UNISA
university of south africa

INITIAL REPORT TO COUNCIL

ON THE PERFORMANCE OF THE UNIVERSITY

PRESENTED TO THE COUNCIL AT THE MEETING OF 22 JUNE 2012

JUNE 2012

List of Performance Indicators

1 CONTEXT

A framework for reporting the performance of the university was approved by the University Council in March 2012. The framework consists of a set of 48 quantitative and qualitative performance indicators, clustered within five thematic areas or dimensions.The intention is to submit a report to Council annually on all these indicators.

This report is the first in the series of such reports. As Council meets each quarter, quarterly reports, consisting of appropriate elements of these indicators will also be submitted. Ideally, the annual reportshould serve at the September Council meeting as some information and data is only available after June of each year. In addition, the timing will also ensure the report informs strategic and operational planning by the University.

The report will also facilitatethe monitoring and evaluation of strategic interventions, including appropriate resource allocation and the management of risks;all of which are intended to enhance institutional performance.

The indicators have been deliberately chosen as proxies that respond to unique features of an ODL University while incorporating established regulatory reporting requirements for universities and other public entities.

The indictors are thus intended to provide a consistent set of measures of how Unisa is performing over time. While annual performance against targets will be reported, the focus is to provide longitudinal data and analysis to assess performance against benchmarks to inform policy and strategic planning by the University.

2   RESULTS

ACADEMIC DIMENSION

2.1.1   UNDERGRADUATE STUDENT PERFORMANCE

Undergraduate students currently constitute just over 83% of total headcount enrolments. While many factors determine whether or not a student is academically successful, students who do not complete their qualifications are a loss to the University, particularly in terms of subsidy and the Country in terms of subsidy investment and skills production. It is thus important to monitor aspects of undergraduate student performance.

The trends of student enrolment in formal (HEMIS) reported qualifications and programmes are indicated in the table below.

Qualification Type	2008		2009		2010	
UG Certificates & Diplomas	76 683	29,3%	75 671	28,7%	79 786	27,2%
UG Degrees	141 257	53,9%	144 676	54,9%	164 978	56,2%
PG below Masters	22 214	8,5%	23 562	8,9%	27 224	9,3%
Masters	4 209	1,6%	4 711	1,8%	5 459	1,9%
Doctoral	778	0,3%	754	0,3%	1 024	0,3%
Occasional	16 786	6,4%	14 185	5,4%	14 966	5,1%

The proportion of all UG students (Certificates, Diplomas and Degrees) has remained constant over the period, 83,2%, 83,6% and 83,4% for 2008, 2009 and 2010 respectively. Over this period, the PG component has increased from 10,4% (2008) to 10,5% (2010). The Occasional student proportion has declined from 6,4% (2008) to 5,1% (2010). While success in UG students is clearly an important performance indicator for the university, the growth in PG students is of particular interest as this component has an impact on the weighted research outputs.

PI 1: % of programmes receiving full accreditation from the HEQC and or professional bodies.

This is a measure of the quality of programmes offered by the university.
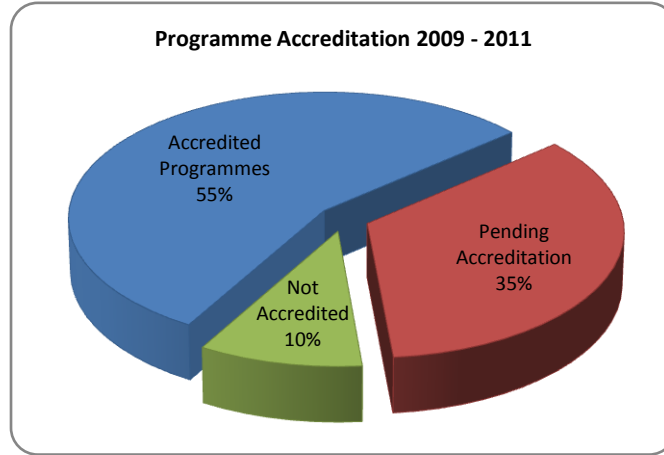
In terms of the policy of the Department of Higher Education and Training (DHET), the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), must consider and accredit a programme of a university prior to being offered and to sure that students are eligible for subsidy grants. One of the strategic goals of the university is to rationalise its PQM. From the table below it is evident that Unisa has made significant progress in streamlining the PQM. However,the university needs to continuously evaluate the strategic relevance of its qualifications, programmes and modules.

Performance measures	Actual						Average annual change: 2004-2010
	2005	2006	2007	2008	2009	2010	
Number of active modules	**4693**	**4564**	**4076**	**3890**	**3366**	**3269**	**-7.0%**
Undergraduate	3147	3036	2731	2544	2185	2070	-8.0%
Honours	989	990	917	913	777	774	-4.8%
Masters	445	431	326	333	296	304	-7.3%
Doctors	112	107	102	100	108	121	1.6%

While this principally entails phasing our certain programmes, it also implies new ones or those that have been re-curriculated, to comply with the new Higher Education Qualifications Framework (HEQF) must be submitted to the HEQC for accreditation. Over the period 2009 to 2011, 98 new programmes were submitted to the HEQC for accreditation; 51 of which were in 2009. This number does not include existing programmes that have changed by 50% or more. To date, 55% of these programmes have been accredited, while 35% are still in the process and 10% were not successful. The primary reason for non-accreditation was the delay in finalising the HEQF qualifications descriptors, while a few were withdrawn by the university and others were removed from the PQM by the DHET.

During the same period, the Engineering Council of South Africa (ECSA), the South African Institute of Chartered Accountants (SAICA) and the Veterinary Council evaluated a number of the universities programmes. The outcome of these review were positive.

In 2011, 5 BTech and 6 National Diploma (ND) programmes in the School of Engineering were accredited for the full cycle. 2 BTech and 1 ND programmes were conditionally accredited, while 2 BTech and 1 ND were placed on notice of withdrawal of accreditation.

A monitoring visit was carried out by the South African Institute of Chartered Accountants [SAICA] to the School of Accounting Sciences on 30 and 31 August 2011. The monitoring visit only addressed certain aspects of the SAICA accreditation criteria and did not constitute a full peer review of the accredited programmes. A full monitoring visit to be conducted in 2012.

The South African Veterinary Council evaluated the National Diploma: Animal Health in July 2010 and assessed it as fulfilling the minimum training requirements for veterinary and para-veterinary professions as set out in the Act.

PI 2: % of graduates to total enrolled students (excluding occasional students)

An indicator of the efficiency of delivering skills through graduates to reflect the impact of the investments made.

Many government policy documents including the recent draft policy on Distance Education have highlighted the importance of universities focusing on increasing graduate output. While the UNISA and the DHET agree that the above graduation rates are not an ideal proxy for efficiency; they remain the most appropriate indicator pending the introduction of student cohort analysis.

The DHET believes there should be a closer correlation between graduate output from contact and ODL provisioning. In this regard, the DHET believes that ODL throughput rates of less than 35% within 3 times the minimum time for completion of a qualification; this being approximately equivalent to 12% for a 3 year degree or diploma; should be a cause for concern.

The National Plan for Higher Education sets the following benchmarks for graduation rates

Qualification-type	Graduation rate	
	Contact	Distance
Up to 3-years: undergraduate	25%	15%
4 years or more: undergraduate	20%	10%
Postgraduate: up to honours	60%	30%
Masters	33%	25%
Doctoral	20%	20%

Below is the current performance of the University.

College	2008	2009	2010
CAES	2,1%	2,4%	3,5%
CEDU	20,9%	25,5%	23,9%
CEMS	3,4%	4,4%	5,0%
CHS	5,9%	6,9%	6,6%
CLAW	5,6%	4,8%	5,2%
CSET	3,5%	4,0%	2,9%
UNISA	**6,0%**	**7,9%**	**8,0%**

	2003	2004	2005	2006	2007	2008	2009
Science engineering technology	7,24%	6,52%	3,46%	3,20%	3,21%	3,69%	4,74%
Business/management	5,29%	5,04%	4,82%	4,01%	4,13%	4,21%	5,00%
Education	19,07%	18,56%	21,77%	20,80%	19,42%	20,97%	24,98%
Other humanities	6,13%	6,22%	5,52%	4,83%	5,05%	5,64%	6,13%
TOTAL	**7,03%**	**7,05%**	**6,82%**	**6,09%**	**5,99%**	**6,84%**	**8,60%**

	2003	2004	2005	2006	2007	2008	2009
Total undergraduate	**6,08%**	**5,92%**	**5,84%**	**5,26%**	**4,95%**	**6,02%**	**7,94%**
Postgraduate up to honours	21,62%	22,04%	21,08%	18,26%	20,58%	19,42%	20,07%
Masters	10,92%	12,57%	9,75%	11,41%	13,94%	9,84%	7,92%
Doctors	9,56%	10,57%	9,26%	8,54%	10,16%	8,61%	9,42%
TOTAL	**7,03%**	**7,05%**	**6,82%**	**6,09%**	**5,99%**	**6,84%**	**8,60%**

In this regard, the current university rate of 8% or 4,6% excluding CEDU is cause for concern. A greater concern is the current rate of less than 3% for the College of Science Engineering and Technology. The higher graduation rates reflected by the College of Education are principally influenced by the 1 and 2 year certificates and diplomas such as the ACE and NPDE programmes designed for in-service teachers.

These results must be considered in conjunction with the dropout rates and course success rates presented later.

The University has embarked on a number of interventions to manage this risk. Examples include the introduction of compulsory science foundation programmes for students at risk within CSET and CAES and providing e-tutorial support to all first year students from 2013.

PI 3: % students completing qualifications in line with admission policy

Maintaining student retention and success rates through investments in curriculum design, effective teaching and student support will enable students to graduate within ODL norms. The output targets will be closely monitored through tracking and timely interventions for students at risk.

The admission policy of the University aims to set the minimum criteria for admission (including re-admission criteria) for all formal undergraduate qualifications offered by the University. The policy is scheduled to be implemented in 2013 onwards for all first time entering students. In this regard, there is currently no historical data. However, an analysis of the possible impact of the full implementation of the policy indicates that 28% of first-time entering students, and 16% of returning students would not be readmitted on the basis of not accumulating 36 and 48 credits respectively. These proportions would probably decline with time as the effect of the reduction in the number of students who are not progressing becomes evident.

PI 4: % Course Success to total FTE enrolments

As an ODL institution, Unisa has a responsibility to effectively manage learning progression and to assist students through its range of diagnostic and support services.

College	2008	2009	2010
CAES	59,7%	64,3%	67,5%
CEDU	73,5%	77,0%	81,0%
CEMS	48,8%	53,5%	55,9%
CHS	69,9%	74,5%	75,8%
CLAW	58,6%	59,1%	63,7%
CSET	39,7%	47,1%	48,1%
UNISA	**55,7%**	**61,0%**	**63,8%**

	2007	2008	2009
Science, engineering, technology	46%	45%	50%
Business/management	49%	47%	52%
Education	71%	72%	75%
Other humanities	57%	59%	63%
TOTAL ENROLMENT	**54%**	**55%**	**60%**

A highUG Degree Credit Success Rate (FTE passed vs FTE enrolled) is one of the positive indicators for increased graduation rates. The average national target for degree credit success rates for 2012 was set at 77%, with UNISA being set a target of 56%. While the university achieved this target in 2008, the target was significantly lower than the next lowest target set for the Tshwane University of Technology at 72% and the highest target set at 85% for the University of Cape Town.

UNISA's Ministerial target for 2013 is set at 63% which was achieved in 2010. Given that ODL students on average take a lower credit load than contact students, the DHET has suggested that UNISA should set the same aspirational target of 75% degree success rate as contact institutions.

The above table indicates diverse performance between Colleges. As with graduation rates, the higher success rates presented by CEDU is influenced by student performance in the 1 and 2 year certificate and diploma programmes.

The degree success rates must be considered together with other indicators such as the graduation rate and the undergraduate dropout rate and the proportion of courses with failure rates of higher than 40%.

The following UG courses (with enrolments above 1000) had the lowest average success rates for 2010:

1. STA161001 at 6,5% in the College of CSET,
2. STA161002 at 11,0% in the College of CSET,
3. COS111U01 at 19,0% in the College of CSET, and
4. COS111U02 at 22,4% in the College of CSET.

What is masked by the average figures is the equity profile of the students. The university average success rate for African students was 56,8% relative to White and Indian students at 69,0% and 62,2% respectively for the period 2008 to 2010.

By identifying courses with low success rates together with students at risk, the university is able to introduce targeted interventions to complement systemic institution wide initiatives.

PI 5: % UG drop-out after 1 year and subsequent years of study

Ideally, all students should complete their qualifications in designated minimum time. One of the major challenges of achieving high throughput rates is the relatively high drop out of students. Drop out of students is a consequence of many factors, including academic and availability of funding. Although the University cannot influence all of these, it has an interest in ensuring the efficient throughput of students.

	2008	2009	2010
■ 1st Year	33.6%	27.6%	32.3%
■ Total	52.5%	41.0%	32.3%
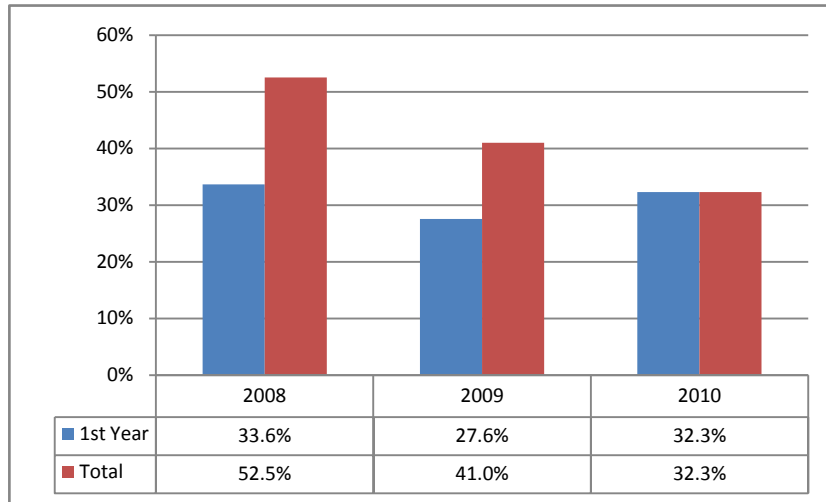
The first-year UG dropout rate has fluctuated over the past with a range of a low of 27,6% (2009) to a high of 33,6% (2008) within the reporting period. The subsequent year dropouts will vary according to the age of the cohort and all will increase as time goes on. As at 2010, 52,5% of the 2008 cohort had dropped out. These results raise concerns about student retention.

Further analysis of this matrix is needed to determine the profile of those students dropping out of the University. Example of such analysis would include the proportion of students dropping out in good academic standing and with student debt; as well as the equity profile of these students including the programmes and qualifications with the highest dropout rates.

PI 6: % Undergraduate course failure rates higher than 40%

Identifying high risk courses will enable suitable improvement actions to be introduced and contribute to ensuring a sound learning experience for students, as well as curriculum transformation.

College	2008	2009	2010
CAES	39,1%	29,3%	27,3%
CEDU	15,6%	12,4%	6,5%
CEMS	61,9%	49,2%	42,6%
CHS	16,7%	15,3%	13,3%
CLAW	53,5%	48,7%	34,2%
CSET	62,7%	55,9%	55,5%
UNISA	**42,4%**	**33,1%**	**29,5%**

In order for the university to improve on the degree success rate, it is important to identify the courses that have high failure rates to enable focused intervention.

The proportion of UG courses that have high failure rates (above 40%) has dropped significantly from 42,4% (2008) to 29,5% (2010). This is a significant statistic for Unisa as additional effort is channelled into student support and improved throughput. This statistic has declined in all colleges and most notably in CEMS, from 61,9% (2008) to 42,6% (2010) and in CSET, from 62,7% (2008) to 55,5% (2010).

PI 7: % of SET FTE enrolment of total FTE enrolment

Enrolment and graduate output in SET has been identified by Government and the University as a priority for social and economic growth and development.

	2008	2009	2010
SET	14,479.3	14,718.5	17,303.6
FTE	115,316.5	118,813.6	128,689.8
Indicator	12.6%	12.4%	13.4%
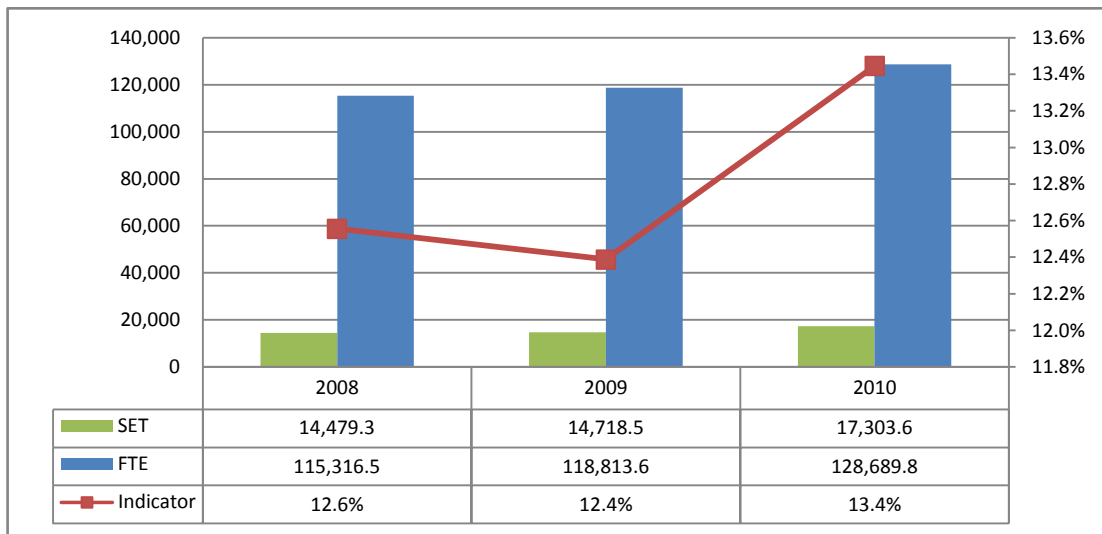
The proportion of FTEs in the SET category has increased slightly from 12,6% (2008) to 13,4% (2010). The 2013 Ministerial enrolment target for UNISA was set at 11,8%, meaning that the University exceed this target by 1,6 percentage points in 2010.

These enrolments are mainly in the colleges of CSET and CAES, in which the former has the lowest degree success rate for all Colleges. Increasing the proportion of SET to total FTE enrolment can be achieved by either managing the rate of growth of other CESM categories which could be at full carrying capacity or by increasing enrolment given the increased capacity created from the investment in Florida.

While it is desirable to increase FTE enrolment to manage the unit cost of producing graduates, the rate of increase must be commensurate to both carrying capacity and improved academic performance.

PI 8: Ratio of First time entering headcount students of total graduates

Enrolment planning and management, balancing the intake of new students against the capacity of the system to deliver effectively is a critical issue to avoid systems failure in both human and infrastructural terms. Furthermore, such a strategy will reduce subsidy losses.

College	2008	2009	2010
CAES	16,12	10,30	8,26
CEDU	0,78	0,79	1,10
CEMS	6,96	4,06	3,40
CHS	3,52	2,66	2,96
CLAW	1,61	3,08	3,24
CSET	7,95	6,10	7,33
UNISA	**3,51**	**2,34**	**2,43**

The rate of increase of first time entry students needs to consider the capacity of the university to manage such inflow, including consideration of success and graduation rates. A significant drop in first time entry can have long term subsidy implications.

The ratio of first time entering students to UG graduates has declined from 3,51 (2008) to 2,43 (2010). The most significant decrease is in CAES, from 16,12 (2008) to 8,26 (2010). Increases are shown by CLAW and CEDU.

2.1.2 POSTGRADUATE STUDENTS AND RESEARCH PERFORMANCE

The *2015 Strategic Plan* has set out, as one of its objectives, the promotion of research, with the aim of increasing capacity and productivity and thus addressing national priorities. To achieve this ambitious goal, theplan sets out various targets, including:

- positioning the university as one of the top universities in South Africa in terms of research outputs
- increasing the number of NRF rated researchers
- increasing enrolments and the pass rates of master's and doctoral students
- developing effective practices to recruit and retain quality researchers.

In this regard, it is important that research students attain their goals as quickly as possible and graduate within acceptable time, while academic staff is research active and productive. The latter is necessary for improving the quality of teaching, learning and scholarship. In addition to student inputs, financial investment by the university and funding from research agencies is a necessary condition of achieving the objective of being a high performing research university.

PI 9: % Completed Master's and Doctoral of total Master's and Doctoral enrolments

Effectively monitoring postgraduate completion rates in relation to pipeline students will enable Unisa to identify backlogs and ensure that the investments made into building an enabling research environment, such as compulsory supervision training, and developing online administration and learning platforms are effective.

College	2008	2009	2010
CAES	13,0%	7,1%	5,1%
CEDU	5,2%	5,3%	4,9%
CEMS	9,7%	9,7%	13,4%
CHS	10,0%	9,7%	6,6%
CLAW	10,9%	4,8%	1,5%
CSET	13,6%	6,3%	5,9%
UNISA	**9,6%**	**8,1%**	**8,2%**

The proportion of master's and doctoral graduates to enrolments has unfortunately declined from 9,6% (2008) to 8,2% (2010). Significant declines observed in the colleges of CAES, CHS, CLAW and CSET are a cause for concern. Only CEMS showed an increase over the period, from 9,7% (2008) to 13,4% (2010).

While the university and individual colleges have yet to set specific performance targets for master and doctoral outputs, the National Plan for Higher Education sets the following benchmarks for graduation rates for masters and doctoral graduate rates for contact and distance programmes. The current rates are significantly lower than these targets. The establishment of the College of Graduate Studies is intended to address this and related problems of improving the enhanced production of masters and doctoral graduates.

Qualification-type	Graduation rate	
	Contact	Distance
Up to 3-years: undergraduate	25%	15%
4 years or more: undergraduate	20%	10%
Postgraduate: up to honours	60%	30%
Masters	33%	25%
Doctoral	20%	20%

PI 10: % PG FTE enrolments to total FTE enrolments

This measure addresses the aspiration of becoming a high performing research institution by significantly increasing postgraduate enrolments and subsequently research productivity. The longer term impacts on innovation, economic growth and development from this strategy resonates with a unique service rendered to humanity.

College	2008	2009	2010
CAES	10,9%	11,2%	12,3%
CEDU	23,3%	22,6%	23,2%
CEMS	12,8%	12,1%	12,7%
CHS	9,0%	8,8%	8,4%
CLAW	2,7%	3,1%	3,0%
CSET	2,1%	2,3%	2,7%
UNISA	**11,0%**	**10,9%**	**11,3%**

The Minster of Higher Education and Training has set enrolment targets of 7,8% for postgraduate students below masters; 2,3% for masters and 0,3% for doctoral head count enrolments to total headcount enrolments. These figures translate to a global institutional target of 10,4% for all postgraduate students.The above targets have been marginally exceeded by between 0,6 and 0,9 percentage points since 2008, with the proportion of the headcount of postgraduate students to total students remaining relatively constant at approximately 11% since that year.

These increases in enrolments have unfortunately coincided with a decline in graduation rates over the same period. In this regard, while it is desirable to increase FTE enrolment of postgraduate students, the rate of increase must be commensurate to both carrying capacity and improved graduation rates. It must be noted that over this same period the number of headcount enrolments in master's and doctoral programmes have increased, but the proportion of academic staff with doctoral qualifications has not. This means that the current academic staff with doctoral qualifications will under more pressure to supervise the increasing PG research component in the near future.

PI 11: Weighted accredited research outputs per fulltime academic staff

There is a disproportionate and restricted spread of research activity and performance across the university. Examining and monitoring the activity and performance of academic staff will assist to assess the degree of success of interventions to increase research productivity.
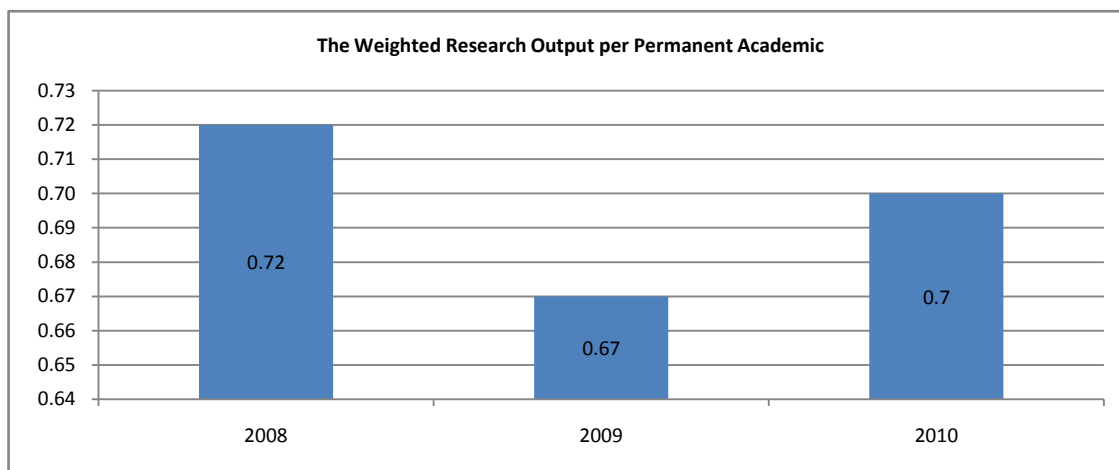
The weighted research output is based on the doctoral, masters and textual outputs (journals, proceedings and books) per full time headcount permanent academic staff at a ratio of 3:1:1.The ratio of actual andweighted accredited research outputs to full-time academic staff per college is presented in the tables below.

Performance Indicators	Research Output						Average annual increase: 2005-2010
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	
Actual weighted research output	**913,38**	**923,39**	**886,46**	**920,703**	**934,056**	**958,442**	**0,97%**
CAES	5,59	16,19	10,85	22,21	21,21	31,628	41,43%
CEMS	119,56	98,7	95,44	109,41	90,91	150,845	4,76%
CHS	541,04	559,08	537,76	520,113	532,966	535,178	-0,22%
CLAW	178,06	193,66	195,62	206,3	234,8	183,247	0,58%
CSET	69,13	55,76	46,79	62,67	54,17	57,543	-3,60%
Weighted research outputs per capita	**0,75**	**0,71**	**0,68**	**0,72**	**0,69**	**0,70**	**-1,39%**
CAES	0,10	0,39	0,23	0,41	0,35	0,58	41,43%
CEMS	0,34	0,24	0,23	0,27	0,21	0,33	-0,60%
CHS	0,99	1,01	1,01	1,06	1,03	1,05	1,19%
CLAW	1,19	1,11	1,10	1,07	1,15	0,91	-5,24%
CSET	0,62	0,43	0,34	0,46	0,40	0,40	-8,33%

While the University has not set weighted research output targets, the DHET has set a target of 1,31 outputs per full time academic staff. This target is significantly higher than other comprehensive universities, with the University of Johannesburg (1,09), the Nelson Mandela

Metropolitan University (1,05) and the Walter Sisulu University (0,82). The target for other universities is set at 1,41, while universities of technologies is 0,56.

UNISA 2015 revisited has set an ambitious target of being in the top five universities in terms of research productivity, the input and output indicators indicate that the current performance is significantly below meeting this target.

PI 12: % Fulltime academic staff with NRF rating

Strategies to increase NRF ratings both in terms of quantity and increasing levels of excellence impacts positively on the reputational image and standing of the university in terms of peer and systemic recognition.

Rating	2008	2009	2010	2011
A2	0	0	0	1
B1	1	3	3	3
B2	2	2	2	1
B3	7	8	7	7
C1	4	9	11	12
C2	22	34	41	39
C3	20	29	38	35
L	5	6	4	3
Y2	3	6	7	9
TOTAL	**64**	**97**	**113**	**110**

The total number of NRF rated staff has increased from 64 (2008) to 113 (2010) but declined nominally to 110 in 2011. Of these, the proportion of male to female rated staff is on average 60% to 40% over this period. Clearly the majority of ratings are C2 and C3. These figures translate into the proportion of all permanent academic staff increasing from 5,0% (2008) to 8,2% (2010) and down to 7,4 (2011). Note that the staff data for 2011 are preliminary as the final HEMIS submission has not been finalised for 2011.
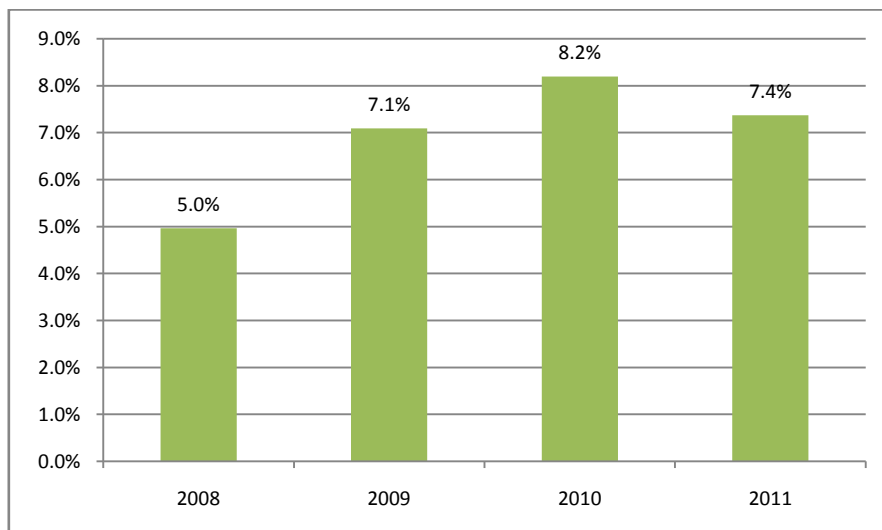
In terms of race, NRF rated staff are dominated by White (on average 79%) and Black (on average 20%). Over this period there were about 1% Coloured and no Indian NRF rated staff. The proportion of Black rated staff has declined marginally from 21,9% (2008) to 19,5% (2010) but has increased in 2011 to 20%.

	Black	Coloured	White

	2008	2009	2010	2011
White	76.6%	80.4%	79.6%	79.1%
Coloured	1.6%	1.0%	0.9%	0.9%
Black	21.9%	18.6%	19.5%	20.0%
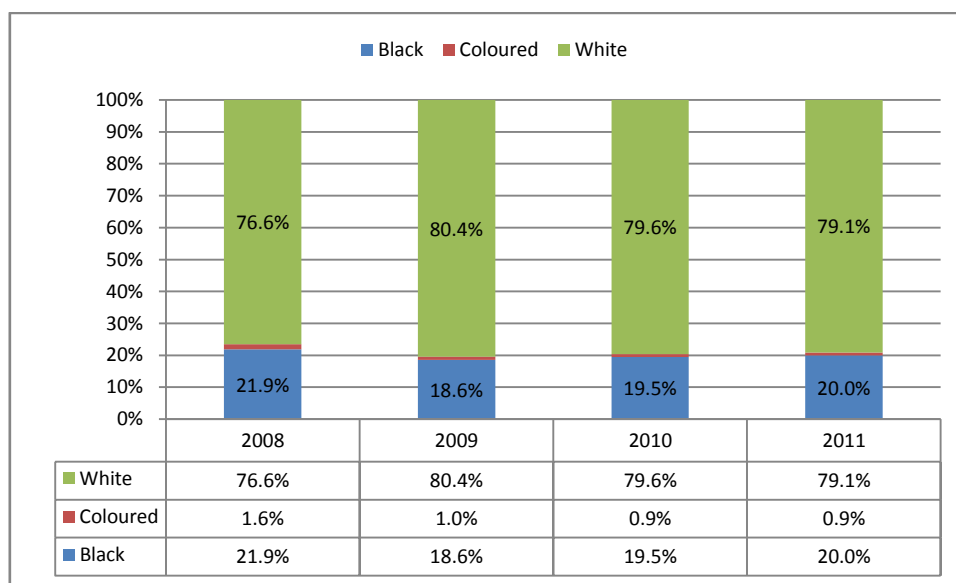
The distribution of rated staff within the colleges remains dominated by CHS, CLAW and CSET with 39, 37 and 22 rated staff in 2010 in these colleges respectively. Age profile of research productive academics and NRF rated academics will be presented in the September Council meeting.

College	2008	2009	2010	2011
CAES	2	2	2	0
CEDU	0	0	0	1
CEMS	7	7	10	12
CGS	0	0	0	0
CHS	22	33	39	40
CLAW	17	32	37	31
CSET	15	22	22	23
Bureaux, Institutes & Centres	1	1	1	1
PARC	0	0	2	2
TOTAL	**64**	**97**	**113**	**110**

The increase in the proportion of rated academic staff is encouraging, however much still needs to be done to promote rated staff. Some initiatives have been started to address this challenge. These include the requirement that all colleges must identify staff eligible for NRF rating as well as college and institutional support in the completion of NRF rating applications. The results from these efforts should become evident from 2013 onwards.

PI 13: Number and value (Rm) of competitive research grants

These are universally accepted indicators of the research performance and capabilities of universities. Monitoring and systematically increasing this source of income generation will provide the empirical data to improve strategies and build the necessary capacity to compete more successfully in the global knowledge arena.

Funding Programmes	2008		2009		2010		2011	
	Grant holders	Amounts	Grant holders	Amounts	Grant holders	Amounts	Grant holders	Amounts
Institutional Research Development Programme	4	R 637 000	6	R 458 575	5	R 510 509	4	R 559 511
International Science and Technology agreement	8	R 470 343	3	R 108 613	5	R 168 992	4	R 470 900
Knowledge Interchange and Collaboration	2	R 244 000	2	R 60 000	3	R 75 000	6	R 96 517
Thuthuka	36	R 1 030 838	22	R 717 174	19	R 683 333	23	R 1 651 857
Incentive Funding for Rated Researcher	21	R 733 000	28	R 1 204 760	52	R 2 167 000	66	R 2 870 000
Focus Area	13	R 1 012 045	9	R 757 351	6	R 412 206	3	R 350 092
SA Research Chairs	1	R 1 500 000	1	R 1 570 200	1	R 1 240 200	1	R 1 570 170
Competitive Support for Unrated Researchers					3	R 409 961	3	R 527 800
Technology and Human Resources for Industry Programme (THRIP)							1	R 292 267
National equipment and National Nanotechnology grant								
South African Square Kilometer Array Project					2	R 235 000	2	R 226 835
TOTAL	**85**	**R 5 627 226**	**71**	**R 4 876 673**	**96**	**R 5 902 201**	**113**	**R 8 615 949**

The number, value and type of competitive research grants have increased steadily since 2008 from R5,6 mil to R8,6 mil in 2011. Of concern is that less than 10 percent of academic staff have research grants.   There has been a consistent effort to communicate opportunities to staff. What has been lacking is support in writing the proposals due to limited capacity in the Research Department. In 2011 a new Research Grants Officer was appointed to assist staff with managing grants. This function will be expanded in 2012 to also provide support in the process of applying for grants.

PI 14: Number of Scopus and Thomson's ISI and IBSS citations

Indicates the value of the research in the eyes of peers and thus indicative of the Unisa's reputational image, and research prowess.

The UNISA Library has recently acquired the necessary software that will enable the assessment of research outputs according to the above indices. The intention is not to use the data for international ranking but rather to assess the international stature of the

research being performed by UNISA academics.   The first of such assessments will be submitted at the September Council meeting.

PEOPLE DIMENSION

UNISA has the stated intention of being a people centered university. The intention of becoming a high performance university in both teaching and learning, and research and innovation is only possible through the investment in and the performance of its academic and support staff. In this regard, it is also important to ensure ongoing investment in young academics and women staff, and to ensure that the staff complement of the university also reflects the demographics of the country.
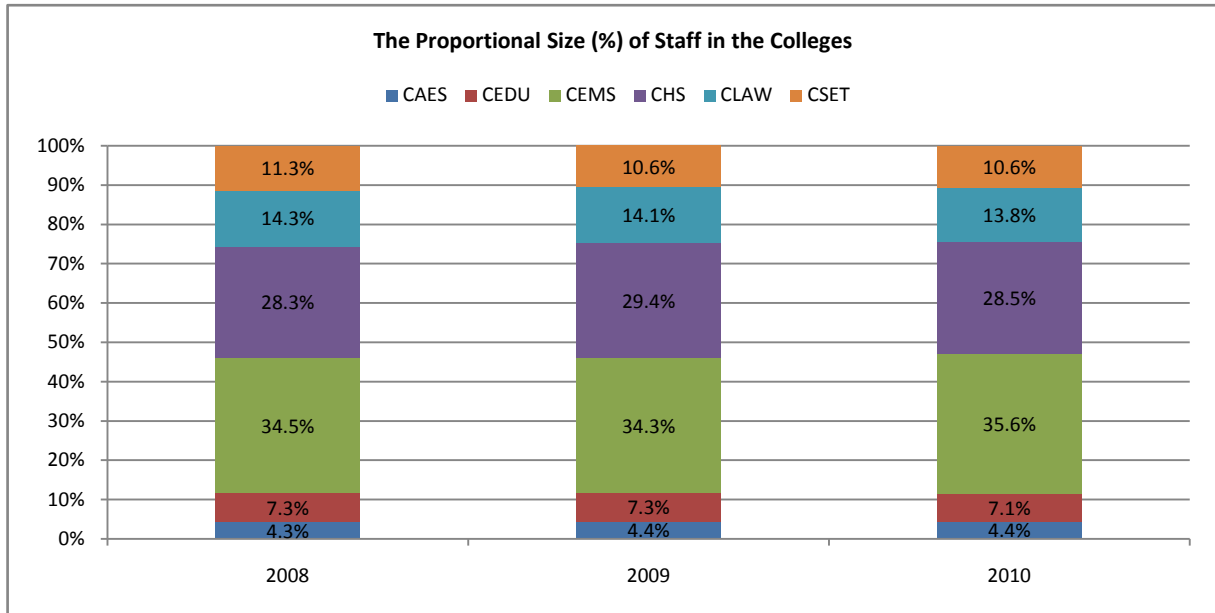
In the following discussion, the relative sizes of the Colleges are important. The figure aboveshows the proportional size in staff headcount of staff within the colleges. It is evident that the majority if Unisa staff are in the College of Economics and Management Studies (CEMS) with 35% and in the College of Human Sciences (CHS) with 29%. These are followed by the College of Law (CLAW) with 14% and then the College of Science, Engineering and Technology (CSET) with 11%.

The two remaining colleges are relatively small, the College of Education (CEDU) has 7% followed by the College of Agriculture and Environmental Sciences (CAES) with 4%. The reason for showing this is that the effect of the larger colleges on the aggregated Unisa average will be evident in the figures and data to follow.

PI 15: % Fulltime Black academic staff at Associate Professor and Professor level

This is a supportive measure to facilitate transformation of the academic staff complement in support of the University's Transformation Charter.

College	2008	2009	2010
CAES	7,6%	6,3%	6,6%
CEDU	3,6%	5,9%	7,0%
CEMS	2,9%	3,2%	3,2%
CHS	5,2%	4,8%	6,6%
CLAW	3,5%	3,9%	4,9%
CSET	6,1%	6,6%	5,9%
UNISA	**4,4%**	**4,4%**	**5,3%**

The proportion of fulltime Black academic staff at the higher levels has increased from 4,4% (2008) to 5,3% (2010). Note that this measure relates this staff component to the total academics staff number and not just to the academic staff at these higher levels. The purpose of this metric is to determine transformation of the academic staff body and not to monitor just the distribution at the Associate and Professor levels.

A marked change is evident in CEDU (an increase over time), otherwise at the college level this indicator is fairly stable over the report period.

PI 16: % Fulltime academic, professional and administrative staff over 50 years of age

A range of studies have indicated that the university system has an aging cohort of academic staff, with the most research productive being near to the age of retirement. UNISA as an ODL institution requires a constant pool of competent support staff. Tracking the age cohort will inform human resource strategies and planning.

College	2008	2009	2010
CAES	26,2%	24,4%	23,4%
CEDU	56,1%	53,8%	54,4%
CEMS	22,9%	22,1%	20,6%
CHS	41,8%	40,4%	42,0%
CLAW	24,5%	25,5%	26,1%
CSET	24,1%	22,6%	21,6%
UNISA	**27,0%**	**25,8%**	**25,4%**

The results show a steady decline over the period at the aggregated level, 27,0% (2008) to 25,4% (2010). The colleges CEDU and CHS are significantly higher than the Unisa average with values around 42% (CHS) and 55% (CEDU). While ideal ratios have not been determined, the latter two colleges require careful management of the staff profile to ensure a growing pool of highly qualified younger staff.

Read together with the indicator on the proportion of staff with doctoral degrees, it would appear that as older staff retire, they are being replaced by younger staff without doctoral degrees.

PI 17: % Fulltime academic women staff at Associate Professor or Professor level

Given the historical inequities that women face in their professional development, this measure will assist assess the transformation of the academic staff complement in support of the University's Transformation Charter.

College	2008	2009	2010
CAES	3,0%	2,5%	2,6%
CEDU	22,7%	17,8%	14,8%
CEMS	7,9%	8,9%	8,2%
CHS	9,5%	9,2%	10,6%
CLAW	18,6%	18,0%	17,4%
CSET	6,1%	6,0%	5,4%
UNISA	**10,6%**	**10,3%**	**10,2%**

The proportion of women academic staff at the higher levels has declined marginally over the period from 10,6% (2008) to 10,2% (2010). The most significant drop occurs in CEDU from 22,7% (2008) to 14,8% (2010).

PI 18: % Fulltime academic staff with doctoral degrees

Senior qualifications, especially doctoral degrees are a prerequisite for good scholarship and for academic staff to conduct research and effectively supervise postgraduate students.

College	2008	2009	2010
CAES	16,7%	11,4%	10,5%
CEDU	69,1%	63,6%	57,8%
CEMS	21,7%	18,9%	15,7%
CHS	47,4%	43,5%	37,6%
CLAW	11,7%	12,1%	11,3%
CSET	30,4%	30,2%	31,9%
UNISA	**31,5%**	**29,0%**	**26,3%**

A doctoral qualification is a required qualification for academic staff to effectively participate in research and scholarship as well as supervising postgraduate students.

The profile of academic staff with doctoral qualifications has declined from 31,5% (2008) to 26,3% (2010). The decline is markedly affected by the drop in the larger colleges, CEMS decreased from 21,7% (2008) to 15,7% (2010) and CHS from 47,4% (2008) to 37,6% (2010). The only college to show an increase is CSET, from 30,4% (2008) to 31,9% (2010).

This trend is of concern if the objective to increase postgraduate output and subsequently research output is to be addressed or achieved. Underpinning trends of staff attrition and retention need to be understood and initiatives put in place to curb this decline.

PI 19: FTE Academic staff to total FTE staff

While UNISA as an ODL institution is progressively introducing ICT in teaching and learning, as a university, academic staff will continue to be an important component of the staff complement as they perform both teaching and learning, and research and postgraduate supervision.

College	2008	2009	2010
CAES	75,3%	80,1%	77,0%
CEDU	75,2%	75,2%	82,3%
CEMS	67,7%	72,1%	68,4%
CHS	75,1%	79,4%	78,7%
CLAW	80,1%	83,5%	85,5%
CSET	80,3%	76,8%	77,4%
UNISA	**33,4%**	**33,5%**	**31,3%**

The ratio of FTE academic staff to total staff FTEs has declined marginally from 33,4% (2008) to 31,3% (2010). This could be caused partially explained by the shift in the proportion of permanent academic staff and contract academic staff. This metric is likely to change markedly in the other direction as a large number of tutors are appointed in line with the student support framework.

The shift from permanent to temporary academic staff appointment is evident in the changes between 2006 and 2011 as indicated in the expenditure profile in the table below. The HR strategy is to move toward 70% permanent and 30% temporary academic staff. It is not apparent how this strategy would affect research productivity.

Categories	Actual Ytd R' 2006	% of total	Actual Ytd R' 2011	% of total
Permanent academic staff	R 484 255261	94%	R 854 579129	89%
Temporary academic staff	R 33 469748	6%	R 100467899	11%
	R 517 725009	100%	R 955 047028	100%

PI 20: % Fulltime staff living with disabilities

This is another measure of institutional transformation. The indicator is to assist the university to monitor its commitment to employment equity and related matters.

College	2008	2009	2010
CAES	1,2%	1,1%	1,1%
CEDU	2,0%	1,3%	1,3%

|			
CEMS	0,7%	0,7%	0,9%
CHS	0,9%	1,1%	1,1%
CLAW	1,1%	1,1%	0,0%
CSET	0,9%	0,9%	0,5%
UNISA	**1,0%**	**1,0%**	**0,8%**

The data above show the distribution into the colleges and the total represents the entire Unisa staff situation. The proportion of fulltime staff with disabilities has declined marginally from 1% (2008) to 0,8% (2010). The trends within the colleges show relatively small changes over the report period.

SERVICE DIMENSION

A university provides teaching, learning and supervisory services to its students as well as a range of other services to its clients, staff and stakeholders. The quality of the service provided significantly impacts on the reputation of the university, including the performance of students registered with the university.

PI 21: % of online registrations, assignments submitted and on-screen assessments marked

The university is investing significantly in ICT and it is important to gauge the extent to which it is used in teaching and learning.
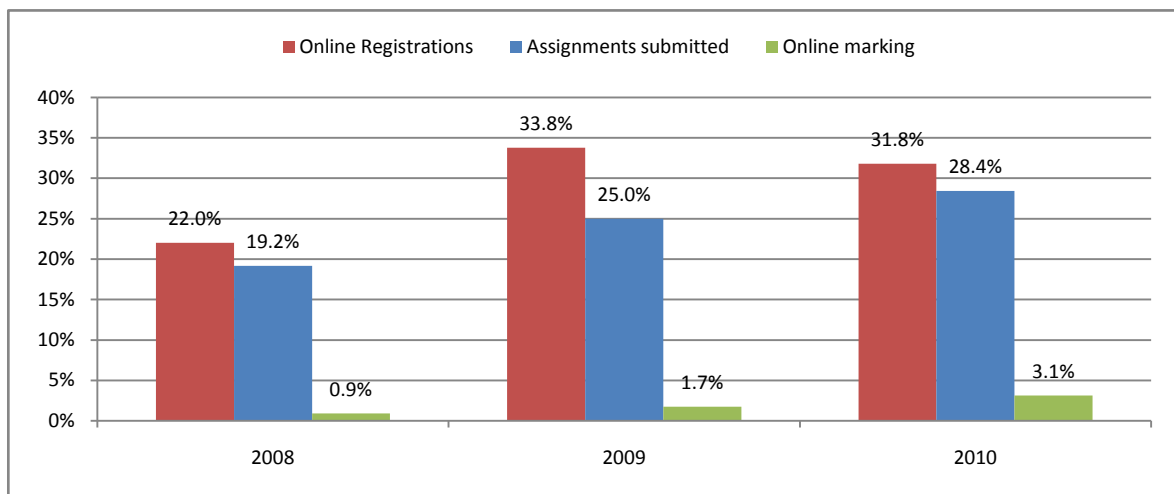
The indicator describes three different areas of the ICTs in the core business of the univeristy. Online registrations and later online additions are presented relative to total (unduplicated) head counts for that year. This metric has increased from 22,0% (2008) to 31,8% (2010) but dropped from a high of 33,8% in 2009. The proportion of written assignments submitted online has increased from 19,2% (2008) to 28,4% (2010). The proportion of assignments marked on-screen has increased from 0,9% to 3,1% over the period.

PI 22: Average response time for online or telephony student queries

Timeous response is a measure of the quality of service provided to students.

The management information systems of the university are currently not yet able to provide this data.

PI 23: Average response time for marked student assignments, projects, research proposals or thesis

Timeous response is a measure of the quality of service provided to students.
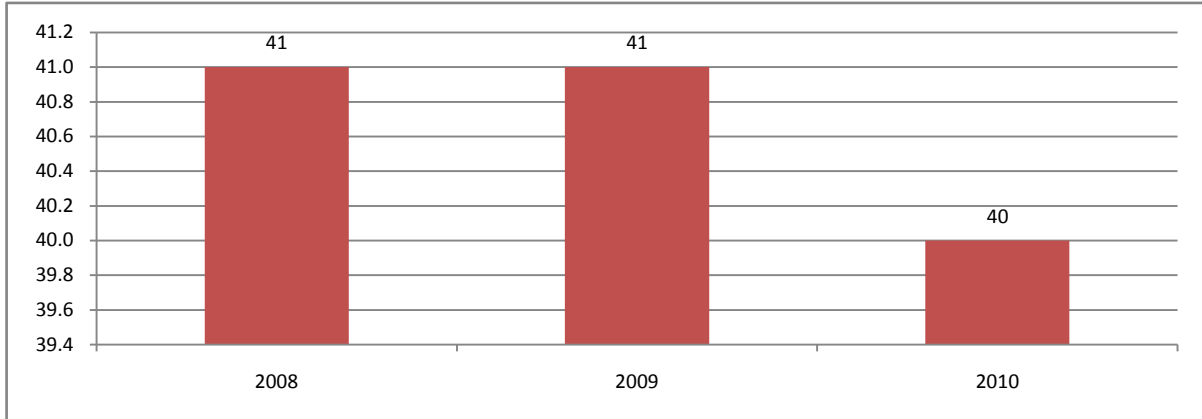
The average response time for marking assignments has remained constant at 40-41 days over the report period. These data consider assignments only and will be expanded later to include other projects and proposals. Note that the Average response time is calculated from the point of submission (assignment registered on the system) until the mark is captured on the system.

Disaggregated data for colleges is currently not available. In addition, the data for the average time to appointment of research supervisors, the assessment of research proposals and or research thesis or projects is also currently not available.

PI 24: Percentage of study materials delivered within 7 working days after closure of registration

Timeous delivery of study material is a measure of the quality of service provided to students.
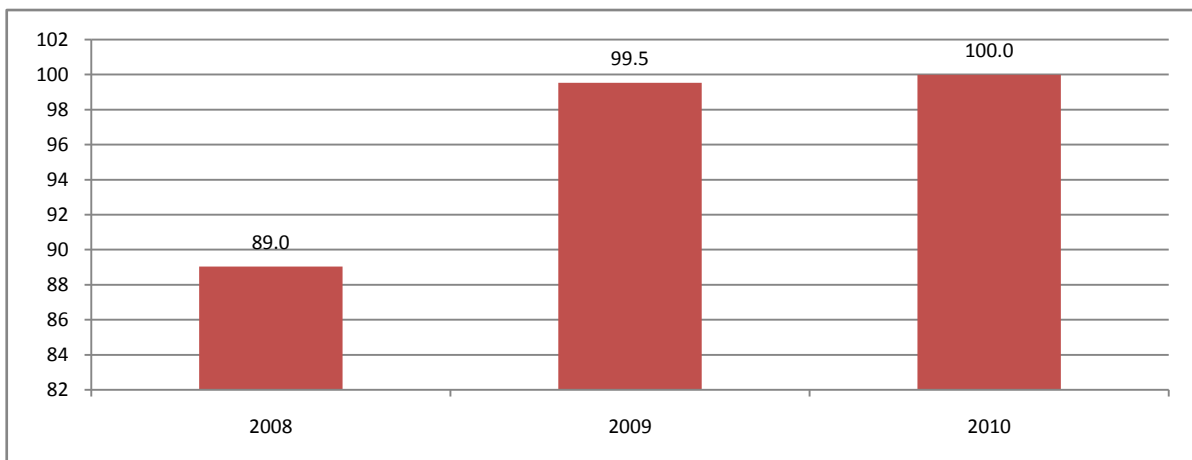
The proportion of study material delivered within 7 working days has increased from 89% (2008) to 100% (2010). These figures refer to the initial parcel of study material sent to the

student upon registration and does not include follow up study material posted during the tuition period, ie tutorial letters. Only registrations completed on or before the closing date are considered.

Late registrations are not included. A registration is only completed once the initial payment has been processed. There is no data for when the parcel was actually delivered to the student, so the date on which the parcel was picked is used. A picked parcel is posted/couriered on the same day or latest the next day. These stats are only for the formal modules. The stores 1 and 23 are used as these are the Pretoria and Florida stores that house the formal study material. These statistics do not include items not yet available or out of stock at the point of picking.

PI 25: % of students and staff active on myUNISA

The university is investing significantly in ICT and it is important to gauge the extent to which it is used in teaching and learning.
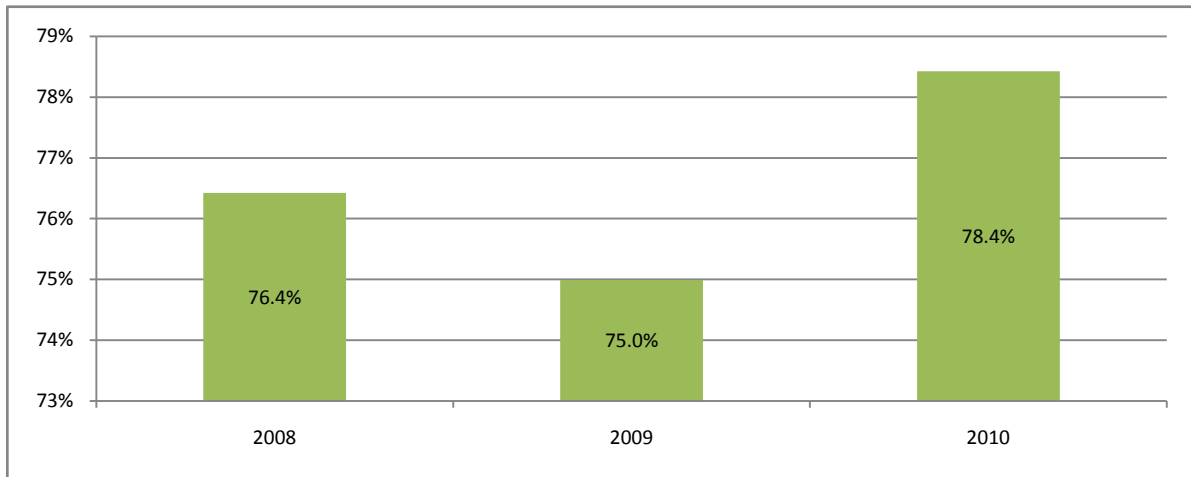
Student activity can be monitored by the proportion of enrolled studentsthat are active on myUnisa. The figure alongside shows that the proportion of all enrolled students active on myUnisa has increased from 76,4% (2008) to 78,4% (2010). This relatively small increase in activity is not in line with the investment in ICTs and is expected to increase in the future. In these data there is no distinction between formal or non-formal activities on myUnisa and also no distinction available per college.

These data refer to activity as student registration/activation for myUnisa.

PI 26: % of students using the online library lending system
Access to and use of teaching and learning support material can improve the academic success of students.

This data is currently not available but will be part of the report submitted in September.

PI 27: Number of permanent posts vacant for 6 months or longer (excl approved vacancies)

Ensuring that the full complement of human resources is effective and timeously deployed is critical for performance management.

Currently, there are 880 permanent positions which have been vacant for 6 months or longer. A more detailed analysis, such as percentage of administrative and academic posts, will be presented at the September Council meeting.

PI 28: Number of disciplinary cases, the average time to finalise cases and the success rate of the University at the CCMA

This is one measure of people management and can be an indicator of the institutional climate

The institution wide average time to finalise complex staff disciplinary cases is 6,78 months, while simple cases taken on average 2,13months. Below is the data on the success rate of the university at the CCMA.

The number of CCMA cases has declined to 17 in 2011 from the high of 39 and 44 in 2009 and 2010 respectively. Information for 2008 is not available. The proportion successful cases has declined from 36% (2009) to 12% (2011). In contrast, 2011 had the highest proportion of settled cases (47%).

	2009		**2010**		**2011**	
Successful	14	35,9%	11	25,0%	2	11,8%
Unsuccessful	4	10,3%	6	13,6%	0	0,0%
Settled	4	10,3%	6	13,6%	8	47,1%
Pending	5	12,8%	6	13,6%	4	23,5%
Dormant	12	30,8%	15	34,1%	3	17,6%
Total	**39**		**44**		**17**	

PI 29: Improved outcomes of staff and student surveys

Improvement in constituent elements of the annual staff and student surveys is an indicator of improvement in the quality and efficacy of services offered to student and or staff.

The university has conducted a number of climate surveys in the last few years. The outcome of the analysis of these surveys as well how this has informed policy and practice will be presented at the September Council meeting.

PI 30: % of buildings on all campuses with access for people with physical disabilities

All university buildings, especially those providing service to staff and students should be accessible to people with physical disabilities

The university has a significant infrastructure portfolio of rented and owned buildings, totalling approximately 274,046.17 assignable square meters (ASM). The university has been systematically auditing all these buildings to determine their degree to compliance with appropriate accessibility to people with physical disabilities. The intention is to use the information to systematically ensure that all buildings are accessible.

The graph below indicates the percentage of ASM that have been audited and those that have been deemed compliant. In this regard, the 8% responds to the percentage of the ASM that is accessible to people with physical disabilities. The audit outcomes will be translated into improvement actions to ensure a substantial increase in ASM assessable to people with physical disabilities.
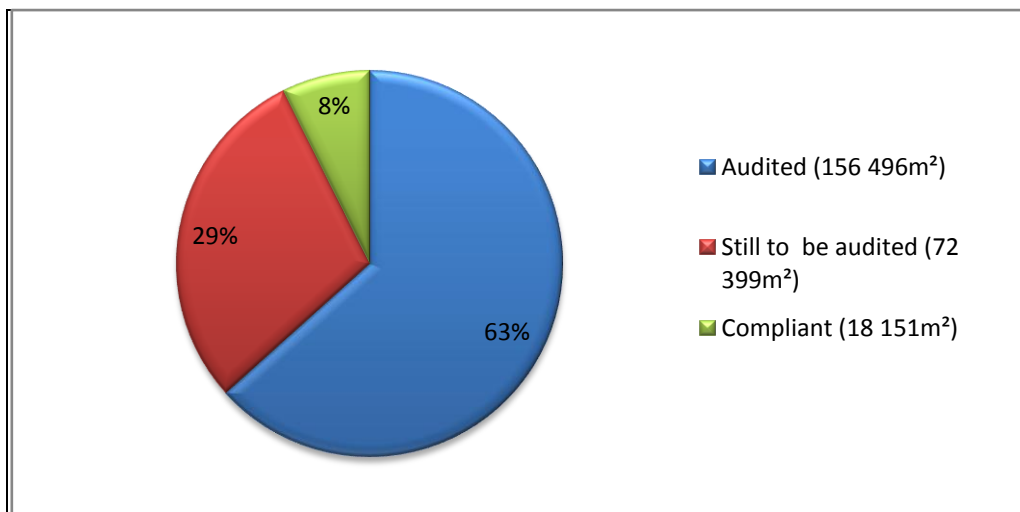
GOVERNANCE AND SUSTAINABILITY DIMENSION

The health of an organization is significantly determined by how well it is governed. The White Paper on Higher Education Transformation has adopted a model of corporative governance for universities with the Council being the supreme governing body accountable for the health of a university. Council provides oversight and guidance and leadership to the management and thus its effective functioning is important for the health of the university. UNISA has also undertaken to operate in a sustainable manner. It is thus important for the university to monitor progress in this regard.

PI 31: Unqualified audit reports on financial status and other legal and regulatory requirements

This is intended to demonstrate that financial resources are utilised as intended and the university has met its intended performance targets for the year under review. This is a minimum expectation of government of all entities receiving public funding.

The University has received unqualified *financial* audit reports for the last seven years from 2003 to 2010. During this period no reportable irregularities have been reported by the auditors.

The audit for 2011 is scheduled as a performance audit by the Auditor General of South Africa. The scope thus extends beyond the finances of the University and incorporates other reportable aspects including achievement of predetermined targets. This 2011 audit report is currently being finalised for presentation to Council in June 2012.

PI 32: Full compliance with all statutory requirements

This too is a minimum expectation by Government of all entities receiving public funding.

The University has complied with all its statutory requirements of the Department of Higher Education and Training, especially with regard to HEMIS reporting submitting a Council approved annual report. Similarly, the University has met its obligations to the South African Revenue Service as well as the Department of Labour with respect of the Employment Equity Report. There are a few areas of concern regarding full compliance with the Occupational Health and Safety Act.

PI 33: Council performance rating

An element of good governance is the manner in which Council assesses their performance a unit against the purpose and objectives of a Council.

The Council has formally assessed its performance annually for a number of years. The assessment is a requirement in terms of the King III report on Corporate Governance. To date, the only substantive issue that concerned Council's performance was the behavior of a member of Council who had possibly compromised the integrity of Council by acting in an inappropriate manner.

PI 34: Audit and Risk Enterprise Committee performance rating

In addition to being a measure of good corporate governance, it is a requirement in terms of applicable legislation.

The Audit and Risk Enterprise Committee of Council has annually and formally assessed its performance, in terms of the King III report on Corporate Governance. To date, there has not been any significant matters of concern from such assessments.

PI 35: Performance rating of the Institutional Forum and SRC

The Institutional Forum and the SRC are statutory bodies tasked with aspects of governance of the University. It is important that they are functioning effectively and efficiently for the high performance of the University.

The Council of the University is currently the only governing body of the university that conducts annual performance assessments. It is intended that similar annual performance assessments for the Institutional Forum and the Central Student Representative Council be instituted from 2012.

However, the 2012 Central SRC has adopted a resolution on academic excellence, which states: "We resolved that, we must come up with the document that speaks to academic excellence and even come up with programs that motivate students to excel academically and reward those who are academically excelling. Advocate for UNISA to turn study material into verbal material, video material with images and have online tutorials for those who may walk in to campuses for tutorial services. A draft charter must be presented to NSRC that entail quotas to address members who are failing to cope with their studies and SRC work". The intention is to periodically monitor and evaluate the performance of the SRC against this charter.

PI 36: Total subsidy, earmarked, and fee income

It is important to track the any changes to these figures in time as the amount impact on the viability of the University. In addition, some of these amounts are indicative of the performance of the university.

The subsidy amounts include block grants and earmarked funding from the Department of Higher Education and Training. This block grant has increased at an average rate of 14.6% per annum over the previous five years, and earmarked grant has decreased at an average rate of 3.3% per annum.

Fee income has also increased significantly at an average rate of 14.5% per annum over the same period. This is primarily due to increased student enrolment as well as numbers as well as the increase in the fees. In this regard, the average fee increases over the period 2007 to 2011 was 15%, while the proportion of un-subsidised students grew from 8.71% to 16.3% between 2008 and 2012 financial years.

HEMIS DATA in Rand	2005	% of total	2006	% of total	2007	% of total	2008	% of total	2009	% of total	2010	% of total	Average % increase 2007 to 2012
FINANCIAL YEAR	2007		2008		2009		2010		2011		2012		
Teaching input	R 613,324	24.9%	R 681,573	25.8%	R 786,839	26.4%	R 916,542	25.6%	R 1,030,944	25.2%	R 1,132,669	25.8%	13.1%
Actual teaching output	R 155,415	6.3%	R 157,405	6.0%	R 186,509	6.3%	R 253,714	7.1%	R 313,509	7.7%	R 390,854	8.9%	20.3%
Actual research output	R 78,689	3.2%	R 84,112	3.2%	R 94,900	3.2%	R 111,509	3.1%	R 119,797	2.9%	R 118,028	2.7%	8.4%
Institutional factor	R 19,896	0.8%	R 21,331	0.8%	R 23,881	0.8%	R 47,992	1.3%	R 59,726	1.5%	R 72,113	1.6%	29.4%
Block grant	**R 867,324**	**35.2%**	**R 944,421**	**35.7%**	**R 1,092,129**	**36.6%**	**R 1,329,757**	**37.2%**	**R 1,523,976**	**37.3%**	**R 1,713,664**	**39.0%**	**14.6%**
Teaching development	R 157,601	6.4%	R 199,440	7.5%	R 228,730	7.7%	R 261,462	7.3%	R 226,500	5.5%	R 217,425	5.0%	6.6%
Research development	R 23,121	0.9%	R 28,386	1.1%	R 31,617	1.1%	R 26,645	0.7%	R 1,517	0.0%	R 40,258	0.9%	11.7%
Infrastructure and Efficiency	R 150,000	6.1%		0.0%		0.0%	R 19,600	0.5%	R 19,600	0.5%		0.0%	
Veterinary Science		0.0%		0.0%		0.0%		0.0%	R 4,000	0.1%		0.0%	
Foundation Programmes	R 4,500	0.2%		0.0%	R 12,707	0.4%	R 8,970	0.3%	R 10,922	0.3%	R 13,146	0.3%	23.9%
Interest and Redemption of Loans	R 16,203	0.7%	R 8,494	0.3%	R 2,072	0.1%	R 778	0.0%	R 658	0.0%	R 517	0.0%	-49.8%
NSFAS	R 64,086	2.6%	R 69,656	2.6%	R 89,452	3.0%	R 99,092	2.8%	R 115,176	2.8%	R 80,000	1.8%	4.5%
Earmarked funds	**R 415,511**	**16.9%**	**R 305,976**	**11.6%**	**R 364,578**	**12.2%**	**R 416,547**	**11.7%**	**R 378,373**	**9.3%**	**R 351,346**	**8.0%**	**-3.3%**
Subsidy income	**R 1,282,835**	**52.0%**	**R 1,250,397**	**47.3%**	**R 1,456,707**	**48.8%**	**R 1,746,304**	**48.8%**	**R 1,902,349**	**46.6%**	**R 2,065,010**	**47.1%**	**10.0%**
Student fee income	**R 1,182,949**	**48.0%**	**R 1,392,590**	**52.7%**	**R 1,525,539**	**51.2%**	**R 1,828,607**	**51.2%**	**R 2,181,896**	**53.4%**	**R 2,323,719**	**52.9%**	**14.5%**
Total subsidy and fee income	**R 2,465,784**	**100.0%**	**R 2,642,987**	**100.0%**	**R 2,982,246**	**100.0%**	**R 3,574,911**	**100.0%**	**R 4,084,245**	**100.0%**	**R 4,388,729**	**100.0%**	**12.2%**

	HEMIS 2006	HEMIS 2007	HEMIS 2008	HEMIS 2009	HEMIS 2010
	Financial year 2008/09	Financial year 2009/10	Financial year 2010/11	Financial year 2011/12	Financial year 2012/13
Unfunded TIU	7904,66	8842,99	17425,29	12363,08	20275,85
Percentage unfunded TIU	8,71%	9,22%	15,89%	11,30%	16,30%
Study and other Fees (R'000)	R1392590	R1525539	R1828607	R2181896	Projected number
Percentage increase in student fee income	??	9,55%	19,87%	19,32%	

The percentage unfunded students per annum is a result of over enrolments and translates back into higher fee income. This correlation between unfunded students and student fee income demonstrates that the system as a whole subsidises unfunded students through student fee income.

PI 37: % of fee income to total subsidy income (block grant and earmarked grants)

The rate of increase of fee income needs to also consider Government subsidy and affordability of the majority of students attending the University.

The table in performance indicator 36 above indicates that the student and other fee income haveconsistently exceeded the total subsidy income since 2008. Currently fee income contributes 52.9% of total income, rising from 48% in 2007. The subsidy income is principally driven by the approved Teaching Input Units, linked to the approved enrolment targets and graduate performance funded through teaching and research outputs. Unisa has consistently exceeded the approved enrolment targets. While these students do not accrue subsidy, they still pay fees. In this regard, these students have continued to contribute to the increased fee income evident over years.

PI 38: Total financial support (aid and bursaries) relative to tuition income

This measure will assess Unisa's tangible commitment to providing access as part of its social justice mandate. Policy recommendations could also be formulated and submitted informed by longitudinal trends analyses.

	2011	2010	2009	2008	2007
Fee Income - Rand million	2 181	1 828	1 537	1 389	1 193
Financial aid - Rand millions	73	74	15	19	13
Bursary support Rand millions	47	20	12	2	1
Percent financial support to fee income	3,39%	4,05%	0,98%	1,37%	1,09%

Financial aid and or bursaries are a significant instrument of providing financial support to needy students as well as attracting high performance students. The university has been making modest investments in bursary support for students, while there making significant investment in financial aid to complement NSFAS funding from 2010. One of the primary reasons for low throughput rates at universities is the drop out of student in good academic standing due to financial constraints. As a consequence, most universities utilise income from fees and other sources to assist these students, who in turn generate output subsidy for the university.

PI 39: NSFAS loans to total UNISA financial support (aid and bursaries)

Examining the relationship between Unisa's contributions and that of the state will also provide critical information about the real needs of poor and working class students, and underpin the development of a sustainable strategy.

	2011	2010	2009	2008	2007
NSFAS Rands	115176380	99091980	89452000	69656000	64086000
UNISA Financial Aid Rands	73000000	74000000	15000000	19000000	13000000
Ratio NSFAS:UNISA	1.6:1	1.3:1	6:1	3.7:1	4.9:1

While the majority of the UNISA students are mature and often employed, the university is increasingly attracting younger students from high school. Students sometimes choose UNISA because of convenience, but often because of costs. Even as a relatively inexpensive institution, a significant number of students continue to require financial aid. While the NSFAS continues to be the primary mode of providing financial assistance, the University has in recent times increased its support for financially needy students.

PI 40: Personnel expenditure to total subsidy and fee income

The DHET has provided all universities a guide of 58-62% personnel expenditure to total council controlled income.

Personnel Expenditure as a proportion of total subsidy and fee income					
	2011	2010	2009	2008	2007
Council Controlled Recurring Income (CCRI)	56,3%	55,4%	55,8%	55,2%	53,6%
CCRI (Excluding investment income)	62,1%	65,2%	64,3%	58,0%	62,9%
Total subsidy (block grant and earmarked funds) & fee income	65,8%	69,3%	69,4%	63,6%	70,0%

When compared to the total council controlled recurrent income, the university is below the guide provided by the DHET. The other comparisons compare the personnel expenditure to only subsidy and fee income, and in the third instance, against the total income, but excluding investment income.

PI 41: Net income from Centres

Income generating Centres are intended to be financially self-sustaining as well as generating income for the University.

2011	2010	2009	2008	2007
R mil	R mil	R mil	R mil	R mil
138,3	144,8	144,2	155,3	129,7

Income from Centres is expected to contribute to third stream income of the University. The University has 26 Centres that offer short learning programmes. The current policy is for the University to receive 45% of the distributable profits generated by the Centres after

charging a 9% overhead levy to each centre. This policy is currently under review. In addition, the third stream income contributes to the annual cash flow management of the university. The steep decline in third stream income from 2008 onwards is noticeable.

The average annual increase in net income from the Centres from 2007 to 2011 is 1,6%. The salary cost of the academic staff teaching at these centres has been excluded from the calculations. The rationale for the salary cost to be excluded is that each academic is allowed to apply for outside work. Unisa need to establish a sustainable and appropriate norm for outside work consistent with its aspirations to be a high performance university in term of teaching, research and innovation. The following Centres contribute 38% of the net income of the Centres:

- Centre for Business Management
- Centre for Public Management and Administration
- Centre for Accounting Studies
- Centre for Continuous Professional Teacher and Community Education and Training

PI 42: Improved energy, water use efficiency, waste management

The efficiency of use of energy, water and the management of waste are important indicators of the environmental sustainability.

	2011	**2010**	**2009**	**2008**	**2007**
	R mil	**R mil**	**R mil**	**R mil**	**R mil**
Annual electricity bill	77,8	63,5	56,6	34,6	34,5
Annual water bill	NA	NA	NA	NA	NA
Waste management	2,2	0,9	3,3	1,7	1,6
Total utility bill	80,0	64,4	59,9	36,3	36,1

The above figures are for all the campuses of the university. The increases in costs are due to the high electricity increases over the past three years as well as theinvestment in buildings and renting of buildings which contributed to the electricity usage. These have negated any efficiency gains made over the same periodin particular reducing the amount of paper used by the University.

The analysis on Unisa carbon footprintshows that 89% of the carbon is generated by electricity followed by paper and travelling destroying 161 497 trees. Unisa's sustainability plan needs to incorporate mitigation actions that will influences the way in which Unisa conduct its operational processes and activities to reduce the total carbon footprint.

PI 43: Improved ethical and values culture consistent with the Constitution of the Republic

The Council has set an expectation that UNISA must be an ethical institution.

Historically, the university did not formally assess the extent of its ethical conduct. However, in 2012, an institution wide ethics audit was conducted by EthicsSA. An ethics strategy is currently being developed based on the findings of the results of the survey, and is to be submitted to Council for approval, in accordance with the provisions of KING III

The strategy is complemented by a Plan. Elements of the plan include generating discussions on the issue of ethics. Currently, monthly pre-Senex discussions are led by members of staff on issues of institutional ethics, ethical leadership, and ethical scholarship.

In order to achieve its vision and mission, and to meet its responsibilities and commitments, the University must interact with the community and a wide spectrum of stakeholders. Community service is also a statutory mandate of the university in addition to teaching, learning and research.

PI 44: Community engagement projects

The purpose, efficacy and financial value of community engagement projects is indicative of the extent to which the university fulfils its statutory mandate of community service.

While the university has initiated a number of community engagement projects, formal assessment of efficacy and or financial value has yet to be conducted.

PI 45: Institutional climate

A high performance university requires an appropriate institutional climate that supports the realisation of the 11Cs+1 by all staff and students.

UNISA is aware of the fact that in order to maintain superior performance, employee commitment and an overall conducive work environment, it is essential to understand employees' perceptions and concerns, as well as the institution's internal working environment. As a result, the university has embarked on a number of initiatives, including, developing the *Unisa Transformation Charter* and the *11 Cs plus 1.*

Currently, the university has embarked on a project to assess and enhance institutional culture consistent with a high performing university.

PI 46: Value of donations received by UNISA Foundation, excluding research grants

The UNISA Foundation is intended to be the primary vehicle through which the university generates 3rd stream income.

2008	2009	2010	2011
R16 511 953,02	R18 447 381,93	R21 923 043,85	R23 113 155,84

The total value of donations received by the Foundation is very modest relative to the income of the University. The university is currently developing a fundraising strategy which will set much higher income generating targets (nationally and internationally) to ensure that third stream income makes a significant contribution to the reserves and or cash flow of the University. One of the elements of the fundraising strategy is to develop a campaign to raise R140 million by the end of 2013 to coincide with UNISA's celebration of 140 years.

PI 47: Number of active alumni

Alumni are important stakeholders of the university. They form the basis of Convocation and many are influential decision makers and potential donors and advocates for the University.

	2008	**2009**	**2010**
Total number of alumni in databases	39 924	42 856	45 689
Number of active alumni	6 188	6 433	4 253
Number of Alumni Association members	248	431	674
Value of donations from alumni	R133 959,20	R200 671,12	R248 610,67

The total number of alumni in the alumni database is low relative to the total number of alumni of the University. The estimated cumulative number of alumnistill alive is approximately 500000. The Foundation and Alumni Directorate is currently developing a fundraising strategy which will include the systematic reconstruction of the alumni database and the increased number of active alumni.

While the income from alumni has almost doubled between 2008 and 2010, the amount is less than modest, given the need to increase third stream income. The fundraising strategy being developed will set much higher, but realisable annual targets.

PI 48: Number of University generated articles in all media platforms

The image of the University should be positively profiled to decision makers, the public and prospective students through all media platforms

There is no current or historical data on the number of university generated articles in all media platforms. However, the total number of times that UNISA appeared in all media platforms has increased from 2008 to 2010.