



PLEASE READ THIS FIRST ↓	DEPARTMENT OF LABOUR
<p>PURPOSE OF THIS FORM</p> <p>Section 20 requires designated employers to prepare and implement an Employment Equity Plan which will achieve reasonable progress towards employment equity in the employer's workforce. An Employment Equity Plan must state—</p> <ul style="list-style-type: none">(a) The objectives to be achieved for each year of the plan;(b) The affirmative action measures to be implemented as required by section 15(2);(c) Where under-representation of people from designated groups has been identified by the analysis, the numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational level in the workforce, the timetable within which this is to be achieved, and the strategies intended to achieve those goals;(d) The timetable for each year of the plan for the achievement of goals and objectives other than numerical goals;(e) The duration of the plan, which may not be shorter than one year or longer than five years;(f) The procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity;(g) The internal procedures to resolve any dispute about the interpretation or implementation of the plan;(h) The persons in the workforce, including senior managers, responsible for monitoring and implementing the plan; and(i) Any other prescribed matter.	<p>TEMPLATE FOR EMPLOYMENT EQUITY PLAN (Section 20)</p> <p>EMPLOYER DETAILS</p> <p>Trade name: UNIVERSITY OF PRETORIA.</p> <p>DTI registration name: UNIVERSITY OF PRETORIA</p> <p>PAYE/SARS No: 7040713424</p> <p>EE ref No: 7163</p> <p>Industry/sector: HIGHER EDUCATION</p> <p>Province: GAUTENG Tel no: 012 420 4079</p> <p>Fax no: N/A</p> <p>Postal address: UNIVERSITY OF PRETORIA, Lynnwood Road, Hillcrest, Pretoria, 0002</p> <p>Physical address: UNIVERSITY OF PRETORIA, Lynnwood Road, Hillcrest, Pretoria, 0002</p> <p>Province: GAUTENG</p> <p>Name & surname of the CEO/Accounting Officer:</p> <p>Prof Tawana Kupe</p> <p>Email address: rector@up.ac.za</p>

1. INTRODUCTION

1.1. Department of Labour requirements

Section 20 requires that a designated employer prepare and implement an Employment Equity (EE) Plan that will achieve reasonable progress towards employment equity. An EE Plan must state the following:

- a. The objectives to be achieved for each year of the plan, which should meet the SMART principle as follows:
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time-bound
- b. Barriers and affirmative action (AA) measures, which must be aligned with those indicated in the audit analysis (Section 19(1)) and meet the following requirements:
 - Include timeframes in order to track progress in the implementation of these AA measures
 - These timeframes should be within the duration of the EE Plan (no 'ongoing' permitted)
 - Include responsible persons to monitor the implementation of these AA measures (not names of people, but designations)
- c. The workforce profile, numerical goals and targets with exact timeframes according to the duration of the plan, which must be accompanied by strategies to achieve them as informed by the findings in the audit analysis (as per Section 19(2))
- d. Non-numerical goals according to paragraph b above (no need to repeat the table)
- e. The duration of the plan, which may not be shorter than one year or longer than five years (it must have a start and end date in terms of day, month and year)
- f. Procedures to monitor and evaluate the implementation of the plan (which must state clear roles of stakeholders involved in the monitoring of the plan, including timeframes for when the monitoring will take place)
- g. Internal procedures to resolve any dispute about the interpretation or implementation of the plan (including the stakeholders involved in resolving the dispute and timeframes allocated for each step of the process)
- h. The persons in the workforce, including senior managers responsible for monitoring and implementing the plan
- i. Any other prescribed matter

NB: It is advisable that a designated employer prepare a subsequent EE Plan (Successive EE Plan as required by Section 23) at least six months before the expiry of the EE Plan.

1.2. University of Pretoria: Background to this EE Plan

The University submitted a five-year Employment Equity Plan for the period 1 January 2016 to 31 December 2020 in 2015. The plan was audited during 2017 and 2018, the University responded to the concerns of the Department of Employment and Labour (DEL) and the plan was approved for the remaining years, 2019 and 2020.

In terms of Section 23 of the Employment Equity Act 55 of 1998, it is advisable that the designated employer prepare a successive EE Plan six (6) months before the expiry of the existing EE Plan. Therefore, this EE Plan covers the period 1 January 2021 to 31 December 2025.

DURATION OF THE PLAN

Section 20 indicates that the duration of the Employment Equity Plan may not be shorter than one year or longer than five years. The duration of the plan must have a specific start and end date, as reflected below: ***(Please note that the template shown below is based on a five-year plan.)***

Start date: (1/1/2021) to End date: (31/12/2025)

2. THE UNIVERSITY'S STRATEGIC PLAN

South Africa's public universities have a distinct role in strengthening our young democracy and contributing to social and economic development in the country, in the region and on the African continent. At the University of Pretoria, this role is encapsulated in our long-term strategic plan, UP 2025, with our vision expressed as follows:

To be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.

To achieve this vision, the University of Pretoria identified the following strategic goals:

- *To be a leading research-intensive university*
- *To strengthen the University's international profile*
- *To strengthen the University's impact on economic and social development*
- *To pursue excellence in teaching and learning*
- *To increase access, throughput and diversity*

The University values diversity and inclusion as central to these goals, as they are important drivers of excellence in research and education that prepare students for an increasingly complex and diverse global environment. The University is committed to achieving a diverse and inclusive learning and working environment where students and staff can thrive.

The University also ensures compliance with legislation that drives equity, access and empowerment. The Employment Equity Act requires that employers eliminate unfair discrimination in the workplace and implement affirmative action measures for employees from designated groups (DGs). The desired outcome is a workforce context where suitably qualified people from DGs are equitably represented in all occupational categories and at all job levels.

Achieving a diverse workforce, as specified in the Employment Equity Act as amended, is therefore aligned with the University's strategic objectives contained in the UP 2025 strategic plan.

3. THE LEGAL FRAMEWORK

The University of Pretoria is regarded as a 'designated employer' in terms of the Employment Equity Act 55 of 1998 as amended and must accordingly achieve Employment Equity in its workplace by:

- Promoting equal employment opportunities and fair treatment in employment through the deliberate elimination of unfair discrimination; and
- Implementing Employment Equity measures to redress the employment disadvantages experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels.

Based on the above, the University is required to translate its obligations, in terms of the Act, into an Employment Equity Plan with measurable and achievable goals and targets.

This document, therefore, is the Employment Equity Plan of the University of Pretoria, drafted in terms of Section 20 (1), Section 20 (2) and Section 42 of the Employment Equity Act 55 of 1998 after consultation with employees in terms of Section 16 of the Act.

4. EMPLOYMENT EQUITY STRATEGIES

- 4.1 Transformation to achieve equity requires a measured yet deliberate, intentional and committed short- and long-term approach. Multi-pronged strategies to effectively manage talent and develop a career talent pipeline are necessary to achieve the targets set in this EE Plan with concerted focus on the academics. Therefore, the strategies below are necessary to develop and sustain the talent pool:

4.1.1 Talent acquisition strategies:

- (a) Postgraduate pipeline is the traditional/main pathway into a career as an academic; therefore, the University will continue to intensify the recruitment of high-achieving undergraduates to postgraduate studies.
- (b) Implement targeted advertising based on the areas of under-representation at a specific occupational level. As such, the ad should clearly state the preferred race, gender and disability of the candidates.

4.1.2 Talent nurturing and development strategies:

- (a) To implement the academic internship to create a pool of talent for new academics to achieve entry pathway set targets at the lecturer level with more focus placed on the scarce skills areas and where EE under-representation remains problematic.
- (b) In order to create a talent pool of high-achieving academics, the University has been implementing the New Generation of Academics Programme (nGAP) for the past few years in collaboration with the Department of Higher Education and Training (DHET), and the programme is starting to yield some positive results for the equity of academics. Therefore, the University will continue with the nGAP to develop new academics.
- (c) The formal and dynamic mentoring programme to assist new academics to navigate the first few years of an academic life is important to achieve the academic internship and

nGAP. The mentoring programme will be executed through the development of a career advancement plan. In order to enhance the existing mentorship programme, it will be streamlined, optimised and formalised.

- (d) Development of comprehensive management and leadership development frameworks for both the academic and the professional service departments to create a future talent pool and ensure leadership sustainability.
- (e) Develop and implement an integrated talent management framework and strategies to nurture the future talent pool.
- (f) Formalising succession planning.

4.1.3 Change management strategies:

- (a) Ensuring continuous monitoring and accountability, as EE strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before becoming widely entrenched. Change management strategies will be implemented to sustain multiple talent development, progression and retention initiatives.

4.1.4 Quality and risk assessment strategies:

- (a) The benchmark analysis of the economically active population (EAP) in the academia and professional services departments reveals that some occupations exhibiting under-representation of designated groups are not scarce skills areas. Therefore, a targeted advertisement strategy should be considered.

4.1.5 Monitoring and evaluation strategies:

- (a) Increased focus will be placed on the EE monitoring of appointment of temporary and fixed-term contractors because this is a good source of suitable future designated candidates for the University.
- (b) A targeted process of scrutinising job descriptions and job adverts will be implemented so that minimum requirements are realistic and there are no unnecessary requirements which present a barrier to entry for EE candidates.
- (c) Automated reports will be designed to enable line managers to access the status reports so that they can gauge their progress in their EE Plans.
- (d) Recruitment and selection committees will be diverse in terms of gender, race and people with disabilities as far as practically possible to remove or reduce the element of bias.

4.1.6 Quality assurance strategies:

- (a) Recruitment and selection committee members will be trained on the EE Act, related regulations, and codes of good practice, as well as on how to conduct targeted and competency-based interviews.
- (b) Increased emphasis will be placed on programmes to improve the number of disabled staff members employed by the University.
- (c) Plans contained in the UP Transformation Implementation Plan (2017–2021) will continue to be implemented.
- (d) Managers should be contracted to achieve EE targets through the University's performance management system, i.e. EE forms part of the annual performance indicators.

5. OBJECTIVES FOR EACH YEAR OF THE PLAN

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

TIMEFRAMES		OBJECTIVES
YEAR 1	1 January 2021 to 31 December 2021	<ul style="list-style-type: none"> • Monitoring and Evaluation: Have ongoing EE progression discussions with the Faculty Executive Team and professional service department senior management to monitor EE targets and identify challenges. (Progress report to be documented.) • Ensure that all staff who take part in selection panels undergo training workshops on the Employment Equity Act, related regulations and codes of good practice. (Attendance registers to be documented.) • Train line managers on the importance of inclusivity for people living with disability during the recruitment and selection process. (Uptake reports to be documented.) • Implement a management development framework that consists of a management and leadership programme for identified academics, e.g. Programme for Academic Leadership (PAL), Management Development Programme, the New Managers Development Programme, the University Leadership Programme, executive coaching, and accelerating stewardship of the New Generation of Academics Programme (nGAP) implementation and development of a new generation of academic staff. (Progress report to be documented.) • Implement academic internships to create a sustained talent pipeline for new academics to achieve lecturer/other set targets (talent management pools). • Take measures to remove identified barriers in and around buildings and access points, focusing on the needs of mobility-impaired and visually disabled persons. • Review the development of a multi-phase plan aimed at ensuring designated staff are retained by looking at implementing an institution-wide diversity and inclusivity programme. (Progress report to be documented.) • Implement strategies to develop/recruit persons with disabilities and provide reasonable accommodation. (EE targets report to be documented.) • Ensure that recruitment and selection committees are diverse in terms of gender, race and people with disabilities to reduce the element of bias (demographics/composition). • Develop and implement an integrated talent management framework and strategies to nurture the future talent pool.
YEAR 2	1 January 2022 to 31 December 2022	<ul style="list-style-type: none"> • HR to collaborate with faculties where the EE representation is still low to develop and implement career pipeline strategies by recruitment of students into the academic career through academic internship and the nGAP.

TIMEFRAMES		OBJECTIVES
		<ul style="list-style-type: none"> Continue with monitoring and accountability strategies, as EE strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before becoming widely entrenched. Continue interventions to shift UP towards desired culture that will fast-track transformation (culture survey index). Ensure that unfair discrimination and harassment issues are dealt with effectively. Implement Management Development Framework, i.e. Programme for Academic Leadership (PAL) and Management Development Programme / New Managers Development for support services staff to develop talent pool and leadership sustainability. Monitor and accelerate stewardship of the New Generation of Academics Programme (nGAP) implementation and development of a new generation of academic staff and the emerging professors programme. Implement academic internships to create a sustained talent pipeline for new academics to achieve lecturer/other set targets. Take measures to remove identified barriers in and around buildings and access points, focusing on the needs of mobility-impaired and visually disabled persons. Scrutinise job descriptions and job adverts to ensure that minimum requirements are realistic. Ensure that recruitment and selection committees are diverse in terms of gender, race and people with disabilities to reduce the element of bias.
YEAR 3	1 January 2023 to 31 December 2023	<ul style="list-style-type: none"> HR to continue collaborating with faculties where the EE representation is still low to develop and implement career pipeline strategies by recruitment of students onto the academic career through academic internship and the nGAP. Continue with monitoring and accountability strategies, as EE strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before becoming widely entrenched. Prepare the EE mid-term progression report to track the EE targets' progress and identify challenges. Continue to ensure that unfair discrimination and harassment issues are dealt with effectively. Implement Management Development Framework, i.e. Programme for Academic Leadership (PAL) and Management Development Programme / New Managers Development for support services staff to develop talent pool and leadership sustainability. Monitor and accelerate stewardship of the New Generation of Academics Programme (nGAP) implementation and development of a new generation of academic staff.

TIMEFRAMES		OBJECTIVES
		<ul style="list-style-type: none"> • Implement academic internships to create a sustained talent pipeline for new academics to achieve lecturer/other set targets. • Take measures to remove identified barriers in and around buildings and access points, focusing on the needs of mobility-impaired and visually disabled persons. • Scrutinise job descriptions and job adverts to ensure that minimum requirements are realistic. • Ensure that recruitment and selection committees are diverse in terms of gender, race and people with disabilities to reduce the element of bias.
YEAR 4	1 January 2024 to 31 December 2024	<ul style="list-style-type: none"> • Continue with monitoring and accountability strategies, as EE strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before becoming widely entrenched. • Continue to ensure that unfair discrimination and harassment issues are dealt with effectively. • Implement Management Development Framework, i.e. Programme for Academic Leadership (PAL) and Management Development Programme / New Managers Development for support services staff to develop talent pool and leadership sustainability. • Monitor and accelerate stewardship of the New Generation of Academics Programme (nGAP) implementation and development of a new generation of academic staff. • Implement academic internships to create a sustained talent pipeline for new academics to achieve lecturer/other set targets. • Take measures to remove identified barriers in and around buildings and access points, focusing on the needs of mobility-impaired and visually disabled persons. • Scrutinise job descriptions and job adverts to ensure that minimum requirements are realistic. • Ensure that recruitment and selection committees are diverse in terms of gender, race and people with disabilities to reduce the element of bias.
YEAR 5	1 January 2025 to 31 December 2025	<ul style="list-style-type: none"> • Continue with monitoring and accountability strategies, as EE strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before becoming widely entrenched. • Continue to ensure that all staff who sit on selection panels undergo training workshops on R&S which incorporate equity issues. • Continue to ensure that unfair discrimination and harassment issues are dealt with effectively. • Scrutinise job descriptions and job adverts to ensure that minimum requirements are realistic

TIMEFRAMES		OBJECTIVES
		<ul style="list-style-type: none"> • Ensure that recruitment and selection committees are diverse in terms of gender, race and people with disabilities to reduce the element of bias.

Notes:

Academics refers to the instructional and research staff at the University, including those who occupy formal posts as junior lecturers, lecturers, senior lecturers, associate professors and professors.

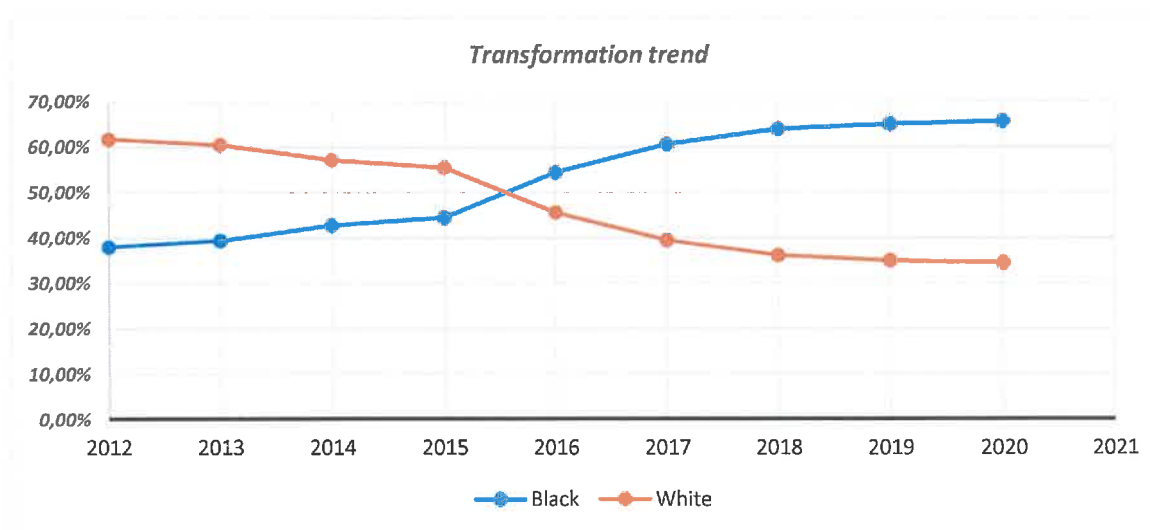
6. UP EE PROGRESSION PERFORMANCE FOR 2016–2020

The EE Act requires that the University determine, as part of its EE Plan, numerical goals to achieve equitable representation of suitably qualified members from the designated groups. Numerical goals are set at institutional and faculty/support services departmental level and constitute the quantitative commitment by UP, which is the subject of monitoring and reporting annually by the Department of Employment and Labour (DEL).

6.1 Institutional staff transformation trends

The table below illustrates transformation trends over a period of time for both academic and professional service staff.

The representation of black staff has increased considerably from 38,1% in 2012 to 65,5% by June 2020. The widening of the trend-line from 2016 until 2018 can be attributed to the insourcing of service staff.



Notes:

- **Black staff** refers to African, Indian and coloured people.
- **Foreign nationals** are excluded from all totals and percentages in the table above, as they are specifically excluded from the definition of designated groups in terms of EE regulations.
- According to the Employment Equity Regulation of 2009, **temporary employees** are defined as people who are employed to work for three consecutive months or less. It follows that from an Employment Equity perspective, **PERMANENT** employees include all people who are employed for more than three consecutive months.

6.2 UP EE Plan January 2016 until December 2020 EE targets against performance

In setting new targets, the University took into consideration its current performance in terms of EE. Table 1 below outlines the numerical targets set by the University in the previous EE Plan, January 2016 to December 2020, and performance against these targets.

Table 1: University of Pretoria's performance against its 2016–2020 EE targets

Black representation	Academic	Professional Service Grade 1–6	Professional Service Grade 7–9	Professional Service Grade 10–12	Professional Service Grade 13–18	Total staff
Actual – Dec 2015	19,40%	28,70%	34,20%	61,50%	96,30%	43,90%
Actual – Dec 2017	22,90%	33,40%	41,40%	66,30%	97,40%	60,57%
Actual – Dec 2019	26,30%	38,70%	48,00%	70,50%	98,40%	65,00%
Target – Dec 2020	30,40%	41,20%	47,30%	74,80%	90,10%	63,70%
Actual – June 2020	28,40%	42,30%	51,10%	73,40%	98,40%	66,70%
<i>Variance – Actual Jun 20 & Target Dec 20</i>	-2,00%	1,10%	3,80%	-1,40%	8,30%	3,00%

7. THE EE PLAN FOR THE PERIOD JANUARY 2021 TO DECEMBER 2025

7.1 EXECUTIVE SUMMARY

Moving into the new EE planning cycle, the University will aim to achieve diversity within each occupational level and category in its operating structure. The performance of the University towards achieving the EE targets is on a good trajectory but will need an intensified strategy for academic staff. Some of the professional service departments and units have exceeded their EE targets beyond the applicable demographics, while others are closer to the economically active population (EAP) demographic representation in their staff profiles.

7.2 KEY CONSIDERATIONS

7.2.1 Labour market analysis

The University used EAP statistics to understand the available pool of candidates. Master's or doctoral degrees are required for all academic and senior management positions at the University, and three-year degrees or higher are required for many positions on the support services staff from levels 4 to 9; the pools of designated groups potentially available to the University academic prerequisite are considerably lower than those in the general EAP.

Note: EAP refers to economically active people aged 20 to 65.

7.2.2 Skills supply and demand analysis

A range of external and internal barriers limit the proportion of the pools that are available to the University. Table 2 below provides number of students graduating with master's and doctoral degrees from the SA public Universities since 2012. Master's and doctoral degrees are a prerequisite for academic appointments and to some extent for the professional services staff. A key barrier is competition from both the private and public sectors, particularly for the postgraduate pool. While the competition from the former has long been acknowledged as a major barrier towards achievement of EE targets at the University, the nature and extent of the competition from the public sector for this same pool is often underestimated.

Table 2: Number of master's and doctoral graduates from public universities

Year	Master's degrees	Doctoral degrees
2012	10 334	1 879
2013	10 809	2 051
2014	11 627	2 258
2015	11 936	2 530
2016	12 862	2 797
2017	12 951	3 057

Source: DHET report on skills supply and demand, March 2020.

Minimum qualifications for many job levels in the public sector are below those for comparable job levels in academia. In addition, prospects of rapid advancement to managerial positions, with correspondingly attractive remuneration packages, often make it very difficult to retain black graduates who do join the University's academic staff, especially at lower and middle academic levels.

7.3 THE EE PLANNING

7.3.1 The EE planning scenario model

The Human Resources EE office developed the EE scenario planning model to guide the EE target setting process. The model uses key staff planning parameters such as a current baseline, potential growth in staff numbers, historical staff turnover, imminent retirees and appointment rate, which are seen as efficient transformation opportunities.

The EE predictive model is developed to guide the target-setting process and the discussion on development of the EE Plans for the faculties and professional services departments.

7.3.2 Setting EE Targets for 2021–2025

Employment Equity goals represented as percentages, specifically for the appointments of black staff, are based on the Institutional EE Plan for the period January 2021 to December 2025, which is a consolidation of the faculties and professional services' EE Plans. The development of such plans was guided by the scenario planning model explained in section 7.3.1 above.

Therefore, in terms of this EE Plan, the academic targets for the faculties are set out in table 3 and those for professional services departments are set out in table 4.

Table 3: The academic targets January 2021 to December 2025

Black representation	Academic target	HOD/ Professor	HOD/Ass Professor	Senior Lecturer	Lecturer/ Others
Actual – June 2020	28,4%	12,3%	18,4%	23,2%	44,4%
Target – December 2025	45,3%	31,6%	31,8%	39,4%	61,3%
Projected growth	17,2%	19,2%	13,4%	16,3%	16,9%

The academic EE targets are set based on the academic scenario planning model guided by the parameters below:

- The projected future staff turnover at 60%
- The imminent retirees at 70%
- 1,7% of the average planned academic staff growth at 3%

Table 4: The Professional services departments' targets January 2015 to December 2025

Black representation	Professional services	Grade 2–4	Grade 5–6	Grade 7–9	Grade 10–12	Grade 13–18
Actual – June 2020	77,1%	50,6%	39,7%	51,2%	73,4%	98,4%
Target – December 2025	79,8%	62,0%	54,3%	58,7%	75,9%	98,0%
Projected growth	2,7%	11,4%	14,6%	7,5%	2,5%	-0,4%

The professional services departments' EE targets are set based on the professional services department scenario planning model guided by the parameters below:

- Current vacancies at 70%
- The projected future staff turnover at 70%
- The imminent retirees at 54%

7.3.3 Institutional goals for period January 2021 to December 2025

- A projected academic target of 45,3% by December 2025 from 28,4% in June
- A projected professional services department target of 79,8% by December 2025 from 77,1% in June 2020
- An institutional target (academic and professional services) of 71,8% from 66,7%

8. BARRIERS AND AFFIRMATIVE ACTION MEASURES

The barriers and affirmative action measures identified in the EE analysis conducted must be included in the EE Plan. These measures must include timeframes to track progress in the implementation of the AA measures. The timeframes must have specific dates and be within the duration of the EE Plan (no 'ongoing' permitted). The designations of responsible persons to monitor the implementation of these AA measures should be specified.

BARRIERS AND AFFIRMATIVE ACTION MEASURES									
CATEGORIES	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)	TIMEFRAMES		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
Recruitment procedures				Lack of candidates in scarce skills areas. There is a limited supply of established scholars from designated groups in many disciplines, and there are many competitors for this small pool. Competitive offers from other universities.	1.1 nGAP (Next Generation of Academics Programme, with the DHET) 1.2 Special funds are available for the creation of diversity posts for excellent South African black and disabled candidates. Appointments in these positions must be incorporated into substantive positions within three years.	1 Jan 2021	31 Dec 2025	Deans, directors, DVC Academic, EE Office, Dir HR, HRBP, Deputy Dir: HR Strategic Partnerships	
	✓	✓	✓	There is a lack of representation on selection panels due to	1.1 Policy requires representative panels 1.2 Ensure unions have observer status to monitor compliance	1 Jan 2021	31 Dec 2021	HR Director, Deputy Dir: HR Strategic Partnerships,	

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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)	TIMEFRAMES		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	
				the need for specific knowledge.	1.3 Permanent members of the recruitment and selection committee will be trained on the EE Act and on how to conduct targeted and competency-based interviews.			Deputy Dir: HR Specialist services and EE Office,
Advertising positions				No barriers	N/A			
Selection criteria				No barriers	N/A			
Appointments				No barriers	N/A			
Job classification and grading				No barriers	N/A			
Remuneration and benefits				No barriers	N/A			

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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)	TIMEFRAMES		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	
Terms & conditions of employment	✓	✓		There is lack of understanding of the University's terms and conditions by certain grades of staff.	<ul style="list-style-type: none">• Induction programme on terms and conditions of employment to be revised• Effective communication of HR policies to staff to be enhanced	1 Jan 2021	31 Dec 2025	Deputy Dir: ER Deputy Dir: HR Partnerships; HRBP, HR Officer
Work environment and facilities			✓	Some buildings do not have infrastructure that fully accommodates disabled persons.	The University has a three-pronged approach to implementing the policy: 1. All new facilities are designed and constructed to be accessible. 2. Where renewals and modifications to existing buildings are undertaken, accessibility to students and staff with disabilities is always included as	1 Jan 2021	31 Dec 2025	Director: Facilities, HR Director, Deputy Dir: HR Specialist services and EE Office, Director Transformation

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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)	TIMEFRAMES		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	
Training and development				No barriers	N/A			
Performance and evaluation			✓	The performance management system is not effectively used across the University.				HR Dir, Deputy Dir: HR Specialist services and Specialist Performance

BARRIERS AND AFFIRMATIVE ACTION MEASURES									
CATEGORIES	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)	TIMEFRAMES		RESPONSIBILITY (Designation)	
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE		
Succession & experience planning				No barriers	N/A				
Disciplinary measures				No barriers	N/A				
Retention of designated groups									
Corporate culture			✓	Necessary resources not committed for the achievement of Institutional culture.	<ul style="list-style-type: none">Disability awareness programme to be intensifiedContinuous EE drive to have progression discussion, get faculties/departments to make target commitments	1 Jan 2021	30 Jun 2025	HR Director, Deputy Dir: HR Specialist services Director Transformation	

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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)	TIMEFRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Reasonable accommodation			✓	There is insufficient awareness of the realities faced by persons with disability and the need for the University to support them.	Continuous rollout of disability awareness programme	1 Jan 2021	30 Jun 2022	HR Director, Director Transformation, Deputy Dir: HR Specialist services EE Office
Assigned senior manager(s) to manage EE implementation				No barriers	N/A			

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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)	TIMEFRAMES		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 EE goals				No barriers	N/A			
Time off for EE consultative committee to meet				No barriers	N/A			

9. WORKFORCE PROFILE, NUMERICAL GOALS AND TARGETS

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

9.1 Snapshot of the current workforce profile

The workforce profile snapshot tables used for the conducting of the analysis to inform this plan are used below as a baseline for the setting of numerical goals and targets for each year of the plan.

Workforce profile snapshot date

30 June 2020

Table 5: Snapshot of workforce profile for all employees, including people with disabilities

Occupational levels	Male				Female				Foreign nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	1	0	1	0	0	0	2	1	0	7
Senior management	4	1	5	8	5	0	0	6	2	0	31
Professionally qualified and experienced specialists and mid-management	66	17	14	273	55	9	22	273	77	26	832
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	227	26	20	350	381	65	71	722	83	61	2 006
Semi-skilled and discretionary decision-making	265	12	6	73	409	64	28	232	18	21	1 128
Unskilled and defined decision-making	1209	17	0	18	792	5	1	16	5	3	2 066
TOTAL PERMANENT	1 773	74	45	723	1 642	143	122	1251	186	111	6 070
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 773	74	45	723	1 642	143	122	1251	186	111	6 070

Table 6: Snapshot for workforce profile for people with disabilities ONLY

NB: See Section 2 (Objectives) for people with disabilities recruitment and selection strategies

Occupational levels	Male				Female				Foreign nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	2	0	0	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management	0	0	3	8	1	0	0	1	2	2	17
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	0	12	12	0	2	0	2	1	2	34
Semi-skilled and discretionary decision-making	1	0	10	2	8	3	0	0	0	0	24
Unskilled and defined decision-making	0	0	0	1	1	2	0	0	0	0	4
TOTAL PERMANENT	4	0	25	25	10	7	0	3	3	4	81
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	4	0	25	25	10	7	0	3	3	4	81

9.2 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 2021

End date: 31 December 2025

Table 7: Numerical goals for all employees, including people with disabilities

Occupational levels	Male				Female				Foreign nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	1	0	1	1	0	0	1	1	0	7
Senior management	5	1	5	7	5	0	1	6	2	0	32
Professionally qualified and experienced specialists and mid-management	136	17	14	194	131	9	19	220	77	26	843
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	301	26	20	311	484	65	69	592	83	61	2012
Semi-skilled and discretionary decision-making	270	12	11	73	409	64	28	219	18	21	1 125
Unskilled and defined decision-making	1 175	17	3	38	792	5	2	26	5	3	2 066
TOTAL PERMANENT	1 921	100	81	599	1 583	179	159	1 058	186	111	5 977
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 921	100	81	599	1 583	179	159	1 058	186	111	5 977

Table 8: Numerical goals for people with disabilities ONLY

Occupational levels	Male				Female				Foreign nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	2	0	0	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management	2	0	3	8	1	0	0	1	2	2	19
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	9	0	12	12	2	2	0	2	1	2	42
Semi-skilled and discretionary decision-making	1	0	10	2	8	3	0	0	0	0	24
Unskilled and defined decision-making	0	0	0	1	1	2	0	0	0	0	4
TOTAL PERMANENT	12	0	25	25	13	7	0	3	3	4	89
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	12	0	25	25	13	7	0	3	3	4	89

9.3 Numerical targets

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

Numerical targets: Year 1	
Start date: 1 January 2021	End date: 31 December 2021

Table 9: 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	2	1	0	1	0	0	0	2	1	0	7
Senior management	4	1	5	8	5	0	0	6	2	0	31
Professionally qualified and experienced specialists and mid-management	71	17	14	268	61	9	22	267	77	26	832
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	239	26	20	338	417	65	71	691	83	61	2011
Semi-skilled and discretionary decision-making	269	12	6	73	409	64	28	228	18	21	1 128
Unskilled and defined decision-making	1 209	17	0	18	792	5	1	16	5	3	2 066
TOTAL PERMANENT	1 794	74	45	706	1 684	143	122	1 210	186	111	6075
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 794	74	45	706	1 684	143	122	1 210	186	111	6 075

Numerical targets: Year 2

Start date:1 January 2022

End date:31 December 2022

Table 10: 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	2	1	0	1	0	0	0	2	1	0	7
Senior management	4	1	5	8	5	0	0	6	2	0	31
Professionally qualified and experienced specialists and mid-management	93	17	14	245	81	9	22	255	77	26	839
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	264	26	20	334	439	65	70	647	83	61	2 009
Semi-skilled and discretionary decision-making	272	12	6	73	409	64	28	225	18	21	1 128
Unskilled and defined decision-making	1 187	17	0	33	792	5	1	23	5	3	2 066
TOTAL PERMANENT	1 822	74	45	694	1 726	143	121	1 158	186	111	6 080
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 822	74	45	694	1 726	143	121	1 158	186	111	6 080

Numerical targets: Year 3

Start date:1 January 2023

End date:31 December 2023

Table 11: 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	2	1	0	1	0	0	0	2	1	0	7
Senior management	4	1	5	7	5	0	1	6	2	0	31
Professionally qualified and experienced specialists and mid-management	111	17	14	228	100	9	20	241	77	26	843
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	273	26	20	326	467	65	69	619	83	61	2 009
Semi-skilled and discretionary decision-making	268	12	10	73	409	64	28	221	18	21	1 124
Unskilled and defined decision-making	1 178	17	1	38	792	5	1	26	5	3	2 066
TOTAL PERMANENT	1 836	74	50	673	1 773	143	119	1 115	186	111	6 080
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 836	74	50	673	1 773	143	119	1 115	186	111	6 080

Numerical targets: Year 4

Start date:1 January 2024

End date:31 December 2024

Table 12: 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	2	1	0	1	1	0	0	1	1	0	7
Senior management	5	1	5	7	5	0	1	6	2	0	32
Professionally qualified and experienced specialists and mid-management	125	17	14	211	115	9	19	230	77	26	843
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	289	26	20	319	475	65	69	605	83	61	2 012
Semi-skilled and discretionary decision-making	270	12	11	73	409	64	28	219	18	21	1 125
Unskilled and defined decision-making	1 176	17	2	38	792	5	2	26	5	3	2 066
TOTAL PERMANENT	1 867	74	52	649	1 797	143	119	1 087	186	111	6 085
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1 867	74	52	649	1 797	143	119	1 087	186	111	6 085

9.4 EE CHALLENGES

9.4.1 Challenges

There are a number of challenges and constraints facing the University that impact achievement of EE targets:

- The limited supply of relevant skills, particularly in academic fields
- Difficulties during recruitment activities in sourcing under-represented designated groups at specific levels
- The need to improve the use of academic networks at faculty level to identify new and established scholars from under-represented designated groups, locally and internationally
- Aspects of institutional culture that still need to change for diversity and equity to be fully appreciated and embraced throughout the institution
- Capacity constraints in terms of staff and resources which often limit the time and effort available for the development of candidates appointed on the basis of potential
- Competitive offers from other universities
- The need to employ a greater number of staff with disabilities at the University

9.4.2 Resource implications

As part of the overall transformation agenda of the University, resources are included in annual budgets to ensure that institutional Employment Equity strategies are achieved:

- Resources to enable approved recruitment-related projects with specific emphasis on under-represented designated groups at specific levels
- Funding for the creation of diversity posts for qualifying members of DGs and disabled candidates for whom posts are not immediately available on the post structure
- Reasonable accommodation fund to provide assistive technologies for people living with disabilities
- Allocation of strategic institutional human capital funds to enable the acquisition, development and retention of candidates from designated groups who will advance the University's EE goals
- Continued use of the capital budget for infrastructure to ensure that buildings and access points on all campuses are refurbished and built with a focus on the needs of people with disabilities
- Funding initiative spearheaded by Transformation Unit to drive transformation at the University
- Resources allocated to implement the approved specific succession planning proposal
- Funding the development and implementation of mentoring and coaching initiatives for newly appointed employees, with specific focus on members of designated groups
- Funding the implementation of training and development initiatives consistent with Employment Equity priorities and reported on regularly in the annual report on compliance with skills development legislation

10. ROLES AND RESPONSIBILITIES

10.1 Appointment of senior manager

Section 24 of the EE Act requires the designated employer to appoint a senior manager to oversee implementation and monitoring of the EE Plan. To give effect to this role at the University, the Vice-Principal: Institutional Planning, Monitoring and Evaluation is responsible for EE planning, monitoring, evaluation and reporting at the University.

Best practice has shown that line managers' ownership of Employment Equity is a critical success factor in the development and implementation of Employment Equity goals and targets. Employment Equity is thus a key performance requirement for all line managers at the University of Pretoria.

The Executive has overall responsibility for ensuring that the University reflects diversity in all profiles, i.e. staff and students. The Vice-Principal, as Senior Manager of Employment Equity, is responsible, among other roles, for:

- championing Employment Equity in the University;
- setting Employment Equity numerical goals and targets at an institutional level;
- developing and acquiring resources for institutional Employment Equity strategies, including specific strategies pertaining to recruitment and staff development and training, to enable the implementation of Employment Equity Plans in faculties and support services departments;
- through the performance management system, ensuring that line managers fulfil their responsibilities with regard to Employment Equity;
- monitoring progress towards achievement of Employment Equity goals and targets; and
- guiding and supporting faculties and support services departments to ensure that they implement Employment Equity strategies that have been outlined in their EE Plans and that corrective action is taken where necessary.

10.2 Deans/directors are responsible for:

- championing Employment Equity in faculties/professional services departments;
- setting Employment Equity numerical goals for their faculties/professional services departments and ensuring that these are cascaded down to their departments/divisions;
- developing Employment Equity strategies that are consistent with the institutional Employment Equity strategies, including specific strategies pertaining to recruitment and staff development and training, to meet the specific challenges of their faculties and professional services departments, and ensuring that these are cascaded down to their departments;
- ensuring, through the performance management system, that heads of academic departments/professional divisions and line managers fulfil their responsibilities in regard to Employment Equity;
- monitoring progress towards Employment Equity numerical goals and implementing Employment Equity strategies both for the faculty/professional services department as a whole and also for the individual units within it; and

- where there is unsatisfactory progress towards Employment Equity numerical goals, and where suitably qualified candidates from under-represented designated groups are available in the market, earmarking posts exclusively for filling by such Employment Equity candidates, and advertising accordingly.

10.3 Heads of academic departments and managers of professional services divisions are responsible for:

- championing Employment Equity in their departments and divisions;
- developing and implementing Employment Equity numerical goals and implementing EE strategies to meet the specific challenges of their own disciplines or business areas;
- ensuring, through the performance management system, that their employees fulfil their responsibilities in regard to Employment Equity; and
- monitoring progress towards Employment Equity numerical goals and implementing Employment Equity strategies in their departments/divisions.

Overall, **all staff members** have a responsibility to ensure that the University is inclusive and integrated and that there is no unfair discrimination and prejudice.

11. MONITORING AND EVALUATION

11.1 General

Adherence to prescribed processes and progress with implementation of Employment Equity strategies and towards Employment Equity numerical goals will be monitored at regular intervals. In fact, monitoring and accountability are now included as focus areas in the Employment Equity Plan, with corresponding objectives and strategies, namely:

- A range of measures, **as identified in section 8 (Barriers and affirmative action measures)**, will be routinely applied to enhance levels of responsibility and accountability for Employment Equity by staff with management responsibilities, in terms of the new model.
- Management information in respect of Employment Equity progress and other relevant indicators will continue to be supplied to the Executive, deans/directors and HODs/line managers, and where necessary enhanced to more effectively meet user needs.

Accountability and monitoring are critical because Employment Equity strategies are often change initiatives and require sustained investment of time, effort, training, advocacy and enforcement before they become widely entrenched. Regular monitoring provides feedback on the extent to which such investments are achieving the desired effects.

11.2 Progress reporting

Currently, all faculties and professional services departments have transformation committees that not only focus on the culture and climate, but are also responsible for monitoring their Employment Equity Plans. These committees meet at least quarterly and prepare quarterly reports to the faculty/professional services department senior management and the Institutional Transformation

Committee. Therefore, the committees will be finished with EE progress reports in time to be able to do oversight monitoring.

12. RECORD KEEPING

The HR Employment Equity office is tasked with the storing and maintaining records of all documentation relevant to Employment Equity as required by Section 26 of the EE Act.

13. COMMUNICATION

Communication will be done using a range of media—electronic, printed and presentations. Specific attention will be given to ensuring that staff and managers have access to accurate and up-to-date information on Employment Equity and progress in their own areas and at an institutional level.

Further, the University will make the EE Plan and annual reports available to the members of staff by placing them on the University intranet.

14. DISPUTE RESOLUTION MECHANISMS

A clear process is to be followed to resolve disputes arising from the interpretation and implementation of the EE Plan, including the responsible persons and timeframes for each step to resolve the dispute. In cases where individuals or groups of individuals currently in the employ of the University, or unions with which the University has entered into recognition agreements, are of the opinion that the University's Employment Equity Plan has been incorrectly interpreted or implemented, a complaint may be lodged in writing with the Director: Human Resources.

Step 1

The dispute shall be referred to the Human Resources Business Partner (HRBP) in writing by an employee. The HRBP shall attempt to resolve the dispute within seven working days of receipt thereof and advise the complainant of his or her decision. In the event of the dispute remaining unresolved, the complainant shall refer the dispute to the Chairperson of the faculty/professional services department transformation committee within five working days of the decision of the line manager.



STEP 2

The Chairperson of the faculty/professional services department transformation committee shall convene a meeting with all stakeholders within five working days of receipt of the dispute for purposes of resolving the dispute, and shall notify the complainant in writing of the outcome thereof.



STEP 3

In the event of the dispute remaining unresolved, the Chairperson of the faculty/professional services department transformation committee shall refer the dispute, together with the decision of the forum, in writing to the Executive member responsible for HR, within five working days of receipt. He or she shall attempt to resolve the dispute within seven working days of receipt thereof. In the event of the dispute remaining unresolved, the Executive member responsible for HR shall refer the dispute to the office of the Vice Chancellor (VC), who is the EE Accounting Authority.



STEP 4

The Accounting Authority shall attempt to resolve the dispute within 15 working days of receipt thereof. The decision of the Vice-Chancellor shall be final for purposes of internal dispute resolution.



STEP 5

Should the dispute remain unresolved, the complainant may refer the dispute to an appropriate external dispute resolution forum for determination.

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

All the structures for monitoring and evaluating the progress of the plan should be specified, with clear roles and responsibilities for the stakeholders involved, including timeframes for when the monitoring takes place.

STAKEHOLDER	ROLE/RESPONSIBILITY	FREQUENCY
Council	<ul style="list-style-type: none"> ▪ To ensure that UP is reflective of diverse workforce, the demographic mix and social complexity of South Africa ▪ To approve the EE Plan and annual EE projection ▪ To monitor University EE progress against the plan 	Annually
Executive	<ul style="list-style-type: none"> ▪ To set the EE targets and projections ▪ To monitor progress and comment on EE progress reports from faculties and professional services departments ▪ To make decisions that seek to remove challenges and barriers ▪ To make decisions to reserve certain opportunities for under-represented occupational categories ▪ To provide funding to advance EE goals 	Quarterly
EE Forum/Institutional Transformation Committee	<ul style="list-style-type: none"> ▪ To monitor EE targets' progress against the set targets ▪ To make proposals to the Executive to advance EE and transformation 	Quarterly
Department of Human Resources Transformation Director Faculties/professional services departments EE Office	<ul style="list-style-type: none"> ▪ To monitor and evaluate EE numerical targets' progress and implementation of strategies ▪ To ensure Employment Equity targets are achieved ▪ To ensure that faculties and support services departments pursue applicants from designated groups in accordance with their targets ▪ To deal with disputes and find solutions to address concerns raised 	Monthly/quarterly

SIGNATURE OF THE CHIEF EXECUTIVE OFFICER/ACCOUNTING OFFICER

Chief Executive Officer/Accounting Officer

I Prof Tawana Kupe (full name) CEO/Accounting Officer of

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

Signed on this 5th day of February year 2021

At place: Pretoria

T. Kupe
Chief Executive Officer/Accounting Officer