

Alternative Forms of Measuring

Diversity Monitoring at Higher Education
Institutions

Successful Steering of Diversity



CHE Consult
Berlin

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA

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OUTLINE OF THE PRESENTATION

Section 1: Short Statistical Background of the South African Population

Section 2: Governmental Policies on Higher Education as a Steering Mechanism

Section 3: State Funding of Higher Education as a Steering Mechanism

Section 4: Employment Equity Act as a Steering Mechanism in Higher Education

Section 5: (a) Observing the current status of Diversity at Higher Education Institutions in SA.

(b) Indicators of Transformation at the University of Pretoria. (A Performance Index)

Section 6: Current Issues of Diversity Management in HE

Section 1

Short Statistical Background of the South African Population

Table 1: Mid-year population estimates for South Africa by racial group and gender (2010)

Population group	Male		Female		Total	
	Number	Percentage of total male population	Number	Percentage of total female population	Number	Percentage of total population
African	19 314 500	79,39	20 368 100	79,36	39 682 600	79,38
Coloured	2 124 900	8,73	2 299 200	8,96	4 424 100	8,85
Indian/Asian	646 600	2,66	653 300	2,55	1 299 900	2,60
White	2 243 000	9,22	2 341 700	9,13	4 584 700	9,17
Total	24 329 000	100	25 662 300	100	49 991 300	100

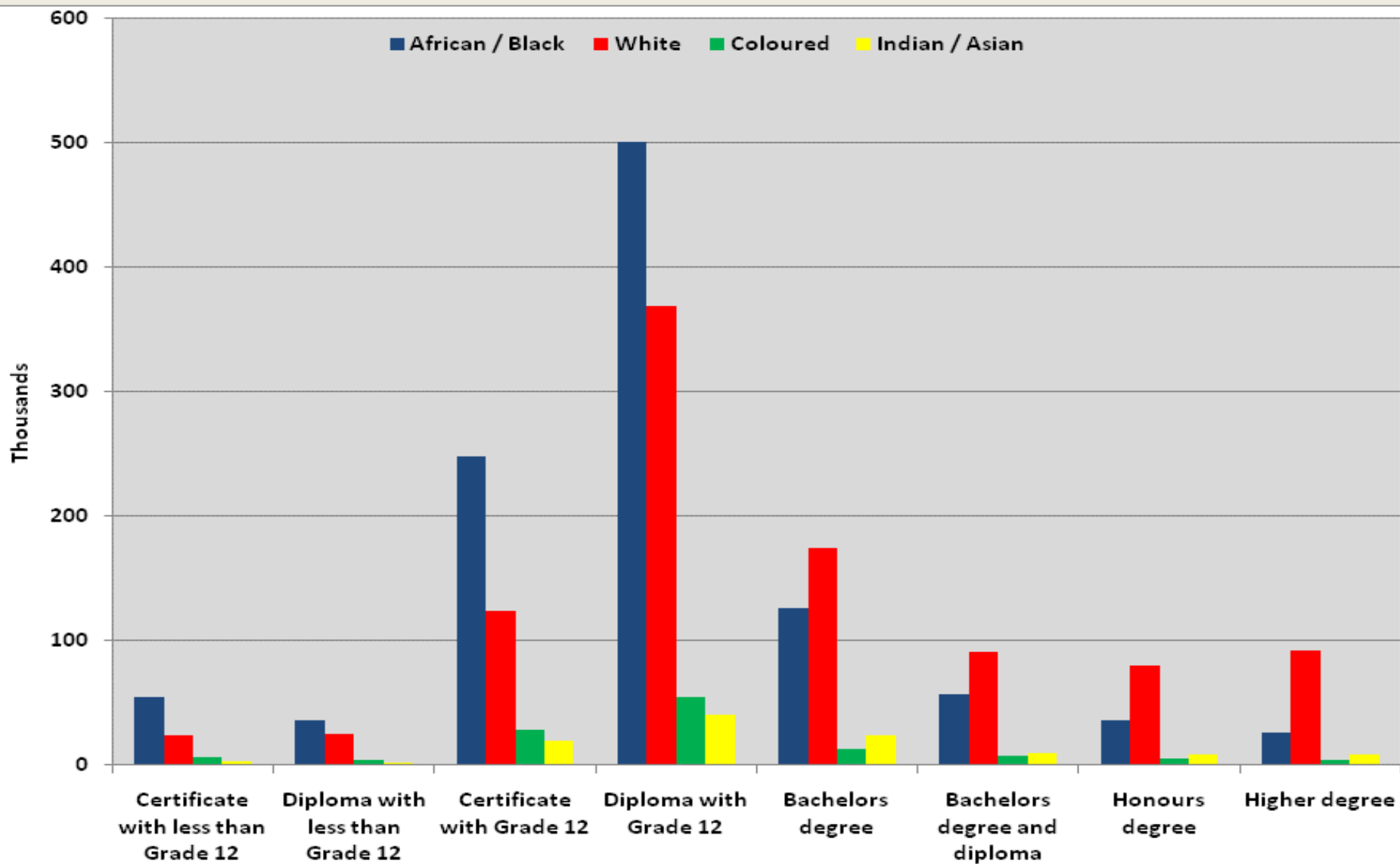
Table 2: Percentage distribution of the projected provincial share of the total population, 2001–2009

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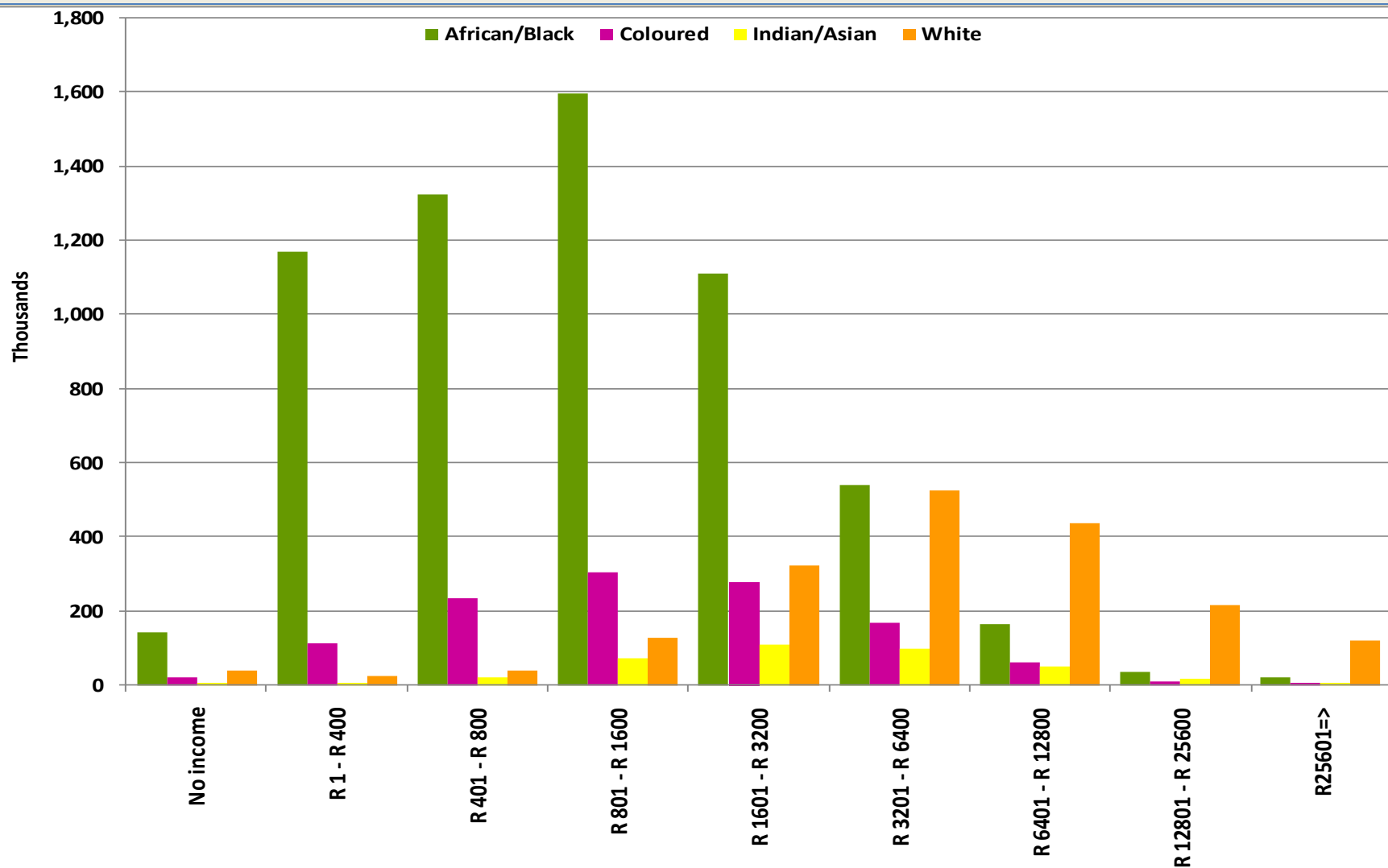
Table 3: Mid-year population estimates by race and age (2009)

Age	African		Coloured		Indian/Asian		White		South Africa	
	Total	%	Total	%	Total	%	Total	%	Total	%
0-19	17565800	44.3%	1620200	36.5%	399800	30.7%	1144600	25.0%	20730400	41.5%
20-39	13924900	35.1%	1489100	33.7%	454500	35.0%	1169700	25.5%	17038200	34.1%
40-59	5810700	14.6%	979900	22.2%	297700	22.9%	1339300	29.2%	8427600	16.8%
60-79	2180300	5.5%	309200	7.0%	135100	10.4%	816600	17.8%	3441200	6.9%
80+	200900	0.5%	25700	0.6%	12800	1.0%	114500	2.5%	353900	0.7%
Total	39682600	100%	4424100	100%	1299900	100%	4584700	100%	49991300	100%

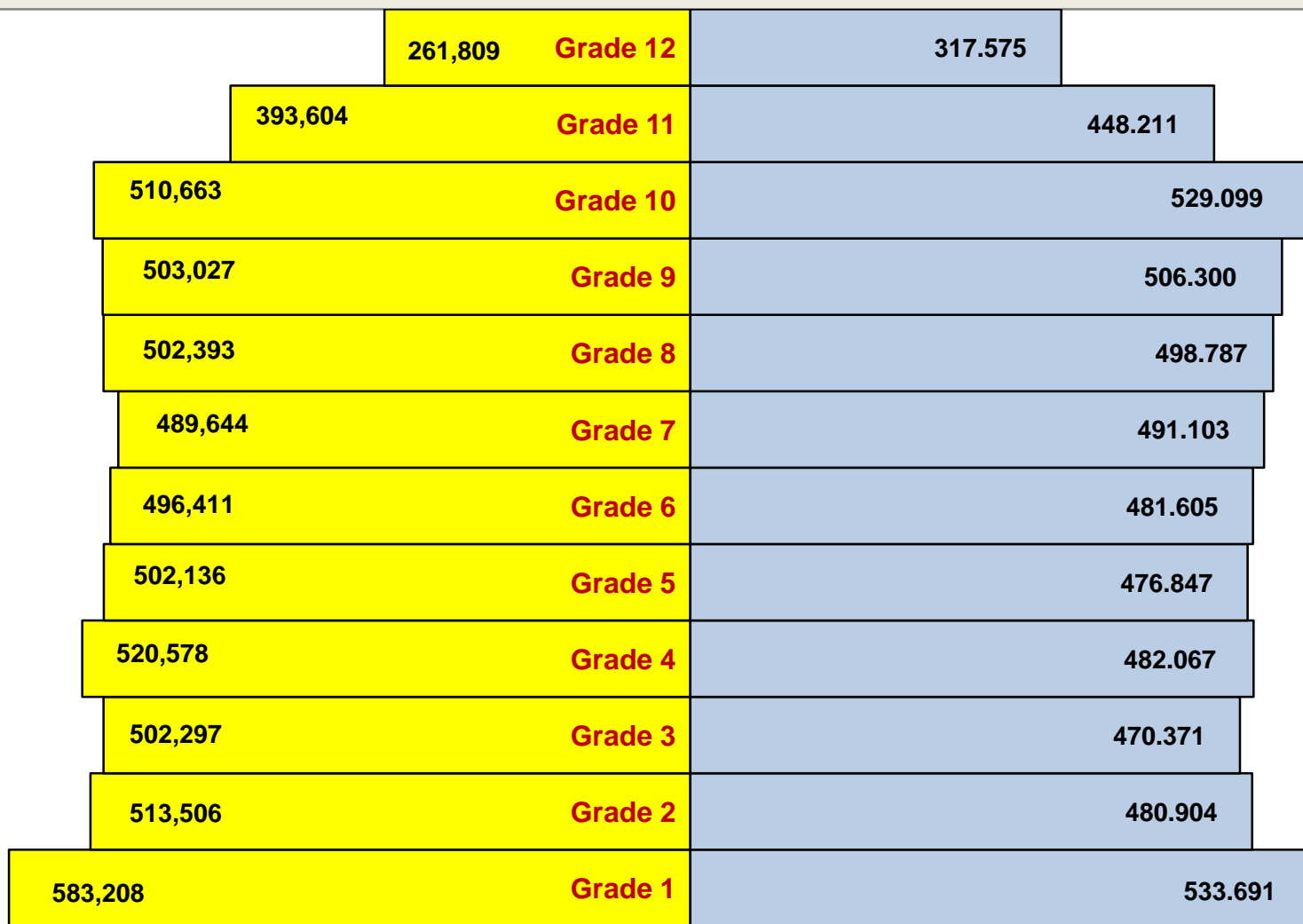
Highest qualification level by racial group



Individual monthly income according to race



Learner Enrolment According to Gender in SA in 2010

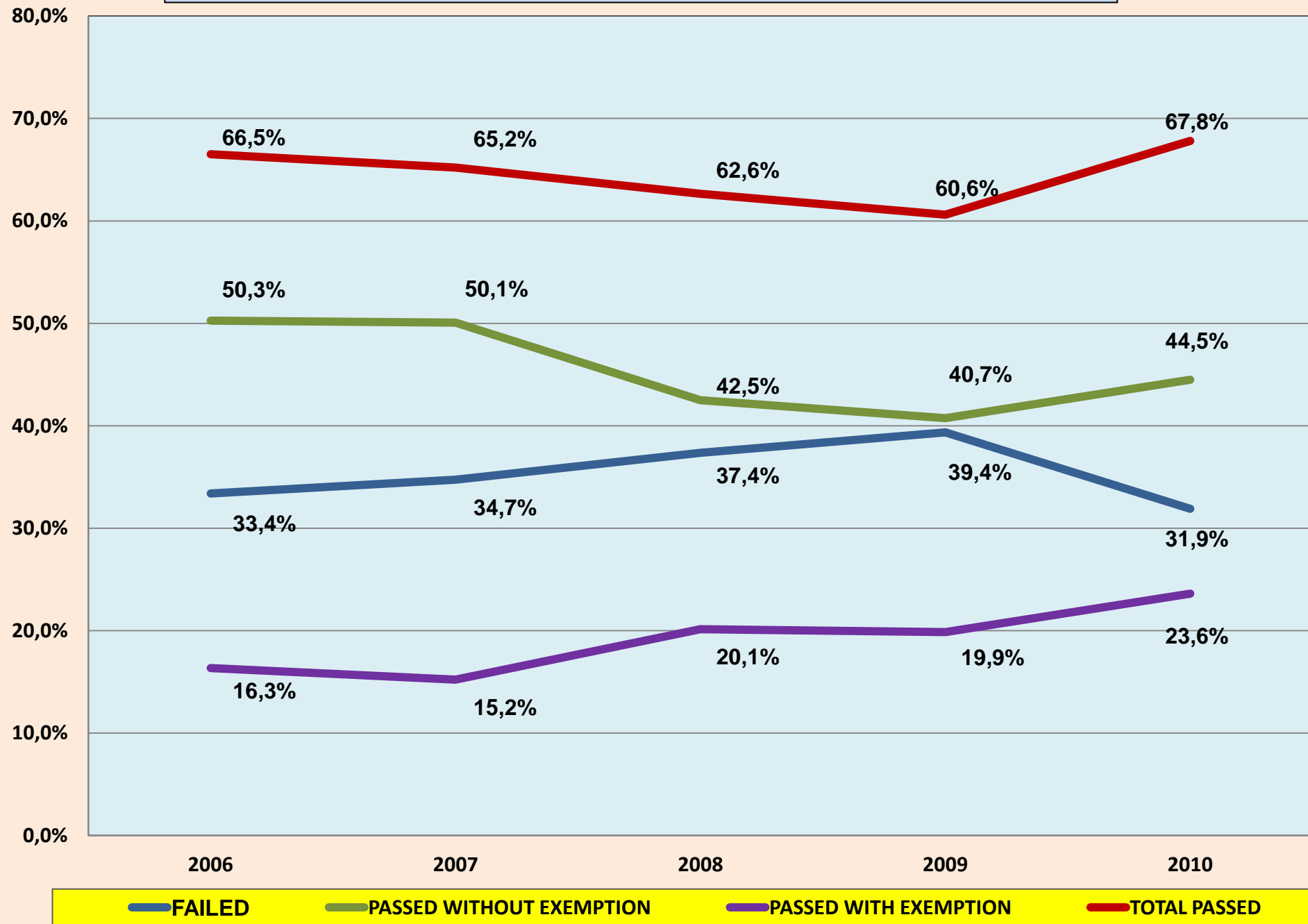


Boys

0

Girls

National Achievement in Grade 12 Examinations 2006-2010



Section 2

Governmental Policies on Higher Education as a Steering Mechanism

Council on Higher Education

2000

New Space and
Cost Norms for
Buildings in HE

SAD
with
iti

NHLS –
Memorandum of Agreement

ional

Review of the Funding
Framework (2010)

Survey of Teaching
and Research
Equipment at HEI
(2009/10)

for
graduate
es

Review of the
CESM

Review of Teaching and
Research Development
Funds (2009/10)

Material Report on
Innovation at HEI (2009)

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Main Events in Transforming Higher Education in South Africa (1)

- **“OLD” Dispensation - 1980 to 1993**
 - Framework autonomy – SAPSE formula
 - **Unbanning of all resistance organisations (1990)**
 - National Education Policy Initiative (NEPI)
- **ANC government-in-waiting initiated higher education policy formulation (1990-1994)**
 - Consultative process in developing a comprehensive framework and legislative instruments for HE
 - Ways and means to establish the required and statutory structures

Main Events in Transforming Higher Education in South Africa (2)

- **Establishment of the National Commission on Higher Education (NCHE) (Report 1996)**
- **Education White Paper 3: A Programme for the Transformation of Higher Education (1997)**
 - **Equity and redress**
 - **Democratisation**
 - **Development**
 - **Quality**
 - **Effectiveness and efficiency**
 - **Academic freedom**
 - **Institutional autonomy**
 - **Public accountability**

Main Events in Transforming Higher Education in South Africa (3)

- **Higher Education Act of 1997**

- **Definitions**
- **Council on Higher Education – Juristic Person – Advice**
- **Establishment of public higher education institutions – mergers and closures**
- **Governance of public higher education institutions**
- **Funding of public higher education – in consultation with minister of finance**
- **Independent assessor**
- **Regulate private higher education**
- **General issues (name changes, delegations, etc.)**
- **Transitional arrangements**

- **Subject to Constitution and other laws e.g. labour relations law and employment equity law**

Main Events in Transforming Higher Education in South Africa (4)

- **SADC Protocol (1997)**
- **South African Qualification Authority (SAQA)**
 - **Registration of qualifications on the NQF**
 - **Development of level descriptors for the NQF**
 - **First discussion document on NQF (24 October 2000)**
 - **Department of Education draft document on NQF (January 2002)**
 - **Ministry of Education draft document on the Higher Education Qualification Framework (HEQF) which forms part of the NQF (July 2004)**

Main Events in Transforming Higher Education in South Africa (5)

- **The Higher Education Qualification Framework**

➤ Number of Levels and Level Descriptors (1-10)

Higher education: Undergraduate (5-7)
Postgraduate (8-10)

➤ **Undergraduate:** Higher Certificate
Advanced Certificate
Diploma
Advanced Diploma
Bachelors Degree

➤ Postgraduate:

- Postgraduate Diploma**
- Bachelor Honours Degree**
- Masters Degree**
- Doctoral Degree**

Main Events in Transforming Higher Education in South Africa (6)

- **The Employment Equity Act (1998)**

Purpose of the Act is to achieve equity in the workplace by-

- promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;
- implementing affirmative action measures to redress the disadvantages in employment experienced by **designated groups**, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

Designated group means: black people, women, and people with disabilities.
Black people means: Africans, Coloureds and Indians/Asians.

Section 3

State Funding of Higher Education as a Steering Mechanism

GDP, Total State Finance and State Finance on Education for 2011

1	GDP	R 2 967 560 million
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2	Total State Budget	R 888 338 million = 29.9% of GDP
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3	Total Education Budget	R 175 166 million = 19.7% of State Budget = 5.9% of GDP
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3.1	Higher Education Sector	R 15 822 million = 9.0% of Educ Budget
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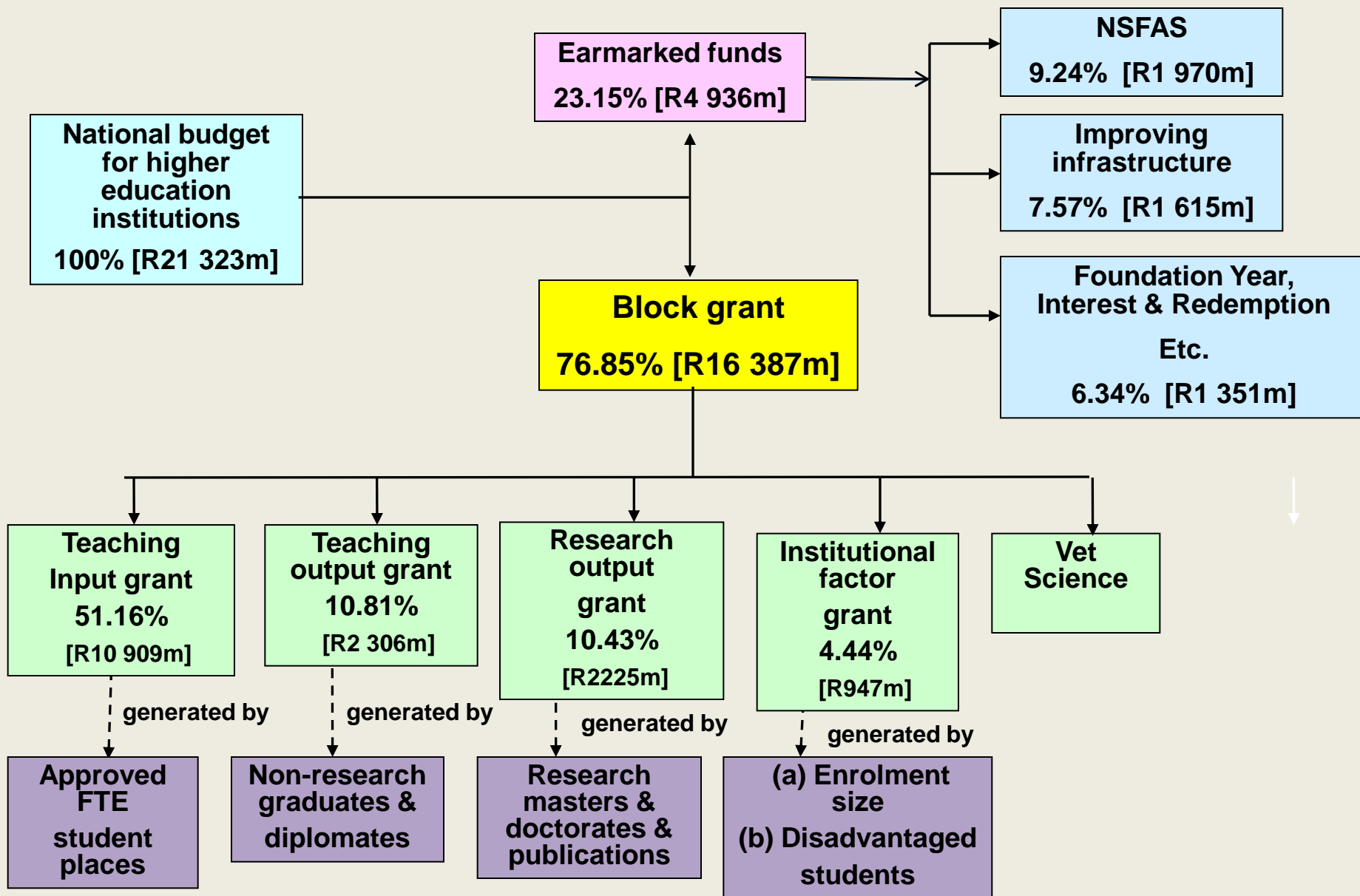
3.3	Ad Hoc Funding for HE	R 5 404 million = 3.1% of Educ Budget
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4.	Higher Education	0.72% of GDP
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Distribution of Budget Totals For 2009 - 2011

	Distribution of actual budget for 2009					
	(R'million)		2010 (R'million)		2011 (R'million)	
1. Block Grants	12701	75.86%	14533	76.06%	16387	76.85%
1.1 Teaching inputs	8497	50.75%	9793	51.25%	10909	51.16%
1.2 Institutional Factors	885	5.29%	850	4.45%	947	4.44%
1.3 Teaching Outputs	1778	10.62%	2053	10.74%	2306	10.81%
1.4 Research Outputs	1541	9.20%	1837	9.61%	2225	10.43%
2. Earmarked Grants	4041	24.14%	4575	23.94%	4936	23.15%
2.1 NSFAS	1445	8.63%	1591	8.33%	1970	9.24%
2.2 Infrastructure and output funding	1462	8.73%	1585	8.29%	1615	7.57%
2.3 Clinical Train for Health Prof	300	1.79%	330	1.73%	350	1.64%
2.4 National Institutes	35	0.21%	39	0.20%	41	0.19%
2.5 Establishment of Two Universities					50	0.23%
2.6 Foundation Programmes	146	0.87%	185	0.97%	177	0.83%
2.7 Teaching Development	345	2.06%	394	2.06%	420	1.97%
2.8 Research Development	197	1.18%	166	0.87%	7	0.03%
2.9 Veterinary Sciences	67	0.40%	102	0.53%	116	0.54%
2.10 Multi-campus			148	0.77%	148	0.69%
2.11 Interest & Redemption on loans	41	0.24%	31	0.16%	19	0.09%
2.12 African Inst for Math Studies	3	0.02%	4	0.02%	4	0.02%
2.13 Unallocated					19	0.09%
TOTAL	16742	100.00%	19108	100.00%	21323	100.00%

Division of Higher Education Budget between Grant Categories (2011)



Teaching Input Grants

Based on approved FTE student places as determined in the Programme and Qualification Mix (PQM) process:

- (a) Four funding groups**
- (b) Four study levels**
- (c) Weighted according to funding group and study level**

Four Funding Groups

Funding group	CESM categories included in funding group
1	07 education
	13 law
	14 librarianship
	20 psychology
	21 social services/public administration
2	04 business/commerce
	05 communication
	06 computer science
	12 languages
	18 philosophy/religion
	22 social sciences
3	02 architecture/planning
	08 engineering
	10 home economics
	11 industrial arts
	16 mathematical sciences
	19 physical education
4	01 agriculture
	03 fine and performing arts
	09 health sciences
	15 life and physical sciences

Weightings according to Funding Group and Study Level

(i) Contact Students (Distance Students)

	Level			
Funding group	Undergraduate & equivalent	Honours & equivalent	Masters & equivalent	Doctoral & equivalent
1	1.0 (0.5)	2.0 (1.0)	3.0 (3.0)	4.0 (4.0)
2	1.5 (0.75)	3.0 (1.5)	4.5 (4.5)	6.0 (6.0)
3	2.5 (1.25)	5.0 (2.5)	7.5 (7.5)	10.0 (10.0)
4	3.5 (1.75)	7.0 (3.5)	10.5(10.5)	14.0 (14.0)

Teaching Output Grant (1)

(a) Non-research output measured by non-research graduates and diplomates and weighted

and

(b) Measured against output norms (benchmarks)

(a) Weighting factors for teaching outputs: universities & technikons

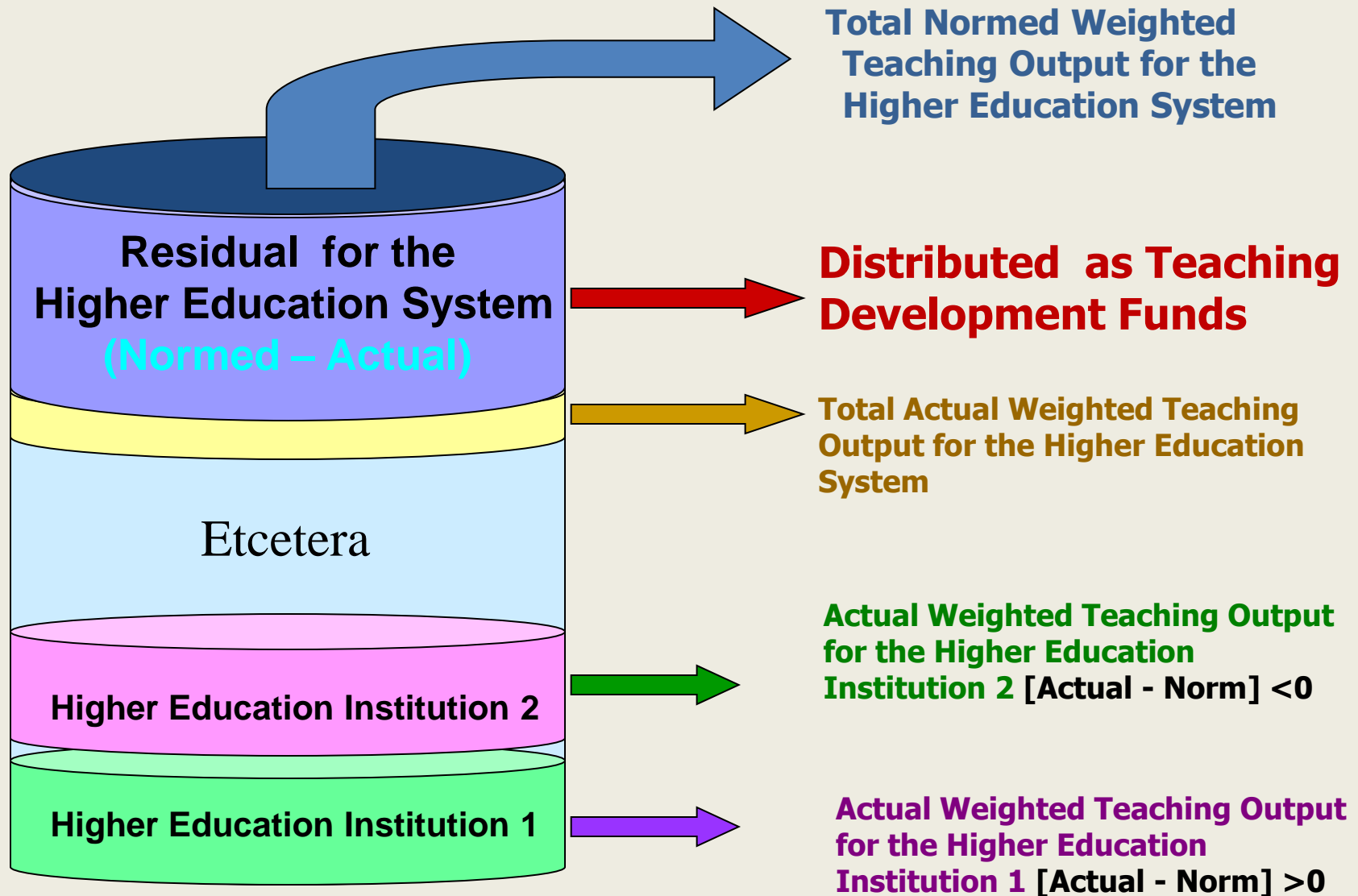
1st certificates and diplomas of 2 years or less	0.5
1st diplomas and bachelors degrees: 3 years	1.0
Professional 1st bachelors degrees: 4 years and more	1.5
Postgraduate and postdiploma diplomas	0.5
Postgraduate bachelors degrees	1.0
Honours degrees/higher diplomas	0.5
Non-research masters degrees	0.5

Teaching Output Grant (2)

b) Graduation benchmarks for contact and distance programmes (Graduates as % of headcount enrolments)

	Contact	Distance
	2004/05	2004/05
Undergraduate: up to three years	22.5%	13.5%
Undergraduate: four years and more	18%	9%
Postgraduate: up to honours	54%	27%
Postgraduate: up to masters (non-research)	30%	22.5%

Teaching Output Grant “Distribution” (3)



Research Outputs (1)

(a) Research outputs measured by publications in accredited journals, research masters and doctoral graduates (weighted)

and

(b) Measured against a research output norm benchmark

(a) Weightings for research outputs

Publication units	1
Research masters graduates	1
Doctoral graduates	3

Research Outputs (2)

(a) Research outputs measured by publications in accredited journals, research masters and doctoral graduates (weighted)

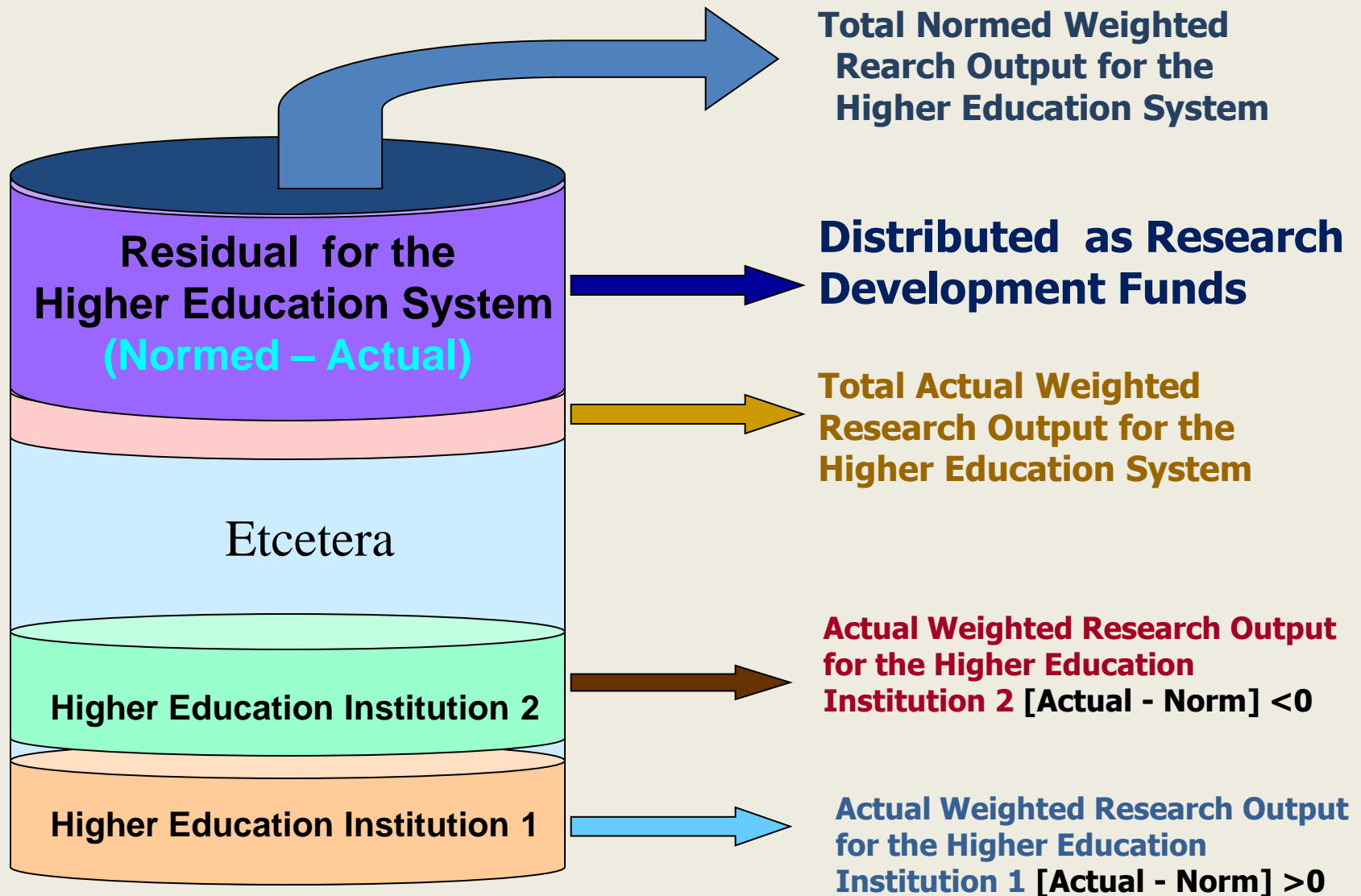
and

(b) Measured against a research output norm benchmark

(b) Normed ratios of weighted research output units to permanently appointed instruction/research staff

Universities	1.25
Universities of Technology	0.5
Comprehensive universities:	
University of Johannesburg	0.97
Nelson Mandela Metropolitan University	0.93
University of South Africa	1.16
Walter Sisulu University	0.73

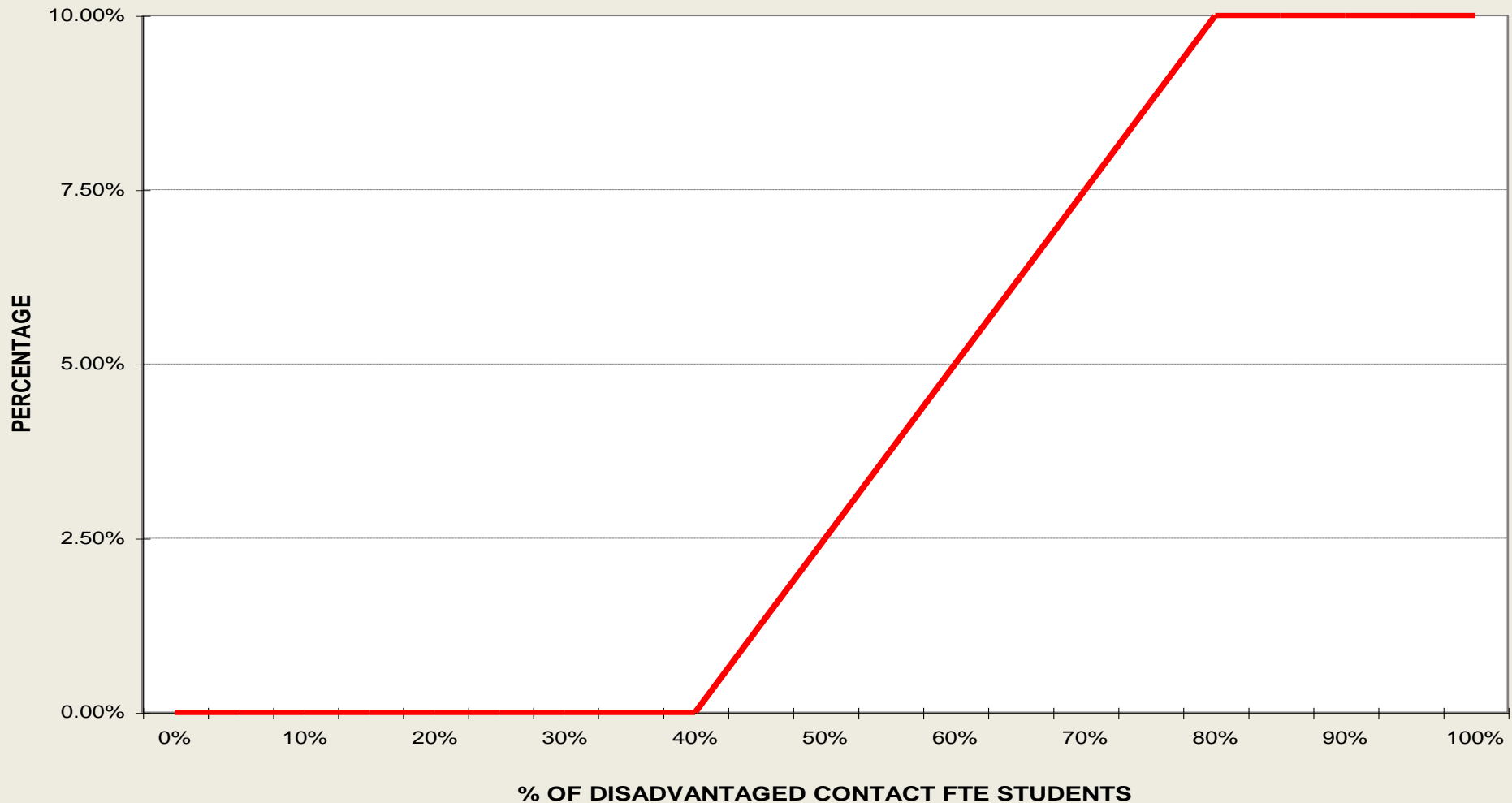
Research Output Grant “Distribution” (3)



Institutional Factor Grants (1)

2.1 Measured by the proportion of disadvantaged students [Contact African & Coloured students who are SA citizens]

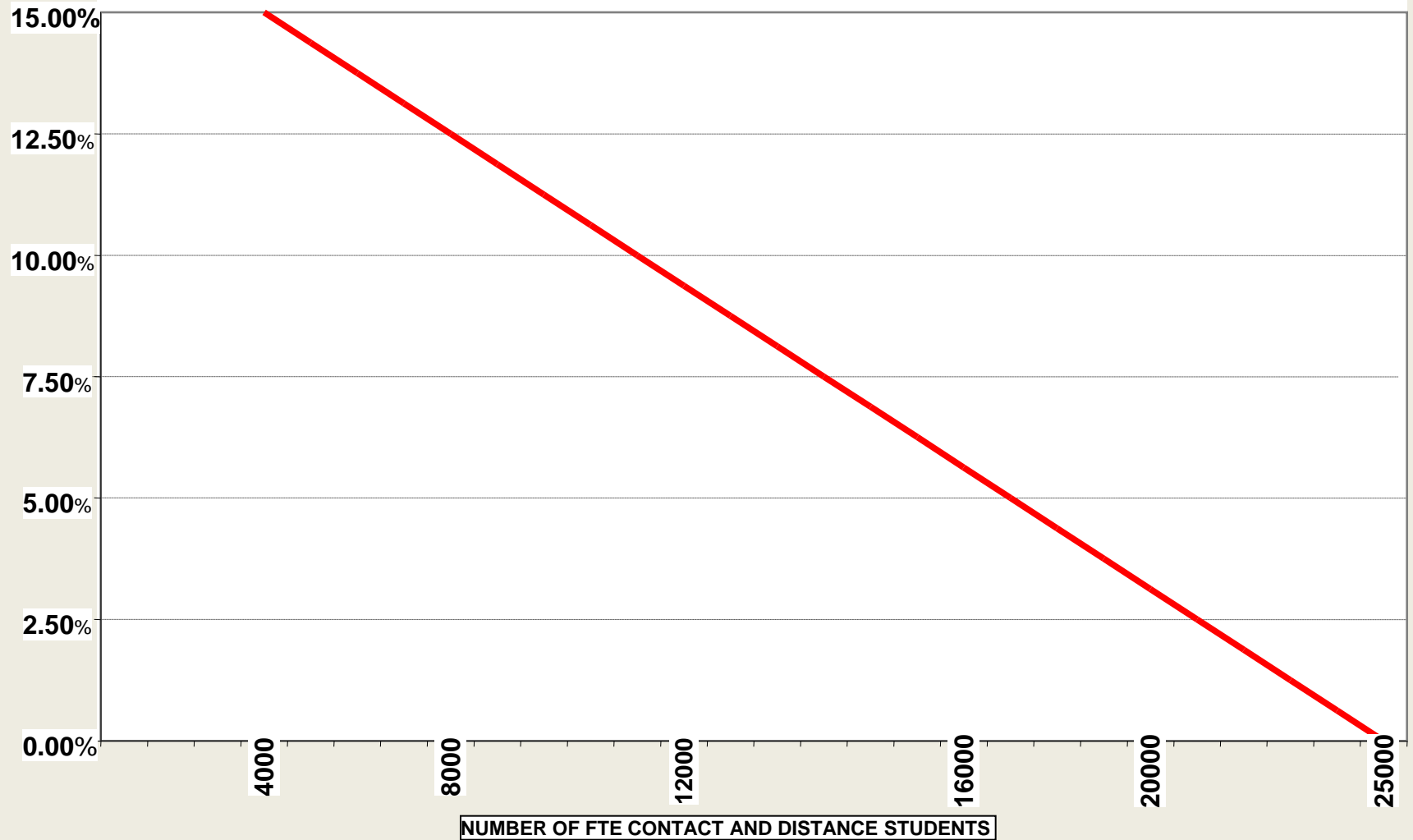
$$\text{IFG (DS)} = \% \times \text{TIG}$$



Institutional Factor Grants (2)

3.2 Size of the institution

$$\text{IFG (Size)} = \% \times \text{TIG}$$



Earmarked Funding

- **National Student Financial Aid Scheme (NSFAS)**
- **Infrastructure and output (efficiency) funding**
- **Clinical Training for health professionals**
- **Establishment of 2 new universities**
- **Foundation Programmes**
- **Teaching Development Funds**
- **Research Development Funds**
- **Veterinary Sciences**
- **Multi-Campus funding**
- **Interest and redemption on loans approved before 1999**
- **African Institution for Mathematical Studies**

**What are the (Diversity) Incentives in the
New Funding Framework ?**

Planning Orientation

Minister has discretionary powers

Teaching Input and Output Funds

Increased Enrolments vs throughput

- (a) Increase student academic support**
- (b) Summer/Winter Schools and tutorials**
- (c) Enhanced learning material**
- (d) Introduce more e-learning**

Funding Grid (CESM groups)

Study Programmes and the curriculum's should be re-examined

Funding Grid (Levels)

Greater emphasis on postgraduate studies and graduation rates

Funding Grid (Enrolments)

Student Enrolment Plans should be realistic and comply with the PQM as approved by DoE

Teaching Outputs

Improve graduation rates without compromising quality

Research Outputs

Promote research outputs to ensure a greater proportion of total RO funds (concentrate on “research” M&D students)

Institutional Factor Grants (Disadvantaged Students)

Increase proportion of disadvantaged students by attracting especially postgraduate students

Foundation Programmes

- **Total available – 15% of first-time entering, contact, undergraduate students.**

Apply for Funding for Foundational Programmes

Section 4

**Employment Equity Act as a Steering Mechanism
in Higher Education**

Employment Equity Act, No. 55 of 1998 (1)

The Act Recognises-

- **that as a result of apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market; and**
- **that those disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed simply by repealing discriminatory laws.**

Employment Equity Act, No. 55 of 1998 (2)

Therefore, the Act has to be enacted in order to-

- **promote the constitutional right of equality and the exercise of true democracy;**
- **eliminate unfair discrimination in employment;**
- **ensure the implementation of employment equity to redress the effects of discrimination**
- **achieve a diverse workforce broadly representative of the people;**
- **promote economic development and efficiency in the workplace; and**
- **give effect to the obligations of the Republic as a member of the ILO**

**Factors that have to be taken into Account in
Developing Scenarios for Institutional EE goals in
Higher Education**

Constraints (Limited University Control)

- **Economically Active Population (EAP)**
- **Inability to pay salaries comparable to private and in some cases private sector**
- **Minimum qualifications for many Government job levels and at some other HEIs are lower than those for comparable levels at UP**
- **Limited supply of established scholars from under-represented designated groups (many competitors for small pool)**
- **Requirement for bilingualism in many UP jobs further diminishes the available labour pool**
- **Many positions at UP fall within the scarce skills categories**

Economically Active Population

	Black (millions)			White (millions)			Total (millions)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total EAP	8.159	7.058	15.217	1.175	0.941	2.116	9.334	7.999	17.333
Row %	47.07%	40.72%	87.79%	6.78%	5.43%	12.21%	53.85%	46.15%	100%
Total EAP with grade 12	2.137	1.962	4.099	0.421	0.394	0.815	2.558	2.356	4.914
Row %	43.49%	39.92%	83.41%	8.57%	8.02%	16.59%	52.06%	47.94%	100%
Total EAP with 3 year degree and higher (x1000)	220	245	465	270	201	471	490	446	936
Row %	23.50%	26.18%	49.68%	28.85%	21.47%	50.32%	52.35%	47.65%	100%
Master PhD (x1000)	35	20	55 (0.36%)	63	29	92 (4.3%)	98	49	147 (0.85%)
Row %	23.8%	13.6%	37.4%	42.8%	19.8%	62.6%	66.7%	33.3%	100%

Remuneration: University vs Government

UP Remuneration 01/04/2009

Professor	1.36	R557 731
Associate Prof	1.17	R479 952
Senior Lecturer	1	R410 448
Lecturer	0.9	R367 944
Jnr Lecturer	0.7	R286 860

Government SMS (top of scale) 01/01/2009

Director	R736 065
Chief Director	R905 538
Deputy DG	R1 037 571
DG	R1 355 766

Doctoral Graduates at all Universities

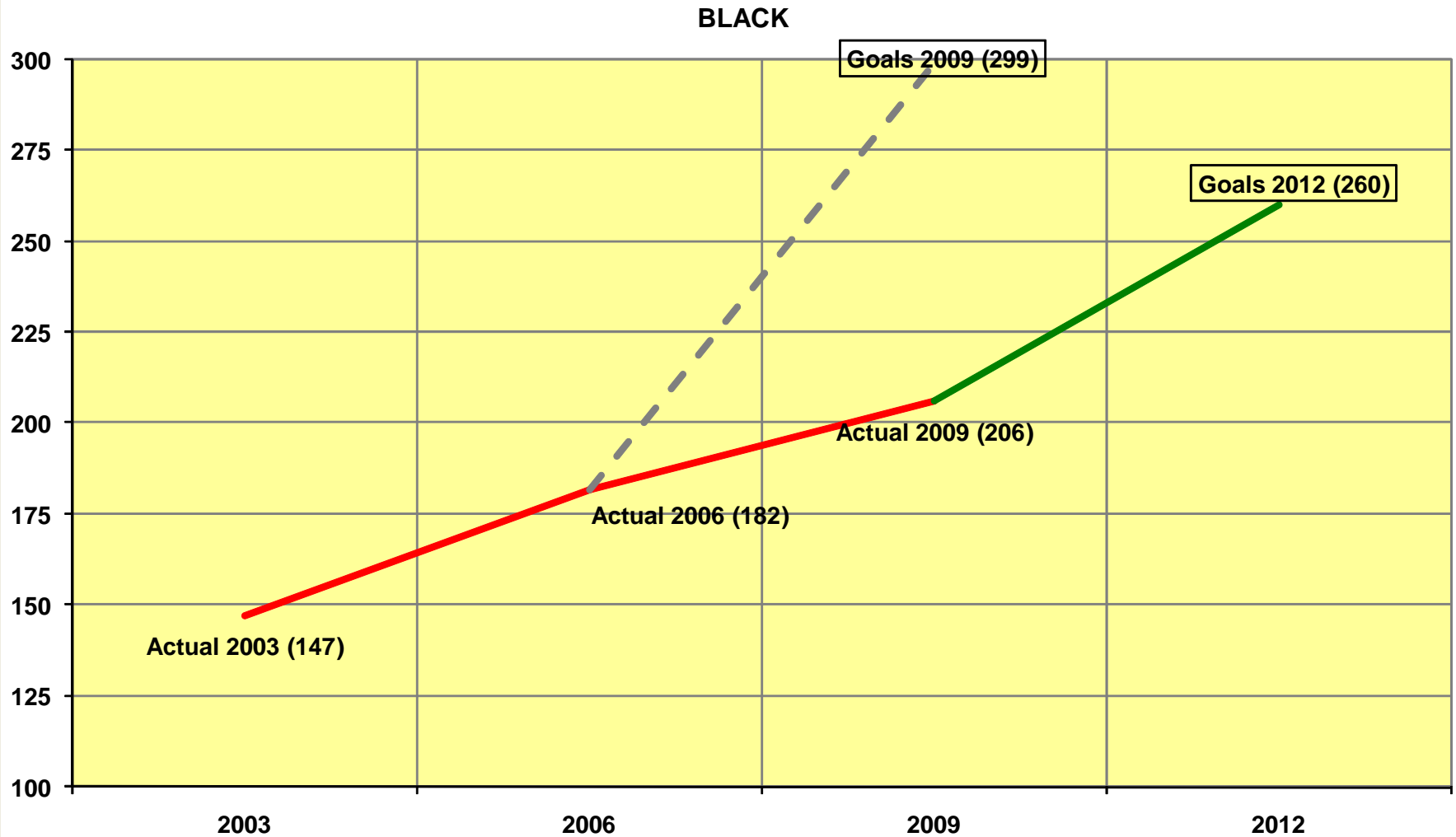
Black

	Female	Male	Total	% of Total
1999	56	116	172	24%
2000	72	178	250	30%
2001	80	188	268	32%
2002	102	250	352	36%
2003	128	265	393	37%
2004	136	313	449	41%
2005	169	323	492	41%
2006	176	303	479	44%
2007	194	386	580	46%
2008	195	339	534	45%

White

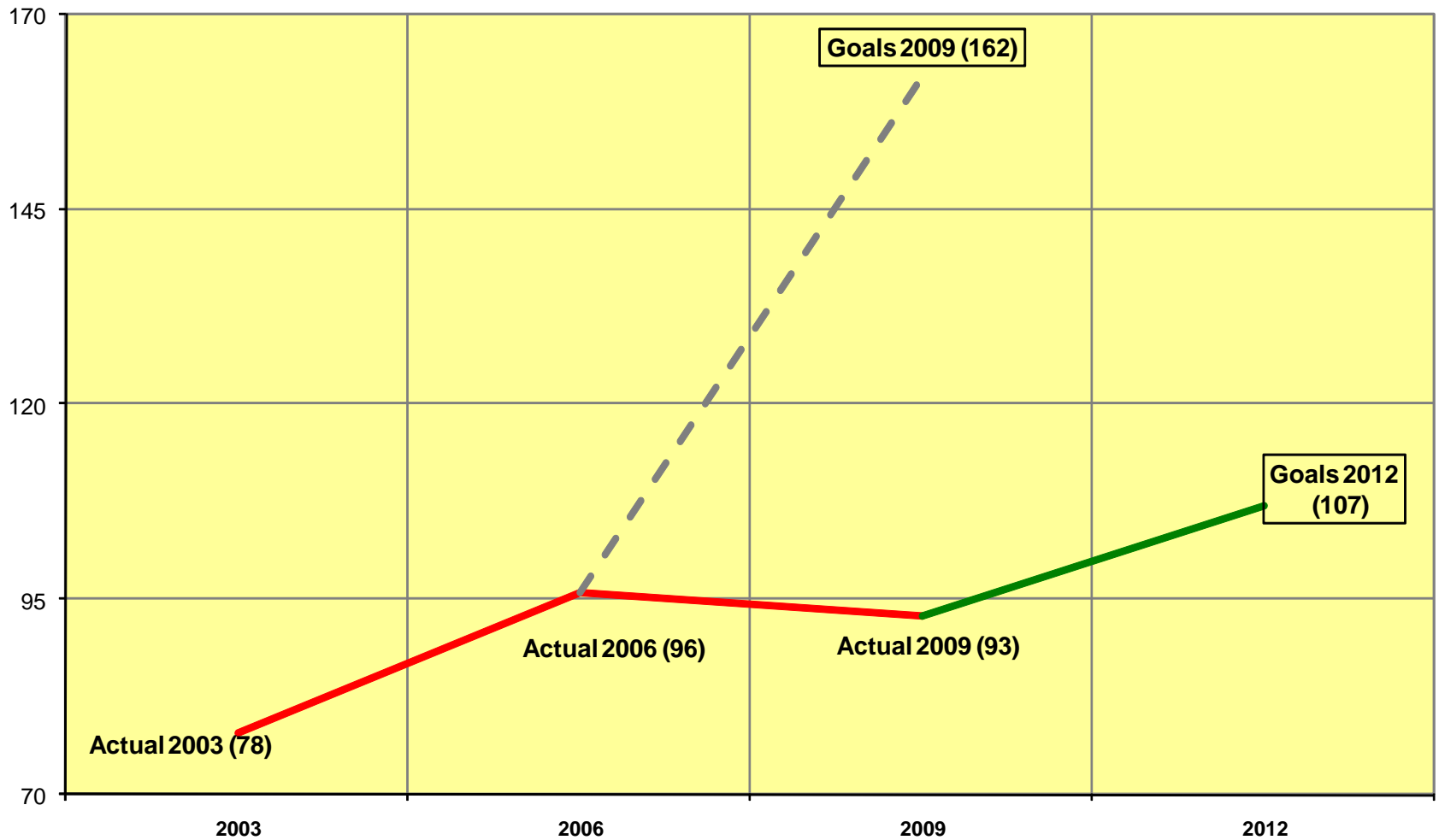
	Female	Male	Total	% of Total
1999	236	315	551	76%
2000	267	312	579	70%
2001	232	348	580	68%
2002	280	356	636	64%
2003	281	378	659	63%
2004	284	370	654	59%
2005	355	340	695	59%
2006	298	320	618	56%
2007	335	356	691	54%
2008	323	321	644	55%

Academic EE Goals 2012 (1)

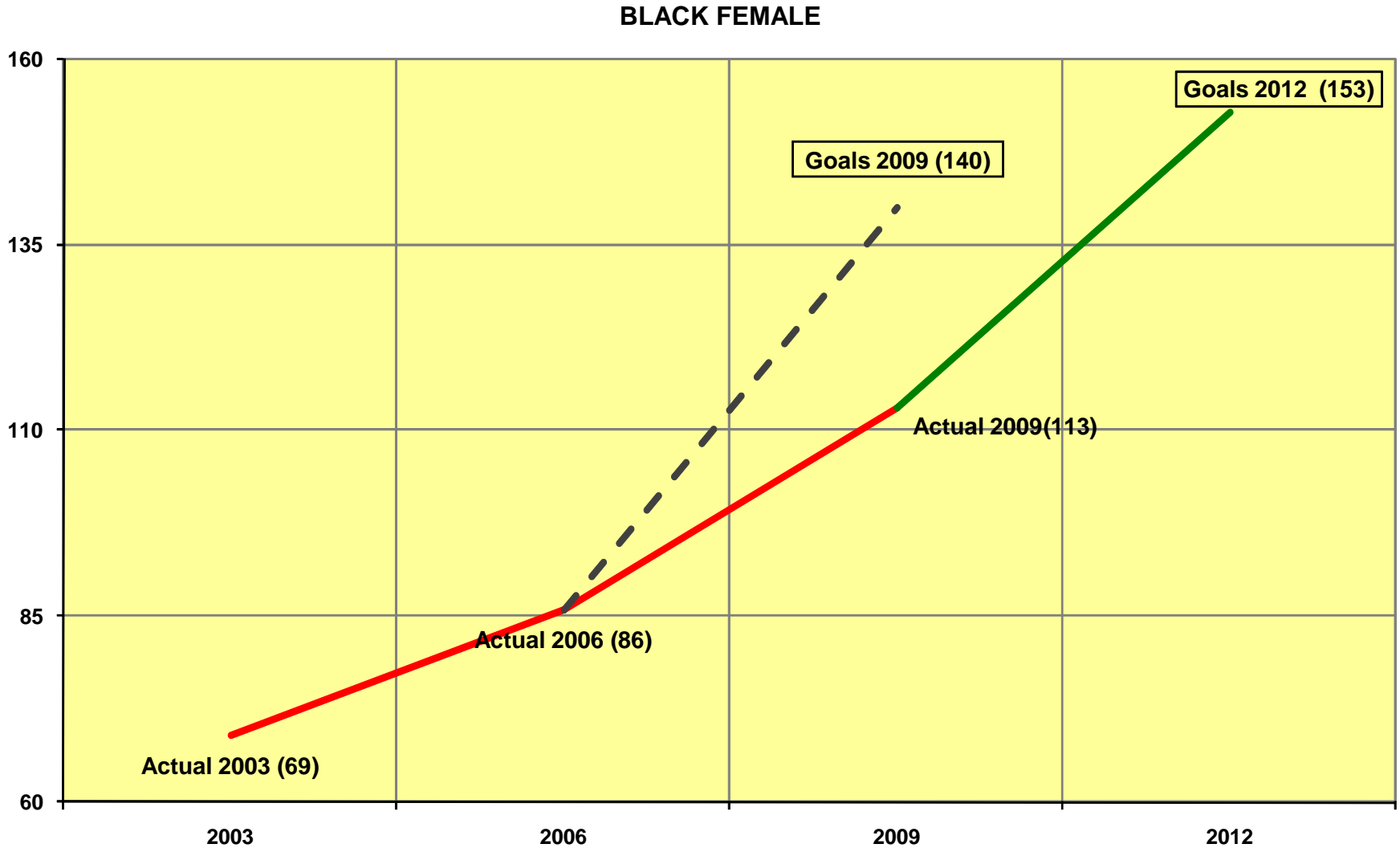


Academic EE Goals 2012 (2)

BLACK MALE



Academic EE Goals 2012 (3)



Section 5 (a)

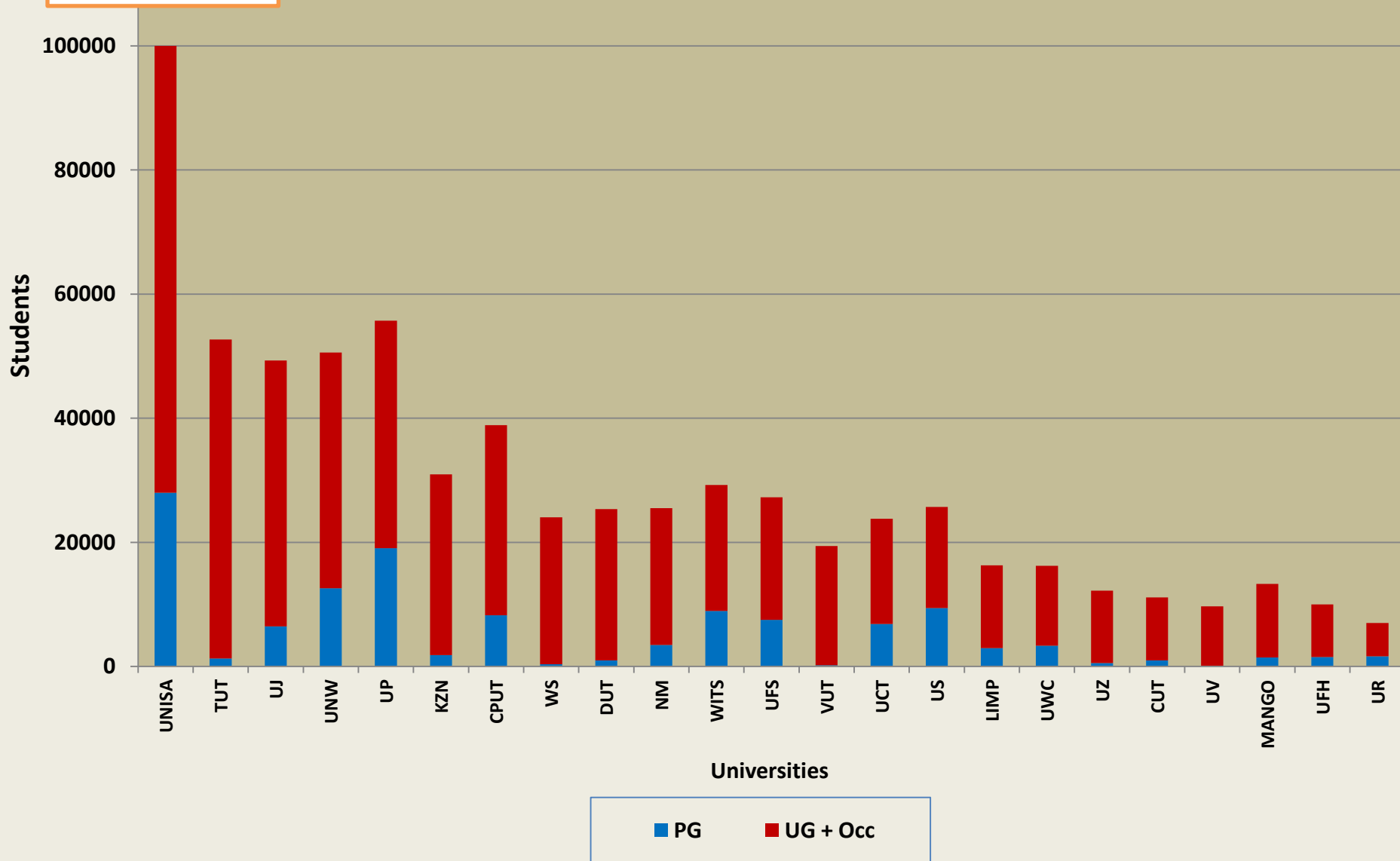
**Observing the State of Diversity at
Higher Education Institutions**

Population Cascaded down in Levels of Education

Level	African	Coloured	Asian/Indian	White	Unspes	Total
Total Population (2009)	39 136 200	4 443 100	1 279 100	4 472 100		49 330 500
% of Total	79.33%	9.01%	2.59%	9.07%		100.00%
At School (2008?)						12,239,363
In Matric (2008)	460 828	38 213	14 137	40 753	732	554 663
% of Total	83.08%	6.89%	2.55%	7.35%	0.13%	100.00%
First-time Entrants (2008)	103 122	10 483	8 755	29 200	392	151 952
% of Total	67.86%	6.90%	5.76%	19.22%	0.26%	100.00%
B-graduates (2008)	12 588	1 938	2 047	8 581	31	25 185
% of Total	49.98%	7.70%	8.13%	34.07%	0.12%	100.00%
M-graduates (2008)	2 810	404	576	3 679	45	7 514
% of Total	37.40%	5.38%	7.67%	48.96%	0.60%	100.00%
D-graduates (2008)	383	55	96	644	4	1 182
% of Total	32.40%	4.65%	8.12%	54.48%	0.34%	100.00%

Student Enrolments at Higher Education Institutions (2009)

UNISA = 263559



Change in Student Enrolments according to Race 2005 – 2009

Institution	White		Coloured		Indian		African	
	2005	2009	2005	2009	2005	2009	2005	2009
UNISA	27.5%	21.3%	6.0%	5.8%	10.1%	8.9%	56.3%	64.0%
UP	49.6%	42.4%	1.5%	1.7%	3.8%	3.3%	45.0%	52.6%
UNW	34.7%	35.9%	3.1%	3.8%	0.9%	0.8%	61.3%	59.5%
KZN	15.9%	10.1%	2.9%	2.6%	34.3%	28.5%	46.9%	58.9%
WITS	36.2%	27.4%	2.6%	3.3%	14.5%	13.9%	46.7%	55.4%
US	71.9%	68.4%	14.2%	16.5%	2.0%	2.0%	11.9%	13.1%
UCT	48.2%	39.9%	13.4%	15.8%	8.0%	8.0%	30.4%	36.4%
LIMP	1.5%	1.2%	0.2%	0.2%	1.2%	0.9%	97.1%	97.8%
UWC	5.2%	4.1%	50.2%	47.2%	10.1%	6.7%	34.5%	41.9%
UZ	1.3%	0.4%	0.3%	0.1%	5.9%	0.8%	92.5%	98.7%
UV	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	99.8%	99.9%
UFH	7.0%	4.0%	1.6%	2.1%	0.9%	0.6%	90.5%	93.3%
Total	25.3%	21.4%	6.3%	6.6%	7.4%	6.4%	61.0%	65.6%

Change in Student Enrolments according to Gender 2005-2009

Institution	Male (%)		Female (%)		Total	
	2005	2009	2005	2009	Total 2005	Total 2009
UNISA	45.0%	39.8%	55.0%	60.2%	207931	263559
UP	43.7%	41.4%	56.3%	58.6%	46351	55734
UNW	38.5%	34.0%	61.5%	66.0%	38596	50589
KZN	45.0%	41.2%	55.0%	58.8%	40704	38864
WITS	49.9%	46.8%	50.1%	53.2%	23626	29234
US	48.1%	48.3%	51.9%	51.7%	21702	25693
UCT	49.4%	49.6%	50.6%	50.4%	21764	23787
LIMP	49.2%	46.9%	50.8%	53.1%	17579	16299
UWC	41.7%	39.5%	58.3%	60.5%	14580	16203
UZ	34.8%	34.4%	65.2%	65.6%	10398	13291
UV	50.1%	46.7%	49.9%	53.3%	10497	11125
UFH	39.0%	45.3%	61.0%	54.7%	8790	10016
Total	45.4%	42.9%	54.6%	57.1%	735073	837779

Change in Personnel with Permanent Appointments According to Race (2005-2009)

INSTITUTION	WHITE		COLOURED		INDIAN		AFRICAN	
	2005	2009	2005	2009	2005	2009	2005	2009
UNISA	55.7%	43.2%	4.7%	4.3%	3.0%	3.4%	36.7%	49.2%

UP	69.3%	62.7%	2.1%	3.2%	1.8%	3.3%	26.8%	30.9%
UNW	57.2%	63.3%	2.3%	2.8%	0.8%	0.8%	39.7%	33.2%
KZN	30.3%	21.2%	3.3%	3.1%	33.3%	26.6%	33.0%	49.1%
WITS	45.9%	41.6%	4.3%	5.9%	8.9%	9.9%	40.9%	42.6%
US	66.4%	61.4%	30.2%	33.4%	0.6%	0.8%	2.8%	4.4%
UCT	48.2%	43.0%	36.3%	37.0%	4.2%	4.3%	11.4%	15.7%

LIMP	18.7%	17.3%	0.8%	0.3%	3.0%	3.4%	77.5%	78.9%
UWC	19.1%	18.3%	64.7%	61.3%	3.8%	4.7%	12.3%	15.8%
UZ	18.0%	11.6%	0.6%	0.6%	3.8%	5.0%	77.7%	82.7%
UV	4.4%	3.8%	0.1%	0.1%	0.9%	0.8%	94.5%	95.3%
UFH	22.5%	19.4%	2.8%	4.1%	2.2%	2.5%	72.5%	74.1%

Total	19159	18231	4528	5235	3032	3250	16515	19600
Total %	44.3%	39.4%	10.5%	11.3%	7.0%	7.0%	38.2%	42.3%

Change in Personnel with Permanent Appointments According to Gender (2005-2009)

INSTITUTION	MALE		FEMALE		TOTAL	
	2005	2009	2005	2009	2005	2009
UNISA	46.0%	45.1%	54.0%	54.9%	4182	4285
UP	48.1%	45.5%	51.9%	54.5%	3472	3559
UNW	46.3%	44.3%	53.7%	55.7%	2294	2853
KZN	50.5%	40.4%	49.5%	59.6%	4098	5020
US	51.0%	44.4%	49.0%	55.6%	2510	2753
UJ	52.3%	48.2%	47.7%	51.8%	2872	2668
UCT	47.1%	42.3%	52.9%	57.7%	2504	3200
CPUT	54.5%	51.6%	45.5%	48.4%	1540	1723
VUT	44.9%	48.0%	55.1%	52.0%	923	1324
UV	57.4%	56.4%	42.6%	43.6%	752	775
MANGO	56.7%	54.9%	43.3%	45.1%	469	790
UZ	57.0%	50.3%	43.0%	49.7%	690	1006
Total	21479	21640	21755	24676	43234	46316
Total %	49.7%	47.6%	50.3%	52.4%	100.0%	100.00%

Section 5 (b)

(i) Some Indicators of Transformation at the University of Pretoria

(ii) Constructing a Performance Index in relation to the Strategic Plan of the University

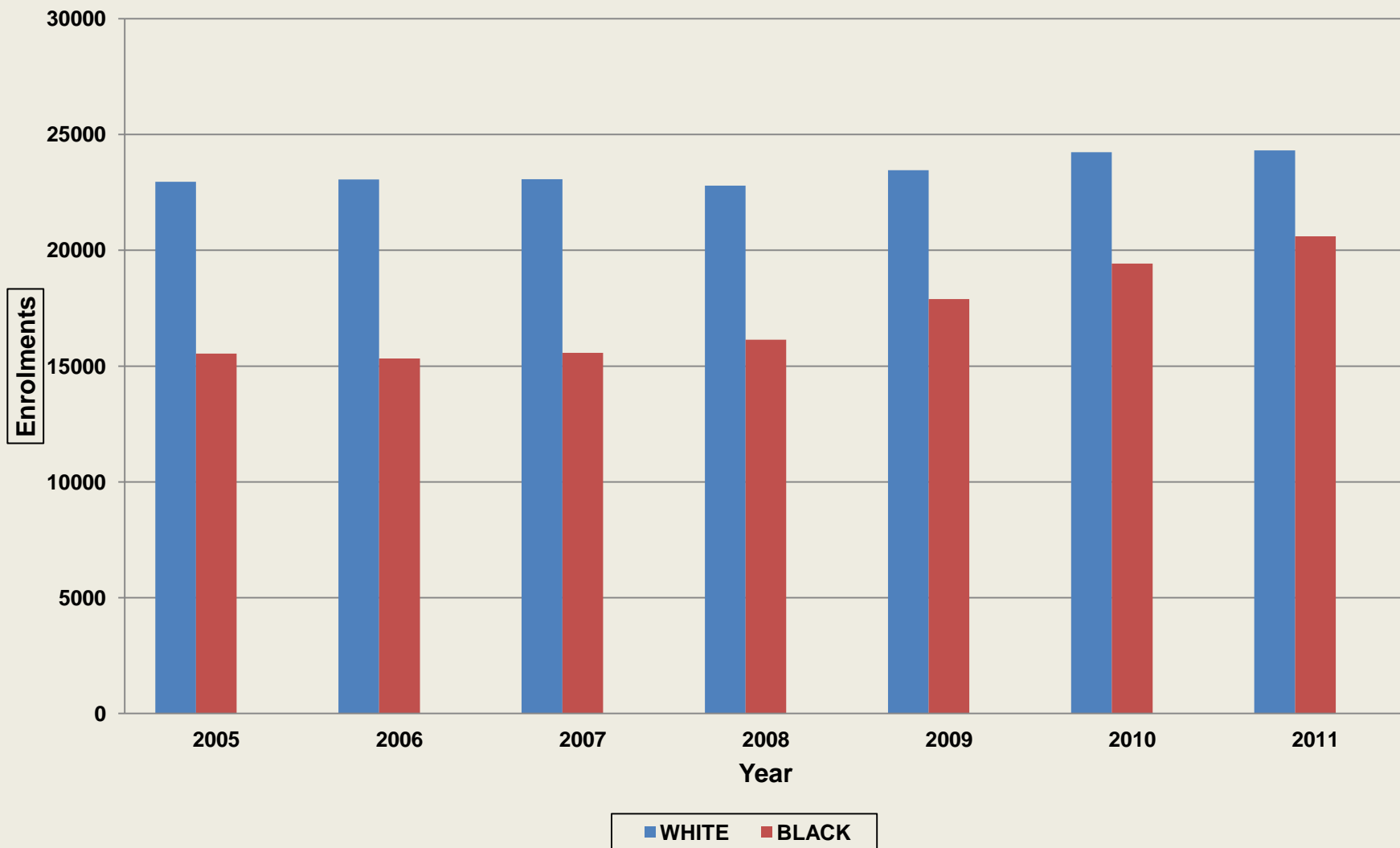
Student Profile of the University of Pretoria

Study level	Number of students			No. Black (Contact)*	% Black (Contact)*	No. Female (Contact)	% Female (Contact students)
	Contact mode	Distance mode	Total				
UG							
2006	28206	6884	35090	10741	38.1	15711	55.7
2007	28282	8953	37235	10747	38.0	15726	55.6
2008	28450	10818	39268	11038	38.8	15983	56.2
2009	29986	10143	40129	12149	40.5	16994	56.7
2010	31578	9576	41154	13205	41.8	18080	57.3
PG							
2006	10183	3953	14136	4588	45.1	4690	46.1
2007	10353	5480	15833	4773	46.1	4763	46.0
2008	10484	7666	18150	5103	48.7	4843	46.2
2009	11358	9265	20623	5741	50.5	5421	47.7
2010	12089	10238	22327	6220	51.5	5790	47.9
Total							
2006	38389	10837	49226	15329	39.9	20401	53.1
2007	38635	14433	53068	15520	40.2	20489	53.0
2008	38934	18484	57418	16141	41.5	20826	53.5
2009	41344	19408	60752	17890	43.3	22415	54.2
2010	43667	19814	63481	19425	44.5	23870	54.7

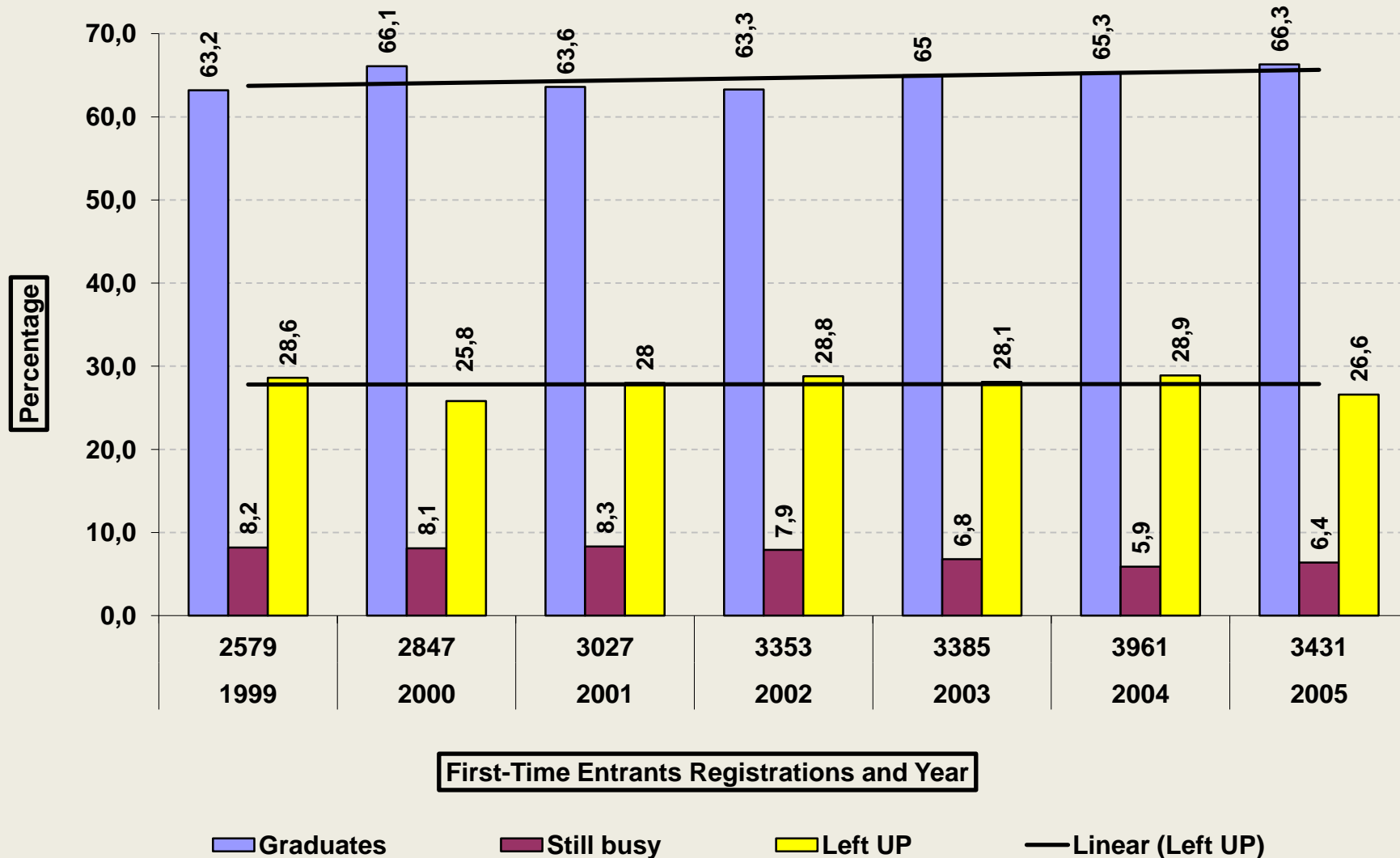
Profile of Permanently Employed Staff of the University of Pretoria

Year	Academic staff (C1 staff)			Support staff (C2 and C3 staff)		
	Permanently employed			Permanently employed		
	Total*	% Black staff	% Female staff	Total	% Black staff	% Female staff
2006	1327	15.7	45.1	1985	41.0	58.3
2007	1385	18.3	45.1	1968	42.8	59.8
2008	1397	19.0	46.8	2001	44.7	59.2
2009	1398	21.4	47.4	1978	46.4	59.9
2010	1450	22.1	47.7	2019	47.1	60.8

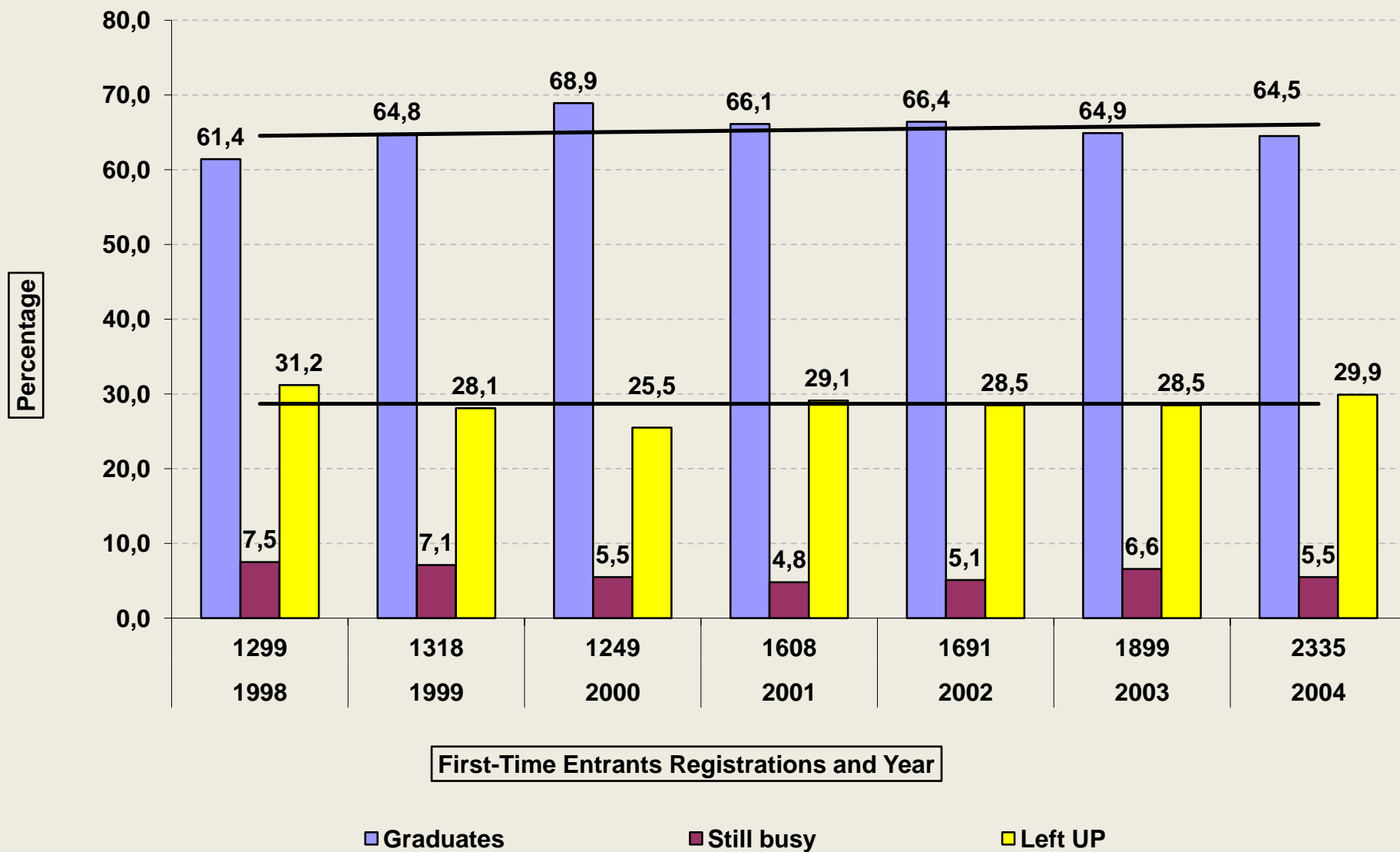
HEADCOUNT ENROLMENTS AT THE UNIVERSITY OF PRETORIA ACCORDING TO RACE 2005-2011



Graduation rate of first time entrants in programs with a duration of 3 years after (minimum +2) years

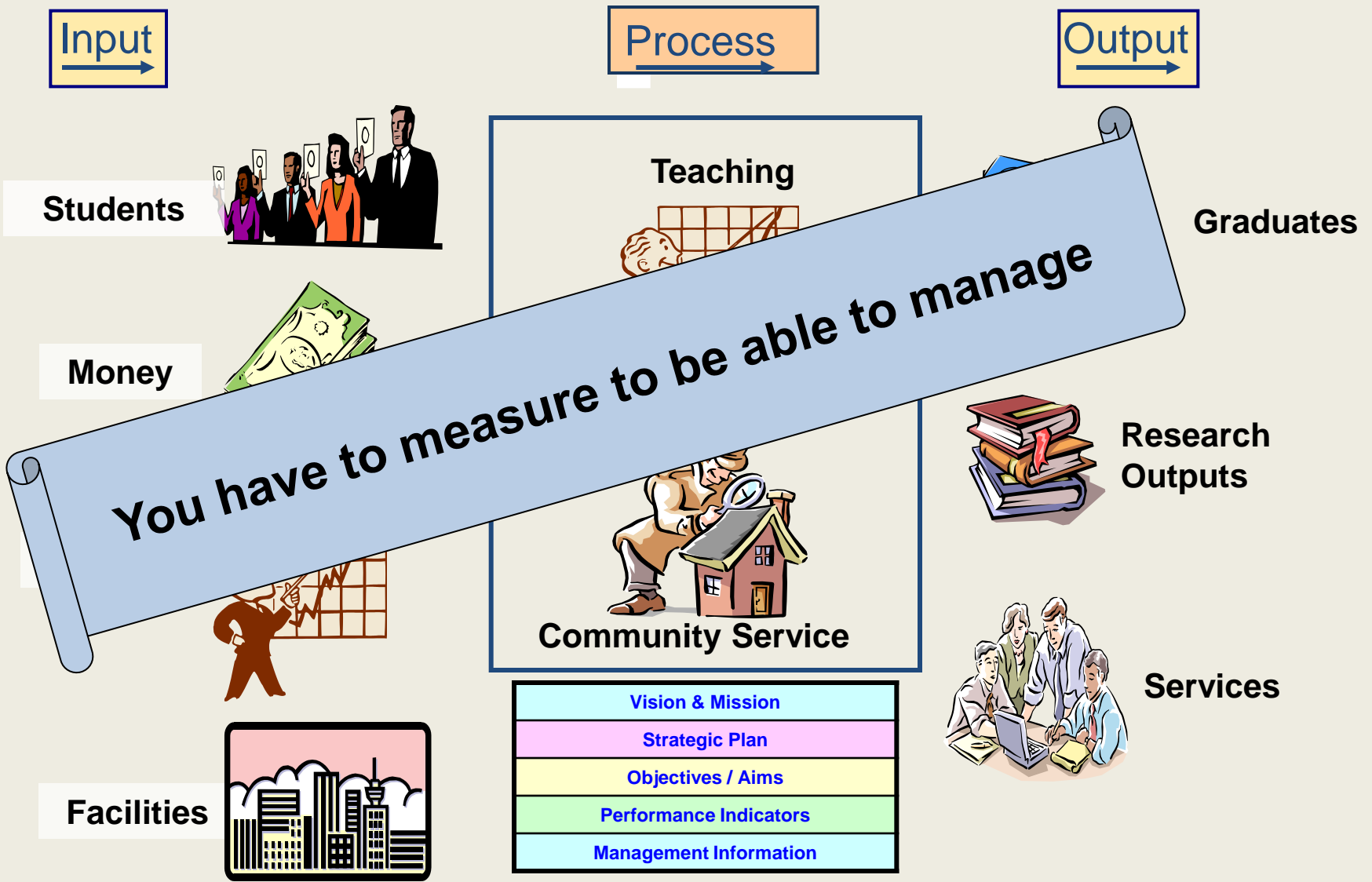


**Graduation rates of first time entrants in programs with a duration of 4 years
after (minimum + 2) years**

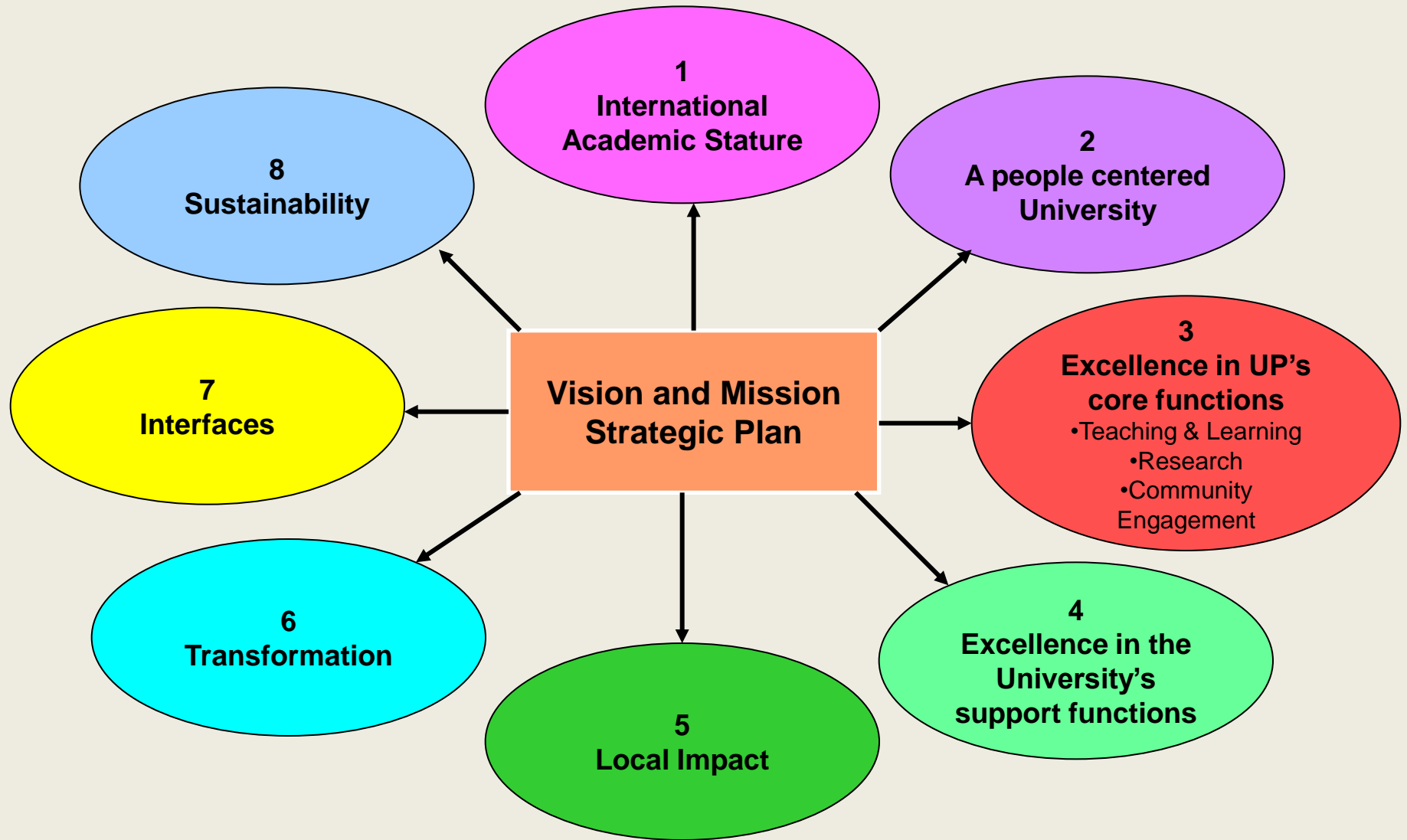


**(ii) Constructing a Performance Index in
relation to the Strategic Plan of the
University**

Measuring the System



Identifying Performance Indicators Linked to the Strategic Plan



2(a). A People Centred University (staff)

5	% Permanent academic staff to total permanent staff
6	% Temporary academic staff to total temporary staff
7	FTE Academic staff to total FTE staff
8	% Permanent fulltime Academic staff to all fulltime Academic staff
9	% Permanent Academic staff with masters/doctorates
10	% Academic staff turnover (perm staff excl retirements)
11	% Support staff turnover (perm staff excl retirements)
12	% Academic staff over 50 years (perm staff)
13	% Support staff over 50 years (perm staff)

2(b). A People Centred University (students)

14	Number of Teaching Input Units (Weighted, DoE definition)
15	Contact students to total students
16	UG - % International contact students to total contact students
17	UG - % international contact students from SADC
18	PG - % International contact students to total contact students
19	PG - % international contact students from SADC
<u>Admission and registration ratios (contact students):</u>	
20	Total Admissions to total applications
21	Total Registrations to total admissions
22	Business: Registrations to total registrations
23	SET: Registrations to total registrations
24	% Matriculants with 6+ distinctions that choose UP
25	Average M-score (PTP – score)

3(a). Teaching and Learning

26	% of contact graduates to total enrolled contact students
27	% of distance graduates to total enrolled distance students
28	% UG students completing a degree in minimum time (3 years degrees)
29	% UG students completing a degree in minimum time (4 years degrees)
30	% Successful FTE students to total FTE enrolments
31	Drop-out: % UG contact students after 1 year
32	% of UG modules with failure rates higher than 40%
33	Percentage of UG contact modules with ClickUP
34	Quality of learning (survey information)
35	FTE contact students per FTE teaching staff member
36	% of Academic staff trained by Dept of EI to total staff

3(b). Research

37	New honours students to total honours enrolments
38	New masters students to total masters enrolments
39	New doctoral students to total doctoral enrolments
40	Completion time index for research masters degree
41	Completion time index for doctoral degree
42	Accredited research units per Academic staff member (FTE)
43	Number of NRF rated staff (all categories)
44	% Academic staff with NRF rating to total Academic staff (fulltime)
45	Number of competitive research grants
46	Value (Rm) of competitive research grants
47	Disclosure and patents: Invention disclosures to IP office
48	Disclosure and patents: No of patents

6. Transformation

62	Student demographics: % Black contact students
63	Student demographics: % Female contact students
64	% Black staff (Permanent employed Academic Staff)
65	% Black staff (Permanent employed Support Staff)
66	% Female staff (Permanent employed Academic Staff)
67	% Female staff (Permanent employed Support Staff)

8. Sustainability

76	Ratio of total liabilities to total financial resources
77	Ratio of short term assets to short term obligations - Quick ratio
78	Impairment of student debt to total student debt
79	Total income of the university (x'000 000)
80	Subsidy to total income
81	Surplus after capital expenditure to total income
82	Academic staff expenditure to total subsidy and fee income
83	Personnel (other) expenditure to total subsidy and fee income

Constructing a Performance Index

The Method (1)

- **Compile a list of indicators appropriate for university's strategies**
- **Determine benchmarks by using HEMIS information of peer institutions**
- **Determine a target (with the help of the benchmark) for each of the indicators**
- **Measure the degree of deviation from the target for each of the indicators**
- **Weight the deviation of each of the indicators according to agreed-upon values**

The Method (2)

- **Cluster the indicators according to the main “thrusts” of the Strategic Plan**
- **Determine the weighted deviation from the benchmark or target of the indicators in each “thrust”**
- **Calculate a “thrust” index**

The Algorithm

- **Step 1: Calculate a Performance Index (PI) for each “thrust”**

$$PI_k = \sum_{i=1}^n \{ [T_{ik} - ABS(x_{ik} - T_{ik})] / T_{ik} \times W'_{ik} \} / \sum W'_{ik}$$

where $k = 1, 2 \dots m$ “thrusts”

$i =$ Number of indicators in each “thrust”

$T_i =$ Targets for each indicator

$x_i =$ Value of indicator in a specific “thrust”

$W'_i =$ Weight assigned to each indicator in “thrust”



An Illustrative Example

Example for Thrust (6) - Transformation [Thrust Weight = 10]

Performance Indicators

	Percentage/ Performance			UP Rolling Ave	Target	PI Weight	Weighted progress towards target		
	'08	'09	'10				'08	'09	'10
62. Student demographics: % Black contact	41.5	43.3	44.5	43.1	45.0	30.0	27.6	28.8	29.7
63. Student demographics: % Female contact	53.5	54.2	54.7	54.1	54.0	10.0	9.9	10.0	9.9
64. % Black staff (permanent academic staff)	19.8	21.4	22.1	21.1	25.0	30.0	23.7	25.7	26.5
65. % Black staff (permanent support staff)	44.7	46.4	47.1	46.1	60.0	20.0	14.9	15.5	15.7
66. % Female staff (permanent academic staff)	47.2	47.4	47.7	47.5	50.0	5.0	4.7	4.7	4.8
67. % Female staff (permanent support staff)	59.2	59.9	60.8	60.0	68.0	5.0	4.4	4.4	4.5
							85.2	89.1	91.0

Indices per Strategic Thrust (and Overall Performance Index)

STRATEGIC THRUST	Thrust weight	Index (unweighted)			Index (weighted)		
		2008	2009	2010	2008	2009	2010
1. International Academic Excellence	5	70.5	67.4	65.7	3.5	3.4	3.3
2. A People Centred University							
(a) Staff	7.5	86.8	86.7	84.9	6.5	6.5	6.4
(b) Students	7.5	83.9	87.6	87.4	6.3	6.6	6.6
3. Excellence in the University's core functions:							
(a) Teaching and Learning	15	88.5	77.6	73.3	13.3	11.6	11.0
(b) Research	15	79.1	73.7	82.3	11.9	11.1	12.3
(c) Community engagement	0	0.0	0.0	0.0	0.0	0.0	0.0
4. Excellence in UP's support functions	10	83.6	87.2	89.6	8.4	8.7	9.0
5. Local impact	5	84.7	85.5	85.4	4.2	4.3	4.3
6. Transformation	10	85.2	89.1	91.0	8.5	8.9	9.1
7. Interfaces	5	80.4	80.6	81.7	4.0	4.0	4.1
8. Sustainability	15	85.6	83.3	80.4	12.8	12.5	12.1
UP TOTAL(still to be investigated)	95				83.6	81.6	82.1

Section 6

Current Issues of Diversity Management in Higher Education

Current Issues of Diversity Management in Higher Education

1	Population Dynamics (migration of students and staff within and across countries)
2	Political landscape (laws affecting DM strategies)
3	Financing of Higher Education to enhance Diversity Management
4	Schooling System (number and preparedness of “new” students)
5	Traditional vs Non-traditional students (Admission requirements)(e.g. RPL)
6	Integration of working (older) people (e.g. LLL and continuing education)
7	Selection and integration of students from socially disadvantaged families
8	Gender/ age/nationality/ethnicity/language/disability/religion/sexual orientation /culture of staff and students
9	Throughput and graduation rates of the diverse groups
10	Design of study programmes to accommodate diversity
11	Management of diversity to ensure quality
12	Developing indicators to measure “the performance of diversity management”

The End



Thank You