



University of Cape Town

CHED Employment Equity Plan (draft): April 2015- March 2020

Name of Department/Faculty	Centre for Higher Education Development (CHED)
Department	Transformation Committee
Date	Approved by CHED Board 15 October 2014

1. Introduction

CHED's mission is to promote equity of access, effectiveness of teaching and learning and the enhancement of curriculum, with the twin aims of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive and fully representative of South Africa's diverse population. Thus, CHED views equity as more than just an effort to change students and staff demographics.

CHED has since 1999 adopted several Employment Equity Plans to promote representativity and diversity among its staff. The first Employment Equity Plan, in 1999, set out the vision, general principles, definitions of race, gender, disability and designated groups. The second Employment Equity Plan covered the years 2004-2006. The Third Plan was developed for the period 2007-2009. The current Employment Equity Plan, which is the fourth, commenced in 2010 and will expire at the end of March 2015. This Employment Equity Plan covers the period from April 2015 to March 2020.

2. Process/principles followed in developing the EE Plans

In the development of this plan the following procedures were followed:

- The Dean's meetings with the HoDs to discuss the demography profiles, EE plans, barriers and affirmative action measures. The staff profile of the department/ unit was outlined, providing a basis for understanding its organizational profile in respect to diversity, and its potential to contribute to the realization of CHED overall equity goals.
- The TC Exco with the assistance from the Dean's office drew up the final plans based on the outcome and recommendations from the meetings with the HoDs. The final plans were based on the current CHED staff profile as at the end of March 2014.
- The TSO is piloting a soft ware that will be used to set targets and manage the employment equity process.
- The TC held a Special meeting to consider and approve the plan. Realistic targets were set on the basis of retirements and possible promotions. No targets were set on the basis of new or vacant posts. The TC also discussed the barriers and affirmative action measures.

3. EE Targets Plans

Table 1: 1 April 2014 – 31 March 2015 CHED EE ACTUALS (TARGETS) : Academic Staff

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	W	Male	Female			
Professor & Associate Professor	1 (1)	1 (4)	0 (0)	0 (0)	0 (1)	0 (0)	9 (6)	1 (2)	0 (0)	0 (0)	12	2	0
Senior Lecturer & Lecturer	1 (1)	5 (6)	0 (0)	1 (3)	0 (2)	4 (4)	18 (14)	10 (7)	4 (4)	4 (3)	47	11	5
TOTAL PERMANENT & T3	2 (2)	6 (10)	0 (0)	1 (3)	0 (3)	4 (4)	27 (20)	11 (9)	4 (4)	4 (3)	59	13	5
Professor & Associate Professor	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0	0	0
Senior Lecturer & Lecturer	0 (1)	0 (0)	0 (0)	0 (2)	0 (1)	1 (1)	7 (0)	2 (0)	2 (0)	3 (0)	15	1	1
Total Non – permanent	0 (1)	0 (0)	0 (0)	0 (2)	0 (1)	1 (1)	7 (0)	2 (0)	2 (0)	3 (0)	15	1	1
GRAND TOTAL	2 (3)	6 (10)	0 (0)	1 (5)	0 (4)	5 (5)	34 (20)	13 (9)	6 (4)	7 (3)	74	14	6

Retirees: 0

Table 2: 1 April 2015 – 31 March 2016 CHED EE Targets: Academic Staff

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	W	Male	Female			
Professor & Associate Professor	1	1*	0	0	0	0	8	1	0	0	11	2	0
Senior Lecturer & Lecturer	1	6*#	0	1	1^	4	18	10	4	4	49	13	6
TOTAL PERMANENT	2	7	0	1	1	4	26	11	4	4	60	15	6
Professor & Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Lecturer & Lecturer	0	0	0	0	0	1	7	2	2	3	15	1	1
Total Non – permanent	0	0	0	0	0	1	7	2	2	3	15	1	1
GRAND TOTAL	2	7	0	1	1	5	33	13	6	7	75	16	7

Retirees

1. W,F, A/Prof = target C,M* A/Prof or Snr Lect (if appointed at Snr Lect then target for C ,M = 6 and 1 for A/Prof)
2. Vacancy due to retirement = target C, F^ Snr Lect (retirement not included in baseline)

Possible promotion

1. C, M, Lect = C,M#Lect to Snr Lect in 2016

Table 3: 1 April 2016 – 31 March 2017 CHED EE Targets: Academic Staff

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	W	Male	Female			
Professor & Associate Professor	1	1	0	1#	1*	0	8*^	1	0	0	13	4	2
Senior Lecturer & Lecturer	1	6	0	0	1	4	17	10	4	4	47	12	5
TOTAL PERMANENT	2	7	0	1	2	4	25	11	4	4	60	16	7
Professor & Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Lecturer & Lecturer	0	1 _J	0	0	0	1	6	2	2	3	15	2	1
Total Non – permanent	0	1	0	0	0	1	6	2	2	3	15	2	1
GRAND TOTAL	2	8	0	1	2	5	31	13	6	7	75	18	8

Retirees

1. W, F, A/Prof = target C, F* A/Prof or Snr Lect (target will be C, F 1 if Snr Lect appointed and 0 A/Prof)
2. W, F, Lect (part- time) = target C, M, Lect_J

Possible promotion

1. W, F Snr Lect to A/Prof[^] in 2017
2. A, F, Snr Lect to A/Prof[#] in 2017

Table 4: 1 April 2017 – 31 March 2018 CHED EE Targets: Academic Staff

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	W	Male	Female			
Professor & Associate Professor	1#	1	0	1	1	0	7*	1	0	0	12	4	2
Senior Lecturer & Lecturer	1	6	0	0	3*	4^	16*	10	4	4	48	14	7
TOTAL PERMANENT	2	7	0	1	4	4	23	11	4	4	60	18	9
Professor & Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Lecturer & Lecturer	0	1	0	0	0	1	6	2	2	3	15	2	1
Total Non – permanent	0	1	0	0	0	1	6	2	2	3	15	2	1
GRAND TOTAL	2	8	0	1	4	5	29	13	6	7	75	20	10

Retirees

1. W, F, A/Prof = target C, F, Snr Lect*
2. W, F Snr Lect = target C, F, Snr Lect*

Possible promotion

1. 2 x I, F, Lect to Snr Lect^ in 2018 (target does not change since both are in the same band)
2. A, M, A/Prof to Prof# in 2018 (ditto)

Table 5: 1 April 2018 – 31 March 2019 CHED EE Targets: Academic Staff

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	W	Male	Female			
Professor & Associate Professor	1	1	0	1	1	0	7	1	0	0	12	4	2
Senior Lecturer & Lecturer	1	6^	0	1*	3	4	15*	10	4	4	48	15	8
TOTAL PERMANENT & T3	2	7	0	2	4	4	22	11	4	4	60	19	10
Professor & Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Lecturer & Lecturer	0	1	0	0	0	1	6	2	2	3	15	2	1
Total Non – permanent	0	1	0	0	0	1	6	2	2	3	15	2	1
GRAND TOTAL	2	8	0	2	4	5	28	13	6	7	75	21	10

Retirees

1. W, F, Snr Lect=target A, F, Snr Lect*

Possible promotion

1. C, M, Lecturer to Snr Lect^ in 2019 (target will not change since staff member remains in the same band)

Table 6: 1 April 2019 – 31 March 2020 CHED EE Targets: Academic Staff

Rank	Designated							Non-designated				TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals					
	A	C	I	A	C	I	W	W	Male	Female				
Professor & Associate Professor	1	1	0	1	1	0	8	1	0	0	13	4	2	
Senior Lecturer & Lecturer	1	6#	0	1	3	4	14	10	4	4	47	15	8	
TOTAL PERMANENT	2	7	0	2	4	4	22	11	4	4	60	19	10	
Professor & Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	
Senior Lecturer & Lecturer	1*	1	0	0	0	1	6	1*	2	3	15	3	1	
Total Non – permanent	1	1	0	0	0	1	6	1	2	3	15	3	1	
GRAND TOTAL	3	8	0	2	4	5	28	12	6	7	75	22	11	
PROJECTED CHANGES	1	2	0	1	4	0	- 6	-1	0	0	9	8	5	

Retirees

1. W, M Lect = target A, M Lect*

Possible promotion

1. C, M, Lect to Snr Lect# in 2019 (target does not change since staff member remains in same band)
2. W, F Sen Lect to A/Prof in 2020

Table 7: 1 April 2014 – 31 March 2015 CHED EE ACTUALS (TARGETS): PASS

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male W	Foreign Nationals				
	A	C	I	A	C	I	W		Male	Female			
PC 13 PG 3	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0	0	0
PC 13 PG 4+5	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1	0	0
PC 12-11	0 (0)	0 (1)	0 (0)	1 (0)	1 (0)	1 (0)	3 (3)	0 (0)	0 (0)	0 (1)	6	3	3
PC 10-8	4 (1)	2 (0)	0 (0)	2 (2)	8 (7)	0 (2)	9 (6)	1 (2)	2 (3)	0 (0)	28	16	10
PC 7-5	1 (2)	2 (1)	0 (0)	3 (5)	13 (10)	0 (0)	0 (1)	0 (0)	0 (0)	1 (0)	20	19	16
PC 1-4	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1	0	0
Total Permanent	5 (3)	4 (2)	0 (0)	6 (7)	22 (17)	1 (2)	12 (10)	1 (2)	3 (3)	2 (1)	56	38	29
Total Non –Permanent	5 (3)	2 (2)	0 (0)	0 (1)	6 (2)	0 (1)	5 (0)	3 (0)	1 (1)	1 (1)	23	13	6
GRAND TOTAL	10 (6)	6 (4)	0 (0)	6 (8)	28 (19)	1 (3)	17 (10)	4 (2)	4 (4)	3 (2)	79	51	35

Retirees: 0

Table 8: 1 April 2015 – 31 March 2016 CHED EE Targets : PASS

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male W	Foreign Nationals				
	A	C	I	A	C	I	W		Male	Female			
PC 13 PG 3	0	0	0	0	0	0	0	0	0	0	0	0	0
PC 13 PG 4+5	0	0	0	0	0	0	0	0	1	0	1	0	0
PC 12-11	0	0	0	1	1	1	3	0	0	0	6	3	3
PC 10-8	4	2	0	2	8#	0	9	1	2	0	28	16	10
PC 7-5	1	2*	0	3	13^	0	0	0	0	1	20	19	16
PC 1-4	0	0	0	0	0	0	0	0	0	1	1	0	0
Total Permanent	5	4	0	6	22	1	12	1	3	2	56	38	29
Total Non –Permanent	5	2	0	0	6	0	5	3	1	1	23	13	6
GRAND TOTAL	10	6	0	6	28	1	17	4	4	3	79	51	35

Possible promotion

1. C, M from p/c 6 to p/c 7*in 2015 (target remains in same band)
2. C, F from p/c 6 to p/c 7^ in 2015 (ditto)
3. C, F from p/c 8 to p/c 9# in 2015(ditto)

Table 9: 1 April 2016 – 31 March 2017 CHED EE Targets: PASS

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W		Male	Female			
PC 13 PG 3	0	0	0	0	0	0	0	0	0	0	0	0	0
PC 13 PG 4+5	0	0	0	0	0	0	0	0	1	0	1	0	0
PC 12-11	0	0	0	1	1	1	3	0	0	0	6	3	3
PC 10-8	4	2	0	2	8	0	9	1	2	0	28	16	10
PC 7-5	1	2	0	3	13	0	0	0	0	1	20	19	16
PC 1-4	0	0	0	0	0	0	0	0	0	1	1	0	0
Total Permanent	5	4	0	6	22	1	12	1	3	2	56	38	29
Total Non –Permanent	5	2	0	0	6	0	5	3	1	1	23	13	6
GRAND TOTAL	10	6	0	6	28	1	17	4	4	3	79	51	35

Retirees: 0

Table 10: 1 April 2017 – 31 March 2018 CHED EE Targets: PASS

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	Male	Female				
PC 13 PG 3	0	0	0	0	0	0	0	0	0	0	0	0	0
PC 13 PG 4+5	0	0	0	0	0	0	0	0	1	0	1	0	0
PC 12-11	0	0	0	1	1	1	3	0	0	0	6	3	3
PC 10-8	4	2	0	2	8	0	9	1	2	0	28	16	10
PC 7-5	1	2	0	3	13	0	0	0	0	1	20	19	16
PC 1-4	0	0	0	0	0	0	0	0	0	1	1	0	0
Total Permanent	5	4	0	6	22	1	12	1	3	2	56	38	29
Total Non –Permanent	5	2	0	0	6	0	5	3	1	1	23	13	6
GRAND TOTAL	10	6	0	6	28	1	17	4	4	3	79	51	35

Retirees: 0

Table 11: 1 April 2018 – 31 March 2019 CHED EE Targets: PASS

Rank	Designated							Non-designated			TOTAL	Black Total	Black Female
	Male			Female				White Male	Foreign Nationals				
	A	C	I	A	C	I	W	Male	Female				
PC 13 PG 3	0	0	0	0	0	0	0	0	0	0	0	0	0
PC 13 PG 4+5	0	0	0	0	0	0	0	0	1	0	1	0	0
PC 12-11	0	0	0	1	1	1	3	0	0	0	6	3	3
PC 10-8	4	2	0	2	8	0	9	1	2	0	28	16	10
PC 7-5	2*	2	0	3	12*	0	0	0	0	1	20	19	15
PC 1-4	0	0	0	0	0	0	0	0	0	1	0	0	0
Total Permanent	6	4	0	6	21	1	12	1	3	2	56	38	28
Total Non –Permanent	5	2	0	0	6	0	5	3	1	1	23	13	6
GRAND TOTAL	11	6	0	6	27	1	17	4	4	3	79	51	34

Retirees

1. C, F p/c 6 = target A, M,p/c 6*

Table 12: 1 April 2019 – 31 March 2020 CHED EE Targets: PASS

Rank	Designated							Non-designated				TOTAL	Black Total	Black Female
	Male			Female				White Male W	Foreign Nationals					
	A	C	I	A	C	I	W		Male	Female				
PC 13 PG 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PC 13 PG 4+5	0	0	0	0	0	0	0	0	1	0	1	0	0	0
PC 12-11	0	0	0	1	1	1	3	0	0	0	6	3	3	3
PC 10-8	4	2	0	3*	8	0	8*	1	2	0	28	17	11	11
PC 7-5	2	2	0	3	12	0	0	0	0	1	20	19	15	15
PC 1-4	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Total Permanent	6	4	0	7	21	1	11	1	3	2	56	39	29	29
Total Non –Permanent	5	2	0	0	6	0	5	3	1	1	23	13	6	6
GRAND TOTAL	11	6	0	7	27	1	16	4	4	3	79	52	35	35
PROJECTED CHANGES	1	0	0	1	-1	1	-1	0	0	0	3	3	2	2

Retirees

1. W, F p/c 10 = target A, F, p/c 10*

4. Barriers and Affirmative Action

4.1 Barriers to Employment Equity

There are several barriers that CHED faces in achieving its EE targets in different categories:

- The first barrier is scarcity of the required skills. This is a major challenge for CHED as most of its work is highly specialised and as a result, it is difficult to secure successful candidates from the designated groups due to a scarcity of skills in the higher education development area, especially in areas such as educational development and educational technology.
- Another barrier to achieving EE targets for both academic and PASS staff is the relatively low staff turnover due to the size of the unit and the fact that most staff members are in the early to mid-stage of their careers. Accordingly, one may expect existing posts to maintain the current demographics for the foreseeable future despite a few retirements that will take place in the next five years.
- The lack of further career advancement opportunities within CHED, especially among PASS staff due to the small size of our unit, results in staff members leaving for advancement elsewhere within or outside the university.
- The institutional culture also contributes to the non-achievement of EE targets. The results of the UCT 2013 Climate Survey, for example, clearly show that although CHED academic staff members are generally satisfied with most of the things raised in the Climate Survey such as communication and collegiality, feeling of being respected, rewards for research, job satisfaction, relationship with line managers, UCT work environment, and so on, they are more dissatisfied with transformation issues such as rewards for promoting transformation and the ad hominem system. They are also less positive about the question of whether UCT does enough to attract staff from the designated groups. It is also interesting to note that CHED academic staff do not feel disadvantaged by UCT EE Plans.
- In relation to PASS the results of the Climate Survey show that CHED staff are dissatisfied with several issues within CHED and in the university as a whole. PASS staff seem to be satisfied with the trust given to them in decision making, the respect they receive, their jobs, relationship with line managers, UCT work environment, and so forth. They seem to be dissatisfied with the lack of open communication, consultation, rewards for promoting transformation, rewards for excellent performance, workload distribution, and so forth. It is important to note that PASS staff are also dissatisfied with the fact that UCT does not do enough to attract staff from designated groups. With regard to whether they feel disadvantaged by Employment Equity, the responses are not as positive as those of academics. Only 40 percent of responses shows satisfaction, about 20 percent are dissatisfied and close to 50 percent are neutral. This shows that there is a need for more communication on the importance of Employment Equity and how it benefits the university.

4.2 Affirmative action measures

To address some of the barriers identified above, the CHED Transformation Committee has revised its Terms of Reference which needs to be followed by a Transformation Strategic Plan. This Strategic Plan needs to address the barriers to employment equity in CHED:

- Staff recruitment and staff development
- Mentoring students and staff members in contract and lower tier positions (T1 & T2)
- Developing a retention strategy

- Providing development opportunities for staff members, particularly those from designated categories.
- Developing a good transformed working environment.
- Succession Planning