

UNIVERSITY OF CAPE TOWN

EMPLOYMENT EQUITY PLAN

April 2004 - April 2007

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Introduction

It is evident in UCT's 2000-2002 employment equity plan, that since the early 1990's the University has actively embarked on various employment equity initiatives. In January 2003, the Senior leadership Group (SLG) of the University met for a workshop on institutional transformation. The objectives of this workshop were to develop:

- a conceptual framework for transformation at UCT;
- a transformation strategy; and
- a high-level transformation plan.

This workshop led to the development of a "Guide for Action: Institutional Transformation". In this Guide for Action, staff diversity i.e., employment equity, is a strategic objective. In the Vice-Chancellor's Transformation road-show during 2003, the University's approach to employment equity during this decade was outlined as follows:

- Transformation was conceptualised as being the driving concept of change, rather than employment equity per se. In other words, employment equity was regarded as being one of several subsets of transformation.
- Employment equity was seen as being a line management responsibility.

This approach to employment equity necessitated the appointment in 2003 of a transformation manager in the Office of the Vice-Chancellor, and an employment equity manager in the Human Resource Development component of the Human Resources Department. The former's role is to plan, initiate, direct and monitor university transformation initiatives. The role of the employment equity manager is to provide support to line management in the implementation of employment equity. The filling of these two positions was also accompanied by the closure of the Employment Equity Unit.

Section 1 outlines the processes which led to the development of UCT's 2004-2007 employment equity plan.

Section 2 focuses on the employment equity targets and measures planned by the University for 2004-2007. This will involve undertaking an analysis of numerical targets set on a faculty and PASS department basis. These targets will be compared to the current staff profile to assess the level of impact the former has on altering UCT's staff equity profile. An analysis will also be done of the employment equity measures which Faculties and Professional Administrative Services Staff (PASS) departments have identified as their qualitative and developmental equity interventions during the duration of their plan.

Section 3 discusses other initiatives currently in place, which lends support to the University's employment equity objectives.

Section 4 concludes with an outline of the University's employment equity action plan and a discussion of elements of this action plan which are still planned. A discussion of barriers to equity will also be undertaken.

Section One: The Process of Formulating UCT's Employment Equity Plan

Revising UCT's Employment Equity Policy (1992)

In 2003 an overview of the previous decade showed that the staff profile of UCT had not changed significantly and progress in terms of reaching equity targets outlined in the University's previous employment equity plan was less than satisfactory. This necessitated a revision of the University's 1992 employment equity policy, so as to accelerate the appointment and retention of a critical mass of black, female and disabled staff.

The 1992 employment equity policy was developed prior to the promulgation of the Employment Equity Act (1998). A consequence of this was that UCT's employment equity policy did not contain principles which were aligned to the regulatory framework. Hence for example, the 1992 employment equity policy only sought equity redress for women and black persons, excluding people with disabilities. The 1992 employment equity policy could also not clearly address the following requirements which the Employment Equity Act required that UCT as a designated employer¹ meet:

- Consult with employees who represent the diverse interests of the workforce on both the conducting of an analysis, preparation and implementation of an employment equity plan;
- Conduct an analysis of employment policies, practices, procedures and the work environment so as to identify barriers that adversely affect members of designated groups. (The analysis must also include the development of a workforce profile to determine to what extent designated groups are under-represented in the workplace);
- Prepare and implement an employment equity plan which must have: yearly objectives for each year of the plan; includes affirmative action measures; employment equity numerical targets to achieve equitable representation; internal monitoring and evaluation procedures; and identifiable persons, including senior managers, to monitor and implement the plan;
- Provide the Department of Labour with an annual report on the progress made in the implementation of the employment equity plan.

Finally, a key limitation of UCT's 1992 employment equity policy is that it was silent on who would be responsible for the implementation of employment equity at UCT.

Taking the forgoing limitations of the 1992 employment equity policy into account, the first draft of a revised employment equity policy for UCT was developed by the employment equity manager and then tabled at the Joint Consultative Forum on Employment Equity (JCFEE), in December 2003. The revised employment equity policy draft thereafter underwent a further consultative process during 2004 with the Institutional Forum, the Professional, Administrative Support Staff (PASS) Forum, the Senior Leadership Group²Senate, the Transformation Management Advisory Group (TMAG) and to Council in April and in May where Council approved the revised employment equity policy.

The key characteristics of UCT's 2004 employment equity policy³ are:

¹ i.e. an employer who employs 50 or more employees.

² i.e. comprising of the Vice-Chancellor, Deputy-Vice Chancellor's, and Executive Directors.

³ See Appendix A.

- It does not treat the designated groups⁴ as a homogenous category as it allows, through the use of UCT's employment equity plan, for the promotion of sub-groups within the designated groups;
- The policy requires that both external and internal candidates are considered to meet the University's equity objectives;
- It makes reference to the need, to develop an employment equity plan, to set employment equity targets and to establish a consultative process for the employment equity plan per faculty and PASS department;
- The policy places the responsibility of implementation with the Vice-Chancellor and the senior leadership with executive accountability;
- The policy requires that Council approve the University's employment equity plan and receive regular reports on the implementation thereof;
- It does not prescribe a target setting formula, but instead requires that realistic employment equity targets are set and met.

The latter characteristic is significant as it has led to a movement away from a process which was implemented by the University during the development of its 2000-2002 employment equity plan. To elaborate, as a designated employer UCT submitted its first employment equity plan for the period 2000-2002 to the Department of Labour. In preparation for the development of this employment equity plan, in September 1998, Council approved a proposal by the Planning Department on the formula of the demographics that should be used and the ideal targets the University should reach during the three year period of its first employment equity plan.

The demographics formula approved by Council in 1998 required that: (a) for academic staff, statistics on the economically active population of South Africa be used, but which also included a modest proportion of non-South African scholars; and (b) for non-academic staff, combined statistics on the economically active population of the Western Cape and South Africa as a whole be used for setting targets. The employment equity targets for academic staff approved by Council specified that "...at least 75% of all academic appointments to permanent and temporary posts from the rank of Junior research Fellow to that of Professor, will be black people, women and people with disabilities". The employment equity targets for PASS staff approved by Council specified that "...80% of all new, externally recruited appointments, permanent and temporary will be Black candidates; 60% will be specifically African; 75% will be women in the occupational categories and at the levels where women are under-represented; and at least 5% will be people with disabilities".

An examination of the 2003 staff profile showed⁵ that during UCT's 2000-2002 employment equity plan, very little progress had indeed been made to meet the forgoing employment equity targets, in both the academic and PASS staff sectors. This situation highlighted a limitation in the employment equity implementation process during the 2000-2002 employment equity planning cycle, namely, very broad targets were approved by Council without taking into account the constraints and opportunities, which existed in individual faculty and PASS departments, and how these would impact on their ability to meet these targets. UCT's current employment equity policy has addressed this limitation by requiring that the setting of targets follows a 'bottom up' approach where faculties and PASS departments are now required to set realistic employment equity targets based on an assessment of the challenges and opportunities they face.

⁴ In terms of the Employment Equity Act (1998) this group refers to Africans, Coloureds, Indians, White women, and persons with disabilities.

⁵ Employment Equity report to Council, February 2004

During the consultative phase of the draft version of the revised employment equity policy, many concerns were expressed by stakeholders on the adoption of the demographics formula in UCT's 2000-2002 EE plan. The demographics formula for PASS staff in particular was criticised because stakeholders maintained that: (a) it created a danger of reproducing the Coloured Labour Preference Policy of the apartheid era; and (b) it adversely affected the appointment of more female PASS staff as there were more economically active men than women when this formula was applied. These objections were taken into consideration and are reflected in the following principle in UCT's current employment equity policy:

“In a transformed society, the staff profile of the University should broadly reflect appropriate South African demographics. The immediate aim of the University is to ensure the development of a critical mass of Black staff, with an equitable representation of women and people with disabilities, at all levels”.

Implementing an Employment Equity process at UCT

In April 2004, agreement was reached by the Senior Leadership Group, on the employment equity implementation roll-out process, pending Council's approval of the revised policy in May. In line with the requirements of UCT's new employment equity policy, faculties and PASS departments undertook to develop their own employment equity plans, and set their own employment equity targets. Upon the development of an employment equity plan at a faculty and PASS department level, these individual plans were submitted to the employment equity manager, for consolidation into a UCT-wide employment equity plan. In line with the University's policy requirements, UCT's employment equity plan must be sent to Council for approval. Thereafter, Council would also be provided with regular reports on the implementation of the employment equity plan, per faculty and PASS department.

To assist faculties and PASS departments with the development of their employment equity plans, the employment equity manager provided an implementation package to line managers, consisting of:

- 1. Employment equity templates with an accompanying guideline:** Thirteen employment equity templates were provided for inclusion in each faculty/department's employment equity plan to both ensure uniformity for the purposes of consolidating the data into a UCT wide employment equity plan and to help meet reporting requirements. These templates require that consideration is given to both quantitative and qualitative processes when developing an employment equity plan. Twelve of these templates require that faculties and PASS departments provide quantitative data on their existing staff profile, retirement data, and employment equity targets set for each year of the plan. The remaining template pertains to the qualitative and developmental aspects of employment equity, and requires that faculties and PASS departments provide information on interventions they would be implementing to support their employment equity objectives. Due to the lack of clarity in the Employment Equity Act on whether the employment of non-South Africans from the designated groups can be regarded as having met employment equity targets, the employment of these individuals is listed as a qualitative measure, as non-South African staff play an important role in the short and medium term, to serve as role models for Black students and in helping to change the University's institutional culture.
- 2. A discussion document on factors to take into consideration when setting employment equity targets:** This document was first presented as a discussion document to the SLG in April 2004. The purpose of this guideline is to allow faculty and PASS department employment equity committees to engage in a rigorous debate on what they regard as being the factors to consider when setting realistic employment equity

targets. The guideline essentially argues for the need to adopt a holistic approach when aiming to set and meet employment equity targets. To elaborate, for example, once a numerical goal has been set and met by appointing individuals from a targeted group, this process should also be accompanied by an appropriate retention strategy which could include continuous staff development, the provision of mentoring, and interventions which improve the diversity and institutional climate of the Faculty/PASS department concerned. A failure to adopt a holistic approach when using employment equity targets, the guideline argues, may lead to a revolving door syndrome of staff from targeted groups.

3. **A 12-step guideline on how to develop, implement and monitor an employment equity plan:** This guideline supports the other guidelines in the implementation package and it is also aligned to UCT's employment equity policy which requires the establishment of an employment equity consultative forum at a faculty and PASS department level. The guideline specifies that representatives from each of these forums also serve on the JCFEE, to ensure that the progress of employment equity can be monitored and reviewed on a faculty and PASS department level. This would also provide a developmental opportunity for these faculty and PASS department representatives, as it would provide them with exposure to best practice within the University and in the process allow for internal benchmarking.

Section Two: Employment Equity Targets and Measures

This section outlines the employment equity numerical targets and qualitative measures that are planned by Faculties and PASS departments at UCT. Data in this section has been consolidated from the individual EE Plans which appear in the Appendix so as to provide a snapshot of what impact employment equity initiatives during the April 2004-April 2007⁶ cycle, will have on the University as a whole.

Part I provides data on the staff profile as at April 2004 of UCT’s senior leadership with executive accountability and academic and PASS staff.

Part II provides data analysis of the numerical targets set for staff in Faculties and PASS departments⁷. No numerical employment equity targets for the senior leadership with executive accountability are available, therefore no analysis is provided on this category of UCT staff in this section.

Part III reviews the qualitative and developmental employment equity interventions that are planned by Faculties and PASS departments during 2004 to 2007.

Part I: Staff Profile – Leadership with Executive Accountability, Academic and PASS sectors

Table A1: Staff Profile (as at April 2004) of the Leadership with Senior Executive Accountability: VC, DVC’s & Deans

Males					Females				
African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
1		2	6	9	1	1		2	4

Table A1 illustrates the following characteristics:

- 8 staff (i.e.62%) are White and 5 staff (i.e. 38%) are Black;
- 9 staff (i.e. 69%) are males and 4 (i.e.31%) are female;
- 7 staff (i.e. 54%) are from the designated groups comprising of women and Black people;
- There are no persons with a disability in this group.

⁶ As Council was only able to approve UCT’s three year EE plan in the fourth quarter of 2004, the EE planning cycle has in this analysis been theoretically extended to April 2007. Hence targets set in tables for 2006 have been interpreted to extend to April 2007. The month of April has been used as UCT’s employment equity reporting period so as to seek alignment with UCT’s Work Skills Plan’s reporting requirement as prescribed by the Department of Labour.

⁷ Academic staff excluded from this analysis are Deans and the GSB Director, and PASS staff who have been excluded are Executive Directors and the Registrar, as the selection & recruitment of these staff falls beyond the scope of EE committees.

Table A2: Staff Profile (as at April 2004) of the Leadership with Senior Executive Accountability: Executive Directors & the Registrar

Males					Females				
African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
		1	4	5				2	2

Table A2 illustrates the following characteristics:

- 6 staff (i.e. 86%) are White and 1 staff member (i.e.14%) is Black;
- 5 staff (i.e. 71%) are males and 2 (i.e. 29%) are female;
- 3 staff (i.e. 43%) are from the designated groups comprising of women and Black people;
- There are no persons with a disability in this group.

Table B: Academic Staff Profile as at April 2004

Rank	Males				Females				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Perm +T3									
VC	1								1
DVC's				2	1	1			4
Dean			2	3				2	7
Prof	4	2	8	142	2	1	1	16	176
A/Prof	5	7	2	114	1	2	3	40	174
Snr Lec	17	7	6	99	1	7	4	85	226
Lec	17	13	4	40	7	17	5	65	168
Ass Lec			3						3
Perm +T3 Total	44	29	25	400	12	28	13	208	759
Temp T2									
Prof		1		1				1	3
A/Prof				3					3
Snr Lect	4		2	12			1	6	25
Lect	6	7	2	8	2	7	3	25	60
Ass Lect									
Temp T2 Total	10	8	4	24	2	7	4	32	91
Temp T1									
Prof		1		11				1	13
A/Prof				2				4	6
Snr Lect		1		9	1	1		9	21
Lect	9	3	5	41	4	11	3	87	163
Ass Lect		1	1	3				26	31
Temp T1 Total	9	6	6	66	5	12	3	127	234
Tutors	11	8	5	49	7	4	4	47	135
JRF									
Grand Total	73	51	40	539	25	51	24	414	1219

No. of staff included above with a known/disclosed disability = 1

Profile of staff that could not be categorised above includes:

Undeclared = 27

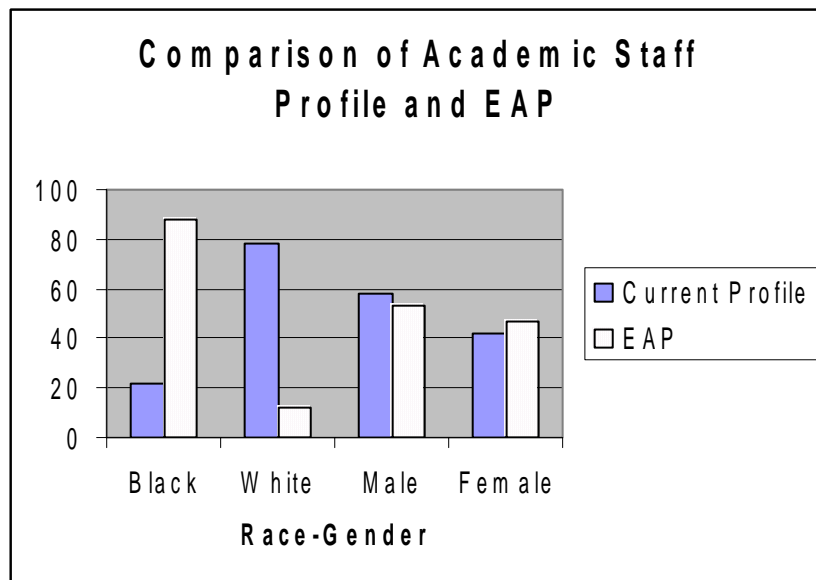
International Staff of colour = 24

International White Staff = 31

Table B shows the following characteristics:

- 953 academic staff (i.e.78%) are White and 266 are Black (i.e.22 %);
- 703 staff (i.e. 58%) are male and 516 (i.e.42 %) are female;
- 680 staff (i.e.56 %) belong to the designated groups;
- 1 staff member at lecturer level is a person with a disability.

The graph below illustrates in percentage terms, a comparison between the academic staff profile in Table B and the demographics of the economically active population (EAP) of the country:



The EE plans from Faculties which compare their current academic staff profiles to the national demographics of the EAP, also resembles the picture in the graph above.

Table C: PASS Staff Profile as at April 2004

Pay-class	Males				Females				Total
	Perm + T3	African	Coloured	Indian	White	African	Coloured	Indian	
13	1	1	1	18			1	11	33
12		3	2	20	2	1	2	12	42
11	1	9		53	2	9	3	55	132
10	8	19	1	36	10	18	2	77	171
9	12	40	2	26	13	42	5	68	208
8	9	51	2	14	12	62	9	77	236
7	12	23		5	27	123	10	71	271
6	10	72	2	5	23	82	3	47	244
5	11	64		3	17	38	3	14	150
1 to 4	20	69			14	44		2	149
Perm T3 Total	84	351	10	180	120	419	38	434	1636
13		1		2				1	4
12								1	1
11	1	3		2	1		3	7	17
10	3	6	1	4	4	3	0	9	30
9	1		1	4	1	6		19	32
8	5	3		4	13	25	1	25	76
7	3	3			2	5	1	5	19
6	2	2		1	10	10		7	32
5	2	2			3	18			25
1 to 4	1	1			2	5			9
Temp T2 Total	18	21	2	17	36	72	6	73	245
Temp T1									
13				2					2
12				4				1	5
11	1			3	1			7	12
10		4	1	3	6	5	1	12	32
9		4	1	6	4	6	1	17	39
8	2	5		12	10	22	2	47	100
7	4	1	2	3	5	10	5	8	38
6	11	8	2	7	14	25	2	19	88
5	9	9		1	29	14	1	7	70
1 to 4	8	7		3	14	10		4	46
Temp T1 Total	35	38	6	44	83	92	12	122	432
Grand Total	136	410	18	241	239	583	56	629	2313

No. of staff included above with a known/disclosed disability = 18

Profile of staff that could not be categorised above includes:

Undeclared = 35

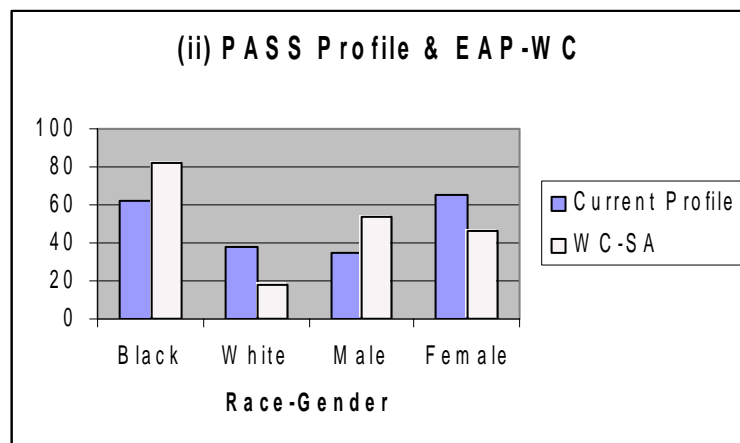
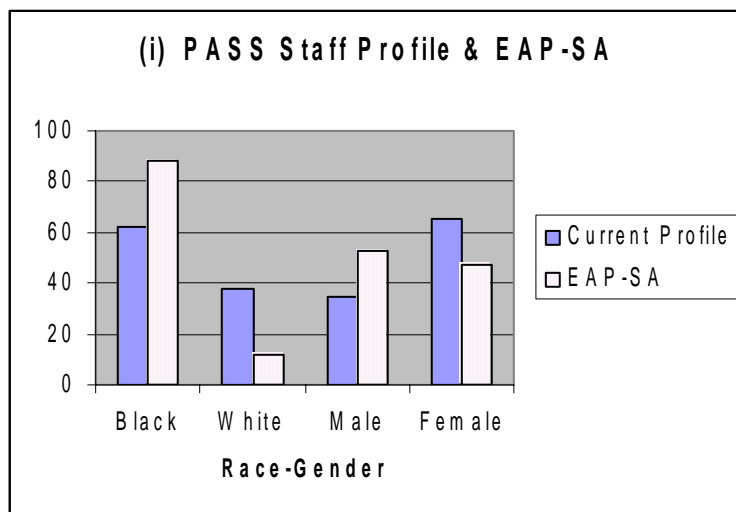
International Staff of colour = 6

International White Staff = 37

Table C displays the following characteristics:

- 870 staff (i.e. 38%) are White and 1443 are Black (i.e. 62 %);
- 805 staff (i.e. 35 %) are male and 1508 (i.e. 65 %) are female;
- 2074 staff (i.e. 90%) belong to the designated groups;
- 18 staff members are persons with a known or declared disability.

The two graphs below illustrates in percentage terms, how the PASS staff profile in Table B compares to (i) the demographics of the economically active population of the country (EAP-SA) and (ii) the Western Cape(EAP-WC):



The EE plans from Faculties and PASS departments which compare their current PASS staff profiles to the national and regional demographics of the EAP, also resembles the picture in the graphs above.

PART II: NUMERICAL TARGETS

Target Tables for Academic Staff

Table D: Targets set (indicated in brackets) for all permanent & T3 academic staff in Faculties, (excluding Deans and the GSB Director), by race and gender

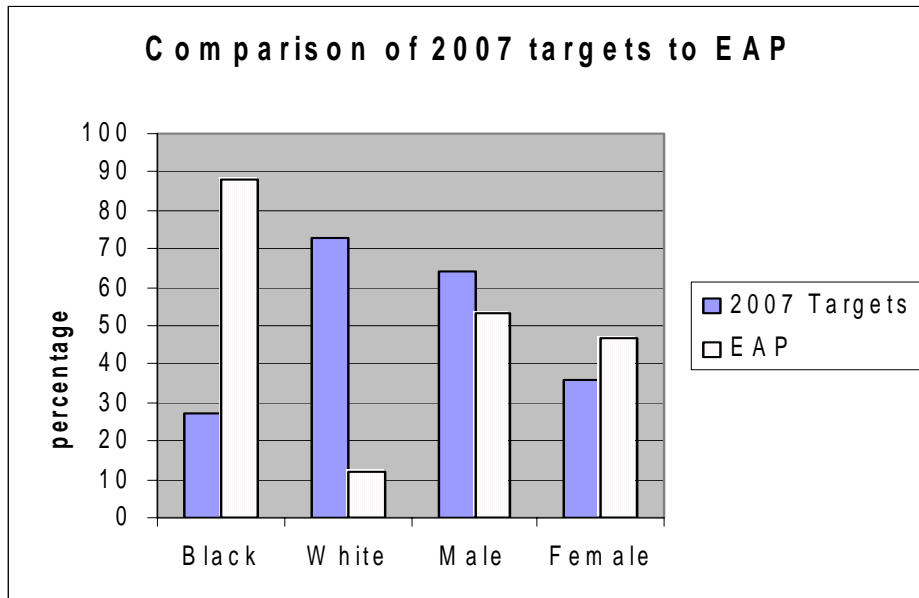
Rank	Males				Females				Total Head-count
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Perm +T3									
Prof Current Profile	4	2	8	142	2	1	1	16	176
2004	4	3(+1)	8	141(-1)	2	1	1	16	176
2005	5(+1)	3	8	137(-4)	3(+1)	2(+1)	1	16	175
2006-07	6(+1)	3	8	130(-7)	4	2	1	16	170
A/Prof Current Profile	5	7	2	114	1	2	3	40	174
2004	6(+1)	7	3(+1)	110(-4)	1	2	3	41(+1)	173
2005	6	7	3	109(-1)	1	2	3	41	172
2006-07	7(+1)	7	3	106(-3)	1	3(+1)	3	43(+2)	173
Snr Lect Current Profile	17	7	6	99	1	7	4	85	226
2004	18(+1)	9(+2)	6	97(-2)	2(+1)	9(+2)	5(+1)	83(-2)	229
2005	19(+1)	11(+2)	8(+2)	96(-1)	3(+1)	9	5	83	234
2006-07	21(+2)	13(+2)	8	92(-4)	6(+3)	9	7(+2)	81(-2)	237
Lect Current Profile	17	13	4	40	7	17	5	65	172
2004	18(+1)	14(+1)	4	40	8(+1)	20(+3)	5	67(+2)	176
2005	22(+4)	15(+1)	6(+2)	42(+2)	10(+2)	21(+1)	5	68(+1)	189
2006-07	28(+6)	19(+4)	8(+2)	41(-1)	11(+1)	23(+2)	7(+2)	67(-1)	204

The figures in Table D indicate that by the end of this EE planning cycle in April 2007, the profile of these permanent and T3 academic staff are targeted to be altered as follows:

- From 148 Black staff (i.e. 20%) in 2004 to 208 staff (i.e.27%);
- From 600 White staff (i.e.80%) in 2004 to 576 staff (i.e.73%);
- From 353 staff (i.e. 47%) from the designated groups⁸ in 2004 to 415 staff (i.e.53%) from the designated groups;
- From 256 female staff (i.e. 34%) in 2004 to 284 female staff (i.e.36%);
- White males in professorial and associate professorial ranks will have reduced from 256 individuals (i.e. 73%) in 2004 to 236 staff in these ranks (i.e.69%);
- White staff in professorial and associate professorial ranks will have reduced from 89%(i.e. 312 staff) in 2004 to 86%(i.e. 295 staff) of total staff in these ranks;

⁸ With the exception of the GSB and CHED, the individual EE plans from faculties do not indicate if targets have been set for persons with disabilities. The GSB has targeted 2 senior lecturer posts and 1 lecturer post for persons with a disability. CHED has made a general commitment towards employing persons with a disability during this EE planning cycle.

- To increase the number of Black academics 55 posts have been targeted at the senior lecturer and lecturer levels;
- The graph below illustrates in percentage terms, how the targeted profile of these staff in 2007 compares to the current demographic profile of the economically active population (EAP) in South Africa.



The EE plans from Faculties indicate that the forgoing targets are based on:

- bridging programmes which are being currently funded in the Faculty of Humanities and Science by the Mellon Foundation and The Atlantic Philanthropies respectively;
- anticipated bridging programmes which some Faculties are hoping to receive funding for from a prospective donor;
- available funding for additional posts from the general operating budget; &
- expected resignations.

Targets have also been set based on the following anticipated retirements during the cycle of this EE plan:

	2004	2005	2006-07
No. of expected retirements in all Faculties	19	14	14

The EE plans from Faculties describe the following situational challenges as having influenced the numerical employment equity targets they have set:

- In the Engineering Faculty the supply and demand situation is not conducive to hiring more Black and female staff. In the case of the former group only 6,5% of all registered professional engineers in the country are other than White;
- In the Science Faculty the turnover of staff is slow and the pool of qualified Black persons and females is not sufficiently large nationally to permit tangible progress to be made in a relatively short period of time;

- CHED cites the serious lack of staff mobility and low staff turnover as posing a challenge to setting targets. This faculty can often also not meet its targets as its students are placed into academic posts in other academic departments at UCT. Furthermore the lack of information on staff who may be persons with a disability has limited this Faculty's intention to engage in more constructive employment equity planning for this designated group;
- The Law Faculty's past experience has shown that the prospect of recruiting senior Black lawyers from private practice or government is extremely slim. This Faculty's plan to change its academic staff profile over the next ten years is constrained by the youthfulness of its staff, as only three staff are due to retire between 2004-2013;
- In the GSB a high staff retention rate has indicated that staff turnover cannot be the sole source of opportunities for changing this Faculty's staff profile. This Faculty hence hopes to change its staff profile through available donor funding and the University's willingness to consider providing early retirement packages;
- The Commerce Faculty cites low staff turnover rates, non-competitive academic salaries and barriers to entry into an academic career as factors which are not conducive to attracting women and Black academics;
- In the Health Science Faculty the shortage of Black medical specialists is a limiting factor. In addition to this, due to socio-economic factors, Black graduates tend to carry large debt and are therefore compelled to seek higher paying careers in the private sector as opposed to in the Higher Education sector.
- In the Humanities Faculty the slow turnover of academic staff and the relative unavailability of junior posts to offer to talented recent graduates are factors which are cited as having led to a staff profile which is dominated by senior, White staff.

Target Tables: T1 and T2 Academic Staff

The Faculty of Humanities, Commerce, Health Sciences and CHED have set employment equity targets for temporary staff, predominantly at the senior lecturer and lecturer levels. The Health Sciences Faculty's EE plan indicates that the setting of targets for its T1 staff has been done for the first time, thus elevating the scope of its employment equity planning initiatives to date. This signals a radical approach by a Faculty particularly as one notes that the recruitment of T1 posts does not take place on a centralized basis within this Faculty. This Faculty's success at meeting these targets for T1 posts therefore will rest on the will of Heads of Departments.

Table E: Numerical Targets for T1 & T2 Academic Staff, (excluding Executive Directors)

Rank	Males				Females				
	African	Coloured	Indian	White	African	Coloured	Indian	White	Total
T2									
Snr Lec Current Profile	4	-	2	12	-	-	1	6	25
2004	4	-	2	13(+1)	-	-	1	7	27
2005	5(+1)	1(+1)	2	12(-1)	-	-	1	6(-1)	27
2006-07	6(+1)	2(+1)	2	11(-1)	-	-	1	6	28
Lec Current Profile	6	8	2	8	2	7	3	25	61
2004	6	8	2	8	3(+1)	7	3	24(-1)	61
2005	6	7(-1)	2	7(-1)	4(+1)	7	3	23(-1)	59
2006-07	6	8(+1)	2	7	4	7	3	23	60
T1									
Snr Lec Current Profile		1		9	1	1		9	21
2004	1(+1)	1	-	8(-1)	1	1	-	9	21
2005	1	1	-	8	1	1	-	9	21
2006	1	1	-	7(-1)	2(+1)	1	-	9	21
Lec Current Profile	9	3	5	22	4	11	3	100	157
2004	11(+2)	5(+2)	-	16(-6)	7(+3)	13(+2)	3	90(-10)	145
2005	11	7(+2)	-	13(-3)	9(+2)	18(+5)	3	82(-8)	143
2006-07	14(+3)	8(+1)	-	8(-5)	13(+3)	19(+1)	4(+1)	81(-1)	152

The figures in Table E indicate that by the end of this EE planning cycle in April 2007, the profile of T1 and T2 academic staff at senior lecturer and lecturer levels are targeted to change as follows:

- African males in T2 senior lecturer posts will increase from 4 posts (i.e. 16 %) to 6 posts (i.e. 21%);
- White males in T2 senior lecturer posts will decrease from 12 posts (i.e.48 %) to 11 posts (i.e. 39%);
- African females in T2 lecturer posts will increase from 2 posts (i.e. 3%) to 4 posts (i.e.7 %);
- White females in T2 lecturer posts will decrease from 25 posts (i.e. 41%) to 23 posts (i.e. 38%);
- African staff in T1 senior lecturer posts will increase by 2 posts (i.e. 5%) with a concomitant decrease in 2 posts(i.e. 33%) held by their White male counterparts;
- The highest targets set for increasing Black staff is at the T1 lecturer level where posts will increase from 30 posts (i.e. 19%) to 58 posts (i.e. 38%);
- The highest targets set for decreasing White staff is at the T1 lecturer level where posts will decrease from 122 posts (i.e. 78%) to 89 posts (i.e.59%)

Target Tables for PASS Staff⁹

Table F: Targets set (in brackets) for all permanent & T3 PASS staff, by race and gender

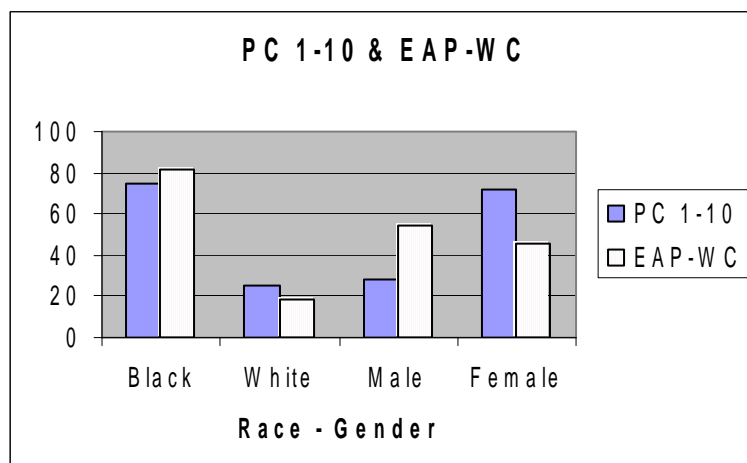
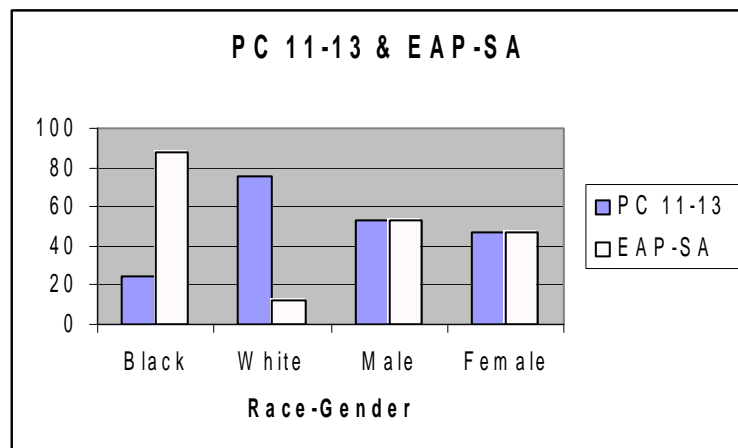
Rank	Males				Females				Total Head-count
	African	Coloured	Indian	White	African	Coloured	Indian	White	Total
Perm +T3									
PC13 Current Profile	1	1	1	18	-	-	1	11	33
2004	2(+1)	1	1	18	-	-	2(+1)	11	35
2005	2	1	1	18	1(+1)	-	2	10(-1)	35
2006	2	1	1	18	1	-	2	10	35
PC12 Current Profile	-	3	2	20	2	1	2	12	42
2004	-	3	3(+1)	20	2	1	2	13(+1)	44
2005	1(+1)	3	3	20	3(+1)	1	2	13	46
2006	2(+1)	3	3	20	3	1	2	13	47
PC11 Current Profile	1	9	0	53	2	9	3	55	132
2004	1	10(+1)	-	54(+1)	2	10(+1)	3	56(+1)	136
2005	2(+1)	11(+1)	-	54	2	9(-1)	4(+1)	56	138
2006	4(+2)	11	-	54	3(+1)	10(+1)	4	56	142
PC8-10 Current Profile	29	110	5	76	35	122	16	222	615
2004	33(+4)	114(+4)	6(+1)	75(-1)	38(+3)	126(+4)	16	222	630
2005	42(+9)	116(+2)	6	73(-2)	47(+9)	133(+7)	17(+1)	213(-9)	647
2006	46(+4)	117(+1)	5(-1)	72(-1)	57(+10)	137(+4)	17	208(-5)	659
PC 5-7 Current Profile	33	159	2	13	67	243	16	132	665
2004	37(+4)	157(-2)	2	13	75(+8)	247(+4)	16	126(-6)	673
2005	43(+6)	160(+3)	2	13	79(+4)	243(-4)	17(+1)	122(-4)	679
2006	49(+6)	161(+1)	2	13	84(+5)	236(-6)	17	117(-6)	679
PC 1-4 Actual Profile	20	69	-	-	14	44	-	2	149
2004	20	68(-2)	-	-	16(+2)	43(-1)	-	2	149
2005	21(+2)	65(-3)	-	-	21(+5)	43	-	2	152
2006	21	64(-1)	-	-	23(+2)	43	-	2	153

⁹ The target tables for PASS staff does not include data from: (1) ICTS where targets for three years were combined and not listed separately for each year; & (2) the Property & Services Department where a broad commitment to meeting targets is stated but not specified on a yearly basis according to race, gender and payclass level.

The figures in Table F indicate that by the end of this EE planning cycle in April 2007, the profile of these permanent and T3 PASS staff are targeted to be altered as follows:

- From 1022 Black staff (i.e.63 %) in 2004 to 1130 staff (i.e. 66%);
- From 614 White staff (i.e.37%) in 2004 to 583 staff (i.e. 34%);
- From 1456 staff (i.e. 89%) from the designated groups¹⁰ in 2004 to 1536 staff (i.e. 90%) from the designated groups;
- From 1011 female staff (i.e.62%) in 2004 to 1046 female staff (i.e.61%);
- From 169 White (i.e. 82%) staff in payclass11-13 in 2004 to 171 White staff (i.e. 76%);
- To increase the number of Black PASS staff targets have been set mostly at payclass 1-10 levels;

The EE plans of PASS departments indicate that on average, the profiles of staff in payclasses 11-13(cohort 1) aim to resemble the demographics of the country while the profile of staff in payclasses 1-10(cohort 2) aim to resemble the demographics of the Western Cape. The graphs below illustrate in percentage terms, how the targeted profile of these staff in the two cohorts in 2007 would compare to the current demographic profile of the economically active population in South Africa (EAP-SA) and the Western Cape (EAP-WC) respectively.



¹⁰ None of the EE plans indicate where targets have specifically been set for persons with disabilities in the PASS sector. The EE plans of the OVC, SDS, DCD, and the Institutional Planning Department do however contain a statement of intent to ensure that their staff profiles in future do include persons with a disability.

The EE plans from PASS departments indicate that the forgoing targets are based on:

- Predicted and expected resignations;
- Restructuring in departments
- Posts that are vacant;
- New posts that will become available during the cycle of this EE plan.

Targets have also been set based on the following anticipated retirements:

	2004	2005	2006-07
No. of expected retirements of PASS staff	9	8	20

The EE plans from PASS departments identify the following situational challenges as having influenced the numerical employment equity targets they have set:

- Very few available vacant posts during 2004-2006;
- Fewer retirements due to recent changes in the retirement age for PASS staff has led to a more stagnant workforce;
- Non-competitive salary scales offered to PASS staff which has led to a difficulty in retaining talented staff from the designated groups;
- The poor retention of talent Black staff who upon acquiring more job experience at UCT are later able to apply for more senior positions elsewhere;
- Departments requiring staff with more technical skills find themselves having to compete with the private sector to retain the skills of a small pool of individuals from the designated groups;
- Entry level salaries in some professions in the PASS sector are not high enough to be able to attract applications from staff from the designated groups who reside outside of Cape Town where the cost of living is high.

Target Tables – T1 & T2 PASS Staff

Faculties and PASS departments have set employment equity targets for temporary PASS staff, predominantly in positions located between payclasses 5 to 10. These are reflected in Table G below.

Table G: Targets set (in brackets) for all T1 and T2 temporary PASS staff, by race and gender

Rank	Males				Females				Total Head-count
	African	Coloured	Indian	White	African	Coloured	Indian	White	
T2									Total
PC8-10 Current Profile	9	9	2	12	18	34	1	53	138
2004	10(+1)	9	2	12	18	34	1	50(-3)	136
2005	12(+2)	11(+2)	3(+1)	11(-1)	25(+7)	35(+1)	1	55(+5)	153
2006	12	12(+1)	3	11	26(+1)	35	1	53(-2)	153
PC5-7 Current Profile	7	7	-	1	15	33	1	12	76
2004	9(+2)	7	-	1	17(+2)	30(-3)	1	12	77
2005	11(+2)	8(+1)	-	2(+1)	23(+6)	37(+7)	3(+2)	16(+4)	100
2006	11	8	-	2	-	37	3	17(+1)	78
T1 PC 8-10 Current Profile	2	13	2	21	20	33	4	76	171
2004	4(+2)	15(+2)	2	19(-2)	27(+7)	34(+1)	6(+2)	66 (-10)	173
2005	4	15	2	16(-3)	31(+4)	42(+8)	6	59(-7)	175
2006	7(+3)	13(-2)	2	15(-1)	34(+3)	43(+1)	6	50(-9)	170
PC 5-7 Current Profile	24	18	4	11	48	49	8	34	196
2004	27(+3)	18	4	9(-2)	56(+8)	46(-3)	7(-1)	30(-4)	197
2005	26(-1)	19(+1)	4	9	58(+2)	46	8(+1)	28(-2)	198
2006	26	21(+2)	4	9	61(+3)	44(-2)	9(+1)	24(-4)	198
PC 1-4 Current Profile	8	7	-	3	14	10	-	4	46
2004	7(-1)	6(-1)	-	3	14	10	-	4	44
2005	7	6	-	3	14	11(+1)	-	3(-1)	44
2006	8(+1)	6	-	3	14	11	-	3	45

The figures in Table G indicate that by the end of this EE planning cycle in April 2007, the profile of T1 and T2 PASS staff in payclasses 5-10 is targeted to change as follows:

- African males in T2 posts will increase from 16 posts (i.e. 4 %) to 23 posts (i.e. 10 %);
- African females in T2 posts will increase from 33 posts (i.e. 15%) to 49 posts (i.e. 21%);
- Coloured males in T2 posts will change from 16 posts (i.e. 8%) to 20 posts (i.e. 5 %);
- African staff in T1 posts will increase from 94 posts (i.e. 26%) to 128 posts (i.e. 35%) with a concomitant decrease of 44 posts (i.e.12 %) held by their White counterparts;

- The highest targets set for increasing Black staff in T1 posts is for Coloured and African females which will see an increase from 150 posts (i.e. 41%) to 182 posts (i.e. 50%);

PART III: Qualitative Employment Equity Measures

As mentioned in Section One, Faculties and PASS departments were provided with a template¹¹, where they were asked to comment on the qualitative and developmental interventions which they have identified to support their staff equity objectives. These appear in their individual EE plans listed in the Appendix¹², where the following observations can be made from them:

- It is apparent that some of these employment equity measures are already in place while many still have to be implemented during this employment equity planning cycle;
- Most Faculties and PASS departments have expressed a general commitment towards implementing these employment equity measures;
- The majority of EE plans do not specify if an action plan has been or will be developed to ensure that the implementation of the measures they have identified does occur during the cycle of their EE plan;
- The majority of EE plans identify the need for their equity committees to focus on institutional climate interventions;
- Faculties identify the need to employ foreign nationals as being crucial particularly in the absence of available South Africans;
- Some faculties have identified the need to approach Black students to offer them tutor-ships;
- Succession planning for PASS staff has been identified as an important intervention which will be implemented upon the provision of a succession planning policy framework by the HR department;
- The need to address disability not just in terms of right to physical access, but also in terms of awareness raising and the employment of persons with a disability is by and large not identified as a separate employment equity measure;
- The majority of EE plans have identified the need to conduct exit interviews with staff that are leaving UCT.

Feedback received by the EE Manager from Faculties and PASS departments suggest that the template on qualitative employment equity measures provided a useful platform for their EE committees to seriously engage in a discussion on both the challenges and opportunities it faces to meet both numerical targets and employment equity objectives in general.

¹¹ Refer to Table 3 in the EE plans of Faculties and PASS departments in the Appendix.

¹² This excludes inputs from: 1) Properties & Services Department where Table 3 was not completed in its EE plan.

Section Three: The Impact of other Equity Initiatives

In addition to revising UCT's employment equity policy in 2004, various other initiatives are also underway to lend support to the University's endeavour to meet its employment equity objectives. Six of these initiatives are discussed below.

3.1 Donor Funding Drives

In 2002, after two years of analysis and planning, UCT prepared to make several thrusts through donor funding drives, at markedly changing the academic staff profile which predominantly comprises of white staff. The first two thrusts targeted the Faculty of Humanities and the Faculty of Science, who in 2003, were successful in receiving funds from the Mellon Foundation and The Atlantic Philanthropies respectively. Certain departments within these two faculties were prioritised because they were overwhelmingly white and or in need of more staff. The new staff are being hired through contract development appointments at the assistant lecturer or lecturer levels, or through the strategic appointment of experienced academics as senior lecturers or associate professors. The ongoing appointments are being made according to a phased succession plan based on retirements and other anticipated vacancies. Appointments are being made one, two or three years before the vacancy occurs, at which point the appointee's salary would be absorbed into UCT's budget.

During 2004, the University has embarked on a similar initiative to secure funding from another donor which could also assist other faculties to similarly significantly change the equity profile of their academic staff as is presently occurring in the Humanities and Science faculties.

3.2 Institutional Climate Survey

As discussed earlier, a vital component of UCT's holistic approach to meeting and maintaining its employment equity targets is dependent upon the existence of an institutional culture that is free of all form discrimination, and that values diversity for the richness that it brings to the work of the University and the experiences of its students and staff. To 'test' UCT's institutional climate, a staff climate survey was conducted during October and November 2003. The aim of the survey was to provide baseline data on staff perceptions on the institutional climate and to use the findings of the report as a generative tool in soliciting further feed-back from staff. The findings of the climate survey were released in February 2004 and a process for disseminating the findings was developed for the Senior Leadership Group. All Deans and Executive directors were tasked with reporting the findings of the survey to their faculties and departments and to solicit feed-back on possible intervention mechanisms that the university could implement to improve the institutional climate. The Deans and Executive Directors were required to provide feed-back to the Transformation Office. In addition to this route of communication, the Executive Director of the Department of Human Resources was requested by the Senior Leadership Group to report on the findings of the survey to staff associations at the University. A transformation email address was also set up for individual responses. The Transformation Manager analysed the submissions and submitted a report to the Vice Chancellor in June 2004. The University is now at a stage where it will discuss the intervention mechanisms suggested and decide on the best options for intervention. The employment equity templates provided to faculties and PASS departments takes into account the institutional climate interventions that are planned to support their employment equity objectives.

3.3 Selection and Recruitment Strategies

During 2003 and 2004, the University's selection and recruitment policies and procedures were reviewed to align them with UCT's employment equity objectives. In addition to this review, a chair's checklist was developed to ensure that EE considerations are considered by selection committees. Significant features of this checklist include the need to form a search committee, and the chair's provision of a report to a Deputy Vice-Chancellor when the choice of a successful candidate departs from the employment equity targets of the faculty/PASS department concerned. To elaborate further on the former, the formation of a search committee is intended to ensure that after taking employment equity targets into account, a selection committee identifies and chooses the appropriate search process and media to improve the chances of attracting applications from the targeted group(s). The search meeting is also intended to recommend a grading sub-committee to include a representative from the faculty or department's employment equity committee if applicable.

3.4 Equity Funded posts

During the 1990's, the University accepted that the creation of a limited number of additional posts was necessary to ensure that appointment-worthy Black and women candidates who may be lost to the institution because they are not appointed to a particular vacant post or because a vacancy did not exist, were recruited in such a way that an opportunity for showing their potential in the longer term was afforded. Some additional temporary posts known as Contract Development Posts (CDP's) were therefore created.

The intention behind the creation of CDP's was that these appointees would be exposed to academic work, and would in the long term also become absorbed as permanently appointed employees. CDP's were funded by an employment equity fund. Shortcomings which arose from the CDP initiative were two-fold. Firstly, not all appointees were provided with career and professional development, hence retaining these staff was difficult. Secondly, some faculties used the CDP process as an interim measure, as not all appointees were necessarily provided with permanent positions. The absence of a suitable employment equity policy framework at UCT, which required that faculties engage in succession planning or meet specific employment equity targets, meant that CDP's were not always used to systematically address the shortage of female and Black academics.

To address the forgoing shortcomings, in 2003 CDP's were renamed as equity funded posts with the proviso that an upfront guarantee is given by the faculty applying for funds, that the candidate would be permanently appointed in the long term. Faculties and PASS departments applying for equity funded posts are now also required to provide both a development plan for the candidate and specify what structures or mechanisms would be put in place to support the candidate. With the University's Council approving a revised employment equity policy in May 2004, equity funded posts will be a crucial means of ensuring that UCT is more successful in meeting its equity objectives in the long-term.

3.5 Academic Staff Development

The New Academic Practitioners Programme and the Emerging Researchers Programme are regarded as crucial components of UCT's Employment Equity programme, for they give young academics the guidance, support and skills they need to succeed in an academic career

UCT's experience with fellowship and employment equity programmes that target young academics from disadvantaged backgrounds has led to the inauguration of two complementary programmes whose objectives are to nurture the development of professional skills in the areas of teaching and research. The New Academic Practitioners Programme (NAPP), run by the Centre for Higher Education Development, develops teaching skills, while the Emerging Researchers Programme (ERP), run by the Department of Research and Innovation, strengthens research capabilities.

NAPP was launched in 2004. The programme is a year long induction to University teaching and aims to provide newly appointed staff with a broad orientation to an academic career with particular emphasis on teaching and research development. The programme is designed to cater for an annual cohort of approximately 25-30 new staff per year and consists of a series of events which range from half-day and day-long workshops to a three-day residential programme in April. Despite the fact that UCT's academic staff racial profile is predominantly white and male, the profile of staff enrolled in NAPP is predominantly black and female. Of the 30 enrolled in the programme, 19 are female and 20 are black; only one is a white male. All six faculties are also represented in this programme.

Most of the NAPP participants are also enrolled in the Emerging Researcher Programme (ERP). The ERP was initiated in February 2003 with a grant from the Atlantic Philanthropies. The programme is one of several programmes of the Department of Research and Innovation which support staff in their research work and aim to build new capacity as well as to sustain existing excellence in research. The Emerging Researchers Programme targets those in the early stages of their research careers; other programmes assist established researchers and "high flyers" to maintain their competitive edge.

In addition to the two equity programmes outlined above, the Equity Development Programme (EDP) is also in place with a view to recruiting Black people and women early in their academic careers. The EDP consists of a combination of fellowships and study opportunities in partner universities abroad. The EDP is co-ordinated by the Centre for Higher Education Development (CHED).

3.6 A Review of the Joint Consultative Forum on Employment Equity (JCFEE)

In June 2004, the JCFEE convened to assess if its composition and terms of reference were aligned to the employment equity policy approved by Council a month earlier. The forum decided to reduce the number of representatives from employee associations to allow for the inclusion in its membership, representatives from the employment equity forums of faculties and PASS departments. The rationale behind this was that the latter would allow the forum to monitor the progress of employment equity at an individual faculty and PASS department level rather than in a generalised manner across the University as it had been done in the past. The inclusion of Faculty and PASS department employment equity forum representatives would also allow the JCFEE to identify best practice and set employment equity benchmarks at UCT.

Section Four: The Way Forward

Over the past decade, UCT has recognised that the achievement of its employment equity objectives is integrally linked to its commitment to excellence and its mission of becoming a world-class African university. The University has accordingly committed considerable attention and resources to promoting employment equity. The analysis in Section Two has shown however, that even with the achievement of targets contained in this employment equity plan no dramatic change in UCT's overall staff profile will be evident during this plan's duration. The slight change to UCT's overall staff profile by April 2007 if all targets are met, should however be seen as a small window of opportunity to contribute in the long term towards significantly altering the equity profile of staff by at least the next decade.

The approval of a revised employment equity policy in May 2004 by Council is an acknowledgement by the University for the need to clearly specify who would be responsible for the implementation of employment equity. The full commitment of those assigned with this responsibility however was unevenly demonstrated during the compilation of this UCT wide EE plan. EE plans were not timeously submitted by some faculties and PASS departments thus leading to a delay of the implementation process agreed upon by the Senior Leadership group in April 2004. This has demonstrated that the absence of an accountability mechanism poses a serious limitation to the process of effectively implementing UCT's employment equity policy. More will have to be done to address this if the pace of employment equity at UCT is to be accelerated.

In addition to ensuring that UCT's 2004 EE Policy is effectively implemented, it is envisaged that increased attention to the following areas will assist in accelerating equity:

Improved involvement, responsibility, and communication around EE

The role of the senior leadership with executive accountability, EE committees in faculties and PASS departments, and institutional wide structures such as the JCFEE, the Institutional Forum and Council are all crucial in ensuring that the employment equity objectives committed to in the individual EE plans are kept visible and not treated as having been just a paper exercise. Frequent meetings and other methods of communication to raise awareness on staff equity issues and initiatives will serve to ensure that each EE plan at a Faculty and PASS department level is a living document.

It is evident from the individual EE plans in the Appendix that the communication process which led to the development of each EE plan varied across Faculties and PASS departments. In some instances the formation of an employment equity focussed committee preceded the development of an EE plan which is in line with best practice. In other instances communication and consultation took place after a Plan was developed, or as in another case, no communication structure at all was formed to discuss a department's EE plan. Feedback received from some EE committees suggest that there was not enough time to develop and consult over their EE plans' despite the fact that a period of one and half months was given to meet the first official submission deadline agreed upon by the SLG in April 2004. The uneven approach to how EE plans were developed and communicated across the University will serve as a useful litmus test to identify Faculties and PASS departments where successful implementation hinged on strong communication and commitment to the process from the outset.

Ongoing consultation and Review of EE plans

The EE plans from the majority of Faculties and PASS departments contain a statement of intent by its EE committees to regularly review the progress of their respective plans. It is crucial that this commitment materializes to ensure the sustainability of the implementation process which the University has now embarked upon. The representation of members from Faculty and PASS departments EE committees at the JCFEE will assist to ensure that these individual EE committees do not become dormant or ineffective.

Staff Disability

The oversight in the majority of EE plans to concretely deal with the issue of staff disability highlights an urgent need for the University to develop a strategy to address this. The development of a staff disability policy before first quarter of 2005 is one step in this direction. Another obvious step would be to embark on an ongoing awareness raising campaign throughout the University and particularly at the level of individual EE committees to ensure that staff disability is accorded the same attention that race and gender equity presently enjoys.

Institutional Climate

The area of institutional climate has been unanimously singled out as an area which will receive the ongoing attention of EE committees. This focus on institutional climate should also include a focus on staff disability if it is to be effectively addressed, as its present oversight has led to a climate of exclusion for members of UCT's staff complement who do have a disability.