

TEMPLATE FOR ENVIRONMENTAL EMPLOYMENT EQUITY PLAN (EEEP)

NAME OF PASS DIVISION/FACULTY

(Completed template to be attached to the Environmental Plan)

Please provide information under the following headings:

1. **Period of EE Projection**

The period of this plan coincides with the period covered by the Environmental Plan, namely 2019 to 2024.

1. **Objectives of EE**

The objective of the EEEP is to support the institutional strategy on employment equity. All environments share the following objectives:

* Diversity: changing the staff profile of the institution to reflect a more diverse profile
* Inclusivity: To create an inclusive culture and climate that embraces diversity and the values of the institution
* Talent management with specific focus on staff retention: To attract, develop and retain staff.

Besides the generic objectives listed above, this environment has the following specific objectives:

* List of objectives for the environment
1. **Current staff profile**
	1. **Academic staff profile (numbers) from job level 4-9, use staff information as at the end of May 2018.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

* 1. **Academic staff profile (percentages) from job level 4-9, use staff information as at the end of May 2018.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

* 1. **PASS Staff profile (numbers) from job level 3-13, use staff information as at the end of May 2018**.

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| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 3 |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |
| 10 |   |   |   |   |   |   |   |   |   |   |   |
| 11 |   |   |   |   |   |   |   |   |   |   |   |
| 12 |   |   |   |   |   |   |   |   |   |   |   |
| 13 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

**3.4. PASS Staff profile (percentages) from job level 3-13, use staff information as at the end of May 2018.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 3 |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |
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| 11 |   |   |   |   |   |   |   |   |   |   |   |
| 12 |   |   |   |   |   |   |   |   |   |   |   |
| 13 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

1. **Employment Equity Targets**

In this section, the environment is required to indicate the employment equity targets for each year of the plan starting from 2019 until 2024 and how progress would be made each year.

* 1. **Employment Equity Target for 2019: Academic staff (percentages)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

* 1. **Employment Equity Target for 2019: PASS (percentages)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Job Level** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** | **Grand Total** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |  |
| 3 |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |
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| 11 |   |   |   |   |   |   |   |   |   |   |   |
| 12 |   |   |   |   |   |   |   |   |   |   |   |
| 13 |   |   |   |   |   |   |   |   |   |   |   |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |

* 1. **Academic: Employment Equity target for each year (percentages)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | M | **F** | **M** |
| 2020 |   |   |   |   |   |   |   |   |   |   |
| 2021 |   |   |   |   |   |   |   |   |   |   |
| 2022 |   |   |   |   |   |   |   |   |   |   |
| 2023 |   |   |   |   |   |   |   |   |   |   |
| 2024 |   |   |   |   |   |   |   |   |   |   |

* 1. **PASS: Employment Equity target for each year (percentages)**

N.B. Estimated targets per job level is only required for 2019, for the period 2020 to 2014, please provide aggregate targets per year as illustrated below.

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| --- | --- | --- | --- | --- | --- |
| **Targets** | **African** | **Coloured** | **Indian** | **White** | **Foreigners** |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | M | **F** | **M** |
| 2020 |   |   |   |   |   |   |   |   |   |   |
| 2021 |   |   |   |   |   |   |   |   |   |   |
| 2022 |   |   |   |   |   |   |   |   |   |   |
| 2023 |   |   |   |   |   |   |   |   |   |   |
| 2024 |   |   |   |   |   |   |   |   |   |   |

In developing the targets, the following factors need to be taken into consideration.

* The degree of diversity on each in each job level in terms of race and gender.
* Present and planned vacancies, retirements and natural attrition.
1. **List of scarce skills or occupations in high demand within the environment**

To enable Human Resources to assist with proactive recruitment we need to compile a library of occupations in high demand or jobs that are difficult to recruit. Please identify and provide a list of occupations and or disciplines where scarcity levels are high.

Refer to list of scarce skills from the Department of Higher Education and Training as an example (attached).

1. **Appointment and promotion of employees from designated groups**

In this section, the environment is required to provide details regarding job levels (opportunities) at which preferential appointments will be considered in order to diversify staff.

**Example**

|  |  |  |
| --- | --- | --- |
| **Job level** | **Reason for opportunity** | **Strategy** |
| 4 | e.g. Three positions at job level 4 will become available as a result of retirements | The following number of vacancies will be used to recruit candidates from the designated groups. |

1. **Training and development of employees from designated groups**

**Examples may include** structured training and development programmes like learnerships and internships, on the job mentoring and coaching, and accelerated training for new recruits. Transformation competency and diversity management training, coaching and mentoring skills for line managers.

1. **Reasonable accommodation for employees with disabilities**

Provide list of jobs that can be potentially filled by people with disabilities.

Please contact the Director Employment Equity, Mr Sello Molapo for any queries at sdm@sun.ac.za or 021 808 4648.