitoring and enforcement of the implementation of the EE Plan.

- Establishing procedures for dealing with disputes regarding implementation and enforcement of the Employment Equity Plan.

- Developing an institutional culture that enshrines diversity is vital for the success of the transformation programmes.

5.2. DURATION OF THE PLAN

TUT decided to draft and implement an Employment Equity Plan for a five year period. This decision was based on the planning needs of TUT with specific reference to the need to set numerical goals to be achieved over a reasonable period of time. This Employment Equity Plan must be presented to the Department of Labour and will be utilized to monitor Institution's performance with regard to Employment Equity. Before the end of the term of such Employment Equity Plan, the University must review progress made and also prepare a subsequent Employment Equity Plan in accordance with Section 23 of the Employment Equity Act of 1998.

5.3 EMPLOYMENT EQUITY MEASURES

5.3.1. BARRIERS AND AFFIRMATIVE ACTION MEASURES

Categories	BARRIERS (NARRATION)	AFFIRMATIVE ACTION MEASURES (NARRATION)	TIMEFRAME FOR IMPLEMENTION OF AA MEASURES		RESPONSIBLE PERSON
			START DATE (day, month, year)	END DATE (day, month, year)	
Recruitment procedures	- Lack of recruitment strategy to proactively deal with underrepresentation	- Special effort should be made to fill positions identified as Affirmative Action, especially women and people with disability.			Recruitment& Benefits Administration
	- Data integrity- quality of HR information is a great challenge in formulating EE Plan and setting targets.	- Measures to be taken are to retrain HR Administrators on the importance of accuracy in data capturing, introduce HR system that enables easy access and retrieval of information. Accelerate its training so that the system is fully utilised.			OD Policy & Planning
	- Inconsistency of job profile requirements that excludes of certain groups by applying certain criteria that a non-job related, artificially putting high screening to reduce the number of applicants to be considered e.g. (Looking for an individual of high calibre qualifications M+3 for secretary instead of National certificate etc)	- Recruitment advertising to include Employment Equity/Affirmative Action policy statements.			Recruitment& Benefits Administration

TEED |
| | | - Review of specified qualifications with the associated job profiles/responsibilities to ensure they are necessary for the positions. | | | TEED |
| | - Excessive usage of temporary and fixed term contracts undermines employment equity initiatives, where non-designated are recruited than designated groups. | - Ensure that Human Resources staff and other recruitment panel | | | TEED,Recruitment&Benefit |

Activity	Responsibility
members participate in training programmes that includes employment equity/Affirmative action information, such as "selecting the best".	s Administration
- TEED Directorate/EETC members to participate in Selection Committees.	Recruitment&Benefits Administration, TEED, HRD, Line Managers Recruitment & Benefits Administration
- Review procedures for the Selection and Recruitment of Teaching staff to ensure Compliance with the guidelines.	TEED, HRD
- Recruitment should also be informed by TUT recruitment strategy targeting in some instances "AA candidates"- All Line-Managers must have a buy in.	TEED, HRD, Line Function/Managers
- Ensure that staff vacancies are accessible to all staff i.e. via intranet and all available TUT communication channels.	TEED, Recruitment & Benefits Administration
It's necessary to identify staff and highly performing student with potential to build an applicant pool from designated groups for appointment when vacancies becomes available (for both academic and support staff) otherwise numerical goals cannot be achieved. "Grow your own timber" initiative.	TEED, Recruitment & Benefits Administration
- An inclusive approach to be initiated whereby disable people will be	TEED, Recruitment & Benefits Administration

		- Recruitment – Budget Plan specifically for people to be established to ensure progress.
Advertising positions	- Lack of available data to reflect number of available vacancies across the institution in order to accelerate appointment of designated people when vacancies becomes available (both internal and external)	accommodated e.g. Identify position with the University and improve infrastructure to accommodate them. - Verify the existence of these positions and use some vacancies as per agreed targets to address employment equity objectives. - Ensure that staff vacancies are accessible to all staff i.e. via intranet and all available TUT communication channels. - Investigate suitable areas of employment within the university for people with disabilities. - Target disability organizations for recruitment. - Selection criteria for all vacancies have to facilitate affirmative action. - Criteria must be based on job requirement standards which are appropriate to the job.
Appointments	- Lack of availability of information within HR database, though not a barriers makes it difficult to provide a picture of staff profile which crucial in the analysis of employment equity to identify under- and over-representation of staff in the institution in terms of crucial variables like age, personnel, category, post, race,	- In order for …… To report accurately HR data must be available, accessible and easy to analyze to provide a comprehensive picture of staff current status. - RPL those staff who got potential to allow them opportunity to grow and be promoted. It can also address the

			OD Policy and Planning
		- scarce address issue of the Lower Level Skills mentality. - Continue in conjunction with PMS restructuring, to develop accurate position profiles/descriptions and to ensure that any staff re-classification procedures are consistent with employment equity/affirmative action principles.	
	gender, highest qualifications etc, it's accuracy can also not be assumed. - Lack of acceleration to appoint designated people when an internal vacancy becomes available.		
Job classification and grading	- Lack of consistency in applications of job evaluation system to all job functions/specifications.	- In conjunction with Performance Management System and organization re-alignment to develop accurate position profiles/descriptions and to ensure that any staff re-classification procedures are consistent with Employment Equity / Affirmative Action Principles. Job evaluation system should be objective as these are often the basis on which remuneration differentials range. Employee must continue to work for equal work value.	
Remuneration and benefits			
Terms & conditions of employment			
Job assignments	- No clear guideline procedure of allocating job assignment to different	- Access to work assignment that enhance career opportunities or are	

Category	Action	Responsibility
levels of staff.	- considered to be desirable, should be allocated objectively by linking them to career path of employees. This should form part of an employee development path/plan.	OD Policy and Planning
- No integrated plan to deal with issues related to work environment, access to facilities and dealing with problems of diversiting.	- All policies related to staff conditions of employment should be frequently monitored and/or as and when legislation changes.	Recruitment & Benefits Administration
	- Review the appointment and employment conditions of part-time lecturers, especially females.	Ex. Deans, Recruitment & Benefits Administration
	- Review any temporary appointments that are regularly renewed to establish whether such positions are vacant and should be advertised	Recruitment & Benefits, TEED, Ex. Deans & HODs DVCs
	- Investigate the number of permanent and part-time positions in the university.	Recruitment & Benefits Administration TEED, Ex. Deans, DVCs
	- Continue to monitor provision of higher duty allowances to ensure such payments are determined in a non-discriminatory manner.	Ex. Deans, DVCs TEED HRD SARO
Work environment and facilities	- TEED Directorate to provide guidelines on use of non- discriminatory language to all staff and students through implementation of TUT policy.	TEED TLT
	- Academic staff to review teaching material and activities.	TEED HRD

			TEED, HRD All environments All learning sites
- Continue to issue policy statements and information notifying staff that all forms of harassment (including racist, sexual or sexist) is contrary to anti-discrimination legislation and TUT's policy and may constitute misconduct.			
- Frequent communiqués and/or Workshop on prevention of harassment/discrimination and Employment Equity responsibilities to be provided campus-wide, also to student associations, faculties and directorates.			TEED ER & SHE
- These to be aimed at supervisors, tutors and other staff.			TEED
- Minimum of one forum for management; one forum for every campus. Further workshops provided as and when appropriate.			TEED Operations
- Develop and implement a policy on racism specifically aimed at eliminating discrimination on the basis of language background or accent, religion or culture, ethnic or racial appearance and country of birth or descent.			TEED SHEQ
- Changes to physical working environment to accommodate differently abled people where need be within budget constraints.			Internal Audit
- Establish management procedures for emergency situations in all risk related areas.			

Category	Measures	Responsibility
	- Training of staff with regard to the recruitment and selection process with the aim to implement EE/AA Principles.	HRD Recruitment & Benefits Administration
	- Training of relevant staff in the management of the EE Plan.	TEED HRD
	- Identification of current employees for specific training to ensure advancement within TUT according to the Workplace Skills Plan (WSP)	TEED HRD
	- Ensure equitable access to training and development plans	TEED HRD
	- Career planning and promotion for designated groups to secure retention of designated groups	HRD TEED
Training and development	- Develop leadership programmes for women in management positions.	HRD TEED
	- Develop training programmes for people with disabilities.	TEED, OD Policy & Planning
	- Support efforts undertaken to ensure that previously disadvantaged groups attend short courses, workshops, training and receive bursaries.	HRD All environments
	- Design and implement accelerated management development programmes for previously disadvantaged group	TEED HRD
		All environments, TEED, HRD, OD Policy and Planning
	- Align Workplace Skills Plan with PMS and EE Plan.	TEED HRD

Performance and Evaluation		- Monitor and evaluate ABET.		OD Policy and Planning
		- TUT performance systems to be developed and implemented for all levels i.e. 1-17.		
		- Provide mentoring to previously disadvantaged groups.		TEED HRD HRD All environments
		- Ensure rotation on acting positions by previously disadvantaged groups.		All environments, HRD
		- Ensure that previously disadvantaged attend training in line with Personal Development Plans.		
Promotions		- Ensure new staff attends induction courses.		HRD, Line Managers, TEED, HRD
		- Coaching programme exposure for Senior Management levels1-4.		
Transfers				
Succession & Experience Planning		- Succession planning to create promotion opportunities for people from designated groups as per policy.		OD Policy and Planning
Disciplinary Measures				
Dismissals				
Retention of designated groups	- No vigorous specialized staff development to prevent poached or head hunted.	- A mentorship program for staff.		TEED, HRD
		- Career planning for all staff.		HRD
		- Create a healthy environment conducive		HRD

Category	Action	Responsibility
	for diverse workforce.	
	- Reward employees for good performance (PMS)	OD Policy & Planning
	- Create a special programme to retain newly appointed previously disadvantaged groups in managerial positions and scarce occupational categories.	HRD, OD Policy &Planning, TEED, EMC, Remuneration & Systems
	- Quarterly feedback reports on exit interviews focusing on retention of EE appointment	Recruitment&Benefits Administration
	- Creating strategies that allow staff to achieve their goals is a viable method for retraining staff and scarce talent.	
	- Exit interview must be conducted with all employees who retire or resign. The format to be standardized.	
Corporate Culture	- Encourage staff to participate in activities that promote individual awareness and sensitivity to other cultures.	TEED, HRD, All environments
	- Implement anti-racism campaigns.	Corporate Affairs, TEED
	- Communicate diversity related policies to all employees.	TEED, HRD, All environments
	- Provide training on issues related to diversity.	TEED, HRD, All environments
	- Initiate projects and programmes that will enhance and develop Organizational Culture that affirms diversity in the	TEED, All environments
		OD Policy and Planning, TEED, HRD

	- workplace, (Projects will include celebrations).	OD Policy and Planning
	- OD, change management interventions which will include programmes, focus groups discussions and implementation of performance management system to monitor progress with transformation interventions to bring about change in specific departments units.	TEED, OD Policy & Planning
	- Feedback report on information gathered and analysis from culture survey, which will identify risk areas that need to be addressed.	HRD, DVCs, Ex. Deans, HODs, First Line Managers
	- Central monitoring of PMS ratings which will include measures to identify possible relationship between possible deviation from norms and race, gender and disability	
	- Accelerated training and development needs identified through PMS and ensuring skills development for key staff.	
Reasonable Accommodation		
HIV&AIDS Prevention and Wellness Programmes	- Provide awareness programmes to staff and students on HIV/AIDS – related issues through available communication channels.	TEED, SARO
	- Provide appropriate information to all staff in relation to safe work and study	TEED, SHEQ

procedures in risk related areas.		TEED, SARO
- Disseminate policy to all staff and students.		TEED, HRD,
- Conduct Health & Wellness awareness campaign.		TEED, All environments
- Coordinate referrals to service providers.		TEED, HRD Line Managers
- Coordinate capacity building programmes for managers on utilization of Health & Wellness Services.		
Appointed Senior manager(s) to manage EE Implementation		
Budget allocation in support of employment equity goals		
Time off for employment equity consultative committee to meet		

5.3.2 NUMERICAL GOALS

5.3.2.0. BACKGROUND

(A) THE REQUIREMENT

As per Section 20(2) (C.) of the EE Act, which requires that a Designated Employer such as TUT must, as part of its Employment Equity Plan, determine Numerical Goals to achieve an equitable representation of suitably qualified from all Designated Groups within each Occupational Categories of the Workforce, i.e. (TUT).

The purpose of setting Numerical Goals is to increase representation of Designated people through preferential measures as required by Chapter III, Section 15(1-3), while not absolutely restricting advancement of the Non-Designated Group to employment opportunities.

(B) DEVELOPING THE NUMERICAL GOALS

In developing the TUT's Numerical Goals, the following factors were taken into consideration:

- The degree of under-representation of employees from designated groups in each occupational category and level in the University's workforce;
- Present and planned vacancies;
- The provisional and national economically active population as presented in Table 3.8.4;
- The possible existence of a pool of suitably qualified persons from designated groups, from which the University maybe reasonably expected to draw for recruitment purposes;
- Present and anticipated economic and financial factors relevant to the industry in which the University operates;
- Economic and financial circumstances of the University;
- The anticipated growth or reduction in the University's workforce during the time period for the goals;
- The expected turnover of the employees in the University's workforce during the time period for the goals, and labour turnover trends and underlying reasons.

5.3.2.1 TABLE 1: TUT WORKFORCE PROFILE INCLUDING PEOPLE WITH DISABILITY AS AT SEPTEMBER 2010

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	0	0	1	1	0	0	0	0	0	5
Senior management	24	1	2	7	5	0	0	7	0	0	46
Professionally qualified and experienced specialists and mid-management	313	11	20	272	159	7	21	233	4	1	1041
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	312	3	2	75	264	15	12	239	0	0	922
Semi-skilled and discretionary decision making	181	1	0	5	53	1	1	2	0	0	244
Unskilled and defined decision making	22	0	0	1	130	0	0	0	0	0	153
TOTAL PERMANENT	855	16	24	361	612	23	34	481	4	1	2411
Temporary employees	1945	12	45	1134	1624	9	23	992	1	0	5785
GRAND TOTAL	2800	28	69	1495	2236	32	57	1473	5	1	8196

5.3.2.2 TABLE 2: TUT CURRENT SCENARIO AS AT 30 SEPTEMBER 2010.

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	-1	0	0	0	0	- 1
Senior management	0	0	-1	-4	0	0	0	-4	0	0	-9
Professionally qualified and experienced specialists and mid-management	0	0	0	-288	0	0	0	-100	0	0	-388
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	-112	0	0	0	-90	0	0	-202
Semi-skilled and discretionary decision making	-45	0	0	0	-10	0	0	0	0	0	-55
Unskilled and defined decision making	-22	0	0	0	-18	0	0	0	0	0	-40
TOTAL PERMANENT	-67	0	-1	-44	-28	-1	0	-194	0	0	-695
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	-67	0	-1	-44	-28	-1	0	-194	0	0	-695

NOTE: Table 2 Represents the Scenario of under and Over Representation of different Race Groups in Different Occupational Levels including Designated Groups.

5.3.2.3 TABLE 3: PROFILE OF THE NATIONAL POPULATION AND THE NATIONAL EAP BY RACE AND GENDER

WORKFORCE DISTRIBUTION

A broad objective of the Act is to have an equitable representation of the designated groups in terms of their economical active population in the workforce. The EAP includes people from 15 to 64 years of age who are their unemployed or seeking employment.

Population group	National population distribution (Census 2001)			Economically active (QLFS, September 2009)		
	Male	Female	Total	Male	Female	Total
African	37.7%	41.3%	79.0%	39.2%	34.2%	73.5%
Coloured	4.3%	4.6%	8.9%	6.1%	5.2%	11.3%
Indian	1.2%	1.3%	2.5%	1.9%	1.1%	3.0%
White	4.6%	5.0%	9.6%	6.7%	5.5%	12.2%
Total	47.8%	52.2%	100.0%	54.0%	46.0%	100.0%

Source: 10th CEE Annual Report 2009 – 2010

NOTE: The data in **Table 3** provides a picture of the National Demographics and the EAP in terms of Race and Gender. This data provides vital information for setting Employment Equity Numerical Goals and Targets. The Labour Market should aim for 87% of their Workforce to be Black at all Occupational Levels.

5.3.2.4   TABLE 4: PROFILE OF THE EAP BY RACE AND GENDER PER PROVINCE.

Province	Male				Female				Total
	A	C	I	W	A	C	I	W	
Western Cape	18.0%	27.8%	0.3%	8.5%	14.1%	24.0%	0.2%	7.1%	100.0%
Eastern Cape	39.5%	6.1%	0.5%	5.4%	38.9%	4.8%	0.3%	4.4%	100.0%
Northern Cape	21.4%	24.2%	0.1%	6.6%	22.5%	20.0%	0.0%	5.2%	100.0%
Free State	42.2%	1.4%	0.1%	9.1%	38.6%	1.6%	0.0%	7.1%	100.0%
KwaZulu-Natal	40.8%	0.7%	6.8%	4.4%	39.3%	0.7%	3.9%	3.5%	100.0%
North West	52.4%	1.8%	0.6%	5.8%	34.8%	0.7%	0.1%	4.6%	100.0%
Gauteng	42.2%	2.2%	1.9%	9.1%	33.9%	2.0%	1.1%	7.8%	100.0%
Mpumalanga	47.0%	1.1%	0.4%	4.7%	43.0%	0.8%	0.0%	3.0%	100.0%
Limpopo	48.4%	0.3%	0.4%	2.1%	46.9%	0.4%	0.3%	1.2%	100.0%

Source: Statistics South Africa, 2009

NOTE: **Table 4** shows that in terms of the EAP Population distribution per province, Africans are in the majority in the seven of the nine provinces. Coloureds are clearly in the majority in the remaining two provinces, i.e., the Western Cape and the Northern Cape.

5.3.2.5 TUT NUMERICAL GOALS 2011-2015

TABLE 5: TUT NUMERICAL GOALS 2011-2015 (INCLUDING PEOPLE WITH DISABILITIES: PWD)

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	1	0	0	0	0	1
Senior management	3	0	0	0	5	1	0	0	0	0	9
Professionally qualified and experienced specialists and mid-management	100	40	0	0	193	60	0	0	0	0	393
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	40	40	6	0	62	46	8	0	0	0	202
Semi-skilled and discretionary decision making	0	8	3	14	0	10	6	14	0	0	55
Unskilled and defined decision making	0	3	1	10	0	5	1	20	0	0	40
TOTAL PERMANENT	143	91	10	24	260	123	15	34	0	0	700
PWD	-	-	-	-	-	-	-	-	-	-	14
GRAND TOTAL	143	91	10	24	260	123	15	34	0	0	714

NOTE: Table 5 reflects the envisaged and projected Designated Groups that must be attained within the 5 year period of the Plan. The number of permanent staff members (including People with Disabilities) in Table 1 is taken as constant. However, to attain these targets, it may depend on normal attrition, new vacancies and any other different initiatives from Departments, Environments, Units, Divisions as per their EE Plans. TUT will further consider appointing 2% of the Disabled Community (as per Government request) of the overall total projected goals i.e. 700 within the same period of the Plan (5 years).

5.3.2.6 TABLE 6: TUT NUMERICAL GOALS (INCLUDING PWD - 2011)

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	1	0	0	0	0	1
Senior management	1	0	0	0	0	1	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management	20	18	0	0	24	17	0	0	0	0	79
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	10	7	3	0	10	6	4	0	0	0	40
Semi-skilled and discretionary decision making	0	2	1	2	0	2	2	2	0	0	11
Unskilled and defined decision making	0	1	0	2	0	2	0	3	0	0	8
TOTAL PERMANENT	31	28	4	4	34	29	6	5	0	0	141
PWD	0	0	0	0	0	0	0	0	0	0	3
GRAND TOTAL	31	28	4	4	34	29	6	5	0	0	143

NOTE: Table 6 reflects a number of appointments to be made per annum to reach the envisaged goals within 5 years. TUT would like to have Diversity in each Category, therefore, Whites, Indians and Coloureds should also be recruited for "Semi-Skilled and Unskilled" category where they are currently not sufficiently represented.

5.4 INSTITUTIONAL PROJECTS TO HELP ATTAIN THE NUMERICAL GOALS.

AREA: INSTITUTIONAL PROJECTS

ACTIVITY	STEPS	TIME FRAMES	RESOURCES NEEDED
1. Identification of Senior Professors		By end of Sep 2011	DVC: TLT DVC: RIP TEED Faculties, other relevant stakeholders
2. GOOT Project		By end of Nov 2011	DVC: TLT Ex. Deans(Faculties) TEED HRD
3. Recruitment and selection		On-going	DVC's, HR, Executive Deans, TEED, EETC, HOD's, Directors, etc.

6. MONITORING AND EVALUATION PROCEDURES OF THE PLAN

6.1. GENERAL

The Monitoring and Evaluation of the Plan, and the progress made in achieving the Affirmative Action Measures and the Numerical Goals are an ongoing process, and further this should continue to include awareness, training, communication and consultation.

6.2. ASSIGNING OF RESPONSIBILITY

- TUT Staff at all times ensure that no accruing of unfair discriminatory practices at the TUT, and that they are reported and eradicated in cases where they do occur.

- The TUT has developed the responsibility for employment equity to support services and faculty levels in order to ensure a more bottom-up approach to the implementation of the Employment Equity Plan.

- The University Management Committee will have primary responsibility for the implementation of the Plan, with the Employment Equity Officer, and TEED Directorate being responsible for facilitating and monitoring the implementation of the Plan.

In addition to the above, the following Persons/Environments/Entities are responsible for providing assistance and ensuring the effective implementation and monitoring of the EE Plan's requirements:

1. The TUT Vice Chancellor
2. The TUT Executive Management Committee: TEED Director
3. Employment Equity and Training Committee
4. Faculty Boards/EE Sub-Committees (Executive Deans)
5. Support Services Committees/EE Sub-Committee (Chief Directors, Senior Directors, Executive Directors, Directors)

NOTE: Any employee or representative of the Trade Union as per Chapter V, Section 34 of the EE Act may bring an alleged contravention of or non-compliance with the stated commitments of the Plan to the attention of the TUT, or submit a dispute/grievance in accordance with paragraph 7 of the Plan.

6.3. REPORTING ON PROGRESS

- Faculty and Support Services Equity Committees are responsible for the Monitoring and Enforcement of Employment Equity and the provisions of the Plan at Faculty and Support Services Level.

- Faculty and Support Services Equity Committees must report on a quarterly basis to the relevant Faculty Executive Dean or in the case of Support Services, to the First Line Manager about the progress made and challenges encountered in realizing the objectives and measures of the TUT Plan.

- Faculty Executive Deans and Support Services First Line-Managers/Heads must provide regular feedback to the Employment Equity Training Committee, HRD and Employment Equity Officer.

- The Employment Equity and Training Committee is responsible for Monitoring and Evaluating the implementation of Employment Equity and provision and thereof the Plan throughout the TUT, adopting appropriate mechanisms, initiatives, policies and procedures on a consultative basis and making recommendations to the relevant bodies of the TUT regarding procedures for the effective implementation of the Policy and EE Plan.

- The Employment Equity Officer must annually collate a consolidated report on Employment Equity that must be submitted to the Vice Chancellor for approval, and thereafter be submitted to the DoL, and made available to all stakeholders and employees.

- Employment Equity must be a standing agenda item at all Management meetings.

7. DISPUTE RESOLUTION MECHANISMS

- An employee or union that is dissatisfied with any aspect of the implementation of the employment equity process may refer a grievance in this regard to the Directorate: Human Resources - Transformation, Employment Equity and Diversity (TEED), which will further handle with the responsible person for the implementation and monitoring of the employment equity process as referred to in paragraph 16.

- Once a dispute has been referred to the person and/or persons responsible for the implementation and monitoring of employment equity at TUT such person or persons must arrange a consultation with the aggrieved parties and TUT management within 14 days after the referral of the matter to such person or persons. The consultations or separate consultations at which the person and/or persons responsible for the arrangement of the consultations as previously referred to must act as mediator(s) between the parties in an attempt to find mutually acceptable resolution to the dispute.

- If a satisfactory resolution to a dispute cannot be reached within 30 days after the referral of such dispute to the responsible person, the aggrieved party may refer the dispute to the Commission for Conciliation, Mediation and Arbitration.

8. PERSONS RESPONSIBLE INCLUDING SENIOR MANAGERS FOR MONITORING AND IMPLEMENTING THE PLAN.

- The University will provide the TEED function with the necessary authority and means to perform their allocated functions.

The EETC members, Line Managers/Executive Deans will have Employment Equity as key Employment Outcomes and will effectively be communicated to them and incorporated in their future Performance Contracts so that they perform their allocated function (**Performance Management System not in place yet**).

9. ANNEXURE A: DESCRIPTION OF TUT STAFF CATEGORIES.

Occupational categories are linked to the classification of the job or position. Occupational categories link the Post Level with the type of job.

1. Top Management

Top Management includes the Vice-Chancellor (Rector), Deputy-Vice Chancellors, Deans, Satellite Campus Heads, Registrars, Chief Directors and Directors.

Post levels included range from 1-4 and administrative directors on post level 5.

2. Lecturing and Research Staff

All Professors, Seniors Lecturers, Lecturers and Junior Lecturers are included here.

Post levels included here range from 5 (Professors) – 9 (Junior Lecturers)

3. Professional Support Services

These are staff that are specialists and who provide professional support as part of their duties. Library staff, programmers, trainers are included here.

Post levels included are 5-8

4. Technicians and Technical Assistants

Technical assistants that assist with lectures in the class room as well as technicians in other fields are included here.

Post levels included are 8-11.

5. Administrative Personnel

Included in this category are clerical staff, secretaries, and all staff who handle administration within their work environment.

Post levels included are 9 – 14 (administrative 14)

6. Trades People

This category includes staff who are artisans or who are in specific learner ships who have received an extensive period of training.

Post levels included are 9 – 13.

7. Service Workers

Staff included here are those who perform simple and routine tasks. They include labourers, gardeners and cleaners.

Post levels included are 14(service worker) 14 – 19.

The above classification is based on Annexure 3 of the Regulations to the Employment Equity Act (EEA 10).

10. ANNEXURE B: DESCRIPTION OF TUT STAFF CATEGORIES.

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┌─────────────────────────────────────┐
│                                     │
│          TOP MANAGEMENT             │
│                                     │
├─────────────────────────────────────┤
│         SENIOR MANAGEMENT           │
│                                     │
└─────────────────────────────────────┘
        │                       │
        ▼                       ▼
┌──────────────┐        ┌──────────────┐
│   ACADEMIC   │        │   SUPPORT    │
│  CATEGORIES  │        │   SERVICE    │
│              │        │  CATEGORIES  │
└──────────────┘        └──────────────┘
        │                       │
        ▼                       ▼
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ACADEMIC MANAGEMENT
PROFESSORS
ASSOCIATE PROFESSORS
SENIOR LECTURER/RESEACHER
LECTURER/RESEACHER
JNR LECTURER/RESEACHER
ACADEMIC ASSISATANT

SUPPORT MANAGEMENT
MIDDLE MANAGEMENT
JUNIOR MANAGER
SENIOR ADMINISTRATION
ADMINISTARTION
GENERAL WORKERS