RHODES UNIVERSITY

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DIGEST OF STATISTICS

VERSION 17: 2013

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DIGEST OF STATISTICS

2013

INTRODUCTION

The Rhodes University *Digest of Statistics* is published annually and provides the most recent audited statistical data on key areas of the university. Audited census data is used where possible and every effort has been made to ensure the accuracy and consistency of the information provided.

The Digest is intended to serve a number of purposes:

- Provide information on the university's overall profile, including
  - ⇒ Size (total student enrolments, and by faculties, qualifications, demographics, etc.; total staff and by occupations, faculties, demographics, etc.)
  - ⇒ Shape (faculties, departments; disciplines and fields; kinds and levels of qualifications, etc.) and
  - ⇒ Financial status
- Record the university's performance in key areas related to teaching and learning and research (pass rates, graduation rates, research outputs, etc.)
- Indicate trends with respect to the above over a five year period
- Provide a starting point for discussions on institutional strategic planning
- Provide an official audited source of information for those seeking data for research purposes, or needing to communicate data to external bodies.
- Provide an audited source of information to be used to track student enrolment projections/targets versus actuals

While statistical data guides institutional planning, it should be noted that many other considerations impact on academic planning and resource allocation decisions. These include the university's overall values and vision, social, cultural, intellectual and economic development challenges, societal needs with respect to the production of graduates and knowledge, as well as the qualitative analyses undertaken during the university's periodic academic and administrative reviews.

Contributions and suggestions on how the *Digest of Statistics* could be further improved are welcome. These and any errors should be reported to the Data Management Unit at dmu@ru.ac.za or 046 603 8282.

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DEFINITIONS AND NOTES

1. The term 'Registered Students' refers to those students registered at Rhodes University for accredited courses (subsidy earning). Figures are based on audited data except for current year figures. In order to be subsidy earning, a student must be registered at the midpoint of a course. For semesterised courses these dates are set as 15 April and 15 September and for full year courses the date is set as 1 June.

2. 'Full-Time Equivalent' or 'FTE' is calculated as the sum of the credit values of all the accredited courses for the students. For a detailed explanation of the calculation of credit values please contact the Data Management Unit.

3. There are further definitions of FTE's. 'Enrolled FTE' is the sum of all the credit values for all students registered at the mid point of a course. 'Completed FTE' is the sum of all the credit values of only those that complete the examination requirements for that course.

4. A new Funding Formula was introduced by the national Department of Education in 2004. Funding is now provided to universities on a distributive rather than market-driven basis, and is used as a 'steering mechanism' by the Department of Higher Education and Training (DHET). Instead of a single block grant as in the old formula, funds are linked to performance and awarded according to input costs (institutional and teaching) and outputs earned (graduate and research outputs). In terms of the new terminology, an 'input' is the equivalent of an enrolled FTE, an 'output' refers to a graduate up to and including coursework masters level and 'research output' refers to articles published in subsidy earning journals, research Masters and PhD graduates. Masters taught by coursework are split into coursework and thesis components and counted as a percentage of research done in the relevant output.

5. Financial tables (H tables) for year n use student inputs and outputs and research outputs from two years back (n - 2). Subsidy earned is calculated by totaling the inputs, outputs and research output according to the following weightings as defined by the DHET.

   Inputs

   Category 1 : 1
   Education, Psychology, Law.

   Category 2 : 1.5
   Pre 2010 : Accounting, Economics, Information Systems, Management including RIBS, Anthropology, English, History, Journalism, Linguistics, Philosophy, Politics, School of Languages, Sociology, Computer Science, Geography.
   Post 2010 : Accounting, Economics, Information Systems, Management including RIBS, Anthropology, English, History, Journalism, Linguistics, Philosophy, Politics, School of Languages, Sociology, Computer Science.

   Category 3 : 2.5
   Pre 2010 : HKE, Maths, Statistics.
   Post 2010 : Maths, Statistics.

Category 4 : 3.5
Pre 2010 : Drama, Fine Art, Music, Pharmacy, Botany, Biochem & Microbiology, Chemistry, Environmental Science, Geology, Ichthyology, Physics, IWR, Zoology & Entomology, some Geography.
Post 2010 : Drama, Fine Art, Music, Pharmacy, Botany, Biochem & Microbiology, Chemistry, Environmental Science, Geology, Ichthyology, Physics, IWR, Zoology & Entomology, Geography, HKE.

Students are then weighted further by level and mode of attendance:

UG Contact	1
UG Distance	0.5
Honours Contact	2
Honours Distance	1
Masters	3
PhD	4

6. In certain tables eg. E9, 'Undergraduate' refers to a registered student engaged in a course funded at undergraduate level ie. Undergraduate Diploma/Certificate, First time Bachelors, Professional Bachelors year one to three, or Postgraduate Diploma. In these tables 'Postgraduate' refers to a registered student engaged in a course at Honours, Professional Bachelors fourth year level, Masters or PhD.

Outputs

Research Masters Graduate	1
Research PhD Graduate	3
Subsidy Earning Journal	1

Research Outputs

UG Dip 2 years and less	0.5
3 yr Bachelors incl 3 year Dip	1
4 yr Bachelors	1.5
PG Diplomas and Certificates	0.5
PG Bachelors	1
Honours	0.5
Coursework Masters	0.5

7. 'Senior Lecturer Equivalent' is a conversion of academic posts to an equivalent number of senior lecturers on a scale where a Professor = 1.3, Associate Professor = 1.1, Senior Lecturer = 1.0, Lecturer = 0.9 and Junior Lecturer = 0.6.

8. 'Staff Cost Unit' or 'SCU' refers to the full package employment cost of a Senior Lecturer Equivalent in a given year.

9. Rhodes University consists of thirty-five academic departments in six faculties. CHERTL has been defined as an academic department since 2010.

10. The 'School of Languages' comprises African Languages, Afrikaans and Netherlandic Studies, Classics, French, German, and Chinese Studies (Confucius Institute).

11. Since 1999, the 'South African Post-Secondary Education' (SAPSE) reporting system has been replaced with the 'Higher Education Management Information System' (HEMIS). All Rhodes data since 1999 has been collected and audited following HEMIS definitions.

12. Research Institutes data is not included except where research staff are being funded from the central budget or where the institute contributes to the student FTE total.

13. Tables in each consecutive version of the Digest of Statistics may differ in numbering from previous versions. This is inevitable as we are continually adding and removing tables in order to provide management information that is relevant to the period for which the Digest will be used for planning purposes.

ACRONYMS

DHET – Department of Higher Education and Training
DVC – Deputy Vice-Chancellor
CESM – Classification of Educational Subject Matter
CHERTL – Centre for Higher Education Research, Training and Learning
FTE – Full-time Equivalent
HEI – Higher Education Institution
HEMIS – Higher Education Management Information System
HEQSF – Higher Education Qualifications Sub-Framework
HKE – Human Kinetics and Ergonomics
HR – Human Resources
ILAM – International Library of African Music
ISEA – Institute for the Study of English in Africa
ISER – Institute for the Study of Economic Research
IWR – Institute for Water Research
NQF – National Qualifications Framework
NSC – National Senior Certificate
PG – Postgraduate
PGCE – Postgraduate Certificate in Education
PhD – Doctoral degree
PQM – Programme Qualification Mix
RUMEP – Rhodes University Mathematics Education Project
SADC – Southern African Development Community
SAPSE – South African Post-Secondary Education
SCU – Academic Staff Cost Unit
SET – Science, Engineering and Technology
UG – Undergraduate
UNISA – University of South Africa

A Tables : Student Headcounts

Tables A1 to A4 are summary tables around the total subsidised student headcount. Table A1 splits the headcounts between contact and distance, undergraduate and postgraduate. Table A2 splits the headcounts between qualification levels. Table A3 shows the percent growth year on year. Table A4 splits Table A2 into contact and distance.

It is clear from Table A1 that the University headcounts have been steadily increasing since 2008 and that in 2009 there was a large increase due to the first year of the National Senior Certificate (NSC) resulting in more students being eligible for entry to university. Table A2 and A3 indicate changes at the Undergraduate Certificate level, mostly offered in the Education Faculty. The Advanced Certificates in Education (ACE) programmes have been phased out and are being replaced by Bachelor of Education programmes. The University planners and the Education Faculty are committed to paying attention to the enrolment targets yet still addressing the need for changes in Education offering, given the need of the country in this scarce skill area. Despite fluctuations in the Education faculty, the University has stuck very closely to its Enrolment Plan which is important, as a fluctuation either side of 2% of the target will result in subsidy recalculations. If the difference is negative then subsidy (already budgeted and spent) might need to be repaid to the DHET and if it is a positive difference it may result in unsubsidised students. Either way the University is penalised. The Enrolment Targets will be discussed throughout the Digest.

Table A2 shows the unexpected increase in headcount by qualification level, in 2009 registrations due to the NSC bubble experienced by the entire higher education (HE) sector. As a result, most universities, including Rhodes, re-assessed their admission criteria in order to be able to manage these numbers going forward and hence modest growth is shown for 2010 to 2012. Unexpected growth is not something that should be encouraged as a) subsidy is only earned two years later and b) in recent years subsidy has been capped by the enrolment targets negotiated between higher education institutions (HEI) and the DHET. In addition, the 2009 increase put strain on all aspects of the University. Teaching venues were too small for the bigger class sizes and splitting the class into two or three lectures was not always feasible. Sports facilities, residence spaces, service delivery of the town's water and electricity requirements are all affected by unplanned growth. The university has an infrastructure committee which considers infrastructure requirements and, in particular, residential and academic space required for the enrolment targets set for the next few years. This committee works with the Enrolment Plans and endeavours to anticipate space requirements before capacity is reached. Unexpected peaks and troughs cause havoc with the planning and are not welcomed.

Table A3 shows the percent growth year on year. The current Enrolment Plan (2010-2013) set conservative growth of 2-3% per annum although the growth has not been consistent across all faculties and qualification levels. In fact, the University planned to maintain the existing size of the undergraduate student body and only grow at postgraduate level (see J tables). Postgraduate growth has been difficult to micro-manage although growth has been achieved. Postgraduate students are notoriously difficult to track down in order to get them

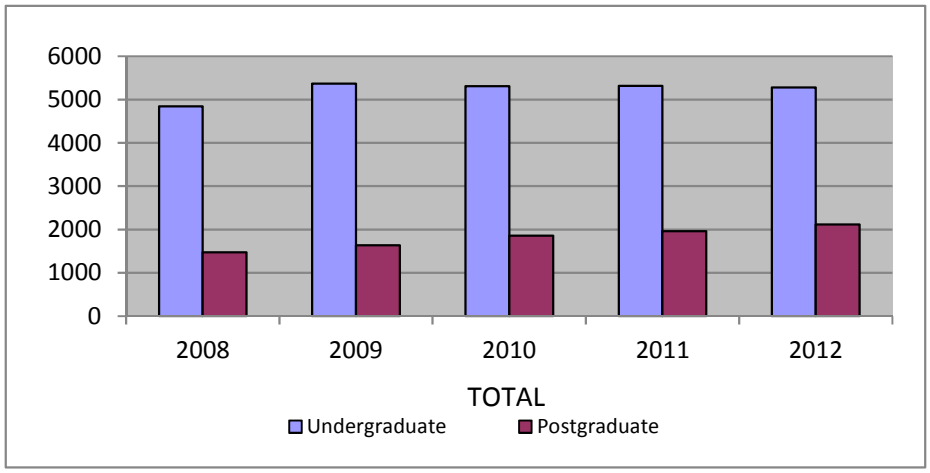
registered. Work is being done on the business systems and processes to assist with the difficulty of registering the postgraduates timeously and for 2013 the improvements have led to smoother administrative processes and registrations have been accurately recorded, well in advance of the census date. The 2014-2019 Enrolment Plan has been set using actual departmental commitments at the postgraduate level. The Deans are hoping to be able to measure departmental progress at meeting their targets. Undergraduate admissions first time entering targets are adjusted each year in order to ensure that the overall targets remain within the 2% tolerance and that changes in the throughput rates do not result in oscillating numbers to be taken in at the first year.

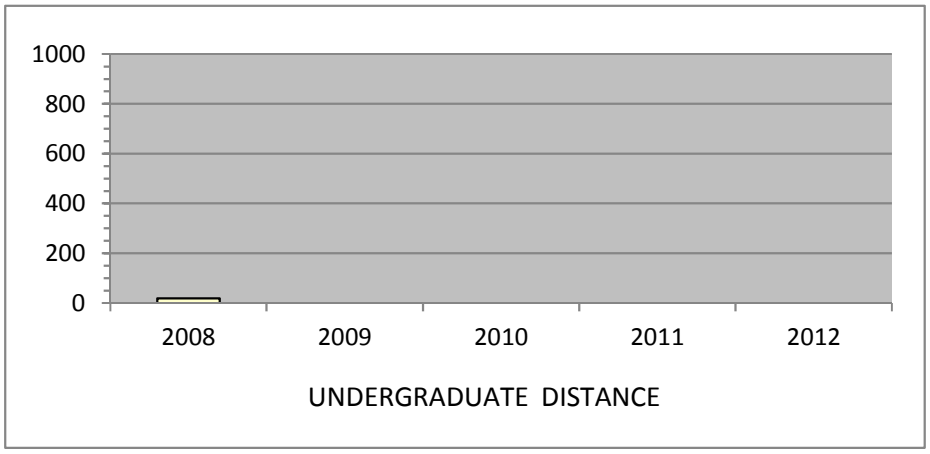
Rhodes is a contact university and no longer offers any distance education programmes. Table A4 shows graphically year on year the phasing out of the distance programmes. Traditionally “distance” education would be the type of education that UNISA offers but the DHET classifies students who “cannot make full use of all university facilities” as distance enrolments. Early on in the HEMIS database life cycle, Rhodes University and others marked all students who are taught in blocks but in a contact manner, as distance. This had a negative impact on subsidy earned and so discussions with the DHET followed whereby it was agreed that if the students come onto campus and are taught in blocks they may be marked as contact. For this reason the distance headcounts reflect a decrease when in fact it is merely a redefinition of the same students. In addition certain “distance” programmes have been discontinued. All Rhodes students (including the Education students taught in Namibia) are taught by contact method and by Rhodes University staff. From 2014 the Digest will no longer reflect any distance headcounts.

A1 REGISTERED UNDERGRADUATE AND POSTGRADUATE STUDENTS

		2008	2009	2010	2011	2012
Undergraduate	Contact	4825	5372	5309	5316	5281
	Distance *	19	0	0	0	0
	SubTotal	**4844**	**5372**	**5309**	**5316**	**5281**
Postgraduate		**1476**	**1633**	**1857**	**1958**	**2114**
TOTAL **		**6320**	**7005**	**7166**	**7274**	**7395**
% Postgraduate		23%	23%	26%	27%	29%

* Distance Education programmes have been discontinued.



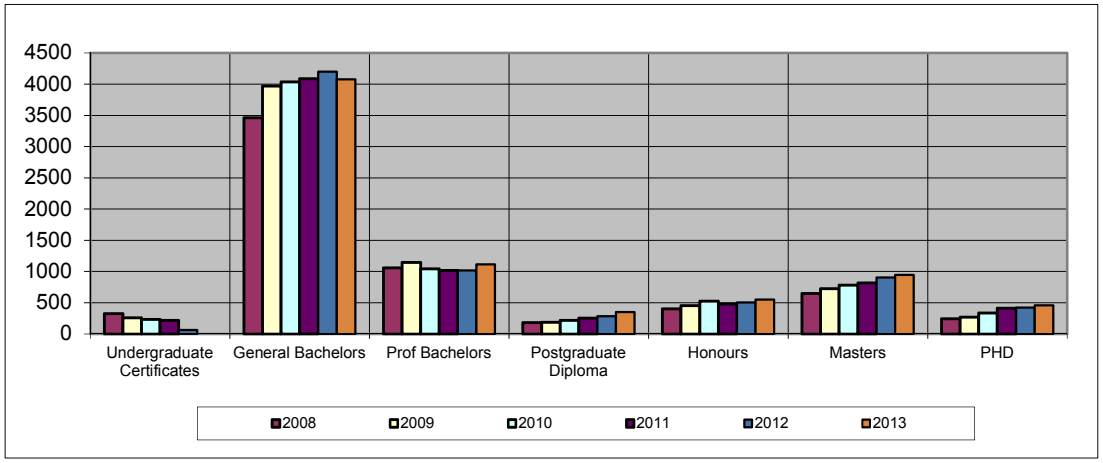


A2 REGISTERED STUDENTS BY QUALIFICATION TYPE

	2008	2009	2010	2011	2012	2013
Undergraduate Certificates	323	261	232	215	64	** 5
General Bachelors	3462	3967	4035	4086	4202	4076
Prof Bachelors	1059	1144	1042	1015	1015	1112
Postgraduate Diploma	182	189	216	253	285	349
Honours	400	452	526	477	504	552
Masters	650	723	782	817	905	947
PHD	244	269	333	411	420	457
TOTAL	**6320**	**7005**	**7166**	**7274**	**7395**	**7498**

Changes in preliminary 2012 figures in the 2012 Digest of Statistics are due to Professional Bachelors changing registration to General Bachelors and changes to data from census day checks. The 2013 figures are unaudited numbers as at July 2013.

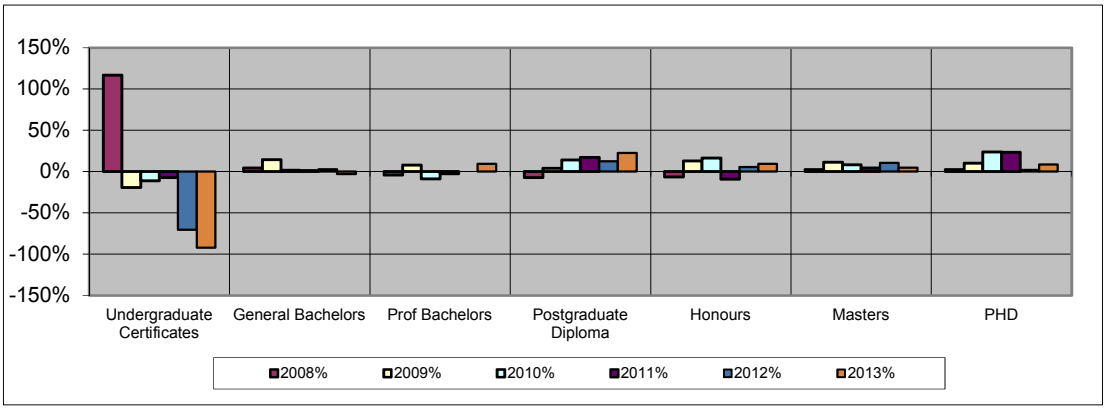
** Since 2013, ACE programmes are discontinued and five students are completing final exams.



A3 PERCENT GROWTH FROM PREVIOUS YEAR BY QUALIFICATION TYPE

	2008%	2009%	2010%	2011%	2012%	2013%
Undergraduate Certificates	117%	-19%	-11%	-7%	-70%	-92%
General Bachelors	4%	15%	2%	1%	3%	-3%
Prof Bachelors	-4%	8%	-9%	-3%	0%	10%
Postgraduate Diploma	-7%	4%	14%	17%	13%	22%
Honours	-7%	13%	16%	-9%	6%	10%
Masters	2%	11%	8%	4%	11%	5%
PHD	3%	10%	24%	23%	2%	9%
TOTAL	**4%**	**11%**	**2%**	**2%**	**2%**	**1%**

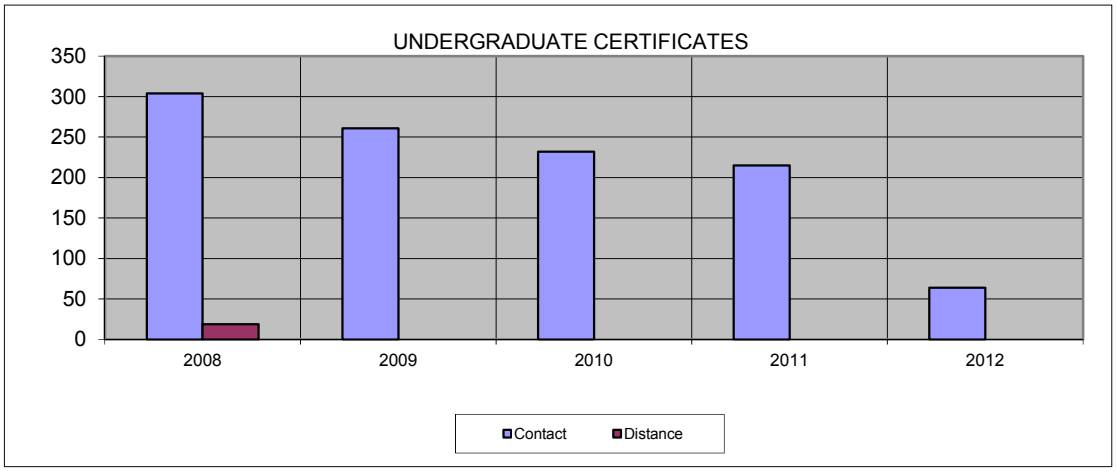
Please refer to the narrative preceeding the A tables for a detailed explanation for the variation in undergraduate certificate numbers.



A4 REGISTERED STUDENTS BY QUALIFICATION TYPE (CONTACT AND DISTANCE)

		2008	2009	2010	2011	2012
Undergraduate Certificates	Contact	304	261	232	215	64
	Distance	19	0	0	0	0
General Bachelors	Contact	3462	3967	4035	4086	4202
Prof Bachelors	Contact	1059	1144	1042	1015	1015
PG Diplomas	Contact	182	189	216	253	285
Honours	Contact	400	452	526	477	504
Masters	Contact	650	723	782	817	905
PHD	Contact	244	269	333	411	420
TOTAL CONTACT		**6301**	**7005**	**7166**	**7274**	**7395**
TOTAL DISTANCE		**19**	**0**	**0**	**0**	**0**
TOTAL		**6320**	**7005**	**7166**	**7274**	**7395**

The 2010 growth at general bachelors level was due to the changes in the number of university entrance qualifiers due to the National Senior Certificate. There is also a marked increase in postgraduate registrations which is a strategic objective of the University.



B Tables : Full-time Equivalent (FTE) Students

Tables B1 to B2 are full-time equivalent (FTE) student numbers and not headcounts. The FTE's reflect the number of full-time equivalents of the students registered and will always be less than the headcounts because not all students are full-time and not all students are registered for a full academic "load". Government subsidy is calculated on FTE's and not headcounts so whilst numbers in faculties are important for enrolment planning, FTE's are equally important for funding purposes.

The FTE's follow similar trends to headcounts and will increase and decrease in line with the student headcounts. There have been no distance students since 2008.

Postgraduate FTE's, as with headcounts, increased in accordance with the Enrolment Plan and although exact targets have not been met across all levels, the University is within the 2% tolerance.

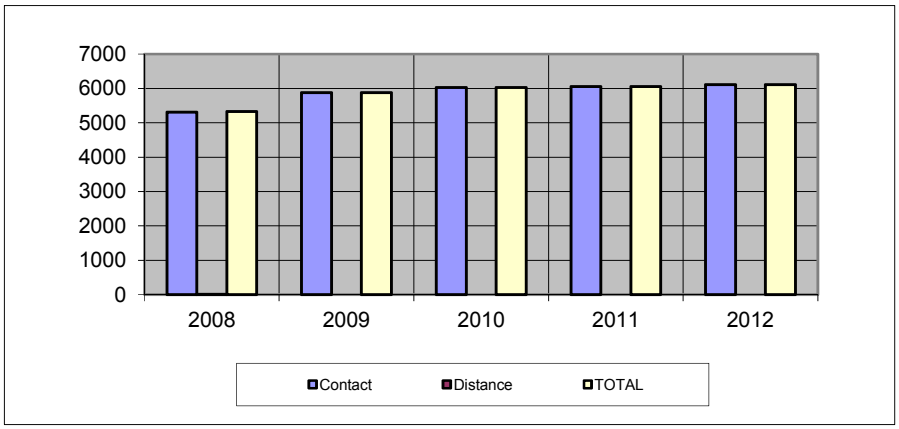
At Rhodes, full research Masters are favoured above coursework Masters, which increases the FTE especially if the students complete on average in less than 3 years. This results in additional subsidy in future years.

FTEs for postgraduates do not accumulate at a rate of one FTE per headcount as the one FTE is spread across the years of study by calculating a credit value that takes into account the average number of years to complete, resulting in 1 FTE for a Masters and 2 FTE for a PhD. The postgraduate FTE target for 2012 was 20% of the total FTEs and this was achieved.

Postgraduate FTE's are weighted when used in the subsidy calculation and result in higher subsidies than for the undergraduates. Because there is not a direct one-to-one relationship between headcounts and FTEs, it is possible to reach FTE targets whilst not reaching headcount targets (a positive if the reason for the difference is that the Masters students are favouring full thesis over coursework).

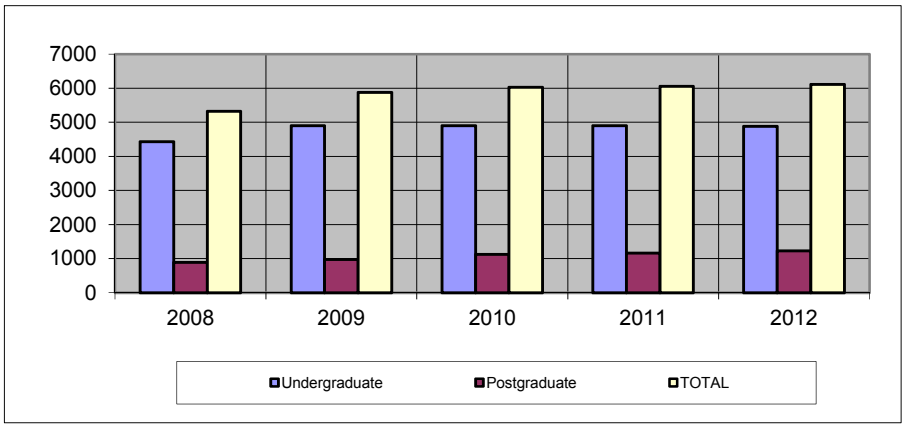
B1 ENROLLED FTE STUDENTS

	2008	2009	2010	2011	2012
Contact	5314	5881	6027	6059	6114
Distance	11	0	0	0	0
TOTAL	**5325**	**5881**	**6027**	**6059**	**6114**
% Distance	0%	0%	0%	0%	0%



B2 UNDERGRADUATE AND POSTGRADUATE ENROLLED FTE's

	2008	2009	2010	2011	2012
Undergraduate	4434	4902	4905	4897	4880
Postgraduate	891	979	1122	1162	1234
TOTAL	**5325**	**5881**	**6027**	**6059**	**6114**
% Postgraduate	17%	17%	19%	19%	20%



C Tables : Student Demographics

Tables C1 to C10 show the University demographics by race, gender, citizenship and nationality. Over the past few years Rhodes University has made significant improvements to the racial profile of the student body and this is reflected by the fact that, in 2012, Black students comprised 60% of the student body. The increase in new Black undergraduate students for 2009 (64%) declined into 2010 and 2011 but reached 66% again in 2012 as shown in Table C2. The percentage increase in South African Blacks of Black Total for 2009 and 2010 shown in Table C10 has not continued into 2011 and 2012. Whilst headcounts have increased, percentages have dropped by 1%. Some of this is due to the postgraduate growth where international students make up some of the headcount and internationalisation is encouraged.

The University plans to increase the proportion of Black students but states that the number of White students will not be decreased.

Postgraduate Black headcounts are presented in Table C4 and it is clear that there has been an increase in Black postgraduate registrations from 50% in 2008 to 56% in 2012. The University is aware that registrations do not necessarily result in graduates and further research needs to be done on the throughput, graduation and attrition rates of the postgraduate cohorts. With its intentions to grow the postgraduate student body, the University needs to expand on postgraduate support, both financial and academic. Where programmes have poor throughput rates, strategies need to be put in place to ensure that support is given where it is needed. The intention of this support is to improve overall throughput rates and increase the research output. An initiative to raise funds for a Postgraduate Support Centre is underway. This centre will provide a central point of contact for all postgraduate needs and undertake the strategic research needed to answer the questions posed above.

The University has in recent years been aware that the proportion of male and female students is unbalanced with females accounting for 59% of the registrations from 2009 to 2011. Table C5 shows that in 2012 the percentage was slightly lower at 58%.

All attempts are made to ensure that as many first years as possible are offered a place in residence (see D Tables) which might be contributing to the number of female students at Rhodes University who are drawn to a relatively safe environment. Table C6 shows that 62% of the Black students are female while only 53% of the White students are female. Indian, African and White groups show a 1% decrease in percentage female in 2012 from 2011, with the Coloured group remaining stable at 67%, up from 66% in 2010. Whilst no formal decision has been made to decrease the percentage of females on campus there is agreement that it should not increase above 59% and that it needs to be monitored. One of the complications with gender management is that the residence system consists of single sex residences so a sudden change makes continuity within residences difficult to achieve. Residences that are female may suddenly have empty beds should the ratio's change too quickly without time for proper change management of the system.

Rhodes University encourages internationalisation and has set enrolment targets to promote international diversity whilst at the same time attempting to ensure first priority access to South African citizens. Although the proportion of International students is planned to decrease, the actual headcounts of International students as well as the diversity of nationality is planned to increase. The International Office continues to promote internationalisation, organising culturally diverse functions and events. In 2012 the International students increased from 20% to 21% (Table C7). The increase, however, was not at the expense of first time entering undergraduate students. International undergraduate students make up 19% of the undergraduate student body.

Historically, Zimbabwean students have made up a large portion of the student body and continue to be the biggest group from a single country outside of South Africa at Rhodes University. The University has further diversified the nationalities represented in the student body in order to support academic development and growth as well as ensure that the University is not overly dependent on one particular nation. SADC countries comprised 83% of the International student body in 2012, the same as in 2011. Zimbabwean students increased by 10% to make up 58% of the international students.

Table C8 shows the diverse representation of nationalities within the International student body. In particular, certain programmes attract students from particular countries. The Education faculty offers a Masters programme taught within Namibia, and Pharmacy attracts a number of International students to the faculty. Early on in 2012, data was presented to the Internationalisation Committee reflecting 5 year trends in programmes as well as qualification levels. Trends have been consistent and the Internationalisation Committee will be looking at trends from other Universities as part of its ongoing commitment to ensure diversity and internationalisation.

Table C9 shows the headcounts of students in the short term exchange programmes offered at the University. These students are usually on campus for a single semester and are sent from partner institutions with which the University has an exchange agreement. These students do not attract subsidy but add value to the University residence lifestyle as well as encouraging academic connections with international universities. Table C9 shows that a large number of these students continue to come from the USA and that students from Italy and Switzerland are now included. Since 2009 no exchange programme has been entered into with an African university. Informal exchange programmes exist but, since 2008, when an agreement existed between University of Botswana and Rhodes University, no formal arrangement has been managed by the International Office.

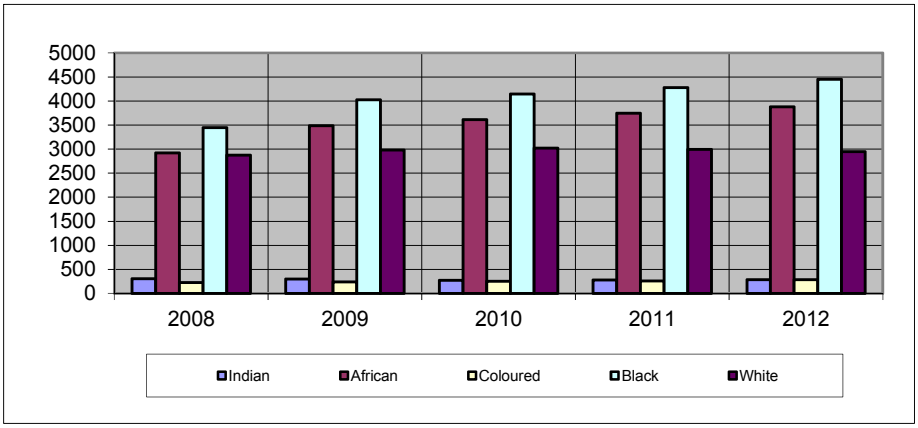
Table C10 shows proportions of black students in the categories: South African Black (69% of total Black), South African Black of total students (42%, increasing steadily over the past 5 years), Zimbabwe Black of Black (19%) and SADC Black of Total students (16%).

Table C11 is a Financial Aid table indicating that 91% of the students on Financial Aid are Black and 27% of the Undergraduate Black student body is being assisted, an increase of 3% from 24% in 2011. Only 4% of White Undergraduates are on Financial Aid. Total

Undergraduates on Financial Aid has increased from 17% to 18%, returning to where it was in 2010. The Financial Aid budget for 2012 was split, with 7% being given to White students and 93% to Black students, a change from 9% and 91% in 2011. The Financial Aid budget makes up 9% of the total budget for 2012.

C1 RACIAL COMPOSITION OF STUDENTS

	2008	2009	2010	2011	2012	2012%
Indian	303	299	274	279	289	4%
African	2920	3487	3614	3746	3877	52%
Coloured	223	241	255	256	284	4%
Black	**3446**	**4027**	**4143**	**4281**	**4450**	**60%**
White	2874	2978	3023	2993	2945	40%
TOTAL	**6320**	**7005**	**7166**	**7274**	**7395**	**100%**

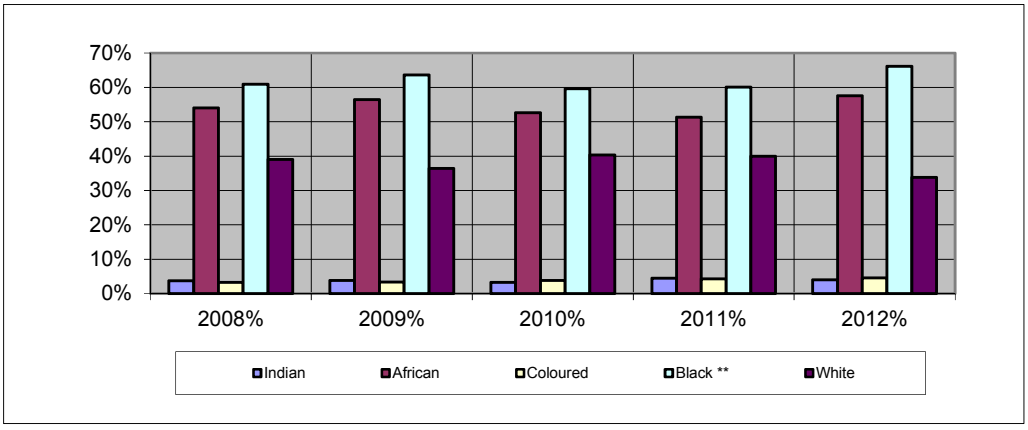


C2 RACIAL COMPOSITION OF NEW UNDERGRADUATE STUDENTS *

	2008	2008%	2009	2009%	2010	2010%	2011	2011%	2012	2012%
Indian	62	4%	75	4%	55	3%	65	4%	63	4%
African	909	54%	1109	56%	898	53%	752	51%	917	58%
Coloured	55	3%	66	3%	65	4%	63	4%	73	5%
Black **	**1026**	**61%**	**1250**	**64%**	**1018**	**60%**	**880**	**60%**	**1053**	**66%**
White	657	39%	716	36%	689	40%	585	40%	539	34%
TOTAL	**1683**	**100%**	**1966**	**100%**	**1707**	**100%**	**1465**	**100%**	**1592**	**100%**

* New undergraduate students = first-time-entering and transfer students (were not registered in the previous year).

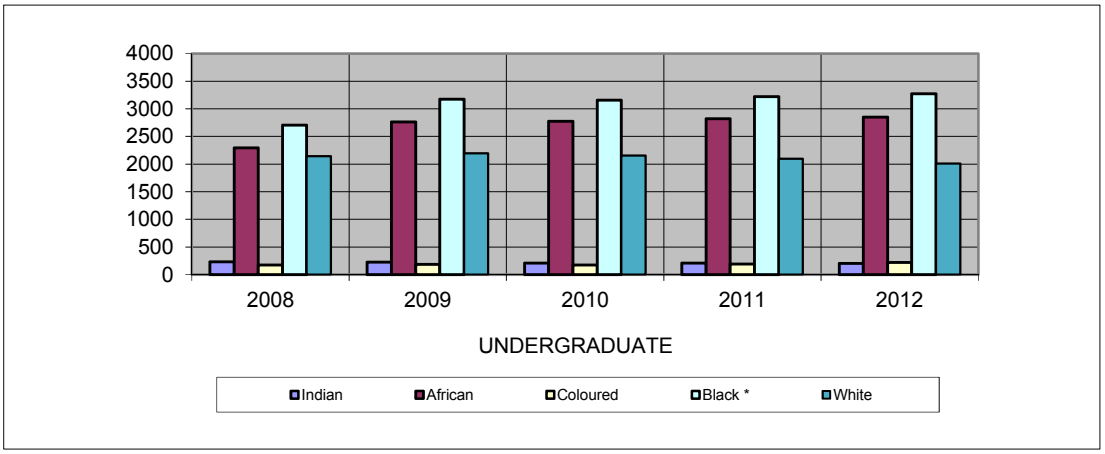
** Percentages have been rounded, which accounts for some percentages to seemingly not add up to the total shown, but do if decimal points are shown.



C3 RACIAL COMPOSITION : UNDERGRADUATE

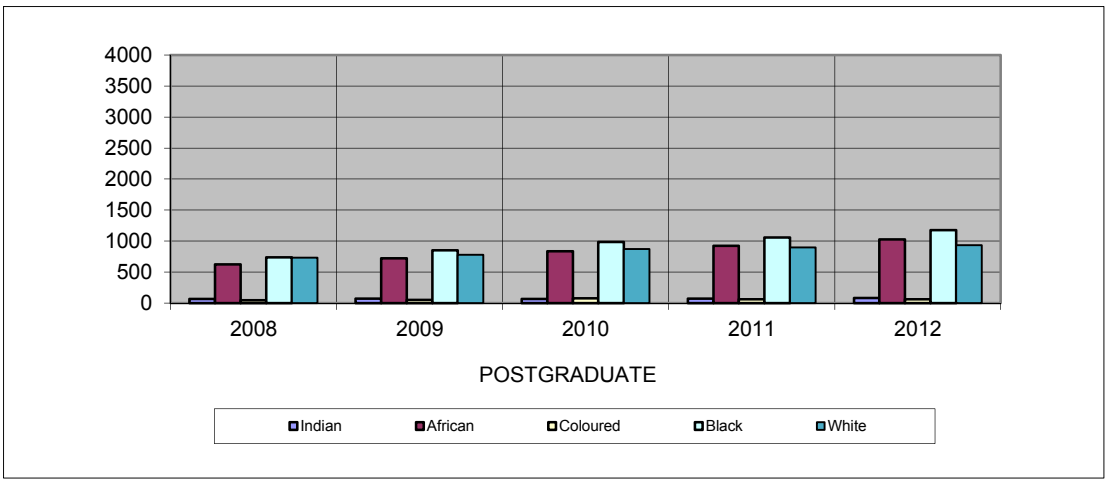
	UNDERGRADUATE									
	2008	**2008%**	**2009**	**2009%**	**2010**	**2010%**	**2011**	**2011%**	**2012**	**2012%**
Indian	232	5%	224	4%	207	4%	207	4%	203	4%
African	2296	47%	2765	51%	2775	52%	2822	53%	2848	54%
Coloured	176	4%	186	3%	175	3%	193	4%	219	4%
Black *	**2704**	**56%**	**3175**	**59%**	**3157**	**59%**	**3222**	**61%**	**3270**	**62%**
White	2140	44%	2197	41%	2152	41%	2094	39%	2011	38%
TOTAL	**4844**	**100%**	**5372**	**100%**	**5309**	**100%**	**5316**	**100%**	**5281**	**100%**

* Percentages have been rounded, which accounts for some percentages to seemingly not add up to the total shown, but do if decimal points are shown.



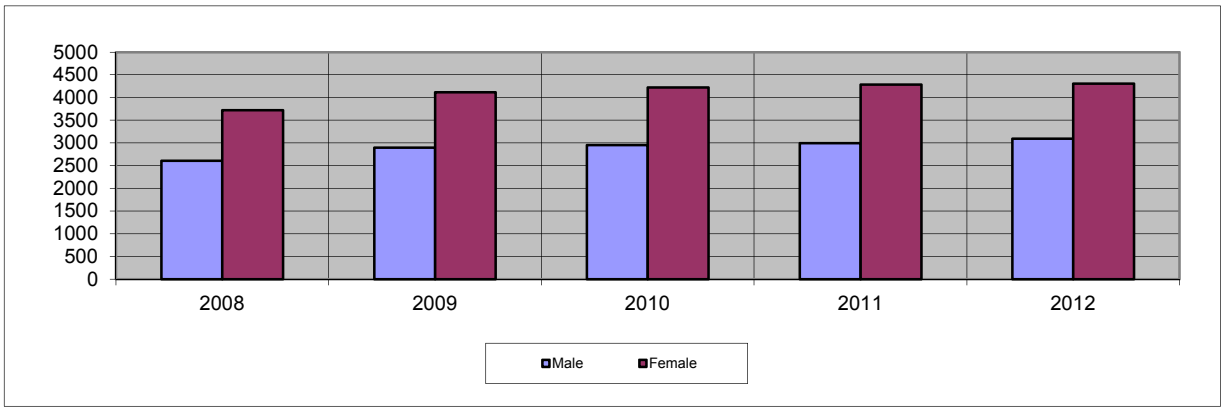
C4 RACIAL COMPOSITION : POSTGRADUATE

	POSTGRADUATE									
	2008	**2008%**	**2009**	**2009%**	**2010**	**2010%**	**2011**	**2011%**	**2012**	**2012%**
Indian	71	5%	75	5%	67	4%	72	4%	86	4%
African	624	42%	722	44%	839	45%	924	47%	1029	49%
Coloured	47	3%	55	3%	80	4%	63	3%	65	3%
Black	**742**	**50%**	**852**	**52%**	**986**	**53%**	**1059**	**54%**	**1180**	**56%**
White	734	50%	781	48%	871	47%	899	46%	934	44%
TOTAL	**1476**	**100%**	**1633**	**100%**	**1857**	**100%**	**1958**	**100%**	**2114**	**100%**



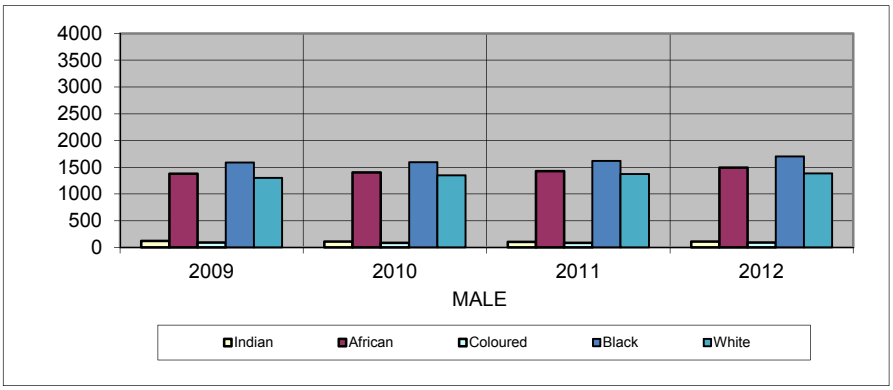
C5 GENDER COMPOSITION OF STUDENTS

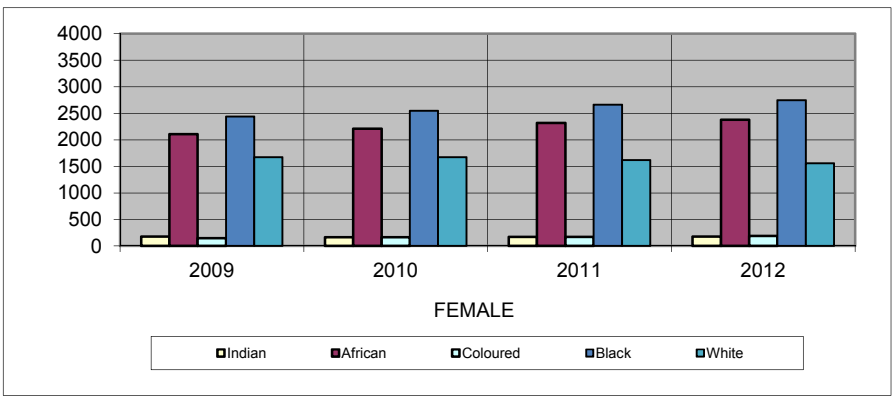
2008			2009			2010			2011			2012		
M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2604	3716	59%	2891	4114	59%	2947	4219	59%	2994	4280	59%	3089	4306	58%



C6 GENDER AND RACE COMPOSITION

	2009			2010			2011			2012		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Indian	121	178	60%	108	166	61%	106	173	62%	112	177	61%
African	1378	2109	60%	1401	2213	61%	1429	2317	62%	1495	2382	61%
Coloured	90	151	63%	87	168	66%	84	172	67%	95	189	67%
Black	**1589**	**2438**	**61%**	**1596**	**2547**	**61%**	**1619**	**2662**	**62%**	**1702**	**2748**	**62%**
White	1302	1676	56%	1351	1672	55%	1375	1618	54%	1387	1558	53%
TOTAL	**2891**	**4114**	**59%**	**2947**	**4219**	**59%**	**2994**	**4280**	**59%**	**3089**	**4306**	**58%**

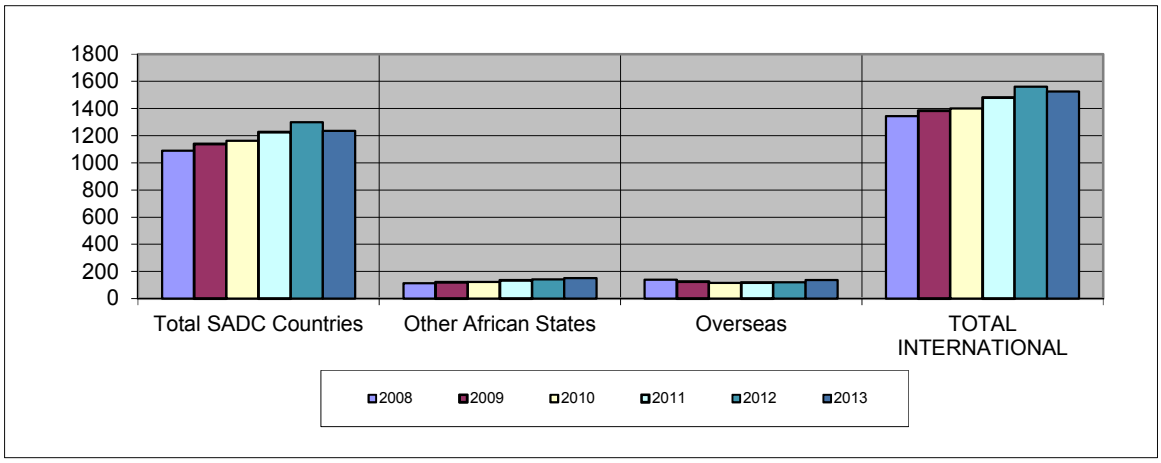


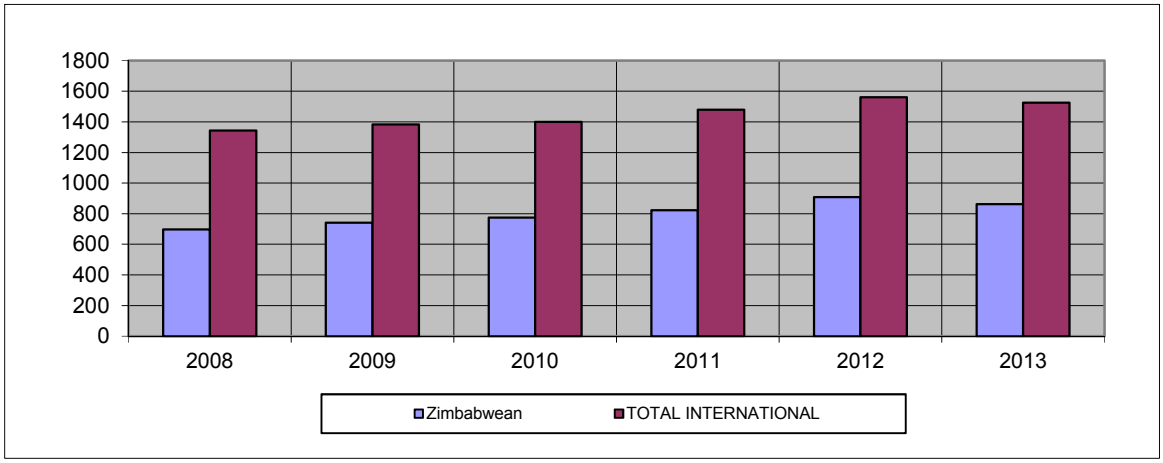


C7 INTERNATIONAL COMPOSITION OF STUDENTS

	2008	2009	2010	2011	2012	2013
Zimbabwean	697	740	775	822	909	863
Other SADC	393	399	387	404	388	373
Total SADC Countries	**1090**	**1139**	**1162**	**1226**	**1298**	**1236**
Other African States	114	120	122	135	142	152
Overseas	139	125	116	119	120	138
TOTAL INTERNATIONAL	**1343**	**1384**	**1400**	**1480**	**1560**	**1526**
TOTAL STUDENTS	6320	7005	7166	7274	7395	7498
% of Total Students	**21%**	**20%**	**20%**	**20%**	**21%**	**20%**

The 2013 figures are preliminary numbers as at July 2013.





C8 INTERNATIONAL STUDENTS BY NATIONALITY

(Excluding short term exchange students)

	2010	2010%*	2011	2011%*	2012	2012%*
REST OF AFRICA						
Botswana ♦	55		49		45	
Cameroon	7		11		10	
Congo ♦	5		4		4	
Ethiopia	6		4		4	
Ghana	8		7		6	
Guinea	0		0		1	
Kenya	39		42		42	
Lesotho ♦	23		24		23	
Liberia	0		0		1	
Malawi ♦	35		33		29	
Mauritius ♦	10		8		14	
Mozambique ♦	5		8		8	
Namibia ♦	170		193		184	
Nigeria	30		33		38	
Rwanda	0		1		6	
Seychelles	1		1		2	
Sierra Leone	1		2		1	
Swaziland ♦	15		13		16	
Tanzania ♦	18		21		22	
Togo	1		2		1	
Uganda	27		30		30	
Zambia ♦	50		51		43	
Zimbabwe ♦	775		822		910	
Other African	3		2		0	
Africa Total	**1284**	**92%**	**1361**	**92%**	**1440**	**92%**
REST OF WORLD						
Australia	2		2		1	
Belgium	2		2		1	
Brazil	1		1		0	
Canada	10		11		11	
China	5		5		5	
Colombia	0		0		0	
England	43		45		43	
France	1		0		1	
Germany	7		6		7	
India	5		6		5	
Iran	0		0		1	
Ireland	3		5		7	
Italy	2		4		4	
Netherlands	2		2		4	
Norway	1		1		1	
Pakistan	1		1		0	
Palestine	0		0		1	
Paraguay	0		0		1	
Portugal	2		3		3	
Romania	1		0		0	
Russia	3		2		0	
Spain	1		2		2	
Switzerland	1		2		0	
Sweden	0		1		1	
Turkey	0		0		1	
USA	10		10		12	
Uruguay	0		0		1	
Other rest of world	13		2		2	
Unknown	0		6		5	
Rest of World Total	**116**	**8%**	**119**	**8%**	**120**	**8%**
TOTAL	**1400**	**100%**	**1480**	**100%**	**1560**	**100%**

* % = % of foreign total ♦ = SADC

C9 SHORT TERM EXCHANGE STUDENTS

	2010	2011	2012
AFRICA	**0**	**0**	**0**
REST OF WORLD	**67**	**60**	**50**
Australia	1	1	1
Bangladesh	0	1	0
Canada	2	2	2
Chinese	1	3	0
England	4	6	3
Finland	0	1	1
France	17	12	4
Germany	8	4	4
Italy	0	0	1
Netherlands	4	5	4
Poland	1	0	0
Romania	1	0	0
Switzerland	2	0	3
USA	26	25	27
OTHER	**1**	**2**	**4**
TOTAL	**68**	**62**	**54**

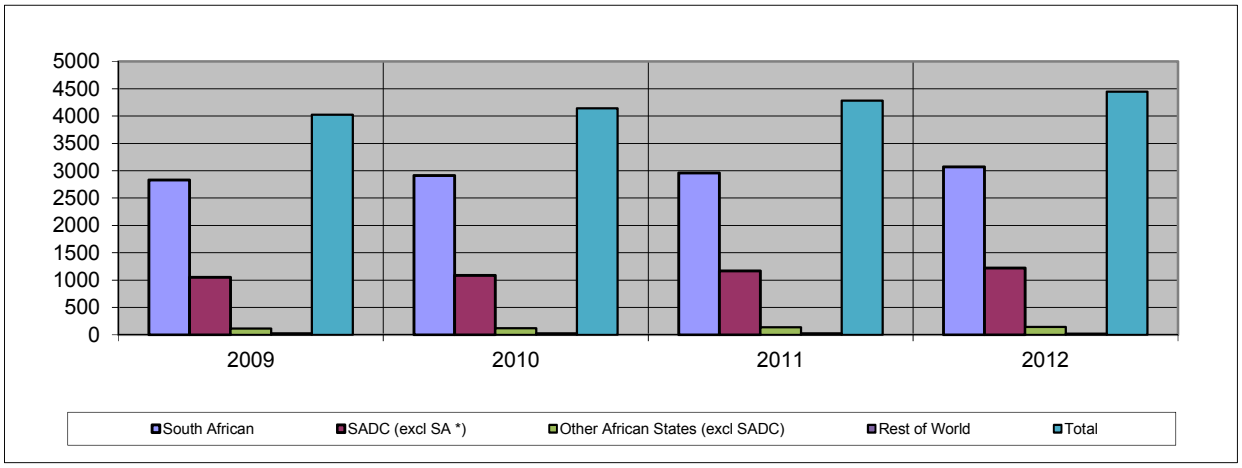
Please note that these short term exchange students are not included in the overall total student registrations as they are not counted in the subsidy claim to the DHET. This is because most times they do not complete entire qualifications but are registered for parts of courses/programmes and are only here for one semester.

C10 CITIZENSHIP COMPOSITION OF BLACK STUDENTS

	2008	2009	2010	2011	2012
South African	2328	2833	2915	2958	3070
SADC (excl SA *)	980	1053	1085	1165	1219
Other African States (excl SADC)	110	115	118	134	141
Rest of World	28	26	25	24	20
Total	**3446**	**4027**	**4143**	**4281**	**4450**
% SA Black (of Black Total)	**68%**	**70%**	**70%**	**69%**	**69%**
% SA Black (of Total Students)	**37%**	**40%**	**41%**	**41%**	**42%**
% Zim Black (of Black Total)	**17%**	**17%**	**17%**	**18%**	**19%**
% SADC Black (of Total Students)	**16%**	**15%**	**15%**	**16%**	**16%**

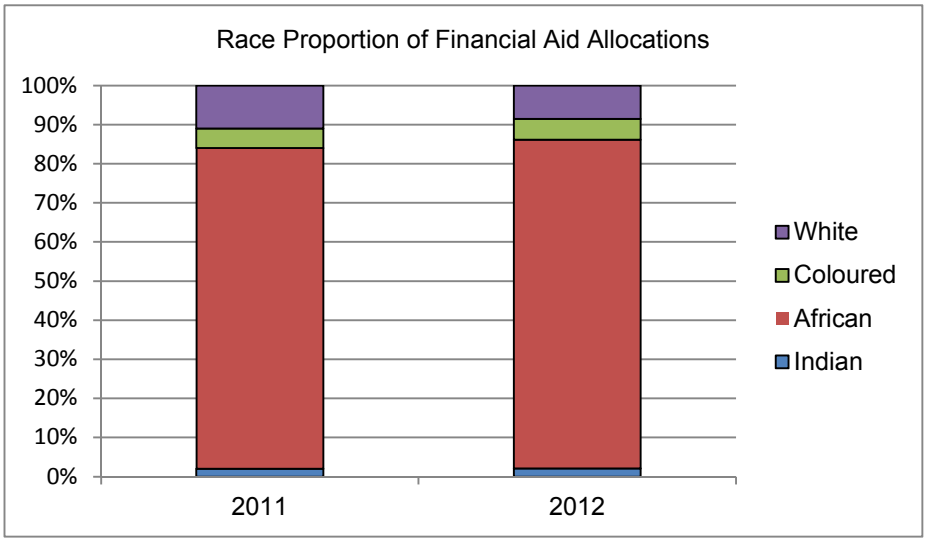
SA = South African

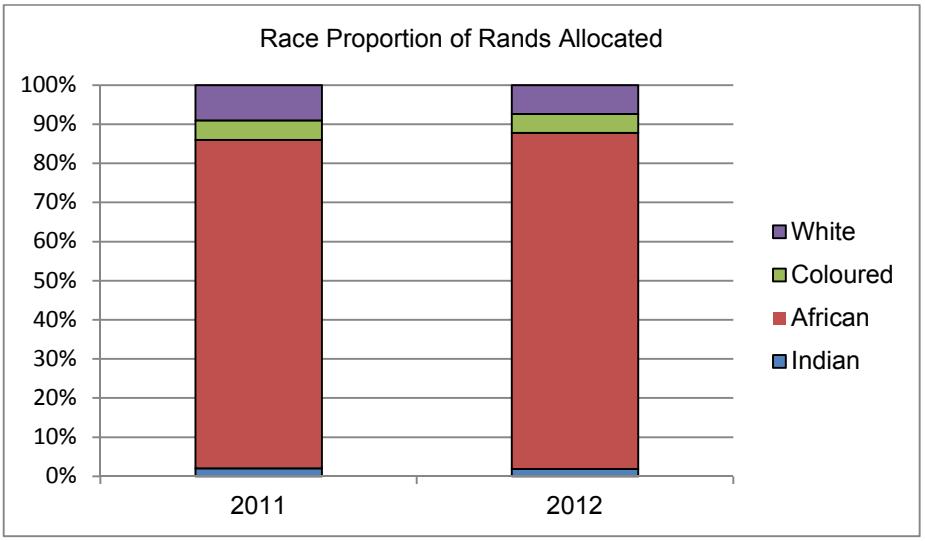
Zim = Zimbabwean



C11 UNDERGRADUATE STUDENTS ON FINANCIAL AID 2012

			2012			2011		
	2012	Rands 2012	% of UG	% on Fin Aid	% of Rands	% of UG	% on Fin Aid	% of Rands
Indian	20	1,044,500	10%	2%	2%	8%	2%	2%
African	805	47,997,441	28%	84%	86%	26%	82%	84%
Coloured	51	2,710,014	23%	5%	5%	25%	5%	5%
Black	**876**	**51,751,955**	**27%**	**91%**	**93%**	**24%**	**89%**	**91%**
White	82	4,106,895	4%	9%	7%	5%	11%	9%
Total	**958**	**55,858,850**	**18%**	**100%**	**100%**	**17%**	**100%**	**100%**
% Financial Aid of Budget		43,321,000			9%			10%





D Tables : Residential Stats and Student Fees

Table D1 presents information regarding the residence situation at Rhodes University while Tables D2 and D3 show the increase in fees at Rhodes University. It is imperative that the trend with regard to fees is monitored and that Rhodes does not become financially elitist, although it must be recognised that a residential university is more expensive to attend than a local institution. Additional costs are inevitable in that students are required to travel in order to return home during the vacation. Previous versions of the Digest attempted to compare fee costs at other universities. This has become increasingly more and more difficult as there is no standard way to measure the costs. Some fee structures are inclusive of all additional costs whilst others add in costs for books, handouts, computer levies. A decision was made to remove the comparisons from the Digest although the Finance Division continues to monitor the fee increases as part of the budget process. The University tries its best to avoid fee increases, but with the ever decreasing value of the subsidy earned per student via Block grants, fee increases are necessary in order to achieve a balanced budget.

Rhodes is a contact residential university with 46% of the student body (72% of first years and 60% of all undergraduates) residing on campus. This provides a relatively safe environment for young adults and could be one of the reasons the University seems to attract more female students than male students. Even if the University could house all first year students in residence, which it no longer can, it is not possible to force all first year students to stay in residence. Every attempt is made to ensure that as many first years as possible are at least offered a place in residence. This has become more and more difficult as the returning students are opting to stay longer in residence as well as the difficulty for some families to meet the financial requirements in order to be housed in residence. The University has built a number of new residences in recent years and managed to increase the percentage of first years in residence to 72% in 2011. This has continued in 2012.

When reading Table D1 and comparing total number of students in residence as a percentage of the total student body, readers must take into consideration that increases in the total student body (as in 2009) as well as increases in postgraduate numbers (where traditionally students choose not to stay in the type of residences available), will cause fluctuations to the percentage of total students residing in residence. The University has limited postgraduate residence space and plans are underway to increase the capacity for this group of students. Until then, most of the residence system will continue to cater for undergraduate students.

Rhodes has set a target to increase the total students in residence to 55% of the total student body. Historically, various indicators (waiting lists, number of students that applied and were not successful in being awarded a residence bed) suggest that it will be possible to fill more residential spaces if they were available. Black students make up 69% of the residential students with 52% of African students residing in residence, up from 51% in 2011. Raising funds to build residences is no easy task and the past few years the DHET

has provided Infrastructure funding making it easier. These funds are soon to end and the University will be faced with a new challenge of finding funding.

The University strives to ensure a secure residential environment where students can grow into citizens that respect and understand the diversity of the South African population as well as the Constitution and its Bill of Rights. The racial composition of the residential system is managed in order to mirror the racial composition of the student body. Allocation of students into residence is done in accordance with a residence allocation protocol that ensures that the racial balance is maintained and that no residence becomes predominantly filled with a specific race or economic class of student. Attempts are made to ensure diversity within the residence system, amongst the students themselves as well as amongst the wardening staff.

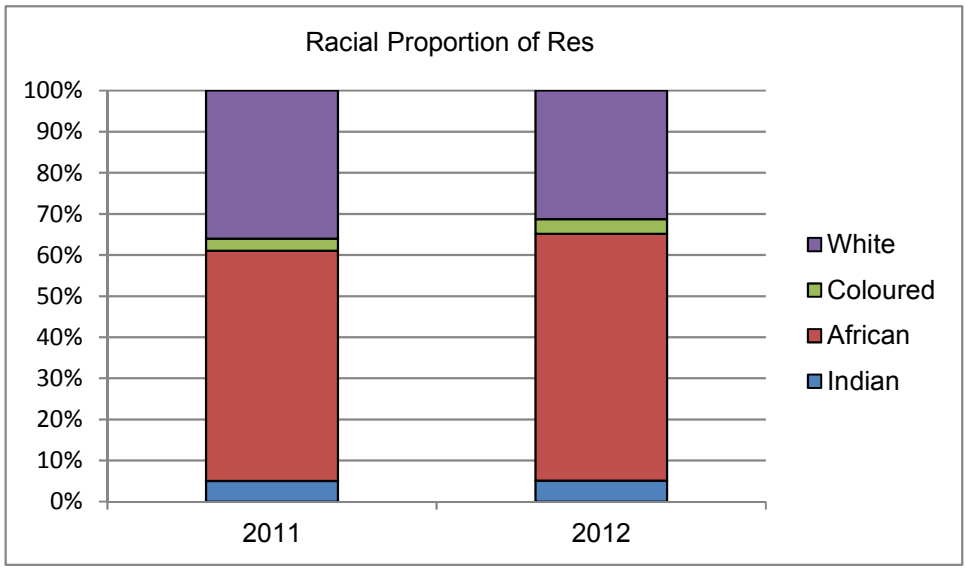
Table D2 shows that student fees at Rhodes have increased year on year but that in 2013 a 10% budget increase was the highest of the past few years. Table D3 shows that residential fees have been increasing at a higher rate, and that in 2013 this was reversed and the residence fee increased by only 7%.

D1 STUDENTS IN RESIDENCE

The number of students using the residence system in 2012 was 3484. There were 12 halls of residence comprising 52 residences, including the Gavin Relly Postgraduate Village. There were 3495 bed spaces available in 2012, including the Gavin Relly Postgraduate Village and Transit Student Accomodation. There were a total of 78 bed spaces taken up in the PG Village and 13 students accomodated in Transit Student Accommodation. The residence system and the welfare of the students were managed by 53 wardens (including assistant wardens) and 136 sub-wardens. The wardens: students ratio was 1:18.

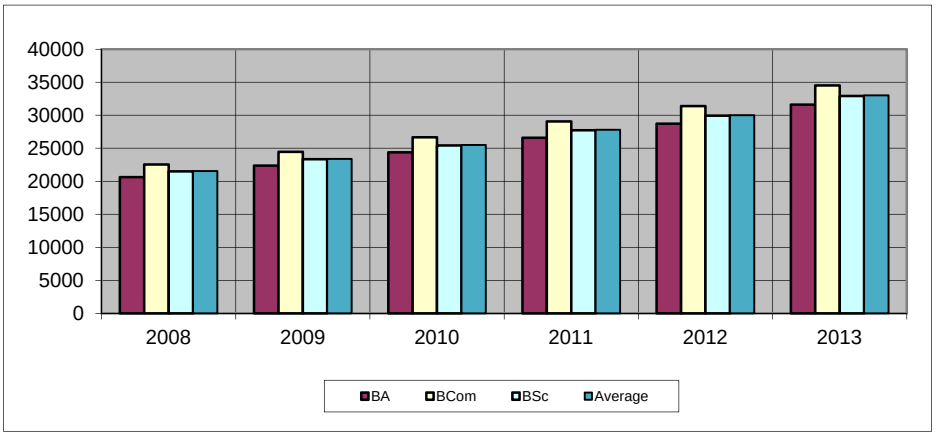
	IN RESIDENCE					2012	2012%	2012%
	2008	2009	2010	2011	2012	Total	in Res	of Res
Total Students	2969	3216	3201	3435	3373	7395	46%	100%
Female	1798	1948	1937	2066	2036	4306	47%	60%
International	644	587	564	710	733	1560	47%	22%
Racial Composition								
Indian	189	187	164	158	171	289	59%	5%
African	1464	1598	1643	1929	2027	3877	52%	60%
Coloured	92	102	105	120	121	284	43%	4%
White	1224	1329	1289	1228	1054	2945	36%	31%
Academic Year								
First *	1345	1373	1383	1239	1328	1834	72%	39%
Second	953	1025	1033	1184	1045	1459	72%	31%
Other UG	499	604	584	793	781	1988	39%	23%
Postgraduate	172	214	201	219	219	2114	10%	6%

* First year includes students repeating some first year courses.



D2 TUITION FEES AT RHODES UNIVERSITY (R)

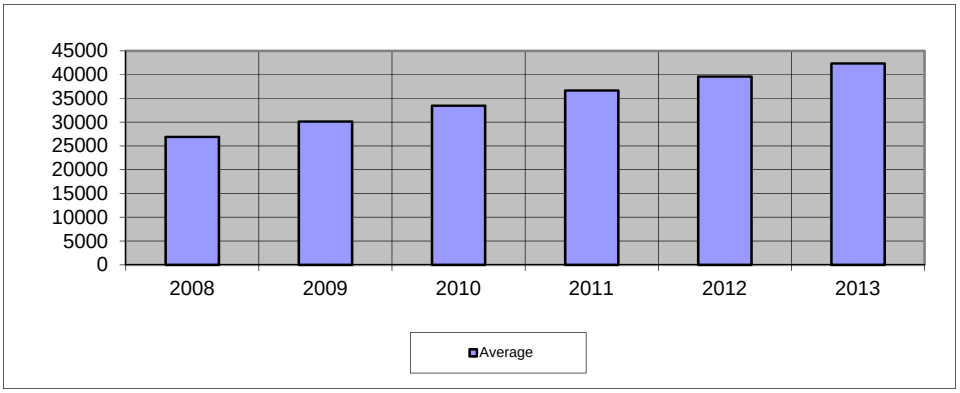
Degree	2008	2009	2010	2011	2012	2013
BA	20630	22380	24390	26590	28720	31600
BCom	22540	24460	26660	29060	31380	34500
BSc	21500	23330	25430	27720	29940	32900
Average	21557	23390	25493	27790	30013	33000
% Incr. p.a	8%	9%	9%	9%	8%	10%



D3 RESIDENCE FEES AT RHODES UNIVERSITY (R)

Residences	2008	2009	2010	2011	2012	2013
Average	26915	30140	33450	36650	39600	42350
% Incr	11%	12%	11%	10%	8%	7%

* Residence fees at Rhodes include all meals.



E Tables : Faculties and Departments

Tables E1 to E14 are Faculty tables reflecting headcounts and FTE information about Faculties and Departments.

Table E1 and E2 are lists of departments and qualifications offered by Rhodes University at June of the current year. The qualifications are aligned to the Programme Qualification Mix (PQM) and internally we may have additional codes to break down the cohorts for easier grouping. A few new qualifications have been approved on the HEQSF, for example, the Postgraduate Diploma in Economic Journalism as well as the Masters in Creative Writing. The existing University approved programmes are currently being transferred to the new HEQSF approved programmes. Some qualifications will be changing and others are being phased out over the next few years.

Humanities remains the largest Faculty in 2012 and Law the smallest. Race and gender proportions vary significantly between Faculties. For example, Humanities is a predominantly female Faculty at 66% female whilst Commerce and Science attract more males, females being only 49% (down from 50%) in Commerce and 47% in Science (see Table E5). Faculties are proportioned in accordance with the Enrolment Plan and each year in September, Faculty targets are set to ensure that the next year of intake ensures the Faculty proportions remain as they are set out in the Enrolment Plan. The Deans from all six Faculties play an active role in setting the targets for the Enrolment Plan, before Senate and Council approve the final tables.

Three Faculties: Humanities, Education and Pharmacy, have female student numbers above 60% of the Faculty total. Law has shown decreasing female numbers over the past few years reaching 54% in 2012, 8% lower than in 2009. In fact, the lower female percentages in the Faculties other than Humanities keep the female percentage below 60% overall. Education and Pharmacy remain constant with female proportions the same as in 2011.

Education and Pharmacy have the largest proportion of Black students (Table E6), although it should be noted that in the Pharmacy Faculty there are a number of International students and in the Education Faculty there are Namibian coursework Masters students who are taught in Namibia by the Education department. All Faculties have remained stable or shown growth in the percentage of Black students between 2011 and 2012. Undergraduate Black females increased by 3% of the faculty total in Science in 2012 (see Table E7).

Table E8 shows that Postgraduate Black female ratios are growing slowly. In particular, Law increased its postgraduate Black proportion from 8% to 11% in 2012. In previous years, growth occurred only in two Faculties: Commerce and Education, but in 2012 this turned around, with Education decreasing by 1% and all other faculties showing an increase.

Table E9 shows the spread of student subject registrations and choices across the departments. The subsidy earned by the 2012 registrations will be received in 2014 and, in

line with the DHET funding formula, the University will receive 1.256% of the total input subsidy awarded to the sector, Rhodes being the smallest university in South Africa. Economics, Accounting, Psychology and Law are the largest departments with over 300 FTEs at the undergraduate level. Accounting has shown a decrease in the last cycle. The DHET funding formula weights the FTEs according to academic level and category of subjects (see Definitions and Notes). This results in many of the smaller departments in the Science Faculty earning as much of the subsidy as the larger departments in the Commerce and Humanities Faculties (see Table E12). Whilst this is the current situation, it would change if the DHET should move any of the subjects into a different category or weight the academic levels differently. This has happened in the past and for this reason, both academic and financial arguments should be used when considering the viability of a subject offered within a department at a certain level. The University supports the notion of cross-subsidisation of departments and the H Tables later in the Digest reflect the trends in departmental operating costs. In 2010, Human Kinetics and Ergonomics and Geography were moved from Humanities CESM categories to Science CESM categories and are now weighted at 3.5. This increased the financial viability of these departments and re-affirmed the need for cross subsidisation. The DHET has recently engaged with universities to research and invoke suggestions on the way forward for the funding formula. The implementation of the 2004 Funding Formula was a phased in approach and so, in the same vain, it is anticipated that changes will start to occur in the years after 2014. Most of the current thinking appears to be around moving the Research Development grant and allocating it differently.

Table E10 shows the research output per department in the University. Again, the subsidy is awarded as a proportion of the total funds available based on the proportion of units that the university earned of the total units in the sector. Subsidised publications and research masters graduates are equal to one unit whilst PhD graduates are weighted further by multiplying by a factor of three. The research portion of the total subsidy awarded to the University is significant. The University is encouraging research and postgraduate growth without detrimentally affecting the undergraduate teaching side of operations. The University faces a challenge to increase and encourage research and postgraduate registrations in departments where traditionally research capacity has been lacking. 48% of Rhodes research units are generated in the Science Faculty (down from 54% in 2011) and in particular Zoology and Entomology as well as Chemistry are large contributors. Many departments showed an increase in research output for 2012. Historically little or no research earned subsidy in some of the Humanities and Commerce departments and the turn around in many Humanities departments as well as across other Faculties, shows dedication and commitment to improving the research rating of the University from the departments. A department like Music can argue that subsidy is not awarded for performances and Accounting can argue that the nature of their discipline lends itself to students entering the commercial sector after a Postgraduate Diploma in Accounting is awarded, these departments are exploring inventive ways of earning subsidy units. Overall there was an increase of almost 40 units in the number of publications. Increases in Masters and Phd graduates contributed significantly to the subsidy earned from research, in

particular at the PhD level. However, the current funding formula for the research subsidy block grant is being reviewed and changes could have an enormous effect on the Rhodes situation. A slight shift in the nature of the block grant and the way it is awarded to a small university such has Rhodes can have significant consequences. It should be noted that there is a limited pool of potential postgraduates and because all universities are trying to increase their number of research units, all universities are competing for the same group of students. Rhodes has a reputation for having the highest research units per capita and tries to maintain this competing with other universities such as UCT and Stellenbosch where research is considered equally as important and the underlying supporting budgets are considerably higher.

Table E11 shows the graduates for 2012 that contribute to the University output subsidy for 2014. The proportion of Rhodes graduates from the sector total determines the percentage of subsidy awarded. Each graduate is assigned a unit value depending on the qualification level from which they are graduating and because the student would normally have been taught by more than one department to reach the graduation stage, a portion of this unit is assigned to each department in which the student passed an examination. In reality this table is a reflection of subject choices and trends and, other than ensuring success rates are maintained and meet the University targets, departments have little control over the outcome of the subjects taken by the students.

Over the past few years there has been an increase in the number of coursework masters compared to full research masters. These coursework masters earn a lower subsidy than research masters and are arguably more staff intensive. In addition, from 2013, the new HEQSF (Higher Education Qualifications Sub-Framework) came into affect which will impact on how qualifications are structured and recognised. Criteria for courses to be recognised as masters has changed and the University will be adjusting programmes to bring them in line with the new norms. All Masters must have at least 30% research. The University is encouraging full research Masters rather than coursework Masters, not just for the financial reward but also for the academic merit and contribution towards institutional and national goals. Review work on all programmes is underway in conjunction with the HEQSF requirements and areas where over-teaching is occurring are being revised. This could potentially have a positive effect on throughput rates, although Rhodes still boasts amongst the highest success rate of all the institutions.

E1 FACULTIES AND DEPARTMENTS AT RHODES UNIVERSITY

COMMERCE FACULTY

- ACCOUNTING
- ECONOMICS
- INFORMATION SYSTEMS
- RHODES BUSINESS SCHOOL
- MANAGEMENT

EDUCATION FACULTY

- EDUCATION
- CHERTL

HUMANITIES FACULTY

- ANTHROPOLOGY
- DRAMA
- ENGLISH
- ENGLISH LANGUAGE AND LINGUISTICS
- FINE ART
- HISTORY
- JOURNALISM AND MEDIA STUDIES
- MUSIC
- PHILOSOPHY
- POLITICAL AND INTERNATIONAL STUDIES
- PSYCHOLOGY
- SCHOOL OF LANGUAGES
- SOCIOLOGY

LAW FACULTY

- LAW

PHARMACY FACULTY

- PHARMACY

SCIENCE FACULTY

- BIOCHEMISTRY MICROBIOLOGY & BIOTECHNOLOGY
- BOTANY
- CHEMISTRY
- COMPUTER SCIENCE
- ENVIRONMENTAL SCIENCE
- GEOGRAPHY
- GEOLOGY
- HUMAN KINETICS AND ERGONOMICS
- ICHTHYOLOGY AND FISHERIES SCIENCE
- MATHEMATICS (PURE & APPLIED)
- PHYSICS
- STATISTICS
- ZOOLOGY AND ENTOMOLOGY

E2 RHODES UNIVERSITY QUALIFICATIONS June 2013

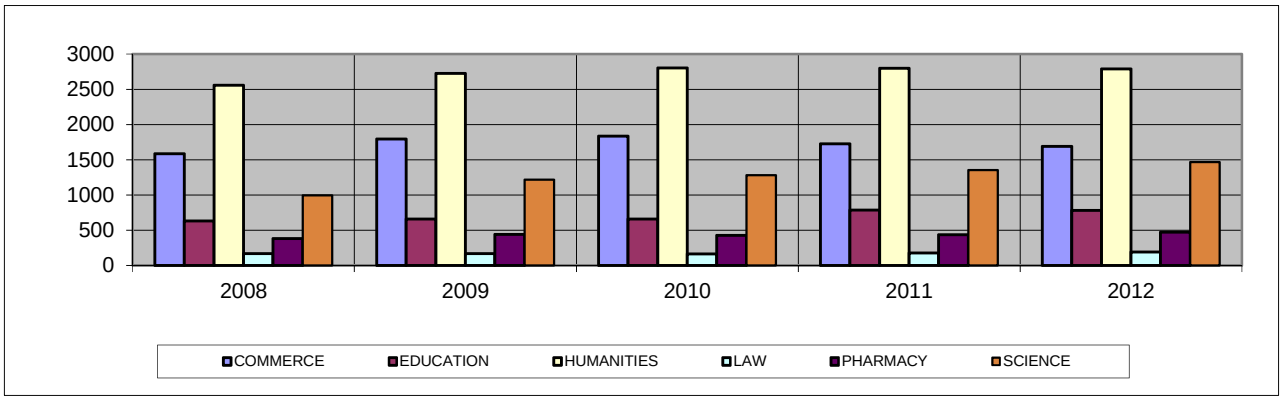
COMMERCE FACULTY	HEQSF	CREDITS
Bachelor of Commerce	7	360
Bachelor of Economics	7	360
Bachelor of Business Science	8	480
Post Graduate Diploma in Accountancy	8	120
Post Graduate Diploma in Enterprise Management	8	120
Post Graduate Diploma in Taxation	8	120
Bachelor of Commerce Honours	8	120
Bachelor of Economics Honours	8	120
Master of Business Administration (by coursework and thesis)	9	180
Master of Commerce in Financial Markets	9	180
Master of Commerce in Taxation	9	180
Master of Economics (by full thesis)	9	180
Master of Commerce (by full thesis)	9	180
Doctor of Philosophy in Commerce	10	360
EDUCATION FACULTY		
Bachelor of Education In-Service	7	480
Postgraduate Certificate in Education Intermediate Phase	7	120
Postgraduate Certificate in Education Senior and FET Phase	7	120
Postgraduate Diploma in Higher education	8	120
Bachelor of Education Honours	8	120
Master of Education (by coursework and thesis) in *		
* Educational Leadership and Management	9	180
* English Language Teaching	9	180
* Environmental Education	9	180
* General Educational Theory and Practice	9	180
* Geography Education	9	180
* Guidance and Counselling	9	180
* Information Communication Technology	9	180
* Mathematics Education	9	180
* Science Education	9	180
Master of Education (by full thesis)	9	180
Doctor of Philosophy in Education	10	360
HUMANITIES FACULTY		
Diploma in Fine Art	6	360
Bachelor of Arts	7	360
Bachelor of Social Science	7	360
Bachelor of Fine Art	8	480
Bachelor of Journalism and Media Studies	8	480
Bachelor of Music	8	480
Postgraduate Diploma in Economic Journalism	8	120
Postgraduate Diploma in English Language Teaching	8	120
Postgraduate Diploma in English Second Language	8	120
Postgraduate Diploma in International Studies	8	120
Postgraduate Diploma in Local Government	8	120
Postgraduate Diploma in Media Management	8	120
Higher Diploma in International Studies	8	120
Higher Diploma in Journalism and Media Studies	8	120
Bachelor of Arts Honours	8	120
Bachelor of Social Science Honours	8	120

Master of Arts (by coursework and thesis) in *		
* Creative Writing	9	180
* Journalism and Media Studies	9	180
* Linguistics and Applied Language Studies	9	180
* Music Composition	9	180
* Music Performance	9	180
* Philosophy	9	180
* Politics	9	180
* Psychology	9	180
* Sociology	9	180
Master of Arts (by full thesis)	9	180
Master of Social Science (by full thesis)	9	180
Master of Fine Art (by full thesis)	9	180
Master of Music (by full thesis)	9	180
Doctor of Philosophy in Humanities	10	360
LAW FACULTY		
Bachelor of Laws	8	480
Master of Laws	9	180
Doctor of Philosophy in Law	10	360
PHARMACY FACULTY		
Bachelor of Pharmacy	8	480
Master of Clinical Pharmacy	9	180
Master of Pharmacy (by coursework and thesis)	9	180
Master of Pharmacy (by full thesis)	9	180
Master of Science (by full thesis)	9	180
Doctor of Pharmacy	10	360
Doctor of Philosophy in Pharmacy	10	360
SCIENCE FACULTY		
Higher Diploma in Enviromental Biotechnology	7	120
Bachelor of Science	7	360
Bachelor of Science in Information Systems	7	360
Bachelor of Science in Software Development	8	480
Bachelor of Science Honours	8	120
Master of Science (by coursework and thesis) in *		
* Applied Mathematics	9	180
* Bioinformatics and Computational Biotechnology	9	180
* Computer Science	9	180
* Economic Geology	9	180
* Environmental Biotechnology	9	180
* Exploration Geology	9	180
* Mathematics	9	180
* Mathematical Statistics	9	180
* Water Science	9	180
Master of Science (by full thesis)	9	180
Doctor of Philosophy in Science	10	360

E3 REGISTERED STUDENTS PER FACULTY

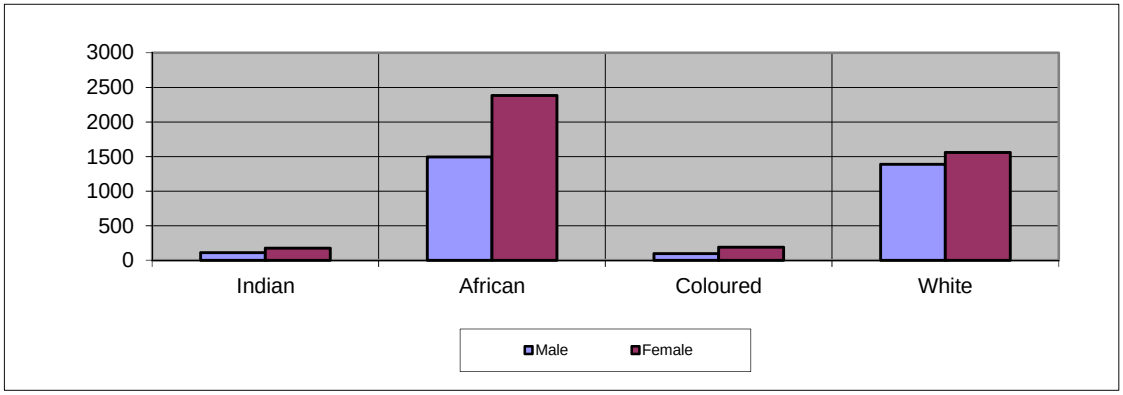
	2008	2009	2010	2011	2012	2012%
COMMERCE	1585	1792	1834	1725	1691	23%
EDUCATION	631	659	657	785	780	11%
HUMANITIES	2556	2725	2803	2799	2791	38%
LAW	169	170	165	175	192	3%
PHARMACY	383	440	426	437	473	6%
SCIENCE	996	1219	1281	1353	1468	20%
TOTAL	**6320**	**7005**	**7166**	**7274**	**7395**	*** 100%**

* Percentages have been rounded, which accounts for some percentages to seemingly not add up to the total shown, but do if decimal points are shown.



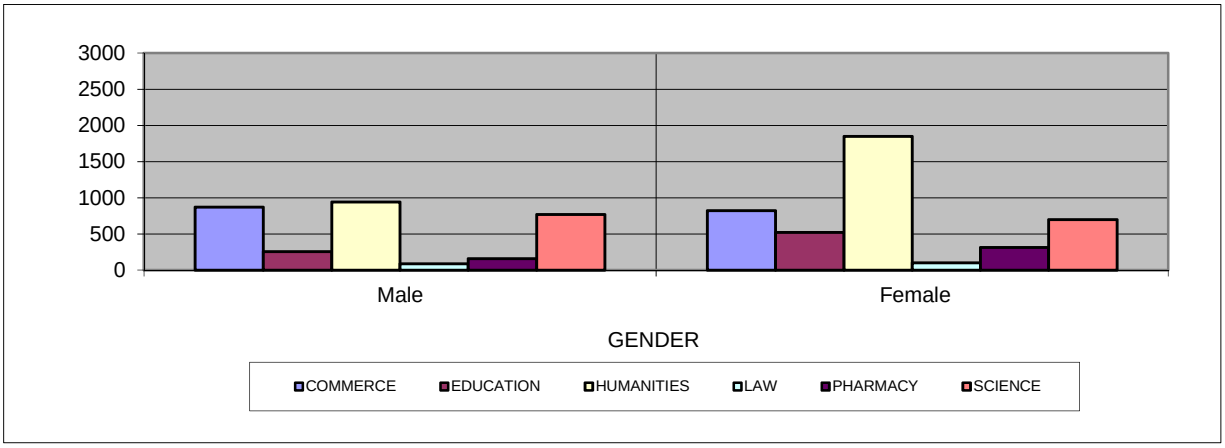
E4 DETAILED FACULTY RACE/GENDER BREAKDOWN 2012

	Indian		African		Coloured		White		
	M	F	M	F	M	F	M	F	TOTAL
COMMERCE	44	30	462	617	21	27	343	147	1691
EDUCATION	2	9	202	377	21	30	32	107	780
HUMANITIES	17	52	367	788	36	104	522	905	2791
LAW	2	4	41	51	3	3	43	45	192
PHARMACY	24	58	123	216	6	10	7	29	473
SCIENCE	23	24	300	333	8	15	440	325	1468
TOTAL	**112**	**177**	**1495**	**2382**	**95**	**189**	**1387**	**1558**	**7395**



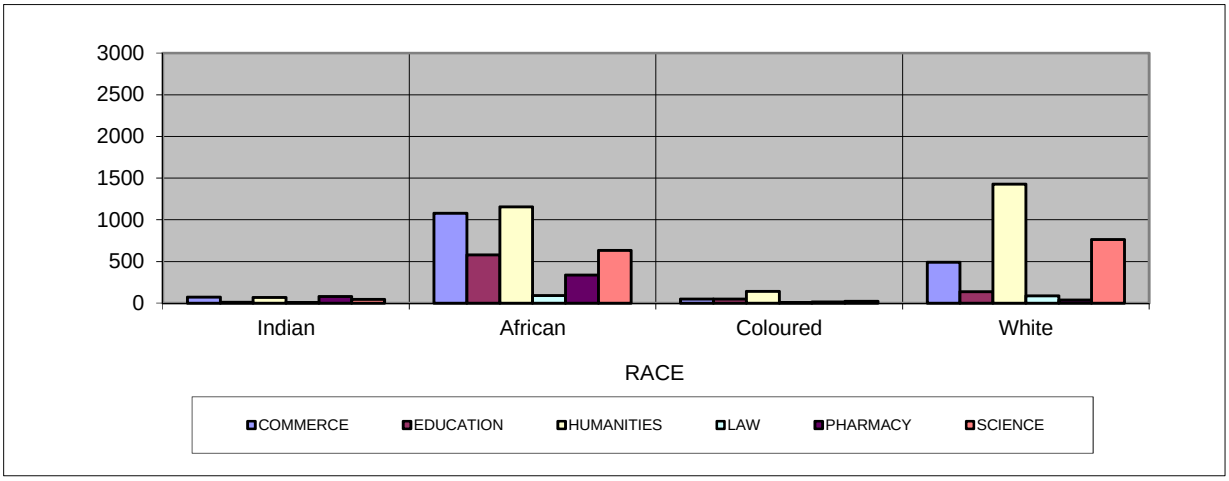
E5 DETAILED FACULTY GENDER BREAKDOWN 2012

	Male	Female	% Female	TOTAL
COMMERCE	870	821	49%	1691
EDUCATION	257	523	67%	780
HUMANITIES	942	1849	66%	2791
LAW	89	103	54%	192
PHARMACY	160	313	66%	473
SCIENCE	771	697	47%	1468
TOTAL	**3089**	**4306**	**58%**	**7395**



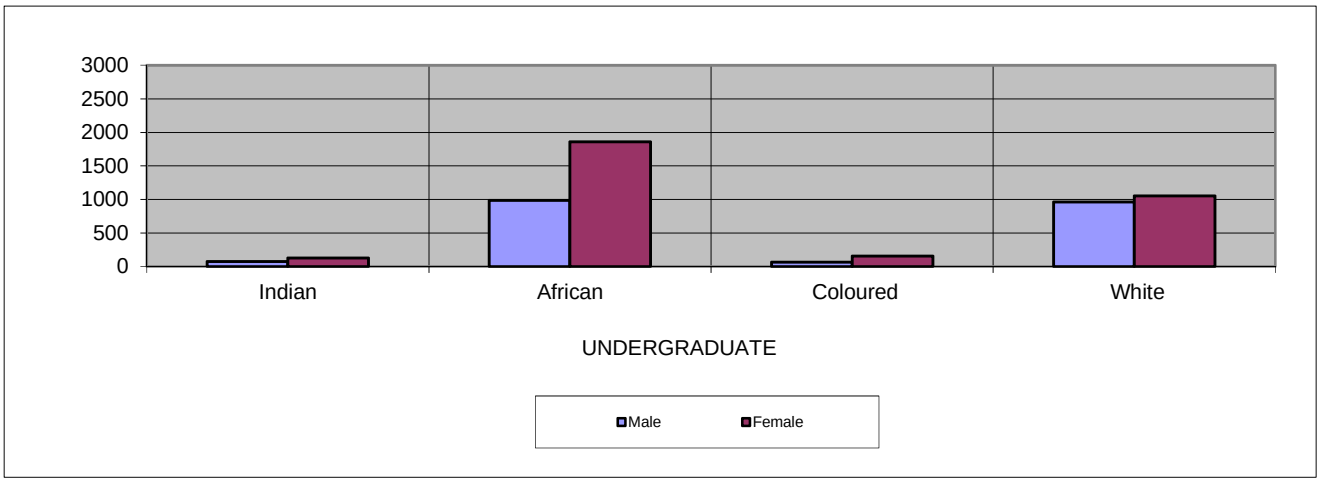
E6 DETAILED FACULTY RACE BREAKDOWN 2012

	Indian	African	Coloured	White	% Black	TOTAL
COMMERCE	74	1079	48	490	71%	1691
EDUCATION	11	579	51	139	82%	780
HUMANITIES	69	1155	140	1427	49%	2791
LAW	6	92	6	88	54%	192
PHARMACY	82	339	16	36	92%	473
SCIENCE	47	633	23	765	48%	1468
TOTAL	**289**	**3877**	**284**	**2945**	**60%**	**7395**



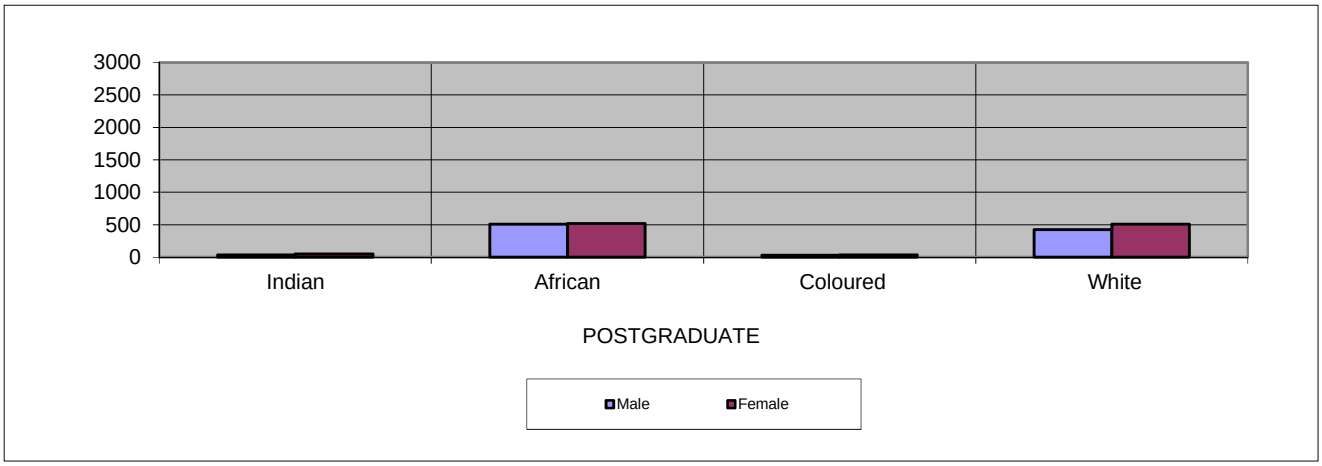
E7 DETAILED FACULTY UNDERGRADUATE/RACE/GENDER BREAKDOWN 2012

	Indian		African		Coloured		White		% Black Female of UG Fac Total	TOTAL
	M	F	M	F	M	F	M	F		
COMMERCE	33	20	343	525	13	21	246	83	44%	1284
EDUCATION	0	0	72	239	12	19	0	7	74%	349
HUMANITIES	12	37	265	627	29	91	422	712	34%	2195
LAW	2	4	37	50	3	3	43	41	31%	183
PHARMACY	20	52	109	205	3	9	3	22	63%	423
SCIENCE	9	14	161	215	5	11	246	186	28%	847
TOTAL	**76**	**127**	**987**	**1861**	**65**	**154**	**960**	**1051**	**41%**	**5281**



E8 DETAILED FACULTY POSTGRADUATE/RACE/GENDER BREAKDOWN 2012

	Indian		African		Coloured		White		% Black Female of PG Fac Total	TOTAL
	M	F	M	F	M	F	M	F		
COMMERCE	11	10	119	92	8	6	97	64	27%	407
EDUCATION	2	9	130	138	9	11	32	100	37%	431
HUMANITIES	5	15	102	161	7	13	100	193	32%	596
LAW	0	0	4	1	0	0	0	4	11%	9
PHARMACY	4	6	14	11	3	1	4	7	36%	50
SCIENCE	14	10	139	118	3	4	194	139	21%	621
TOTAL	**36**	**50**	**508**	**521**	**30**	**35**	**427**	**507**	**29%**	**2114**



E9 DEPARTMENTAL INPUTS (FTE's) 2012

		DHET Wght	1.0 UG	2.0 Hons	3.0 Mast	4.0 PHD	TOTAL	Weighted Total
COMMERCE	Accounting	**1.5**	299.6	53.8	15.7	0.5	**369.6**	**684.5**
	Economics	**1.5**	393.0	52.0	14.6	2.1	**461.8**	**824.2**
	Information Systems	**1.5**	127.0	31.0	4.9	1.1	**164.0**	**312.2**
	Rhodes Business School	**1.5**	25.0	25.6	0.0	1.6	**52.3**	**124.1**
	Management	**1.5**	220.7	27.6	7.8	2.1	**258.2**	**461.6**
		Totals	**1065.3**	**190.1**	**43.0**	**7.5**	**1305.9**	**2406.7**
EDUCATION	Education	**1.0**	152.1	42.2	37.8	26.1	**258.2**	**454.3**
	Education (Environmental)	**1.0**	15.5	0.0	7.7	0.0	**23.3**	**38.8**
	Education (RUMEP)	**1.0**	95.9	0.0	0.0	0.0	**95.9**	**95.9**
	Education (ISEA)	**1.0**	12.0	0.0	6.9	0.0	**18.9**	**32.6**
	Education (CSD)	**1.0**	47.9	0.0	0.0	0.0	**47.9**	**47.9**
	CHERTL Funding Cat 1 **	**1.0**	10.5	0.0	4.0	16.4	**30.9**	**88.3**
	CHERTL Funding Cat 2	**1.5**	41.7	0.0	0.0	0.0	**41.7**	**62.6**
	CHERTL Funding Cat 3	**2.5**	0.0	0.0	0.0	0.0	**0.0**	**0.0**
	CHERTL Funding Cat 4	**3.5**	12.1	0.0	0.0	0.0	**12.1**	**42.4**
		Totals	**387.7**	**42.2**	**56.5**	**42.5**	**528.9**	**862.8**
HUMANITIES	Anthropology	**1.5**	90.8	6.8	3.1	4.4	**105.1**	**196.7**
	Drama	**3.5**	60.3	11.6	3.8	0.9	**76.6**	**344.6**
	English *	**1.5**	120.9	12.1	4.7	2.6	**140.4**	**254.6**
	Fine Art	**3.5**	84.4	23.0	6.1	3.1	**116.6**	**563.3**
	History	**1.5**	92.1	3.9	2.0	5.2	**103.2**	**190.1**
	Journalism	**1.5**	166.9	85.8	17.4	6.1	**276.2**	**622.7**
	Linguistics *	**1.5**	105.1	4.8	3.9	0.9	**114.7**	**195.1**
	Music	**3.5**	61.6	6.8	2.2	0.9	**71.5**	**298.3**
	Philosophy	**1.5**	112.5	4.8	1.5	2.6	**121.5**	**205.9**
	Politics	**1.5**	159.0	26.6	9.1	5.2	**200.0**	**390.8**
	Psychology	**1.0**	374.4	34.1	14.6	7.9	**430.9**	**517.8**
	School of Languages	**1.5**	176.2	10.2	9.0	2.6	**198.0**	**351.1**
	Sociology	**1.5**	238.1	26.3	9.8	9.2	**283.3**	**535.0**
		Totals	**1842.5**	**256.8**	**87.1**	**51.6**	**2238.0**	**4666.0**
LAW	Law	**1.0**	**447.6**	**0.0**	**3.4**	**2.0**	**453.1**	**465.9**
PHARMACY	Pharmacy	**3.5**	**207.4**	**64.8**	**9.3**	**13.2**	**294.7**	**1461.8**
SCIENCE	Biochem., Microb. & Biotech.	**3.5**	70.2	20.8	19.7	11.8	**122.5**	**763.7**
	Botany *	**3.5**	53.2	8.3	5.2	0.5	**67.2**	**306.1**
	Chemistry	**3.5**	113.9	11.4	9.3	15.6	**150.2**	**794.0**
	Computer Science	**1.5**	101.9	13.4	22.4	7.6	**145.2**	**338.9**
	Environmental Science *	**3.5**	35.1	19.6	9.6	6.6	**70.9**	**453.5**
	Geography *	**3.5**	64.3	9.2	3.2	2.3	**79.0**	**355.4**
	Geology *	**3.5**	36.2	7.9	14.1	0.9	**59.3**	**344.1**
	Human Kin. & Ergon.	**3.5**	52.6	7.9	7.3	1.4	**69.2**	**335.6**
	Ichthyology	**3.5**	18.3	7.9	12.5	9.9	**48.6**	**389.5**
	Mathematics	**2.5**	83.4	4.0	2.0	4.2	**93.6**	**285.8**
	Physics	**3.5**	42.0	5.5	3.8	1.4	**52.7**	**245.3**
	Statistics ***	**1.5**	28.7	0.0	0.0	0.0	**28.7**	**43.0**
	Statistics	**2.5**	116.1	6.0	0.0	0.0	**122.1**	**320.1**
	Zoology *	**3.5**	105.1	8.9	13.3	16.5	**143.8**	**801.2**
		Totals	**921.0**	**130.9**	**122.5**	**78.8**	**1253.0**	**5776.2**
OTHER	EBRU	**3.5**	0.0	0.0	1.6	1.9	**3.5**	**43.4**
	ISER	**1.5**	0.0	0.0	2.4	0.0	**2.4**	**10.9**
	IWR	**3.5**	0.0	0.0	2.4	5.2	**7.6**	**98.1**
	ISEA	**1.5**	0.0	0.0	23.0	0.0	**23.0**	**103.5**
	Interdisciplinary	**1.5**	0.0	3.9	0.0	0.0	**3.9**	**11.7**
		Totals	**0.0**	**3.9**	**29.5**	**7.1**	**40.4**	**267.5**
		Totals	**4871.6**	**688.6**	**351.1**	**202.7**	**6114.0**	**15906.9**

* The following courses have FTEs split between departments: Earth Science, Environmental Water Management, Cell Biology, Biodiversity and Conservation, Combined English Studies.

** In 2005 CHERTL took over Extended Studies subjects that were previously in other departments but the cesms were left the same and these CESMS fall into four different funding grid cells.

*** Theory of Finance has a lower DHET weighting than main-stream Statistics, so appears on a separate line but also under Statistics.

E10 DEPARTMENTAL RESEARCH OUTPUT

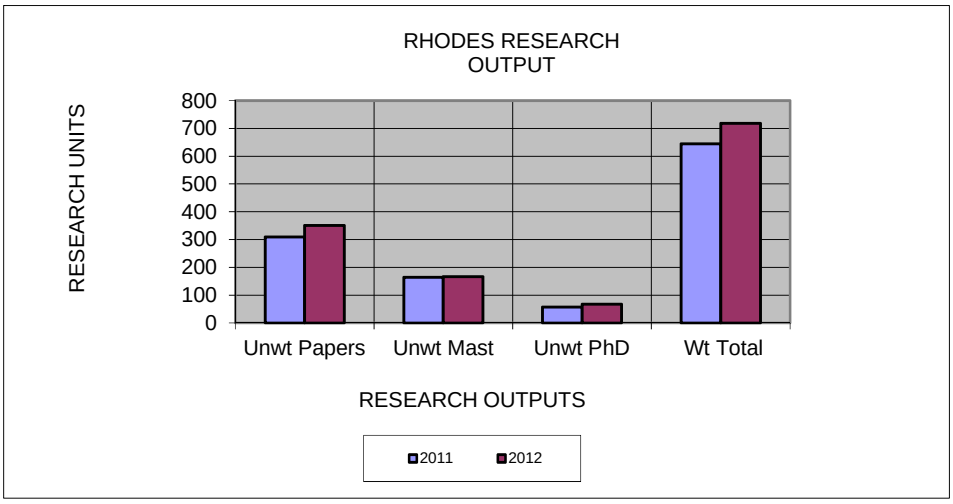
		2011				2012				
Faculty	**Department**	**Papers**	**Mast's**	**PhDs**	**Wt Tot**	**Papers**	**Mast's**	**PhDs**	**Wt Tot**	**Chnge**
COMMERCE	Accounting	0	4	0	4	0.00	2.5	0	2.5	-1.5
	Economics	3.5	3.5	3	16	17.42	6.5	2	29.917	13.917
	Information Systems	1.08	1	0	2.08	4.00	2	1	9	6.92
	Rhodes Business School	1	4.25	1	8.25	0.3333	4.25	0	4.5833	-3.667
	Management	2	4	0	6	4.3333	1	0	5.3333	-0.667
		7.58	**16.75**	**4**	**36.33**	**26.08**	**16.25**	**3**	**51.333**	**15.003**
EDUCATION	Education	3.17	15.5	3	27.67	7.6667	22.5	6	48.167	20.497
	Education (Environmental)	0	7	1	10	0.00	0.5	0	0.5	-9.5
	Education (ISEA)	0	0	0	0	0.00	2	0	2	2
	CHERTL	4.5	0	2	10.5	8.00	1	3	18	7.5
		7.67	**22.5**	**6**	**48.17**	**15.67**	**26**	**9**	**68.667**	**20.497**
HUMANITIES	Anthropology	1.5	1	1	5.5	1.00	1	0	2	-3.5
	Drama	3	2	0	5	2.00	3	0	5	0
	English	9	4	3	22	8.50	5	0	13.5	-8.5
	English Language & Ling.	5	1	0	6	3.00	2	0	5	-1
	Fine Art	4	5	1	12	7.00	5	1	15	3
	History	1	0	0	1	9.00	0	3	18	17
	Journalism & Media Studies	10	5.5	0	15.5	7.00	4.5	2	17.5	2
	Music & Musicology	1	3	0	4	1.00	0	0	1	-3
	Philosophy	5.5	0	0	5.5	4.00	0.5	2	10.5	5
	Political & Int. Studies	8.5	1.5	1	13	8.50	4	1	15.5	2.5
	Psychology	8.79	8.5	1	20.29	14.792	3	1	20.792	0.5017
	School of Languages	3.25	6	0	9.25	2.50	8	2	16.5	7.25
	Sociology	3.75	7	3	19.75	2.00	4	1	9	-10.75
		64.29	**44.5**	**10**	**138.79**	**70.29**	**40**	**13**	**149.29**	**10.502**
LAW	Law	**11**	**1**	**0**	**12**	**8.3333**	**3**	**1**	**14.333**	**2.3333**
PHARMACY	Pharmacy	**13.92**	**7**	**3**	**29.92**	**13.237**	**3**	**4**	**28.237**	**-1.683**
SCIENCE	Biochem., Microb. & Biotech.	21.15	12.5	2	39.65	16.843	12	4	40.843	1.1932
	Botany	11.86	0	1	14.86	8.125	1	0	9.125	-5.735
	Chemistry	60.03	2	15	107.03	43.563	10	9	80.563	-26.47
	Computer Science	1.92	8.5	2	16.42	3.00	5	0	8	-8.42
	Environmental Science	9.97	5	1	17.97	8.9484	7	4	27.948	9.9784
	Geography	3.7	3	0	6.7	8.8667	1	0	9.8667	3.1667
	Geology	6.13	0.5	0	6.63	7.2167	6.5	1	16.717	10.087
	Human Kinetics & Ergon.	1	5	0	6	1.00	10	0	11	5
	Ichthyology & Fisheries Sc.	22.14	12	3	43.14	17.138	7	5	39.138	-4.002
	Mathematics	0.58	2	0	2.58	5.8542	1	2	12.854	10.274
	Physics	9.77	2	4	23.77	4.6031	1.5	1	9.1031	-14.67
	Statistics	2.33	1	0	3.33	9.9274	0	0	9.9274	6.5974
	Zoology & Entomology	36.54	13	3	58.54	41.073	9	8	74.073	15.533
		187.12	**66.5**	**31**	**346.62**	**176.16**	**71**	**34**	**349.16**	**2.538**
OTHER	ISEA	1	3.5	0	4.5	2.00	4.5	0	6.5	2
	ISER	0.75	0	0	0.75	4.6667	3	0	7.6667	6.9167
	EBRU	0	2	0	2	1.1667	0	0	1.1667	-0.833
	IWR	6.81	0	3	15.81	9.0278	0	3	18.028	2.2178
	Other	9.03	0	0	9.03	23.85	0	0	23.85	14.82
		17.59	**5.5**	**3**	**32.09**	**40.71**	**7.5**	**3**	**57.212**	**25.122**
TOTAL		**309.17**	**163.8**	**57**	**643.92**	**350.48**	**166.8**	**67**	**718.23**	**74.311**

E11 DEPARTMENTAL CONTRIBUTION TO GRADUATES

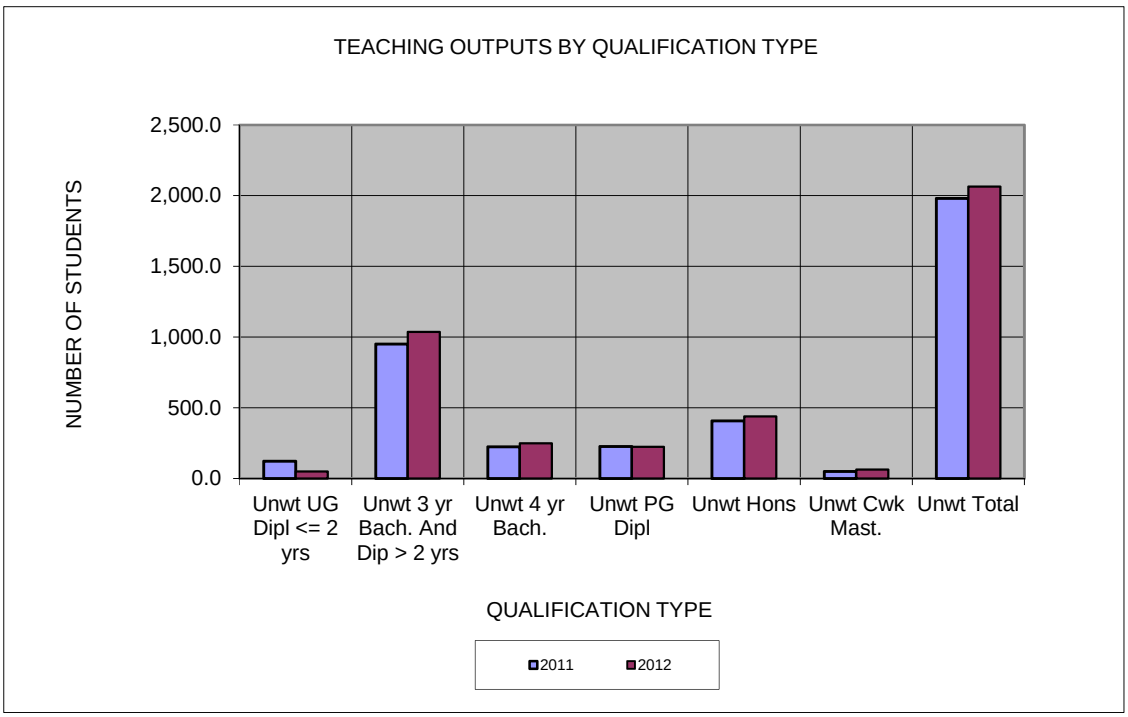
		2011	2012						
FACULTY	DEPARTMENT		0.5	1	1.5	0.5	0.5	0.5	
		TOTAL	UG Dipl <= 2 yrs	3 yr Bach. And Dip	4 yr Bach.	PG Dipl	Hons	Cwk Mast.	**TOTAL**
COMMERCE	Accounting	106.4	0.0	65.0	1.5	46.8	2.2	1.5	117.0
	Economics	137.9	0.0	92.6	5.0	0.1	44.5	4.5	146.7
	Information Systems	49.7	0.0	28.6	0.5	0.1	27.9	0.0	57.2
	Rhodes Business School	31.3	0.0	0.0	0.0	22.0	0.0	12.8	34.8
	Management	92.6	0.0	67.6	2.4	0.8	26.3	0.0	97.2
		417.9	**0.0**	**253.8**	**9.5**	**69.9**	**101.0**	**18.8**	**452.8**
EDUCATION	Education	274.4	22.0	0.0	0.0	101.9	51.0	15.5	190.4
	Education (Environmental)	7.0	24.0	0.0	0.0	0.0	0.0	0.5	24.5
	Education (RUMEP)	18.0	3.0	14.0	0.0	0.0	0.0	0.0	17.0
	Education (ISEA)	29.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0
	CHERTL	15.1	0.0	10.2	0.0	5.4	0.0	0.0	15.7
		343.6	**49.0**	**24.2**	**0.0**	**107.3**	**51.0**	**18.0**	**249.6**
HUMANITIES	Anthropology	27.2	0.0	22.0	1.7	0.3	7.1	0.0	31.0
	Drama	23.6	0.0	13.7	0.8	0.1	11.6	3.0	29.2
	English	51.2	0.0	30.4	8.6	0.6	10.9	0.0	50.4
	Fine Art	19.7	0.0	10.7	16.6	0.7	1.1	0.0	29.1
	History	30.9	0.0	30.1	4.4	0.4	4.3	0.0	39.2
	Journalism	94.3	0.0	22.4	23.7	33.1	17.7	4.5	101.4
	Linguistics	32.6	0.0	27.9	4.5	0.1	5.2	0.0	37.7
	Music	22.9	0.0	17.3	3.7	0.3	1.6	0.0	22.9
	Philosophy	28.6	0.0	26.3	2.5	0.5	4.6	0.5	34.5
	Politics	73.3	0.0	38.6	8.0	9.0	26.7	2.0	84.3
	Psychology	110.6	0.0	89.4	6.0	1.1	33.6	2.0	132.1
	School of Languages	84.2	0.0	44.4	8.4	0.3	9.4	0.0	62.5
	Sociology	87.2	0.0	55.3	4.9	0.3	23.1	0.0	83.6
		686.3	**0.0**	**428.5**	**93.8**	**46.7**	**156.8**	**12.0**	**737.8**
LAW	Law	**134.6**	**0.0**	**81.8**	**80.3**	**0.1**	**2.2**	**0.0**	**164.4**
PHARMACY	Pharmacy	**57.0**	**0.0**	**1.5**	**47.8**	**0.0**	**0.0**	**0.0**	**49.3**
SCIENCE	Biochem., Microb. & Biotech.	33.6	0.0	18.7	0.0	0.0	20.7	2.0	41.4
	Botany	20.0	0.0	16.0	0.9	0.0	6.5	0.0	23.3
	Chemistry	37.4	0.0	27.2	3.6	0.8	10.5	0.0	42.0
	Computer Science	34.7	0.0	27.1	2.7	0.1	12.8	3.0	45.7
	Environmental Science	27.7	0.0	8.7	0.0	0.0	20.0	0.0	28.7
	Geography	23.3	0.0	20.8	0.2	0.0	9.0	0.0	30.1
	Geology	15.1	0.0	9.8	0.0	0.0	7.0	5.5	22.3
	Human Kin. & Ergon.	24.3	0.0	17.7	0.1	0.0	7.5	0.0	25.3
	Ichth. & Fisheries Sc.	9.9	0.0	5.8	0.0	0.0	8.0	0.0	13.8
	Mathematics	23.7	0.0	18.9	3.1	0.0	3.1	0.0	25.2
	Physics	12.7	0.0	7.1	1.8	0.0	4.8	0.5	14.3
	Statistics	43.1	0.0	43.9	3.6	0.1	5.1	0.0	52.7
	Zoology & Entomology	31.9	0.0	24.5	2.6	0.0	9.0	0.0	36.1
		337.4	**0.0**	**246.2**	**18.6**	**1.0**	**124.0**	**11.0**	**400.8**
OTHER	ISEA	**3.5**	0.0	0.0	0.0	0.0	0.0	4.5	**4.5**
	Interdisciplinary	**1.0**	0.0	0.0	0.0	0.0	4.0	0.0	**4.0**
		4.5	**0.0**	**0.0**	**0.0**	**0.0**	**4.0**	**4.5**	**8.5**
	2012 TOTAL GRADUATES		**49.0**	**1036.0**	**250.0**	**225.0**	**439.0**	**64.3**	**2063.3**
	2011 TOTAL GRADUATES	**1981.3**	**123.0**	**950.0**	**224.0**	**227.0**	**407.0**	**50.3**	

This table is a calculated table based on how many courses an individual student passed in order to obtain a qualification and allocating the departmental share of this total e.g. A student taking 10 courses: 3 in Maths, 2 in HKE, 3 in Law and 3 in English would give Maths 3/10, HKE 2/10, Law 3/10 and English 2/10.

GRAPH FOR TABLE E10



GRAPH FOR TABLE E11



E12 SUMMARY OF TEACHING INPUTS 2012

	0.5 Undergrad Distance	1 Undergrad Contact	2 Honours Contact	3 Masters	4 PhD	TOTAL
CATEGORY 4: 3.5 Biochem., Microb. & Biotech., Botany, Chemistry, Drama, Environmental Science, Fine Art, Geography, Geology, Ichthyology, IWR, Music, Pharmacy, Physics, Zoology, EBRU	**1.75** 0.0 	**3.5** 1016.8 **3558.9**	**7** 213.7 **1495.8**	**10.5** 123.5 **1296.9**	**14** 92.1 **1288.8**	 1446.1 **7640.4**
CATEGORY 3: 2.5 HKE, Maths, Statistics	**1.25** 0.0 	**2.5** 199.5 **498.6**	**5** 9.9 **49.6**	**7.5** 2.0 **15.1**	**10** 4.2 **42.5**	 215.6 **605.9**
CATEGORY 2: 1.5 Accounting, Anthropology, Computer Science, Economics, English, History, IS, Journalism, Languages, Linguistics, Management, Philosophy, Politics, RBS, Sociology, ISER, ISEA	**0.75** 0.0 	**1.5** 2499.4 **3749.1**	**3** 388.7 **1166.2**	**4.5** 151.1 **680.1**	**6** 54.0 **323.8**	 3093.3 **5919.2**
CATEGORY 1: 1 Education, Psychology, Law	**0.5** 0.0 **0.0**	**1** 1155.9 **1155.9**	**2** 76.3 **152.5**	**3** 74.5 **223.5**	**4** 52.4 **209.6**	 1359.0 **1741.5**
UNWEIGHTED TOTAL	0.0	4871.6	688.6	351.1	202.7	6114.0
WEIGHTED TOTAL	**0.0**	**8962.6**	**2864.2**	**2215.6**	**1864.6**	**15906.9**

Please note that the underlined figures indicate the weighting per category. The figures in bold reflect the number of FTEs x the weighting per category.

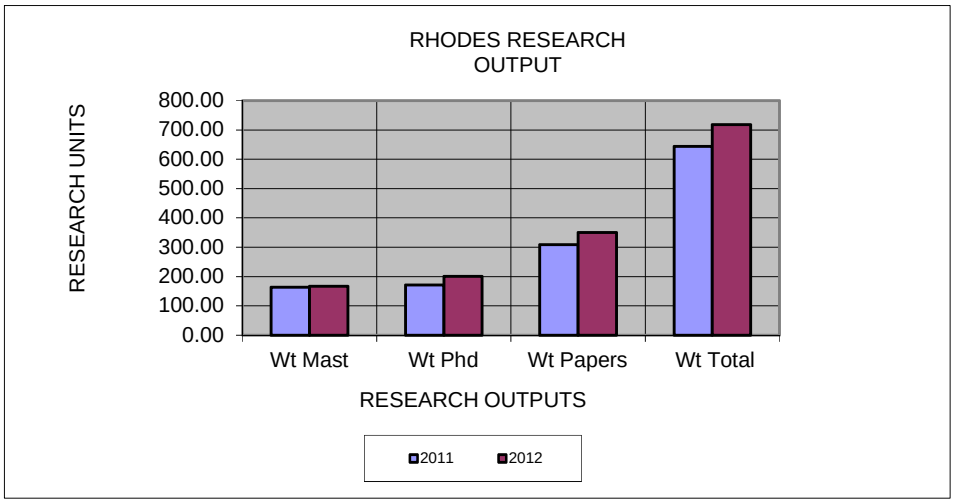
E13 SUMMARY OF WEIGHTED RESEARCH OUTPUTS

	2011	2012
Research Masters : 1	163.75	166.75
Research PhD : 3	171.00	201.00
Subsidy Earning Journal : 1	309.17	350.48
WEIGHTED TOTAL	**643.92**	**718.23**

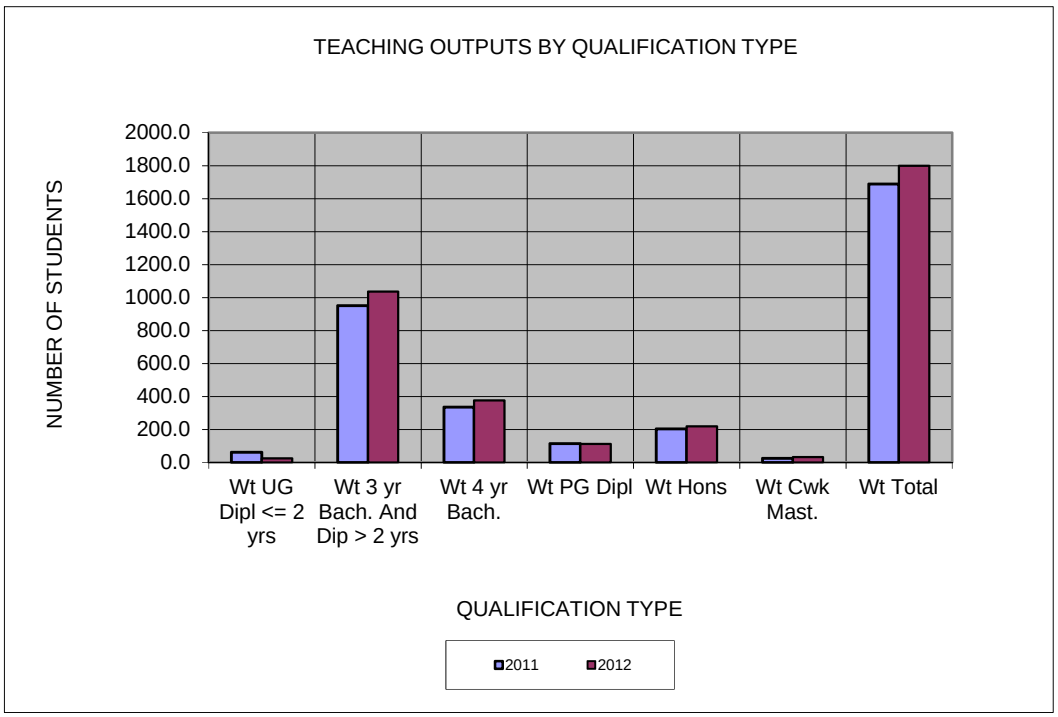
E14 SUMMARY OF WEIGHTED TEACHING OUTPUTS (GRADUATES)

	2011	2012
Undergrad Diplomas and Certificates : 0.5	61.5	24.5
3 yr Bachelors : 1	950.0	1036.0
4 yr Bachelors : 1.5	336.0	375.0
Postgrad Diplomas and Certificates : 0.5	113.5	112.5
Honours : 0.5	203.5	219.5
Coursework Masters : 0.5	25.2	32.1
WEIGHTED TOTAL	**1689.7**	**1799.6**

GRAPH FOR TABLE E13



GRAPH FOR TABLE E14



F Tables : Graduation Rates and Cohort Analyses

Tables F1 and F2 show the graduation rates measured against registrations. Headcounts used in these tables will not equal the numbers used by the DHET to calculate graduation rates for the University because the DHET only counts a student once, at their highest level of registration, whereas internally for planning purposes, a student registered for an LLB and still completing the last outstanding credit of a BA, or, similarly, a student registered for a PGCE and still completing a last outstanding credit, will be counted as a headcount registered in both qualifications. The effect of the different measurement is recorded in Table J18 where the DHET graduation rate actually reflects slightly higher than the Rhodes internal calculations. Also the headcounts of graduates may not equal the headcount of students attending graduation ceremonies, as the year a student walks across the stage is not necessarily the year in which they are measured as a graduate. Some students delay attending the graduation ceremony but have been awarded the qualification for official purposes against the year they wrote their final exam.

As a university grows, the graduation rate naturally declines until a stable relationship between registrations and graduates is achieved. This is explained by nothing more than a mathematical relationship between numbers. Rhodes traditionally has maintained a graduation rate around 30% (amongst the highest in South Africa) and the enrolment plan for the next few years sets the 2013 target at 31%. Rhodes has decided to grow at a conservative 2% at undergraduate level and this will influence the graduation rate slightly. In 2012 the graduation rate was 30% if every graduate versus every qualification is counted and 31% if only the highest qualification is used.

Table F2 shows the graduation rates per level of qualification and Rhodes fares well when measured against the national benchmarks. The recent decrease in graduation rate of 3 year undergraduate bachelors turned in 2011 and has increased to 23% in 2012. The previous decrease was caused by growth (especially in 2009 with the NSC bubble) and the fact that the University has stabilised its undergraduate growth with only small growth planned, means that the graduation rate has also settled. At the Masters level, the Rhodes graduation rate has fallen below the National benchmark over the last few years (again with the University targeting growth at this level this would be expected) and the PhD graduation rate has been low but increased to 15% in 2012 from 13% in 2011. Efforts are being made to increase supervision capacity and improve postgraduate graduation rates.

Students have been completing their last outstanding credit elsewhere and take longer than the normal length of time to complete (see Table F3 where length to completion is measured by graduate groups). In 2012, graduates who took 2 years more to complete a 3 year degree decreased from 9% to 4% but 19% took one year more. Students completing the last outstanding credit through UNISA in 2013 are not reflected as graduates in the 2012 statistics as they will be coming through in the 2013 audited data set, but were registered in 2012 and did not complete in the required time (see Table F7).

Table F3 indicates that 76% of the 2012 3-year Bachelor graduates completed on time. This is an improvement on the 74% from 2011, but not as high as the 84% measured in 2008. These percentages, however, must be read together with the new cohort analysis table (Table F4) where the number of students who do not complete in less than 5 years is shown as 39% for the 2008 cohort and has been as high as 41% for the 2007 cohort. The cohorts depicted in this new table in this year's Digest are all pre-NSC cohorts and the first cohort analysis for 2009 will only be available at the end of 2013. This table measures all the first time entering students.

Table F5 shows the academic exclusions of new first time entering students over the past few years per Faculty. In all Faculties the exclusion rate increased from 2008 into 2009 with the NSC bubble. This is another supporting indicator for the notion of under-prepared students gaining university entrance and larger classes potentially increasing the student/staff ratios and resulting in under-performance.

Comparisons between the races have fluctuated over the years and in 2012 the exclusion rate for Blacks increased while Whites remained the same, different to 2011 where Blacks showed a decrease and Whites an increase (see Table F6). Overall White exclusions are considerably lower than Black exclusions. Work is being done on success rates within courses by various categories in an attempt to explore factors contributing to poor success rates such as styles of teaching, content, demographic group etc.

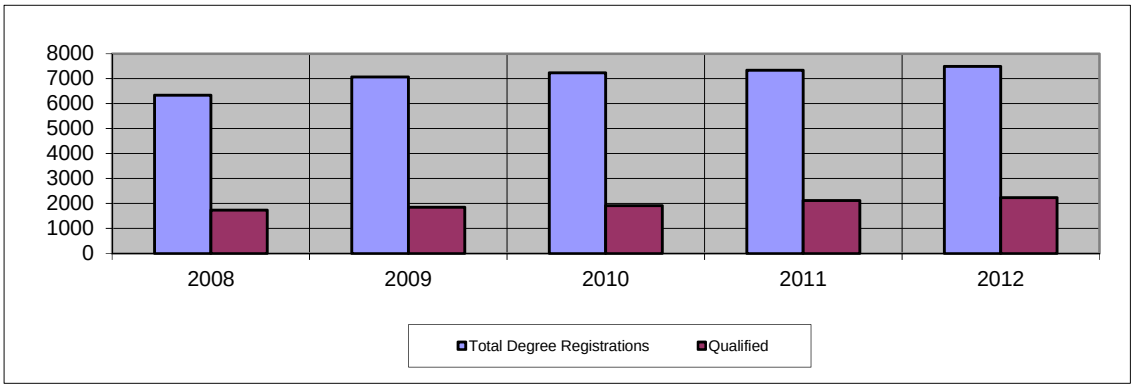
Table F7 provides some of the reasons why students leave the University without completing a qualification. There are a number of "occasional students" registered and counted in the headcount totals. These students are often members of staff who are attending a single course and cannot obtain a qualification. Of the total undergraduate student body that could not complete their qualification, 6% again left the University at the end of 2011 for reasons unknown. Further research into reasons for students leaving the university needs to be done. The Institutional Planning Unit has, to date, been aware that this needs to be done but has not had the capacity to undertake such research. These pertinent questions as well as others touched on throughout the Digest of Statistics will be receiving attention over the next few years.

F1 GRADUATION RATES

	2008	2009	2010	2011	2012
Total Degree Registrations	6344	7066	7235	7343	7495
Qualified	1738	1844	1912	2121	2238
% Graduates	27%	26%	26%	29%	30%

Note : The totals of registrations in this table do not add up to the head count totals because some students are registered for more than one degree simultaneously.

Table E11 includes graduates who have obtained their last outstanding credit from elsewhere and were not included in registration headcounts for 2012. This table does not include these students as they are not counted as registered students and can only be claimed for output subsidy on completion.

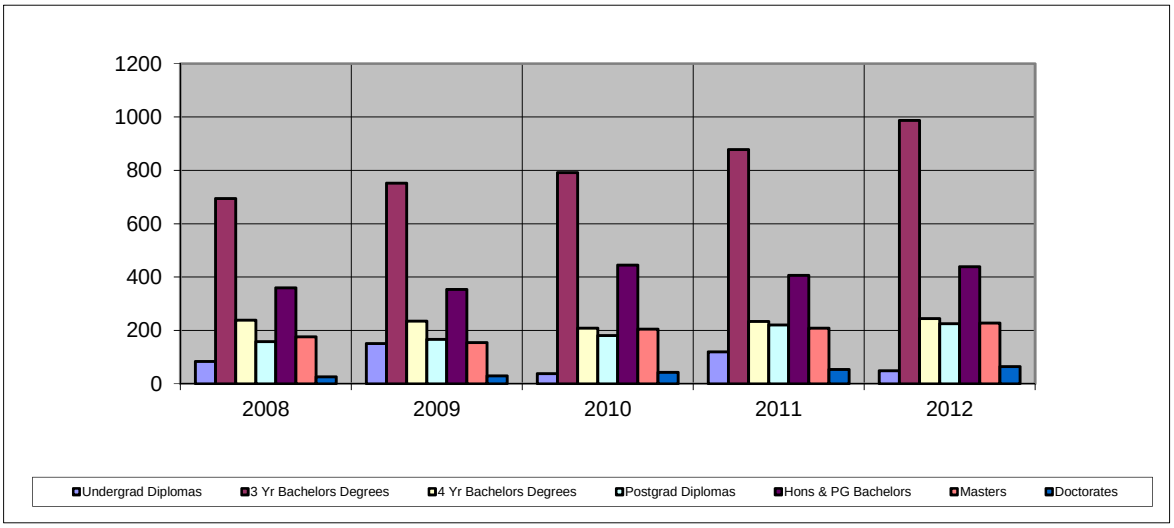


F2 GRADUATION RATES BY QUALIFICATION TYPE

	GRADUATES							2012 TOTAL ENROLLED
Qualification Type	**2008**	**2009**	**2010**	**2011**	**2012**	**2012%**	**National Bchmk**	
Undergrad Diplomas	84	151	38	120	49	34%	23%	143
3 Yr Bachelors Degrees	695	752	792	878	987	23%	23%	4207
4 Yr Bachelors Degrees	239	235	208	234	245	24%	18%	1022
Postgrad Diplomas	158	167	181	221	225	77%	54%	293
Hons & PG Bachelors	360	354	445	406	439	87%	54%	505
Masters	176	155	205	208	228	25%	30%	905
Doctorates	26	30	43	54	65	15%	18%	420
Total	**1738**	**1844**	**1912**	**2121**	**2238**	**30%**		**7495**

Note : The numbers reflected in F tables may not match the grad brochure. This is because the F tables represent graduates / qualifications awarded from the HEMIS submission. Universities are funded on the basis of these numbers.

Like F1, this table also includes graduates who have obtained their last outstanding credit from elsewhere as it is dealing with outputs.



F3 TIME TAKEN TO COMPLETE UNDERGRADUATE BACHELORS QUALIFICATIONS

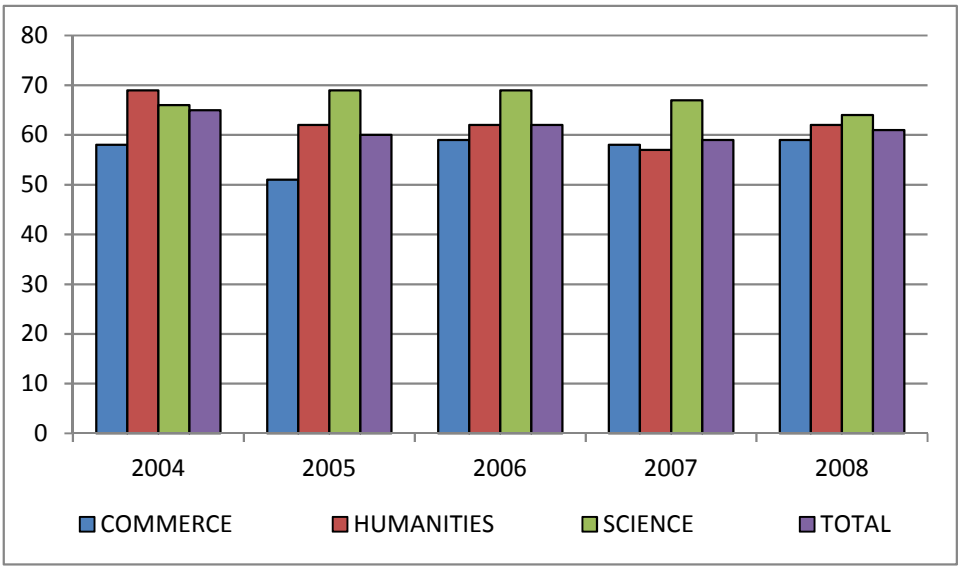
	3 Yr Degr					
	2008%	**2009%**	**2010%**	**2011%**	**2012%**	**2012**
Completed in time	84%	83%	81%	74%	76%	805
Completed 1 year later	15%	14%	17%	17%	19%	206
Completed 2 years later	1%	2%	2%	9%	4%	38
Completed 2+ years later	0%	1%	0%	1%	1%	10
	4 Yr Degr					
	2008%	**2009%**	**2010%**	**2011%**	**2012%**	**2012**
Completed in time	87%	89%	91%	87%	91%	158
Completed 1 year later	12%	9%	7%	9%	6%	10
Completed 2 years later	0%	2%	2%	3%	2%	4
Completed 2+ years later	0%	0%	0%	1%	1%	1

These tables look at graduates only, so 87% for 4yr qualifications does not include those who have been awarded a 3 yr qualification (and now fall into the 3yr table but took more years to complete).

F4 COHORT PERCENTAGE OF COMPLETIONS IN 5 YEARS OR LESS

	2004	**2005**	**2006**	**2007**	**2008**
COMMERCE	58	51	59	58	59
HUMANITIES	69	62	62	57	62
SCIENCE	66	69	69	67	64
TOTAL	**65**	**60**	**62**	**59**	**61**

This table is based on registered years. It does not take gap years into account.



F5 ACADEMIC EXCLUSIONS BY FACULTY FOR NEW FIRST-TIME ENTERING UNDERGRADUATES EXCLUDED AFTER FIRST NOVEMBER/FEBRUARY EXAMINATIONS

	% OF ENROLMENTS					EXCLUSIONS	TOTAL
	2008	2009	2010	2011	2012	2012	2012
COMMERCE	8%	14%	7%	3%	5%	16	300
EDUCATION	5%	8%	3%	3%	4%	25	692
HUMANITIES	6%	14%	7%	7%	9%	17	199
LAW	0%	20%	17%	0%	0%	0	2
PHARMACY	8%	19%	7%	10%	7%	10	141
SCIENCE	10%	18%	8%	7%	9%	23	268
TOTAL	**7%**	**13%**	**6%**	**5%**	**6%**	**91**	**1602**

Note that the Law faculty undergraduate LLB only has a small intake each year and is not made up of first-time entering students. Education offers set programs for teacher upgrades who are supposedly not First Time Entering students. Thus the low numbers of First Time Entering students and lower exclusion rates in Education and Law. Also note that the First Time Entering indicator is not 100% accurate because of the lack of information regarding previous activity on some application forms.

F6 ACADEMIC EXCLUSIONS BY RACIAL GROUP FOR NEW FIRST-TIME ENTERING UNDERGRADUATES EXCLUDED AFTER FIRST NOVEMBER/FEBRUARY EXAMINATIONS

	% OF ENROLMENTS					EXCLUSIONS	TOTAL
	2008	2009	2010	2011	2012	2012	2012
Indian	11%	20%	13%	3%	6%	4	63
African	9%	16%	8%	7%	7%	68	923
Coloured	7%	18%	8%	5%	4%	3	73
White	3%	6%	2%	3%	3%	16	543
TOTAL	**7%**	**13%**	**6%**	**5%**	**6%**	**91**	**1602**

F7 REASONS FOR UNOBTAINED UNDERGRADUATES EXITING FROM YEAR N TO YEAR N + 1

	Drop-outs for Year N ***			Reasons						TOTAL UNOBTAINED 2011
				Excluded **		Occasional *		Unknown		
	2010	2011	2011%	2010	2011	2010	2011	2010	2011	
COMMERCE	160	113	10%	74	55	12	10	74	48	1124
EDUCATION	33	31	18%	19	14	0	0	14	17	168
HUMANITIES	192	232	13%	69	97	7	10	116	125	1761
LAW	8	4	4%	4	1	0	0	4	3	102
PHARMACY	28	34	11%	23	28	0	0	5	6	321
SCIENCE	79	78	12%	53	40	5	9	21	29	635
TOTAL	**500**	**492**	**12%**	**242**	**235**	**24**	**29**	**234**	**228**	**4111**

* Occasional Students are students that register and take a selection of courses for Non-Degree Purposes. They are mostly staff. It is important that the University claims subsidy for these students. This does however affect the throughput rate slightly but, as the smallest university, every subsidy unit earned increases funds available.

** This would include all exclusions e.g. financial/disciplinary if both types were recorded in the given year. For 2010 and 2011, only academic exclusions were recorded as only academic exclusions were made. The university no longer excludes students for financial reasons.

*** Although this Digest is based on 2012 statistics, it is not possible to show the 2012 into 2013 drop-out rates because the 2013 census days and audit checks are not complete at time of print.

G Tables : Staff

During 2010, the University converted staff data off an old out-dated database onto a modern and more efficient system. The end result has led to a significant increase in the accuracy and ability to report on staff data. All of the G Tables measure permanent headcounts in line with the same measurement used by the DHET to normalise staff measurements. Headcounts used throughout the G tables are a snap shot of the number of staff employed for at least one day during the year and do not reflect vacancies whether temporary (whilst recruiting replacements) or long term (vacancies that are proving difficult to fill). Headcounts can result in two heads being counted for 1 post as a headcount does not reflect the length of time in a post. Length of time in post is reflected in the FTE tables, reported to the DHET but not reported in the G Tables of the Digest.

Table G1 shows that the number of staff in Grades 6 and above continues to increase. Conversely Grades 1 to 5 have decreased. The number of staff grades 6 and above has not increased significantly in academic departments. Most of the growth has been in Support Divisions and Residences. Table I1 shows this in detail.

The number of staff at grades 1 to 5 has increased only due to growth in the number of Residences. No other growth occurred.

Table G2 indicates that at grades 1 to 5, males still outnumber females but that at grades 6 and above more females are employed. In particular in the Residences, 83% of the staff in grades 6 and above are female. Total females account for 52%. Academic departments decreased the percentage females grades 6 and above from 44% to 43%. The University is paying careful consideration to equity when appointing staff at all levels and strives to meet equity targets laid out in departmental Equity plans and Enrolment plans.

Table G3 indicates that Black employees continue to show slow growth reaching 61% in 2012. Grades 1 to 5 remain predominantly Black at 99% whilst grades 6 show growth from 39% to 41%.

Table G4 indicates growth in the Black category for instructional and research staff but this is still low at 23%. Movements between the categories reflected in previous versions of the Digest is mainly attributed to definition correction and alignment of the positions with the correct HEMIS category, only possible since the implementation of the HR system in 2010.

Tables G5 and G6 show the differences between gender within the HEMIS categories of staff. In both Table G5 and G6, there is again an increase in both males and females in the percent Black of each gender category.

Table G7 shows the split between Support staff and Academic staff, something particularly interesting to monitor in an environment where the Academic project is a priority. The academic proportion has risen back to 25% as vacancies that existed in 2011 have now been filled.

Table G8 shows the rank of full-time academic staff. Personal promotions and staff turnover, in particular due to retirements, can change this table significantly from year to year. Professors in 2010 made up 23% of the academic staff complement whilst in 2011 they decreased to 19% and further decreased to 16% in 2012. Senior Lecturers on the other hand have increased from 26% to 31%. The largest group is Lecturers at 35%. These shifts are expected as a new generation of academics begins to replace the Professors who are now retiring. There is also often a lag between vacancies and filling positions as posts are converted into different levels and this all takes time before adverts can be placed and processes can begin.

Table G9 shows that in 2012 Professors are still 77% White male, the same as for 2011. The table also shows that Instructional/Research staff have decreased to 77% White from 80% in 2011. This supports the University's priority to change the equity profile of the University, and during 2011 and 2012 all departments produced Equity Plans to demonstrate the timeline over which the profile could be changed. Strategies to achieve these targets have been set and Equity targets are being pursued in line with the Equity Policy.

Table G10 and the corresponding graph show the race proportions per academic rank in 2012. Except for Junior Lecturers, all categories have a larger proportion of whites to blacks.

Table G11 and G12 show that the University has 21% of academics due for retirement in the next 10 years, slightly down from 22% in 2011. 49% of the professors fall into the age category above 55.

Table G13 confirms that the University has a high proportion of academics with PhDs and equivalents (amongst the highest in all SA universities). 51% of the permanent academic staff and 92% of the permanent Professors have PhDs. These percentages only take into consideration permanent academic staff headcounts and are not an absolute indicator of the number of PhDs involved in teaching and research. Many temporary contract staff, also supervising students and conducting research, have PhDs too. The University is paying attention to retaining these high proportions as part of the strategic vision to grow postgraduate numbers as well as research. Other publications issued from DHET, DST and the NRF report varying figures around 50% and are dependent on the sample. Some publications refer to permanent academic staff, others to FTEs and some to all staff, permanent and contract. Whatever sample is used, Rhodes, competing mostly with UCT for the top position, does well for a small university.

Table G14 indicates that the Science Faculty retains the highest percentage with 82% of its academic staff holding a PhD or equivalent. All Faculties are committed to changing the PhD profile of the academics. Figures released by the DHET in 2009 indicate that on average, 27% of the academics in the sector have PhDs so Rhodes University measures more than favourably in this regard.

Research trends (including postgraduate Masters and PhD registrations) within certain Faculties remain lower than the University would like. Whilst the staff in these areas qualified to supervise research remains low, it has been increasing over time. The University's strategic objective to increase postgraduate registrations will not come without challenges. Targets set in the Enrolment Plan per qualification level are not always achieved. At the senior postgraduate levels, the University is aware that there will need to be additional support, financially and academically in order to provide a sustainable postgraduate environment. All Faculties have engaged with the Enrolment Plan and indicated where growth is expected or can easily be accommodated. The Enrolment Plan for 2014-2019 has been finalised and the University completed the 2013 plan by remaining within the 2% variance. Possible changes to the curriculum for 3 year undergraduate degrees will make it difficult to remain within the Plan as it stands but for now the Plan has been finalised and the University awaits final DHET acceptance.

Tables G15 and G16 indicate the student/academic staff ratios (FTE/SCU) and SCUs per department. (Refer to the Definitions for the meaning of SCU and FTE). In line with growth in student numbers, the SCUs are increased in areas where the headcounts have grown and additional support is required. The SCU's reflected in Table G16 are budgeted SCU's and are not necessarily filled positions. Headcount ratios of academic staff and students reflect 1 academic staff member to 22 students. Many universities use a headcount measurement to represent the student/staff ratio so it is important to keep an eye on this figure. Other publications refer to FTE comparisons whilst Rhodes uses an SCU measurement. 1 SCU is equal to 1 Senior Lecturer. Weighting by rank does not diminish the number of contact hours required to offer a course or engage in research and the SCU is therefore not used for workload calculations. The SCU is purely an economic measure and needs to be balanced with actual warm-body measurements. Increases in staff headcounts are limited by the fact that the University runs a balanced budget and that increases in staffing will have impact on an already stretched budget. The University is paying attention to the variations in student staff ratios across the different disciplines and as one sees in the table, there is a difference between the "talk and chalk" disciplines versus the research intense areas. Where possible, disciplines that can maintain quality teaching with a higher student staff ratio will not receive increased SCU's over the next few years. Technology is also being considered to alter the delivery of lectures which may have positive effects on teaching input requirements.

The HR Division assesses each department in terms of size and shape each and every time a vacancy occurs, paying attention to maintaining a balance between a sensible financial and academic model. It is no longer a given that when a Professor retires, another will be appointed. In many cases the post allocation and levels are adjusted to accommodate the changing needs of the department. These needs are often related to size but attention is also given to the profile (particularly age, rank and equity) of the academic staff within the department in order to retain a sound academic model and ensure continued academic excellence and leadership. The University has noted an increase in the number of part-time and temporary teachers (a direct result of undergraduate growth and difficulties

to replace retired Professors) and will be paying attention to this whilst trying to maintain a balance with the financial/salary demands of a small University.

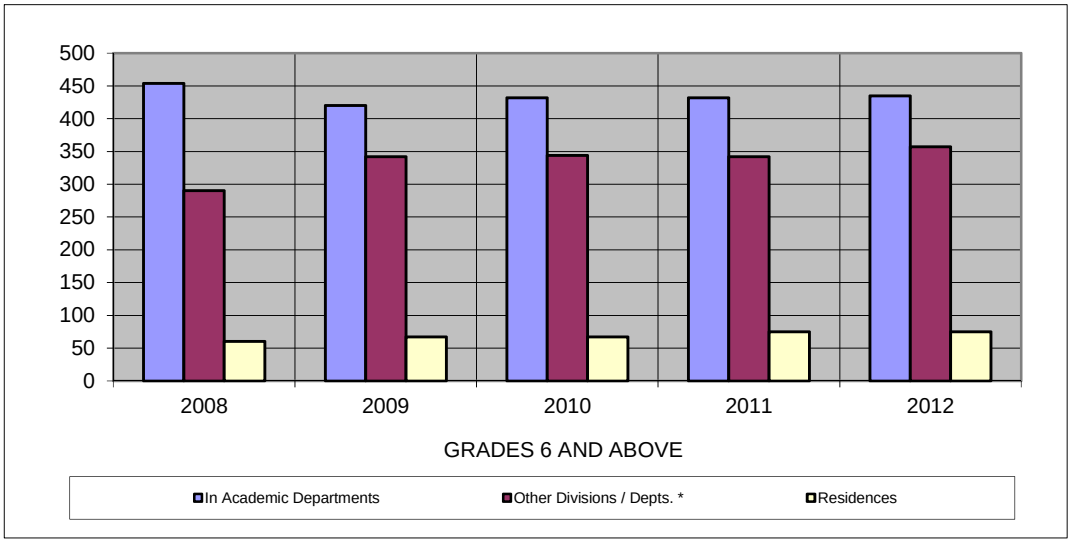
G1 STAFF STATISTICS *

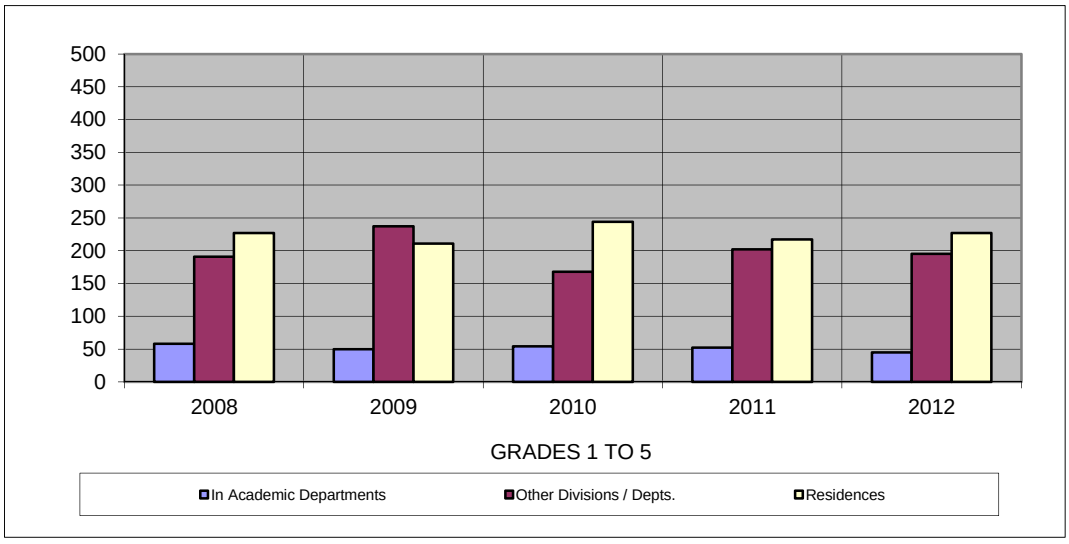
	2008	2009	2010	2011	2012
Grades 6 and above					
In Academic Departments**	454	420	432	432	435
Other Divisions / Depts. *	290	342	344	342	357
Residences	60	67	67	75	75
Subtotal	**804**	**829**	**843**	**849**	**867**
Grades 1 to 5					
In Academic Departments	58	50	54	52	45
Other Divisions / Depts.	191	237	168	202	195
Residences	227	211	244	217	227
Subtotal	**476**	**498**	**466**	**471**	**467**
TOTAL	**1280**	**1327**	**1309**	**1320**	**1334**

Please note that staff data has been cleaned quite dramatically since prior years, so sudden increases or decreases in headcounts are owed to this process, but are the most accurate for 2012.

* Excludes leave substitutes, those not funded by the University, and casual employees

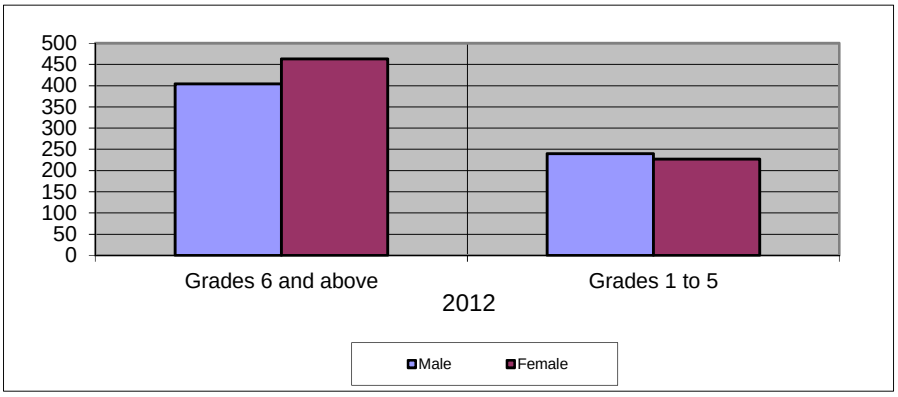
** Includes admin and technical staff as well as academic staff.





G2 GENDER COMPOSITION OF STAFF

	2011			2012		
	Male	Female	%Female	Male	Female	%Female
Grades 6 and above						
In Academic Depts	243	189	44%	246	189	43%
Other Divisions/Depts	138	204	60%	145	212	59%
Residences	13	62	83%	13	62	83%
Subtotal	**394**	**455**	**54%**	**404**	**463**	**53%**
Grades 1 to 5						
In Academic Depts	27	25	48%	24	21	47%
Other Divisions/Depts	163	39	19%	153	42	22%
Residences	50	167	77%	63	164	72%
Subtotal	**240**	**231**	**49%**	**240**	**227**	**49%**
TOTAL	**634**	**686**	**52%**	**644**	**690**	**52%**

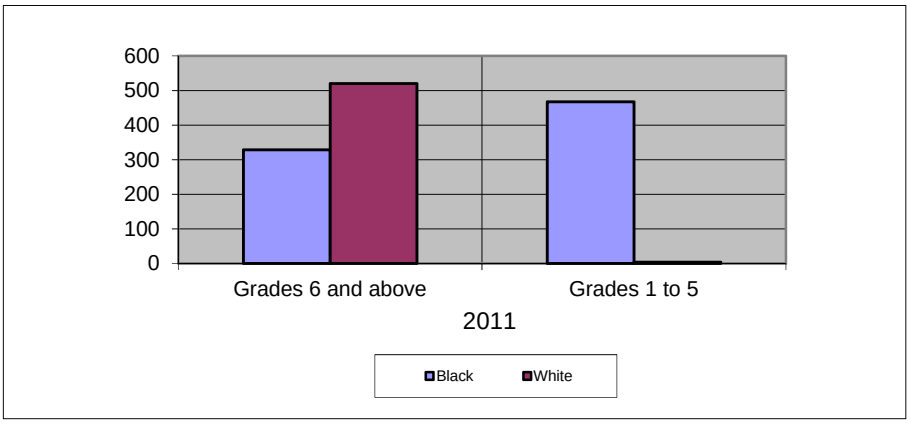


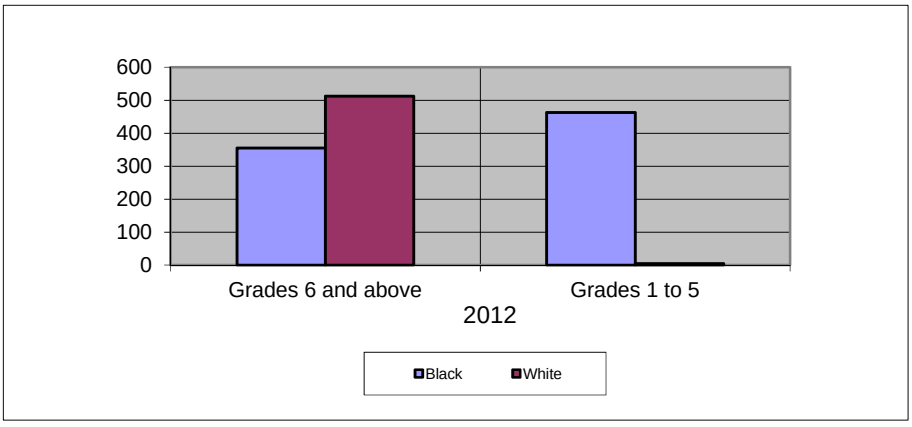
G3 EQUITY COMPOSITION OF STAFF BY GRADE

	Head Count 2011							Head Count 2012						
	I	A	C	Black *	W	TOTAL	% Black	I	A	C	Black *	W	TOTAL	% Black
Grades 6 and above														
In Academic Depts	18	65	24	107	325	432	25%	19	68	32	119	316	435	27%
Other Divisions/Depts	7	85	76	168	174	342	49%	9	95	77	181	176	357	51%
Residences	4	32	18	54	21	75	72%	4	32	19	55	20	75	73%
Subtotal	**29**	**182**	**118**	**329**	**520**	**849**	**39%**	**32**	**195**	**128**	**355**	**512**	**867**	**41%**
Grades 1 to 5														
In Academic Depts	0	51	0	51	1	52	98%	0	45	0	45	0	45	100%
Other Divisions/Depts	0	180	20	200	2	202	99%	0	172	21	193	2	195	99%
Residences	0	205	11	216	1	217	100%	0	209	16	225	2	227	99%
Subtotal	**0**	**436**	**31**	**467**	**4**	**471**	**99%**	**0**	**426**	**37**	**463**	**4**	**467**	**99%**
TOTAL	**29**	**618**	**149**	**796**	**524**	**1320**	**60%**	**32**	**621**	**165**	**818**	**516**	**1334**	**61%**

I = Indian, A = African, C = Coloured, W = White

* Black includes Indian, African and Coloured.

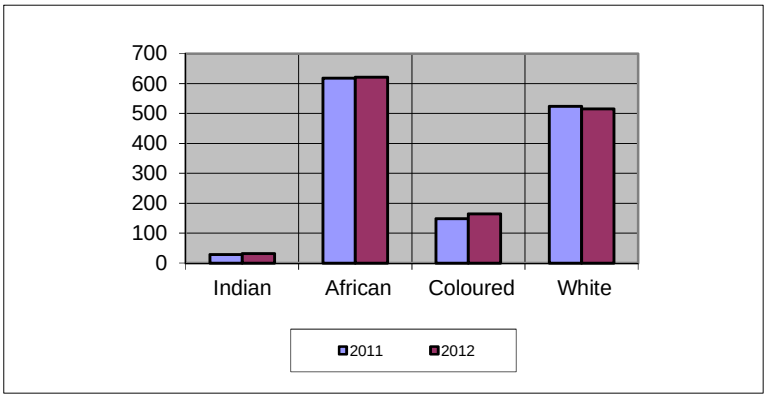




G4 EQUITY COMPOSITION OF STAFF BY HEMIS CATEGORY (TOTAL)

	2011					% Black 2011	2012					% Black 2012
	I	A	C	W	TOT		I	A	C	W	TOT	
Instructional/Research Professional	16	33	14	256	319	20%	18	43	17	258	336	23%
Executive/admin/mgmnt Professional	1	4	0	17	22	23%	2	4	1	18	25	28%
Specialised/Support Professional	2	33	7	75	117	36%	2	25	10	60	97	38%
Technical	5	17	13	22	57	61%	5	18	14	25	62	60%
Non-Professional Administration	5	97	84	150	336	55%	3	88	69	141	301	53%
Crafts/Trades	0	12	1	0	13	100%	2	30	19	10	61	84%
Service	0	422	30	4	456	99%	0	413	35	4	452	99%
TOTAL	**29**	**618**	**149**	**524**	**1320**	**60%**	**32**	**621**	**165**	**516**	**1334**	**61%**

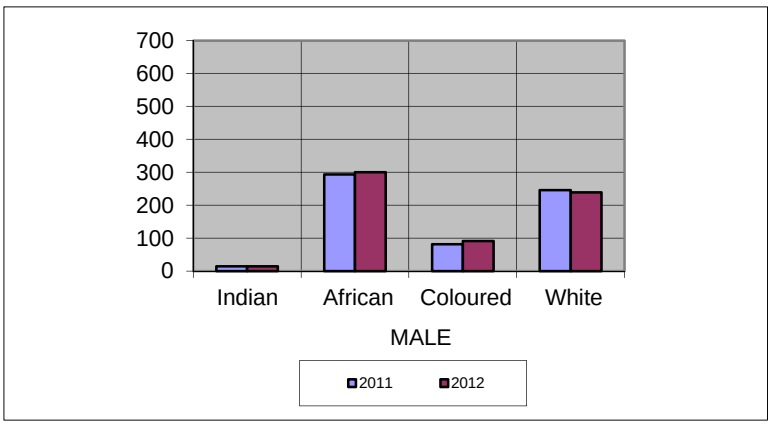
I = Indian, A = African, C = Coloured, W = White



G5 EQUITY COMPOSITION OF STAFF BY HEMIS CATEGORY (MALE)

	MALE 2011					% Black of Total Males	MALE 2012					% Black of Total Males
	I	A	C	W	TOT		I	A	C	W	TOT	
Instructional/Research Professional	8	23	6	159	196	19%	8	28	7	158	201	21%
Executive/admin/mgmnt Professional	1	3	0	7	11	36%	1	3	1	8	13	38%
Specialised/Support Professional	0	11	3	31	45	31%	0	12	4	25	41	39%
Technical	4	15	12	14	45	69%	4	17	13	16	50	68%
Non-Professional Administration	1	27	38	33	99	67%	0	25	26	23	74	69%
Crafts/Trades	0	11	1	0	12	100%	1	16	15	7	39	82%
Service	0	203	21	2	226	99%	0	199	25	2	226	99%
TOTAL	**14**	**293**	**81**	**246**	**634**	**61%**	**14**	**300**	**91**	**239**	**644**	**63%**

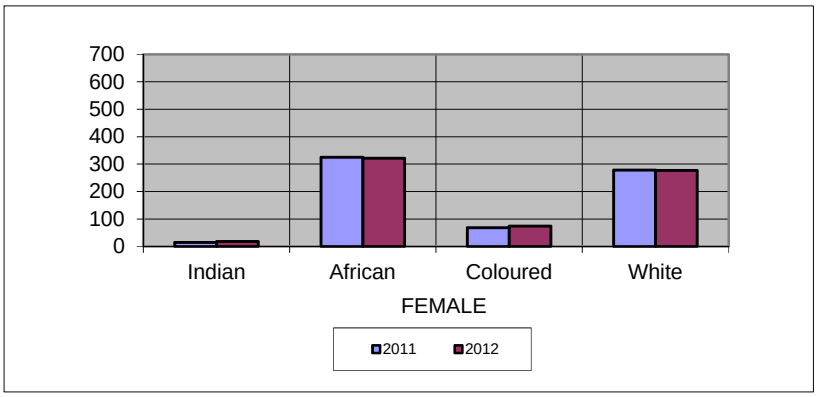
I = Indian, A = African, C = Coloured, W = White



G6 EQUITY COMPOSITION OF STAFF BY HEMIS CATEGORY (FEMALE)

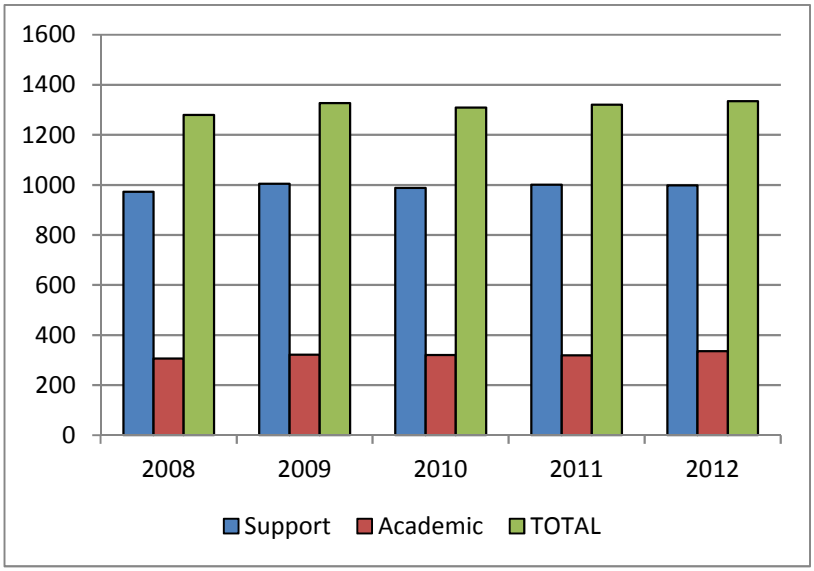
	FEMALE 2011					% Black of Total Females 2011	FEMALE 2012					% Black of Total Females 2012
	I	A	C	W	TOT		I	A	C	W	TOT	
Professional	8	10	8	97	123	21%	10	15	10	100	135	26%
Executive/Admin/Mgt Professional	0	1	0	10	11	9%	1	1	0	10	12	17%
Specialised/Support Professional	2	22	4	44	72	39%	2	13	6	35	56	38%
Technical	1	2	1	8	12	33%	1	1	1	9	12	25%
Non-Professional Administration	4	70	46	117	237	51%	3	63	43	118	227	48%
Crafts/Trades	0	1	0	0	1	100%	1	14	4	3	22	0%
Service	0	219	9	2	230	99%	0	214	10	2	226	99%
TOTAL	**15**	**325**	**68**	**278**	**686**	**59%**	**18**	**321**	**74**	**277**	**690**	**60%**

I = Indian, A = African, C = Coloured, W = White



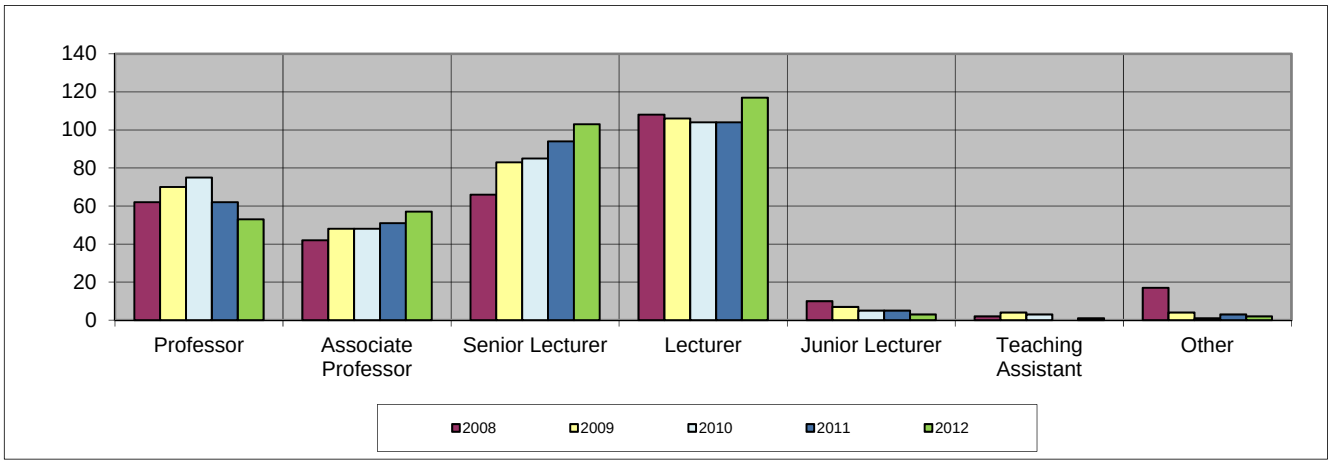
G7 SUPPORT STAFF VS ACADEMIC STAFF

	2008	2009	2010	2011	2012	% Growth	Ratio
Support	973	1005	988	1001	998	-0.30%	75%
Academic	307	322	321	319	336	5.33%	25%
TOTAL	**1280**	**1327**	**1309**	**1320**	**1334**	**1.06%**	**100%**



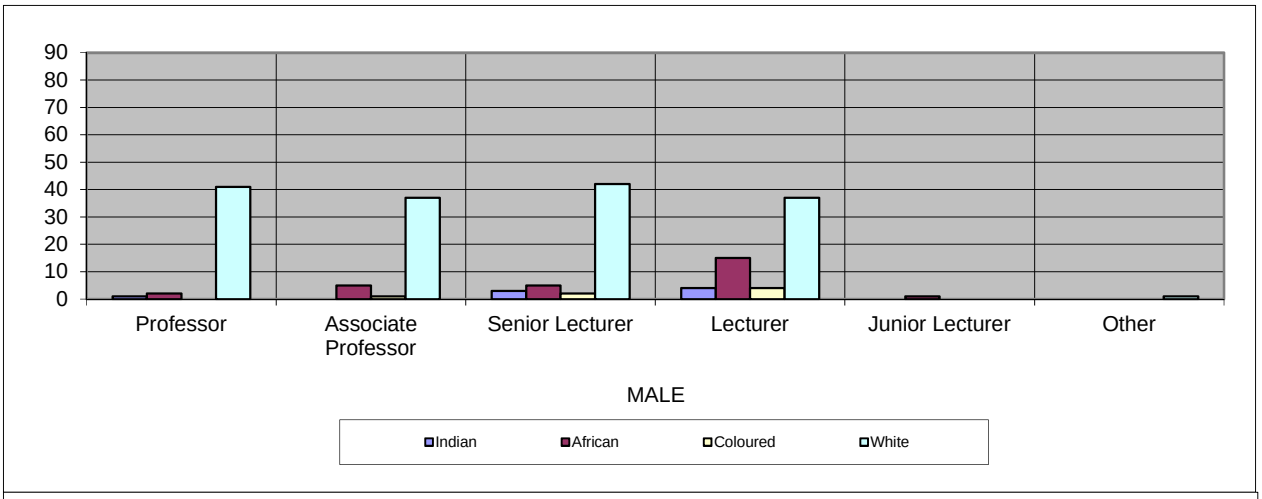
G8 RANK OF PERMANENT ACADEMIC STAFF

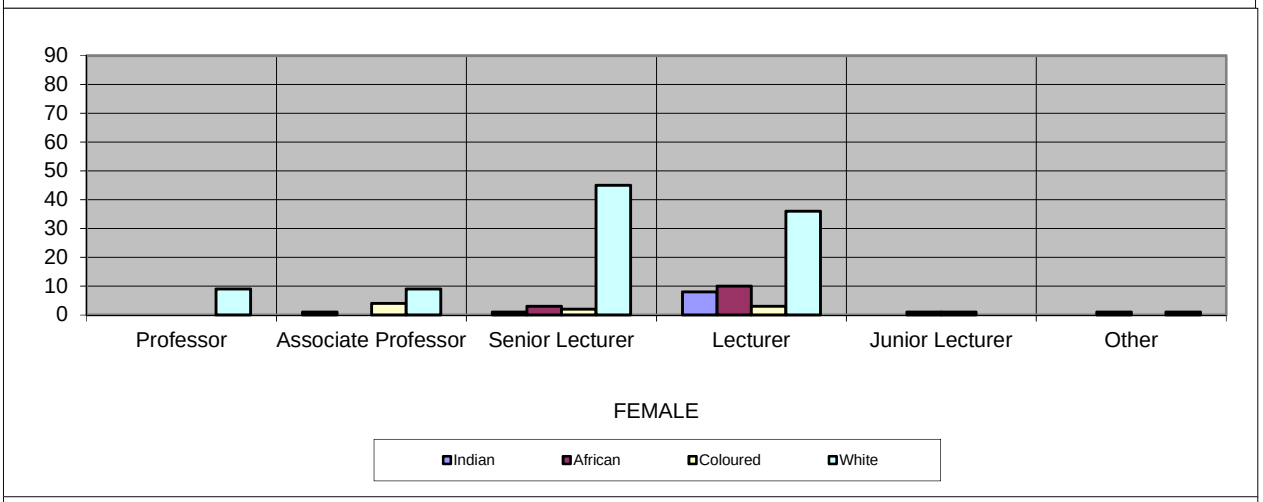
ACADEMIC RANK	2008	2008%	2009	2009%	2010	2010%	2011	2011%	2012	2012%
Professor	62	20%	70	22%	75	23%	62	19%	53	16%
Associate Professor	42	14%	48	15%	48	15%	51	16%	57	17%
Senior Lecturer	66	21%	83	26%	85	26%	94	29%	103	31%
Lecturer	108	35%	106	33%	104	32%	104	33%	117	35%
Junior Lecturer	10	3%	7	12%	5	2%	5	2%	3	1%
Teaching Assistant	2	1%	4	1%	3	1%	0	0%	1	0%
Other	17	6%	4	1%	1	0%	3	1%	2	1%
TOTAL	**307**	**100%**	**322**	**100%**	**321**	**100%**	**319**	**100%**	**336**	**100%**

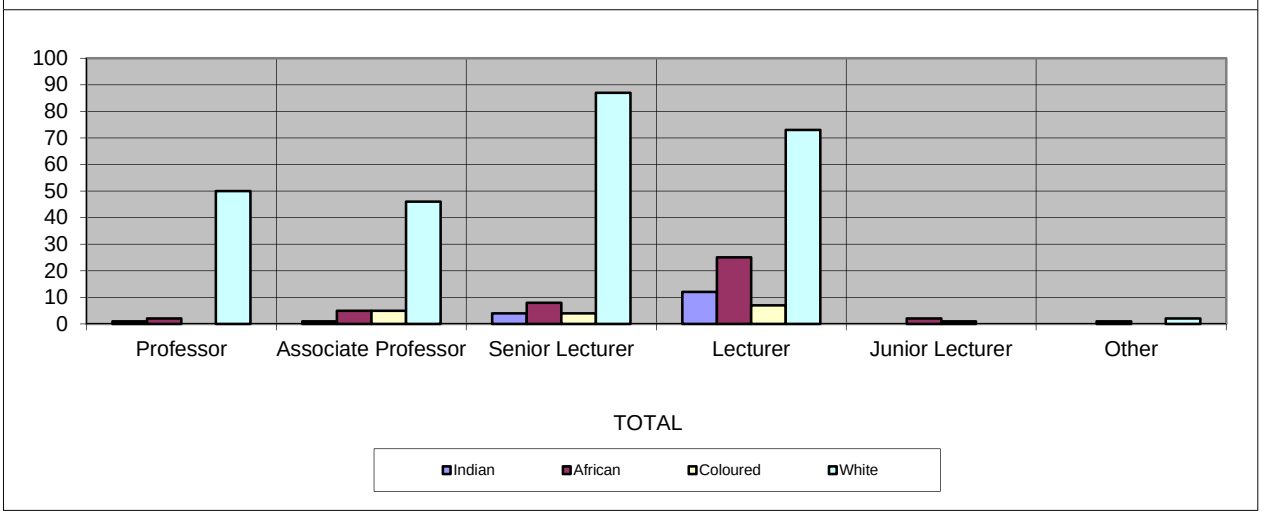


G9 RANK OF PERMANENT ACADEMIC STAFF BY RACE AND GENDER 2012

	MALE				FEMALE			
ACADEMIC RANK	**Indian**	**African**	**Coloured**	**White**	**Indian**	**African**	**Coloured**	**White**
Professor	1	2	0	41	0	0	0	9
Associate Professor	0	5	1	37	1	0	4	9
Senior Lecturer	3	5	2	42	1	3	2	45
Lecturer	4	15	4	37	8	10	3	36
Junior Lecturer	0	1	0	0	0	1	1	0
Other	0	0	0	1	0	1	0	1
TOTAL	**8**	**28**	**7**	**158**	**10**	**15**	**10**	**100**

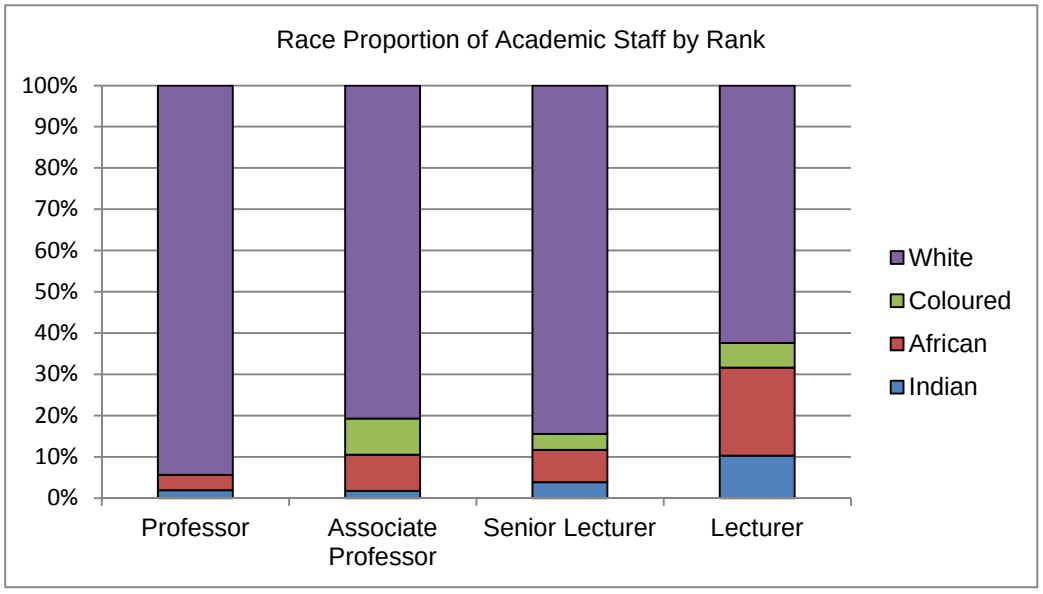






G10 RACE PROPORTION OF PERMANENT ACADEMIC STAFF BY RANK 2012

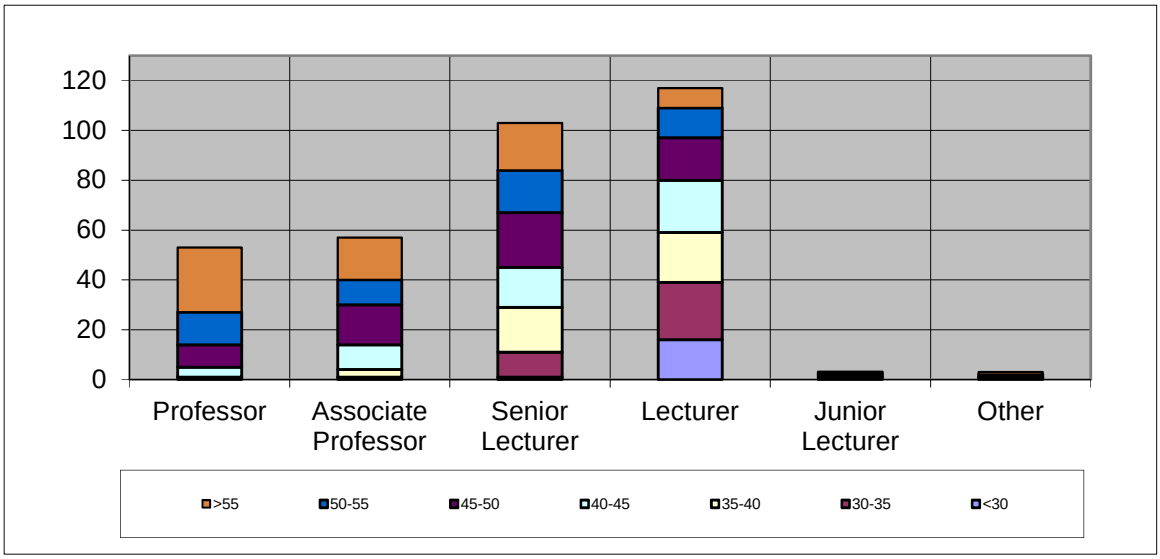
	%			
ACADEMIC RANK	**Indian**	**African**	**Coloured**	**White**
Professor	2%	4%	0%	94%
Associate Professor	2%	9%	9%	81%
Senior Lecturer	4%	8%	4%	84%
Lecturer	10%	21%	6%	62%
Junior Lecturer	0%	67%	33%	0%
Other	0%	33%	0%	67%



Junior Lecturer and Other have been omitted from the graph as the small headcounts in these categories distort the comparative proportions.

G11 RANK OF PERMANENT ACADEMIC STAFF BY AGE 2012

ACADEMIC RANK	<30	30-35	35-40	40-45	45-50	50-55	>55	TOTAL
Professor	0	0	1	4	9	13	26	**53**
Associate Professor	0	1	3	10	16	10	17	**57**
Senior Lecturer	1	10	18	16	22	17	19	**103**
Lecturer	16	23	20	21	17	12	8	**117**
Junior Lecturer	0	1	1	0	1	0	0	**3**
Other	0	0	0	1	0	1	1	**3**
TOTAL	**17**	**35**	**43**	**52**	**65**	**53**	**71**	**336**



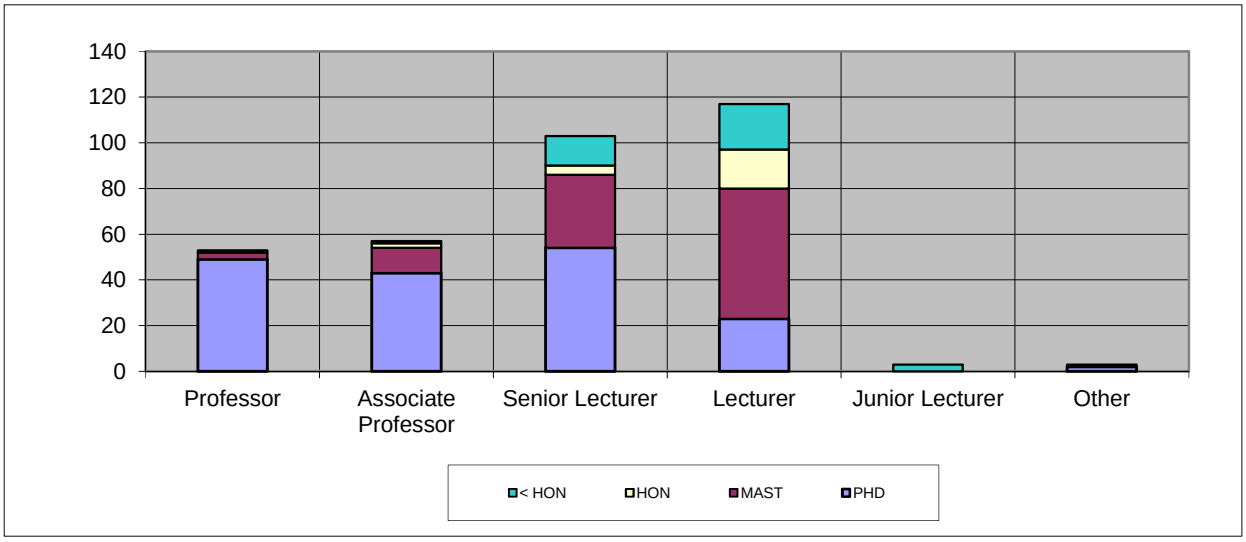
G12 AGE PROPORTION OF PERMANENT ACADEMIC STAFF BY RANK 2012

								2011
ACADEMIC RANK	<30	30-35	35-40	40-45	45-50	50-55	>55	>55
Professor	0%	0%	2%	8%	17%	25%	49%	48%
Associate Professor	0%	2%	5%	18%	28%	18%	30%	24%
Senior Lecturer	1%	10%	17%	16%	21%	17%	18%	18%
Lecturer	14%	20%	17%	18%	15%	10%	7%	12%
Junior Lecturer	0%	33%	33%	0%	33%	0%	0%	0%
Other	0%	0%	0%	33%	0%	33%	33%	0%
TOTAL	**5%**	**10%**	**13%**	**15%**	**19%**	**16%**	**21%**	**22%**

The last column shows proportion of academics reaching retirement age relative to previous year.

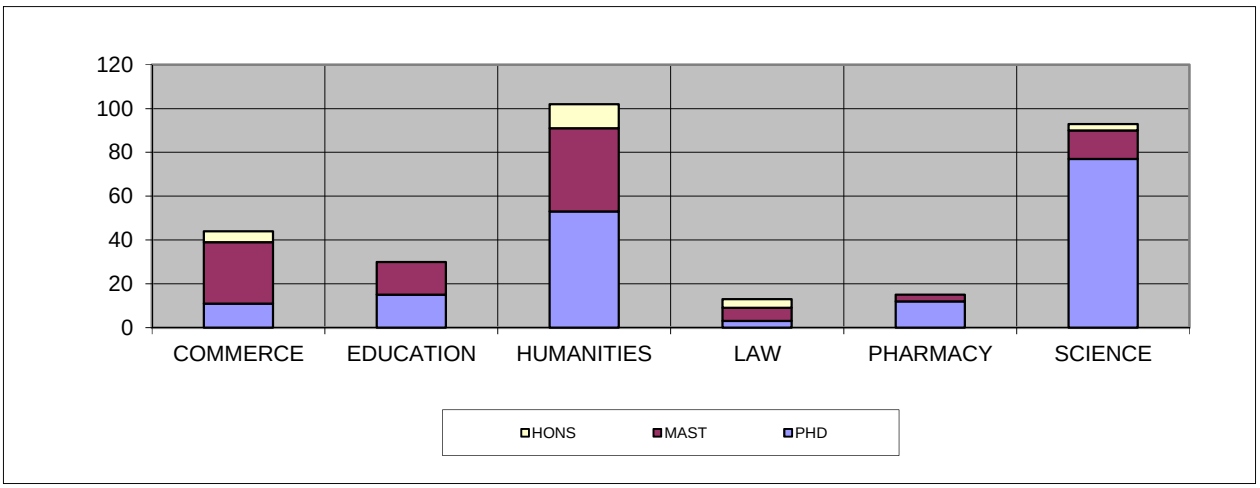
G13 HIGHEST QUALIFICATION OF PERMANENT ACADEMIC STAFF 2012

ACADEMIC RANK	PHD	%	MAST	%	HON	%	< HON	%	Total
Professor	49	92%	3	6%	0	0%	1	2%	**53**
Associate Professor	43	75%	11	19%	2	4%	1	2%	**57**
Senior Lecturer	54	52%	32	31%	4	4%	13	13%	**103**
Lecturer	23	20%	57	49%	17	15%	20	17%	**117**
Junior Lecturer	0	0%	0	0%	0	0%	3	100%	**3**
Other	2	67%	0	0%	0	0%	1	33%	**3**
TOTAL	**171**	**51%**	**103**	**31%**	**23**	**7%**	**39**	**12%**	**336**



G14 ACADEMIC STAFF QUALIFICATIONS BY FACULTY 2012

	FACULTY HEADCOUNT	HONS	MAST	PHD	% PHD 2012	% PHD 2011	NATL AVG 2009	DHET TARGET
COMMERCE	54	5	28	11	20%	26%		
EDUCATION	37	0	15	15	41%	56%		
HUMANITIES	119	11	38	53	45%	48%		
LAW	15	4	6	3	20%	19%		
PHARMACY	17	0	3	12	71%	71%		
SCIENCE	94	3	13	77	82%	80%		
TOTAL	**336**	**23**	**103**	**171**	**51%**	**55%**	***27%***	**37%**



G15 STUDENT/ACADEMIC STAFF RATIOS (FTE/SCU) BY FACULTY AND DEPARTMENT

FACULTY	DEPARTMENT	2011	2012
COMMERCE		**22.7**	**23.0**
	Accounting	23.0	21.4
	Economics	28.5	30.2
	Information Systems	15.5	18.0
	Rhodes Business School	6.2	8.3
	Management	32.7	29.2
EDUCATION		**13.0**	**11.1**
	Education	18.8	14.1
	CHERTL	4.8	6.5
HUMANITIES		**17.3**	**16.7**
	Anthropology	18.6	18.4
	Drama	12.7	12.2
	English	15.1	13.0
	English Language & Linguistics	15.4	16.4
	Fine Art	11.5	11.8
	History	17.8	15.2
	Journalism & Media Studies	14.3	13.7
	School of Languages	14.0	11.9
	Music	10.9	9.0
	Philosophy	17.9	19.3
	Political Studies	22.9	22.2
	Psychology	24.1	24.2
	Sociology	28.4	28.3
LAW		**29.1**	**25.6**
PHARMACY		**16.7**	**17.1**
SCIENCE		**12.1**	**12.4**
	Biochem., Microb. & Biotech.	9.4	10.6
	Botany	10.9	12.7
	Chemistry	15.1	14.9
	Computer Science	12.0	11.3
	Environmental Science	15.8	16.1
	Geography	13.3	13.9
	Geology	7.1	8.7
	Human Kinetics & Ergonomics	14.5	13.6
	Ichthyology & Fisheries Science	6.9	8.1
	Mathematics	11.9	10.8
	Physics & Electronics	7.4	8.7
	Statistics	20.4	43.6
	Zoology & Entomology	13.5	14.2
	Average	**16.8**	**16.4**

G16 ACADEMIC STAFF COST UNITS ALLOCATED TO DEPARTMENTS

The full package cost of 1 SCU in January 2012 was R449294 per annum

		2011	2012
RHODES		**375.6**	**380.2**
FACULTY OF COMMERCE		**58.0**	**57.10**
	Accounting	16.9	17.3
	Economics	15.7	15.3
	Information Systems	9	9.1
	Rhodes Business School	7.4	6.3
	Management	8.82	8.84
	Other *	0.22	0.26
FACULTY OF EDUCATION		**36.34**	**35.16**
	Education	20.125	19.925
	CHERTL	14.16	13.09
	Other	2.05	2.14
FACULTY OF HUMANITIES		**132.88**	**137.79**
	Anthropology	5.5	5.70
	Drama	5.8	6.30
	English	10.8	10.80
	English Language & Ling.	6.7	7.00
	Fine Art	9.6	9.85
	History	6.4	6.80
	Journalism and Media Studies	18.97	20.23
	School of Languages	16.2	16.60
	Music	8.1	7.90
	Philosophy	6.3	6.30
	Political Studies	8.7	9.00
	Psychology	17.03	17.80
	Sociology & Ind. Soc.	9.4	10.00
	Other	3.380	3.51
FACULTY OF LAW		**16.36**	**17.93**
	Law	16.211	17.73
	Other	0.15	0.20
FACULTY OF PHARMACY		**18.59**	**17.92**
	Pharmacy	17.725	17.23
	Other	0.86	0.69
FACULTY OF SCIENCE		**101.1**	**102.2**
	Biochem., Microb. & Biotech.	11.6	11.54
	Botany	5.72	5.3
	Chemistry	9.2	10.09
	Computer Science	11.81	12.81
	Environmental Science	4.36	4.40
	Geography	6.03	5.7
	Geology	6.37	6.84
	Human Kinetics and Ergon.	4.8	5.1
	Ichthyology and Fisheries Sc.	7.04	6.02
	Mathematics	8.17	8.7
	Physics and Electronics	6.96	6.06
	Statistics	8.16	8.16
	Zoology and Entomology	9.36	10.16
	Other	1.51	1.31
OTHER ACADEMIC	Academic General	**6.02**	**5.81**
RESEARCH INSTITUTES		**6.3**	**6.3**
	ISEA	1.3	1.3
	ISER	2.6	2.6
	ILAM	1.1	1.1
	IWR	1.3	1.3

1 SCU staff member = Senior Lecturer Equivalent.

* Departmental values do not include temporary teaching figures. Temporary teaching is recorded per faculty under Other only. SCUs include those posts and contracts paid for by RU. Outside funded posts are not included. Research based contracts are not included.

H Tables : Financial Information

The financial tables presented in H1 to H4 reflect the income and expenditure of the University for 2012. They indicate that the finances for the University reflect positively and that the University strives to run a break even budget. Estimates and assumptions, which may be the subject of debate and question, have been made to arrive at allocations of income and expenses to academic departments. As a result, they do not attempt to reflect accurately and precisely the income and expenses of academic departments. It should be noted that the larger departments pay more of the overheads of administrative and support services than do the smaller departments. More importantly, the information in these tables should not be interpreted to mean that those departments which earned a "surplus" may be entitled to additional resources and those departments that earned a "deficit" should feel constrained to motivate for innovation and necessary resources.

The University recognises the need for cross-subsidisation of departments in order to offer a holistic educational experience. Resource allocation is not made entirely on financial information as academic imperatives and merit also contribute to the allocation of staff resources, equipment and capital expenditure.

Table H1 indicates that Government grants increased by 5.9% between 2011 and 2012, much lower than the 12.1% between 2010 and 2011. Total tuition fee income increased by 8.39% between 2011 and 2012. Private income increased by 2.5%, whereas in the previous year, it increased by 30.8%. Total staff costs increased by 9.67%. The University would like to pay all staff at the 50th percentile of the market but views the increasing staff salary proportion of the budget as a concern and pays attention to this when balancing the budget. It is not desirable for the salary budget to be more than 67% of the total budget. However, in order to maintain academic standards as well as provide administrative support, it is necessary to match the market as closely as possible and so it becomes more of a challenge each year to contain these costs.

Table H2 indicates expenses and rand per FTE student per department. Changes in the DHET funding formula can affect the "score" per department as was seen when the new funding formula was introduced in 2004. It is clear from the table that the Science Faculty, although earning most of the subsidy income, operates at a higher cost due to smaller class sizes and the use of expensive equipment used to run practicals and facilitate research. Most Humanities departments, although earning less of the subsidy, operate at a lower cost. The Drama department is costly because of the expense involved in maintaining the Theatre. Not reflected in the current set of tables but looming for future subsidy years is a "re-arranging of the deck chairs" in the funding formula. Allocations to block grants have been adjusted and whilst the overall total has increased, subtle differences in the way the block grants are broken down will have severe impact on the subsidy in the future. A small

University such as Rhodes feels the impact of these adjustments more than the bigger universities and must be cautious in all areas of spend and budgeting.

Table H3 indicates income per department. Income that the University earns for it's small size is divided equally between departments. Research subsidy is allocated on weighted research subsidy units and income subsidy on weighted input subsidy units, earned by the department two years prior to the financial year but corresponding to the subsidy year. Output subsidy income is based on the number of students in completed courses, taken by graduates two years prior to the financial year but corresponding to the subsidy year. All other income, e.g. tuition fees and other income, is divided according to the proportion of the total unweighted FTE earned by the students in the year corresponding to the financial year. Table H3 clearly shows that the research subsidy income is mostly earned by the Science Faculty with Biochemistry, Microbiology & Biotechnology, Chemistry and Zoology & Entomology topping the list. Research trends are also reflected in the E tables of the Digest. The data in the H tables is not the same as the data in the E tables in this Digest because the subsidy earned relates to the units from 2010 and the financial data relates to 2012. Education, Pharmacy and Law score well on the output subsidy due to the fact that a graduate earns one unit and these Faculties do not have to "share" the unit with other departments within the Faculty.

Table H4 summarises the departmental income and expenses and indicates whether a department earns a "surplus" or "deficit". Changes in rank of academic staff, class sizes, research outputs and other factors can all impact on the final "balance" in the department finances eg. Education had a surplus in 2011 but a deficit in 2012 and Geology conversely had a deficit in 2011 and a surplus in 2012. The University supports "cross-subsidisation" and merely uses the table as an indicator of how the costs are being divided. Departments are encouraged to use the table as a guide to look for innovative ways to improve earnings but should not feel that these tables are the driving force of the University departmental resource allocations as there are many other factors, in particular institutional goals, academic merit and stability, which are taken into consideration when resource allocations are considered.

Table H5 shows the increase in the proportion of Research subsidy as well as the fact that the headcount growth is extremely important in increasing subsidy amounts as teaching input makes up 53% of the total. Research subsidy is slowly increasing. This increase is due to both increases in the University proportional share as well as proportional rand increases in the DHET grant for the Research subsidy block grant. Changes in the allocation of the block grants over the next couple of years will result in a re-arrangement of these percentages.

H1 INCOME & EXPENDITURE

(Figures are in thousands of rand)

	2012	2011	2010
Total Income	**486,258**	**456,236**	**405,960**
Government Grants	**267,988**	**253,045**	**225,707**
Input Subsidy	144,486	134,137	120,136
Output Subsidy	29,155	27,513	24,721
Research Subsidy	73,428	72,051	63,143
Size factor	20,919	19,344	17,707
Tuition Fees	**183,899**	**169,659**	**154,618**
Private Income	**34,371**	**33,532**	**25,635**
Interest	18,509	15,989	11,337
Grant Board of Governors	5,000	5,000	5,000
Sundry Income	10,863	12,543	9,298
Total Expenditure	**484,605**	**450,102**	**402,232**
Total Staff Costs	**289,985**	**264,404**	**237,446**
Academic Staff Costs	217,585	199,413	181,913
Support Staff Costs	72,400	64,991	55,533
Overheads	**194,621**	**185,699**	**164,786**
Academic Capex & Running Grants	21,474	16,623	14,897
Library & Research	44,925	42,532	37,423
Academic Departments	232	230	236
Space related costs	56,240	54,734	46,489
Support Activities	71,750	71,580	65,741
Net Surplus/(Deficit)	**1,653**	**6,134**	**3,728**
Statistics			
Government Grants % Total Income	55.1%	55.5%	55.6%
Tuition Fees % Total Income	37.8%	37.2%	38.1%
Private Income % Total Income	7.1%	7.3%	6.3%
Total Staff Costs % Total Expend.	59.8%	58.7%	59.0%
Academic Staff Costs % Total Expend.	44.9%	44.3%	45.2%
Academic Expenditure % Total Expend.	58.6%	57.5%	58.3%
Input Subsidy/gov grant	53.9%	53.0%	53.2%
Output Subsidy/gov grant	10.9%	10.9%	11.0%
Research Subsidy/gov grant	27.4%	28.5%	28.0%
Size factor grant/gov grant	7.8%	7.6%	7.8%

H2 EXPENSES PER DEPARTMENT 2012

CESM Category	DEPARTMENT	Statistical Data: 2012 Unweighted FTE's	Statistical Data: 2012 Space m2	Academic Departments: Staff Costs (actual) R '000	Academic Departments: Capex and Running Grant (actual) R '000	Academic Departments: Library, Research & Other R '000	Overhead Costs: Other Expenses R '000	Overhead Costs: Support Staff Costs R '000	Overhead Costs: Space Expenses R '000	Total Cost R'000s	Rand per FTE Student
3.01	Drama	76.6	2,357.20	5,456	905	580	929	934	726	9,528	124,414
3.02	Fine Art	116.6	2,285.88	6,598	801	882	1,413	1,422	1,104	12,221	104,842
3.03	Music & Musicology	71.5	762.41	4,397	815	541	867	872	677	8,168	114,293
4.01	Accounting	369.6	670.35	10,842	277	2,797	4,482	4,508	3,502	26,407	71,443
4.02	Management	258.2	384.61	5,503	95	1,954	3,131	3,149	2,446	16,277	63,044
5.01	Journalism & Media Studies	276.2	2,236.00	13,747	1,011	2,090	3,349	3,369	2,617	26,183	94,786
6.01	Computer Science	145.2	960.79	8,893	935	1,099	1,760	1,771	1,375	15,833	109,054
6.02	Information Systems	164.0	767.31	6,305	-	1,241	1,989	2,000	1,554	13,090	79,801
7.01	Education	444.1	1,387.48	11,722	505	3,361	5,385	5,417	4,208	30,597	68,891
9.01	Pharmaceutical Sciences	294.7	2,557.82	11,902	3,031	2,230	3,573	3,594	2,792	27,122	92,039
12.01	English	140.4	683.32	5,515	92	1,062	1,702	1,712	1,330	11,413	81,306
12.02	School of Languages	198.0	735.04	9,487	99	1,499	2,401	2,415	1,876	17,777	89,767
12.03	English Language & Linguistics	114.7	298.14	3,496	78	868	1,391	1,399	1,087	8,319	72,502
13.01	Law	453.1	1,224.74	10,418	145	3,429	5,494	5,525	4,292	29,303	64,676
15.01	Biochemistry & Microbiology	122.5	2,273.84	8,018	3,629	927	1,486	1,494	1,161	16,716	136,414
15.02	Botany	67.2	1,591.27	4,579	546	509	815	820	637	7,905	117,597
15.03	Chemistry	150.2	3,547.63	8,177	2,592	1,137	1,821	1,832	1,423	16,981	113,063
15.04	Environmental Science	70.9	360.21	2,938	233	537	860	865	672	6,105	86,063
15.05	Geology	59.3	1,553.79	5,161	466	448	719	723	561	8,079	136,332
15.06	Ichthyology & Fisheries Science	48.6	1,888.00	5,162	955	368	590	593	461	8,129	167,138
15.07	Physics & Electronics	52.7	1,434.80	4,697	632	399	639	643	499	7,509	142,480
15.08	Zoology & Entomology	143.8	2,662.61	7,277	1,467	1,088	1,744	1,754	1,363	14,694	102,157
16.01	Mathematics (Pure & Applied)	93.6	337.19	4,738	194	708	1,135	1,141	887	8,802	94,061
16.02	Statistics	150.7	398.81	4,466	66	1,141	1,828	1,838	1,428	10,766	71,429
18.02	Philosophy	121.5	256.70	3,171	43	919	1,473	1,482	1,151	8,239	67,815
19.01	Human Kinetics & Ergonomics	69.2	912.06	3,208	231	524	839	844	655	6,301	91,073
20.01	Psychology	430.9	1,053.88	9,988	213	3,261	5,225	5,255	4,082	28,024	65,036
22.01	Anthropology	105.1	409.61	3,586	55	795	1,274	1,282	995	7,988	76,015
22.02	Economics & Economic History	461.8	528.49	8,475	171	3,495	5,599	5,632	4,375	27,747	60,086
22.03	Geography	79.0	899.83	4,494	728	598	958	964	749	8,492	107,436
22.04	History	103.2	255.39	3,950	38	781	1,251	1,258	978	8,256	80,012
22.05	Political & International Studies	200.0	397.40	5,028	231	1,513	2,425	2,439	1,895	13,531	67,658
22.06	Sociology & Industrial Sociology	283.3	343.43	6,188	195	2,144	3,435	3,455	2,684	18,102	63,891
	TOTAL	**5,936.5**	**38,416.03**	**217,585**	**21,474**	**44,925**	**71,982**	**72,400**	**56,240**	**484,605**	**81,631**

H3 INCOME PER DEPARTMENT 2012

CESM Cate-gory	DEPARTMENT	Unweighted 2010 Students	Tuition Revenue R'000	No of Publications Subsidised	Master's	PhD's	Weighted Units	Research Subsidy R'000	Size Subsidy R'000	Weighted Input Students	Input Subsidy R'000	Output Subsidy Students	Output Subsidy R'000	Other Income R'000	Total Income R'000
3.01	Drama	72.0	2,372	4.50	2.00	0.00	6.50	897	634	302.80	2,942	23.40	395	443.4	7,684
3.02	Fine Art	116.6	3,611	11.00	5.00	0.00	16.00	2,209	634	555.20	5,393	24.90	421	674.9	12,943
3.03	Music & Musicology	91.3	2,214	1.00	2.00	0.00	3.00	414	634	365.40	3,550	21.70	366	413.8	7,592
4.01	Accounting	366.5	11,450	0.00	2.50	0.00	2.50	345	634	662.20	6,433	91.50	1,545	2,140	22,547
4.02	Management	306.3	7,998	0.00	4.00	1.00	7.00	967	634	524.00	5,090	80.80	1,365	1,495	17,548
5.01	Journalism & Media Studies	286.1	8,557	8.50	6.00	0.00	14.50	2,002	634	596.80	5,798	83.20	1,405	1,599	19,995
6.01	Computer Science	137.4	4,497	1.00	3.00	1.00	7.00	967	634	275.60	2,677	38.90	657	841	10,273
6.02	Information Systems	152.8	5,081	1.28	2.00	1.00	6.28	867	634	294.90	2,865	51.80	875	950	11,272
7.01	Education	384.4	13,758	3.25	15.00	2.00	24.25	3,348	634	548.80	5,331	246.40	4,161	2,571	29,804
9.01	Pharmaceutical Sciences	273.3	9,128	8.58	7.00	3.00	24.58	3,394	634	1,323.40	12,856	44.20	746	1,706	28,465
12.01	English	170.4	4,348	7.61	3.00	0.00	10.61	1,465	634	318.10	3,090	53.40	902	813	11,252
12.02	School of Languages	221.7	6,135	6.00	3.00	1.00	12.00	1,657	634	427.80	4,156	45.50	768	1,147	14,496
12.03	English Lang. & Linguistics	117.5	3,555	2.00	1.00	1.00	6.00	828	634	197.20	1,916	29.20	493	664	8,090
13.01	Law	485.8	14,035	3.00	4.00	0.00	7.00	967	634	560.00	5,440	130.80	2,209	2,623	25,908
15.01	Biochem, Micro & Biotech	94.3	3,796	19.21	14.00	7.00	54.21	7,485	634	606.70	5,894	32.20	544	709	19,062
15.02	Botany	64.8	2,082	7.38	4.00	2.00	17.38	2,400	634	289.10	2,808	12.70	214	389	8,528
15.03	Chemistry	138.0	4,653	51.31	7.00	5.00	73.31	10,122	634	727.60	7,068	28.70	485	870	23,831
15.04	Environmental Science	69.8	2,197	7.49	4.00	1.00	14.49	2,001	634	408.20	3,965	15.60	263	411	9,472
15.05	Geology	55.9	1,836	6.45	5.50	1.00	14.95	2,064	634	334.00	3,245	19.50	329	343	8,451
15.06	Ichthyology & Fisheries Science	42.7	1,507	15.50	2.00	1.00	20.50	2,831	634	359.40	3,491	15.70	265	282	9,009
15.07	Physics & Electronics	44.9	1,632	4.53	0.50	1.00	8.03	1,109	634	212.80	2,067	10.80	182	305	5,930
15.08	Zoology & Entomology	136.3	4,456	38.83	9.00	5.00	62.83	8,675	634	752.90	7,314	34.70	586	833	22,497
16.01	Mathematics (Pure & Applied)	98.3	2,899	2.08	2.50	0.00	4.58	632	634	288.80	2,806	17.90	302	542	7,815
16.02	Statistics	181.2	4,669	5.53	1.50	0.00	7.03	971	634	431.90	4,196	42.80	723	873	12,065
18.02	Philosophy	112.2	3,763	4.00	1.50	0.00	5.50	759	634	190.90	1,854	28.90	488	703	8,203
19.01	Human Kinetics & Ergonomics	68.8	2,143	0.00	3.00	0.00	3.00	414	634	351.80	3,418	29.40	496	401	7,506
20.01	Psychology	350.4	13,348	5.08	15.50	4.00	32.58	4,498	634	435.30	4,229	114.00	1,925	2,495	27,129
22.01	Anthropology	107.0	3,255	3.39	1.00	0.00	4.39	606	634	192.60	1,871	27.10	458	608	7,432
22.02	Economics & Econ History	478.0	14,305	8.66	13.00	1.00	24.66	3,405	634	892.60	8,671	124.20	2,097	2,674	31,786
22.03	Geography	73.9	2,448	2.97	1.00	0.00	3.97	548	634	303.80	2,951	28.20	476	458	7,516
22.04	History	129.8	3,196	3.00	1.00	0.00	4.00	552	634	218.60	2,124	31.50	532	597	7,636
22.05	Politics & International Studies	246.4	6,195	10.00	2.00	1.00	15.00	2,071	634	453.10	4,402	81.60	1,378	1,158	15,838
22.06	Sociology & Industrial Sociology	257.5	8,777	2.17	3.00	3.00	14.17	1,957	634	471.10	4,576	65.20	1,101	1,640	18,685
	TOTAL	**5,932.3**	**183,899**	**255.30**	**150.50**	**42.00**	**531.80**	**73,428**	**20,919**	**14,873.40**	**144,486**	**1,726.40**	**29,155**	**34,371**	**486,258**

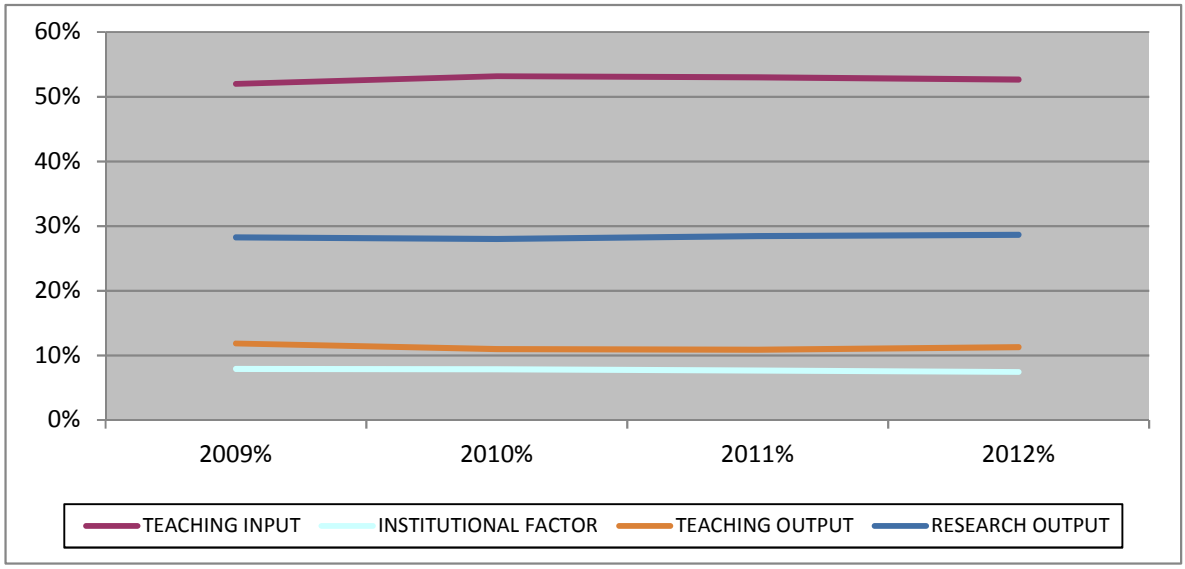
H4 INCOME AND EXPENSES PER DEPARTMENT 2012 (R'000)

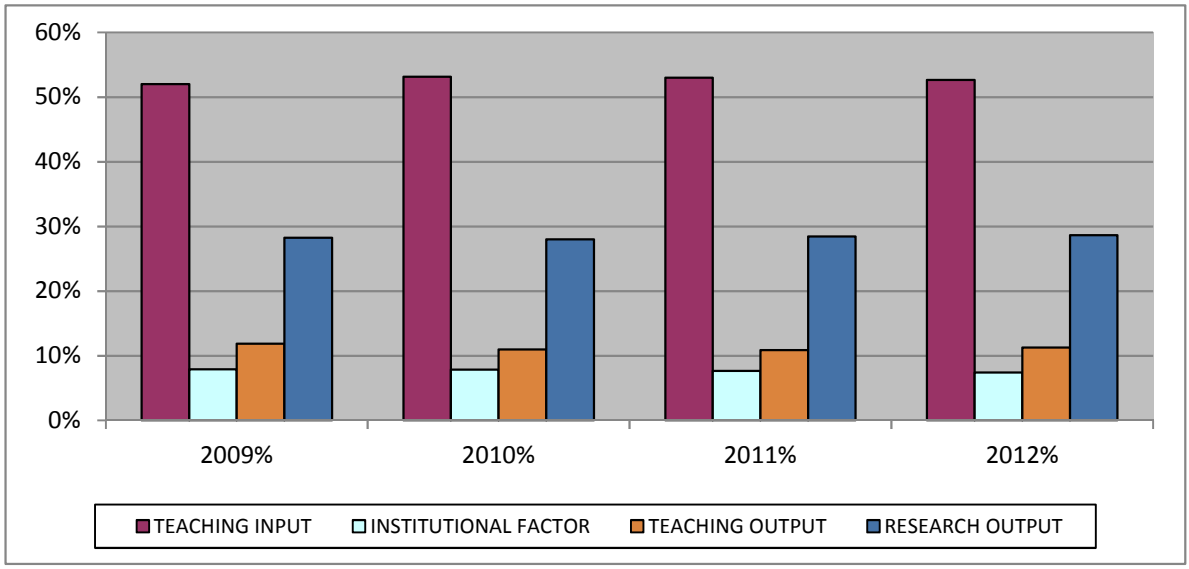
CESM	DEPARTMENT	INCOME	EXPENSES	SURPLUS	DEFICIT	2011 SURPLUS	2011 DEFICIT
3.01	Drama	7,684	9,528	-	1,844	-	1,897
3.02	Fine Art	12,943	12,221	722	-	357	-
3.03	Music & Musicology	7,592	8,168	-	576	-	433
4.01	Accounting	22,547	26,407	-	3,860	-	4,783
4.02	Management	17,548	16,277	1,271	-	725	-
5.01	Journalism & Media Studies	19,995	26,183	-	6,188	-	6,334
6.01	Computer Science	10,273	15,833	-	5,560	-	4,762
6.02	Information Systems	11,272	13,090	-	1,818	-	2,327
7.01	Education	29,804	30,597	-	793	2,167	-
9.01	Pharmaceutical Sciences	28,465	27,122	1,343	-	3,683	-
12.01	English	11,252	11,413	-	161	-	624
12.02	School of Languages	14,496	17,777	-	3,281	-	3,351
12.03	English Language & Linguistics	8,090	8,319	-	229	-	683
13.01	Law	25,908	29,303	-	3,395	-	3,613
15.01	Biochem, Micro & Biotech	19,062	16,716	2,346	-	2,397	-
15.02	Botany	8,528	7,905	623	-	603	-
15.03	Chemistry	23,831	16,981	6,850	-	5,650	-
15.04	Environmental Science	9,472	6,105	3,366	-	3,583	-
15.05	Geology	8,451	8,079	372	-	-	939
15.06	Ichthyology & Fisheries Science	9,009	8,129	880	-	3,205	-
15.07	Physics & Electronics	5,930	7,509	-	1,579	-	656
15.08	Zoology & Entomology	22,497	14,694	7,804	-	7,187	-
16.01	Mathematics (Pure & Applied)	7,815	8,802	-	988	-	1,073
16.02	Statistics	12,065	10,766	1,299	-	73	-
18.02	Philosophy	8,203	8,239	-	36	435	-
19.01	Human Kinetics & Ergonomics	7,506	6,301	1,205	-	2,415	-
20.01	Psychology	27,129	28,024	-	895	-	919
22.01	Anthropology	7,432	7,988	-	555	-	146
22.02	Economics & Economic History	31,786	27,747	4,039	-	2,165	-
22.03	Geography	7,516	8,492	-	976	148	-
22.04	History	7,636	8,256	-	621	-	135
22.05	Political Studies	15,838	13,531	2,307	-	1,826	-
22.06	Sociology & Ind Sociology	18,685	18,102	583	-	2,189	-
	Totals	**486,258**	**484,605**	**35,010**	**33,357**	**38,808**	**32,675**
	(Deficit)/Surplus			**1,653**		**6,134**	

H5 BREAKDOWN OF BLOCK GRANT FROM GOVERNMENT

	2009	2009%	2010	2010%	2011	2011%	2012	2012%
TEACHING INPUT	103666	52%	119919	53%	134137	53%	151622	53%
INSTITUTIONAL FACTOR	15775	8%	17707	8%	19344	8%	21399	7%
TEACHING OUTPUT	23614	12%	24721	11%	27513	11%	32431	11%
RESEARCH OUTPUT	56317	28%	63143	28%	72051	28%	82517	29%
TOTAL	**199372**	**100%**	**225490**	**100%**	**253045**	**100%**	**287969**	**100%**

* The input subsidy on Table H1 is different because H1 has been adjusted to include interest and redemption.
2009 and 2011 teaching input figures include input grant and I&R.





I Tables : Support Services

Tables I1 to I3 show the staff headcounts per Division and the overall salary package costs of each of these Divisions.

Table I1 shows the change in size of all the Divisions within the University and gives some explanation in the notes where changes have occurred due to mergers and splits within Divisions and Units. Prior to 2011, there were some sections that were not reported, this has been changed since 2011 and the data reflected in this table is now balancing to the total number of Support staff in permanent positions, reported in the G tables. Increases in headcounts in each Division are expected as Support staff as well as the Academic staff need to grow in order to deliver services in line with the University growth. The proportion of Support staff to Academic staff has decreased by 1% between 2011 and 2012 returning to 75% of the total. It must not be forgotten that Support staff refers to all staff not employed as an Academic and there are many Support staff within academic departments as reported in Table G1. Increases and decreases within departments are reflected in Table I1. Support staff in Academic departments are reflected in "Other". Where possible, Divisions are changing operational structures to assist with the effort to balance budgets and still provide adequate support to the Academic project. Variances between 2011 and 2012 are not all related to absolute change and in some areas are related to a turnover of staff where two headcounts may be recorded for one position.

Table I2 shows that there are some areas where equity ratios are low and others where they are reasonably well balanced. This can be explained by the fact that certain skills and work areas traditionally attract certain races and genders. The University is committed to transforming its equity profile. Overall, 74% of the Support staff are Black. Even when residences are removed, 64% of the Support staff are Black. 56% of the Support staff are female.

Table I3 shows the total salary package costs of the major Divisions in the University. All Divisions show increases in line with market adjustments. Balancing the salaries budget is a challenge and the University is looking at alternative ways of increasing staff salaries whilst remaining below the critical threshold of 67% of total budget.

I1 SUPPORT STAFF

	2008	2009	2010	2011	2012	
SUPPORT STAFF (excluding residences)	***433***	***467***	***481***	***486***	***477***	
Communications & Marketing	***14***	***19***	***5***	***6***	***6***	****
Development & Alumni Relations	***0***	***0***	***11***	***10***	***9***	
Community Engagement Office	***0***	***1***	***1***	***1***	***2***	
Data Management Unit	***4***	***5***	***5***	***6***	***6***	
Research Office	***6***	***5***	***9***	***8***	***6***	
Dean of Students	***28***	***35***	***39***	***45***	***46***	
Dean of Students Office	7	13	16	17	18	
SRC Office	5	2	2	2	2	
Sports Administration	10	14	12	13	14	
Health Care Centre	6	6	13	13	12	**
Estates Division	***198***	***208***	***198***	***203***	***195***	*****
Head Office	8	11	8	8	7	
Campus Protection	25	28	27	28	27	
Building Maintenance	58	59	58	58	53	
Electrical Section	18	20	17	19	18	
Engineering & Transport	21	22	21	21	22	
Grounds & Gardens	64	64	62	66	65	
Maintenance Stores	4	4	4	3	3	
Finance Division	***53***	***59***	***63***	***56***	***58***	
Finance Section	46	48	50	47	49	*
Printing Services	7	11	10	9	9	
Human Resources Division	***17***	***17***	***18***	***23***	***22***	
Information Technology Division	***34***	***37***	***41***	***39***	***34***	
Library	***38***	***35***	***45***	***43***	***44***	
Registrar's Division	***35***	***38***	***38***	***37***	***38***	
Vice-Chancellorate	***6***	***8***	***8***	***9***	***11***	
RESIDENTIAL OPERATIONS	***282***	***306***	***307***	***322***	***327***	*****
Residential Operations Headquarters	5	7	5	5	5	
Administration	9	10	12	13	10	
Housekeeping & Central Cleaning Services	99	107	119	123	121	
Food Services	169	182	171	181	191	
Other	258	232	200	193	194	
TOTAL	***973***	***1005***	***988***	***1001***	***998***	***

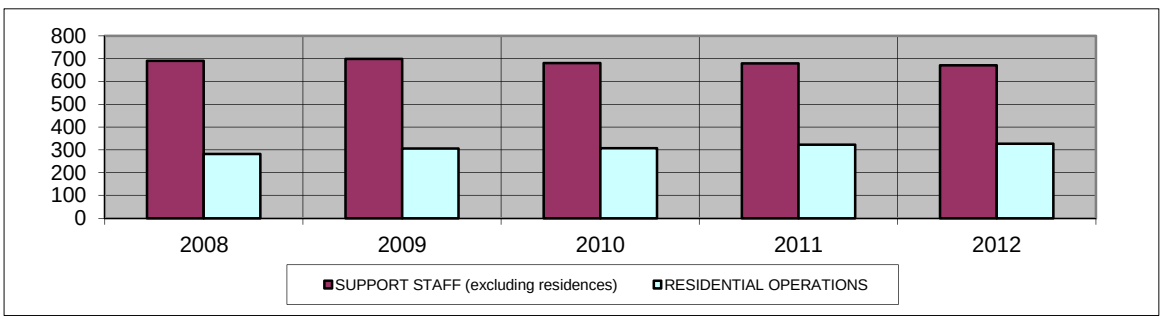
* Furniture Stores and Mailroom are grouped under Finance Division.

** Health Care Centre figure includes the Counselling Centre.

*** Before 2010, these figures reflected support staff employed in September of each year, now they are calculated based on employment at any stage of the year. This will explain any differences In figures before 2010 and after 2010.

**** Communications and Development were combined until 2009.

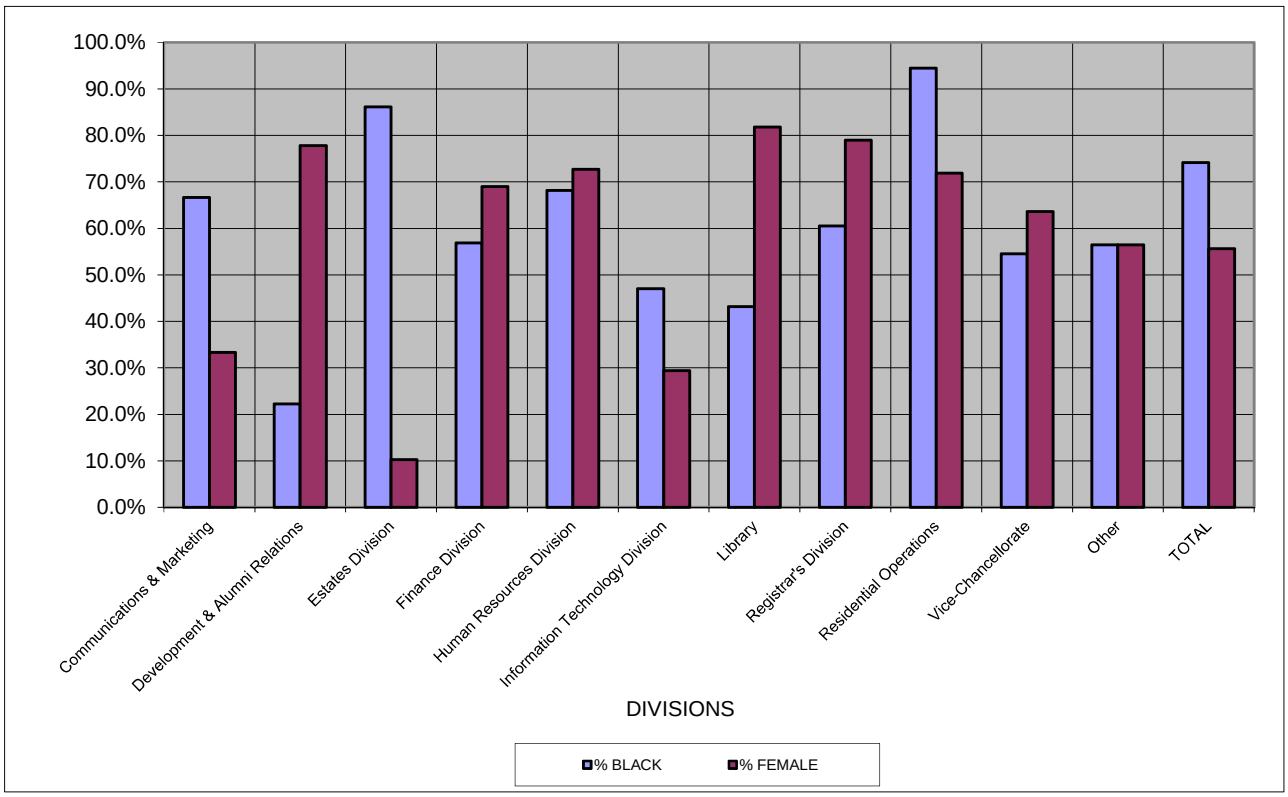
***** Estates and Residential Operations combined in 2012 into Infrastructure and Operations. Final reporting lines were unavailable as at July 2013 and the operating lines will change for 2013.



I2 SUPPORT STAFF DEMOGRAPHIC PROFILE

	BLACK		% BLACK	FEMALE		% FEMALE	TOTAL
	2011	2012	2012	2011	2012	2012	2012
Research Office	2	2	33%	5	4	67%	**6**
Dean of Students *	27	29	63%	33	34	74%	**46**
Communications & Marketing	4	4	67%	4	2	33%	**6**
Development & Alumni Relations	2	2	22%	8	7	78%	**9**
Estates Division	174	168	86%	17	20	10%	**195**
Finance Division	32	33	57%	39	40	69%	**58**
Human Resources Division	16	15	68%	16	16	73%	**22**
Information Technology Division	17	16	47%	10	10	29%	**34**
Library	19	19	43%	37	36	82%	**44**
Registrar's Division	23	23	61%	29	30	79%	**38**
Residential Operations	300	309	94%	241	235	72%	**327**
Vice-Chancellorate	6	6	55%	6	7	64%	**11**
Other	111	114	56%	118	114	56%	**202**
TOTAL	**733**	**740**	**74%**	**563**	**555**	**56%**	**998**

* Dean of Students includes the Health Care Centre



I3 PACKAGE COST TO EMPLOYER PER SUPPORT DIVISION

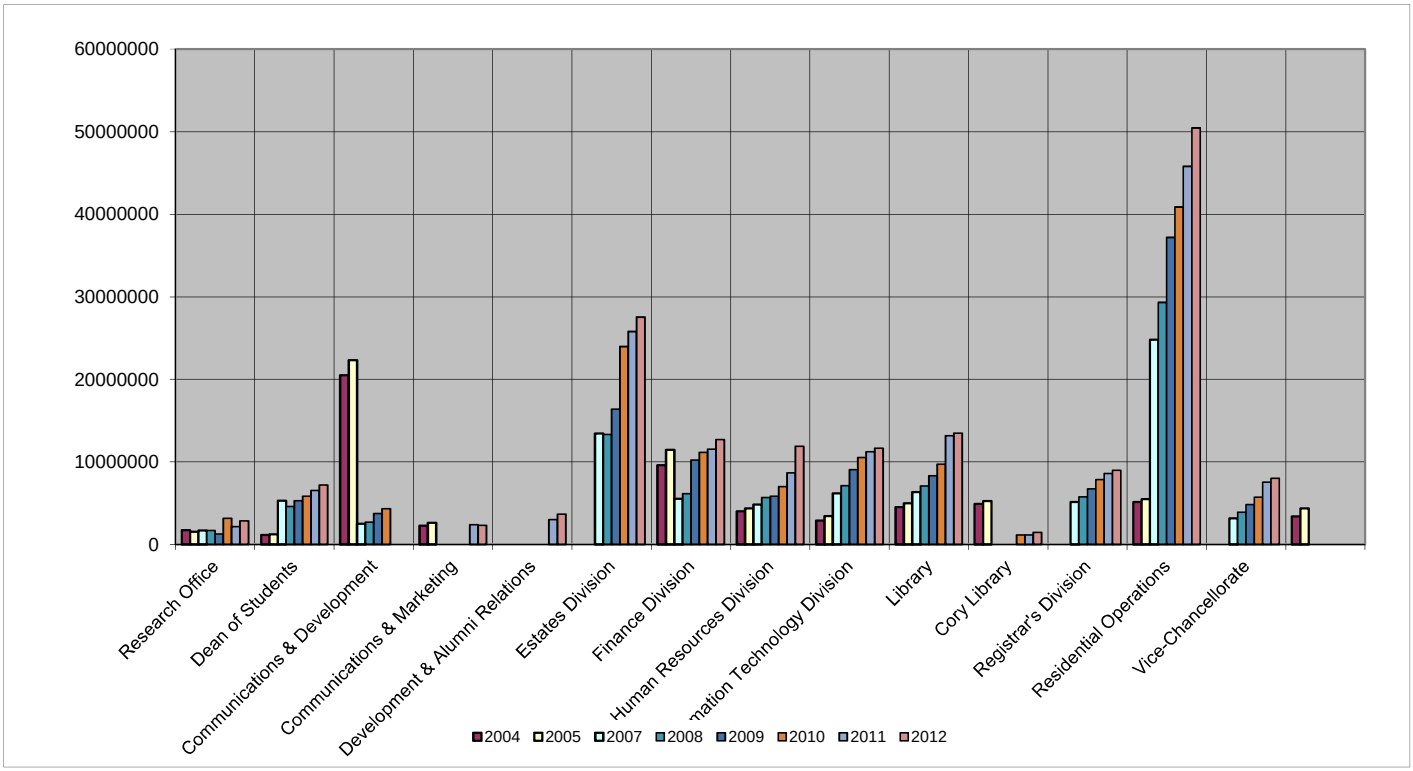
		2007	2008	2009	2010	2011	2012	2012 % Increase
	Research Office	1,669,977	1,680,669	1,247,677	3,160,373	2,138,767	2,839,544	33%
* #	**Dean of Students**	5,281,764	4,593,718	5,294,241	5,813,340	6,522,319	7,168,187	10%
x	**Communications & Development**	2,506,135	2,674,774	3,745,955	4,315,282			
	Communications & Marketing					2,397,414	2,321,800	-3%
	Development & Alumni Relations					2,996,997	3,671,961	23%
**	**Estates Division**	13,423,108	13,327,309	16,386,328	23,965,008	25,785,464	27,522,041	7%
#	**Finance Division**	5,537,277	6,128,489	10,203,515	11,144,889	11,515,073	12,705,881	10%
#	**Human Resources Division**	4,830,271	5,694,350	5,849,887	6,999,379	8,656,963	11,873,235	37%
	Information Technology Division	6,166,840	7,099,836	9,030,300	10,525,220	11,225,627	11,653,834	4%
	Library	6,335,480	7,059,224	8,294,130	9,715,028	13,141,816	13,477,230	3%
	Cory Library	-	-	-	1,139,473	1,137,772	1,453,604	28%
#	**Registrar's Division**	5,142,496	5,766,789	6,716,270	7,834,300	8,581,145	8,969,634	5%
*	**Residential Operations**	24,782,824	29,332,000	37,195,000	40,881,244	45,817,299	50,440,451	10%
	Vice-Chancellorate	3,163,176	3,893,924	4,817,072	5,704,805	7,545,595	8,006,588	6%
	TOTAL	**78,839,348**	**87,251,082**	**108,780,375**	**131,198,340**	**147,462,252**	**162,103,990**	10%

* Residential Operations split from Dean of Students in 2007.

** Estates Division excludes Hi-Tec Security Guard contracts from 2008

Reallocation of Transfers to Residences between these divisions in 2009. Recoveries posted to Finance prior to 2009.

x Communications and Development split in 2011 between Communications & Marketing and Development & Alumni



J Tables : Enrolment Targets

The J Tables are intended to reflect on the Enrolment Plans and targets of the University in order to assist with understanding the University's position in the higher education sector. It has been agreed that a Dashboard of Indicators will serve before Council and the Institutional Planning Committee twice a year. These tables will differ from the final audited statistics and so it is necessary to have a final audited version to refer to as well. For Digest purposes a final Dashboard has been updated with final Rhodes 2012 figures and differs from the previous figures presented throughout the year to Council. Obtaining audited information from other universities is hindered by timing issues and sometimes it is necessary to rely on unaudited data. The dashboard summarises many of the points that follow.

Table J1 shows the breakdown between FTEs in SET (Science, Engineering and Technology), Business and Commerce, Education, and Other Humanities. It should be noted that the split is based on CESM categories and not Rhodes Faculties. Changes in the CESM categories since 2010 have resulted in a shift in SET which now includes Geography and HKE, and Business which now includes Economics, previously reported as Humanities. Targets in the Enrolment Plan (2010 to 2013) were set using the old CESM categories and will therefore not coincide with the actual FTE registrations until 2014 data is reported.

The 2010-2013 Enrolment Plan set 2012 FTE targets for SET at 26%, Commerce at 12%, Education at 6% and Humanities at 56%, using the old CESM categories. The CESM changes have resulted in actual SET = 28%, Business = 21%, Education = 11% and Humanities = 40%. Audited checks indicate that the shift is entirely due to the CESM changes. Education had originally proposed that there might be 100 new PGCE students registering in 2011 but due to bursary commitments that did not materialise, this did not happen. The increase in 2012 in the Education Faculty results in growth in the BED in-service as well as PGCE's.

Table J1 shows that the 2012 actuals do not differ significantly from the target proportions. Shifts are accounted for by CESM shifts in the new CESMs and a delay in the Education PGCE registration.

Table J2 shows the headcounts by intended major area (at initial registration) in the various CESM categories. An intended or proposed major area does not show actual registrations in subjects as many students change courses or qualification. It is intended as a measure of what areas of specialisation students will be graduating in, and is mostly used by the DHET and Department of Labour for their own planning purposes. It is what the student indicates and not necessarily what actually happens.

The Enrolment Plan sets intended major CESM targets for 2012 at SET at 24%, Business at 16%, Education at 10% and Humanities at 51%. Table J2 shows that SET is actually at 28%, Business at 21%, Education at 11% and Humanities at 40%. Again reflecting that the targets are on track except for CESM shifts from the change in 2010.

Tables J3 to J5 show enrolled FTEs, completed FTEs and the calculated success rate by actual FTE registrations across qualification levels. A success rate is in fact an indicator of examinations passed and completed and not a graduation rate. It is therefore a better indicator of an institution's academic success than a graduation rate, as growth negatively affects the graduation rate but should have no impact on success rates. This is best explained by looking at the PhD graduation rate (15%) versus the success rate (66% in 2012). The success rate varies across the qualifications and is impacted by the nature of the qualification. For example, PhDs are enrolled for a number of years before a thesis can be submitted and therefore have a lower success rate than at the Honours level. The University Enrolment Plan keeps the overall success rate at 82% for 2012 and 2013 (see Table J20).

The success rates have been declining in recent years but have stabilised since 2009. The target for 2013 is to retain this success rate at 82%. This looks achievable with the 2012 success rate being as high as 85%. Research is proposed to determine whether certain groups of students have higher success rates than students in other groups and what could be the cause of any differences found. If differences are found to exist they could be due to a number of issues including matriculation standards, higher numbers of underprepared students, and insufficient academic support.

Tables J6 through to J12 show the Faculty graduation rates and refer back to the F Tables where total graduation rates are reflected. Whilst no targets per Faculty and by qualification level have been set in the Enrolment Plan, the impact of certain Faculties exhibiting poor graduation rates (whether affected by growth or by poor throughput rates) will have an impact on the overall graduation rate planned by the University. In order to assist with monitoring graduation rates across Faculties and levels, Tables J6 to J12 have been modified to reflect the spread of registrations across levels within Faculties, as well as the graduation rate. It is clear that the Faculties have diverse graduation rates as well as undergraduate/postgraduate proportions. Science has enrolments at 58% undergraduate and 42% postgraduate in 2012 compared to Humanities with 22% postgraduate. Faculties are working hard to increase their research capacity and Humanities have increased from 17% postgraduates in 2009 to 22% in 2012. The challenge is to achieve the output and not just to have registered, non-completing postgraduates.

Success rates across the Faculties differ. It is difficult to compare the Faculties as the content and mode of delivery are often not the same. For example, the Education Faculty has mostly part-time honours students, but in other Faculties, the honours programme is offered as either full-time (in most cases) or part-time. These variations impact on the percent awarded (graduation rate). In general, graduation rates at the Masters and PhD level should be improved as all Faculties except Pharmacy are below the national benchmark of 30%. All Faculties are considerably below the national benchmark of 18% for Phd graduation rate. As with undergraduate graduation rates, it should not be forgotten that rapid growth plays havoc with the graduation rate. The University has grown considerably at the Masters and PhD level and this has affected the graduation rate.

The graduation rate target of 31% for 2012 (see Table J19) was achieved. The planned target for 2013 is 32% and will need to be monitored to ensure that growth does not influence the enrolments and decrease the graduation rate.

The University Graduation rate and Success Rates, are good in comparison with the sector. The University should however, review the factors that have a negative impact on these rates in an attempt to return to the levels as set in the Enrolment Plan. If the levels are not attainable it must be understood what factors are causing the decline. In particular, the throughput rates at Masters and PhD level need to be improved.

Table J13 shows headcount targets versus actuals for 2008 to 2013. The current target for 2013 is 7645. Whilst additional students bring in extra tuition fees, no extra subsidy will be earned for at least 5 years and possibly even longer by these additional students. The University will be awarded 1.25% of the input subsidy allocated by the DHET, up from 1.23% in previous years. In order to alter this percent (either up or down) the DHET needs to assess the actual enrolments across the sector and gather information on planned Enrolment Targets for the next cycle before deciding on proportions to allocate per university for the cycle, which then fixes these percentages despite actual registrations possibly being different. Early indications for 2013 are that the target of 7645 will be met within the 2% tolerance. This is despite a rocky patch in 2011/2012 where targets were not reached. The first HEMIS submission for 2013 shows a total headcount of 7485 (2% below target) with undergraduates equalling 5188 (3.4% below target) and postgraduates 2297 (1% over target).

Enrolment targets for 2013 appear to be on track.

Table J14 shows the enrolment targets for SET, Business, Education, Humanities based on old CESMs versus the actuals based on new CESMs. The phasing in of the new CESMs makes comparisons difficult for the 2010-2013 Enrolment Plan. In addition, major area headcounts are difficult to plan and set targets for because there are currently subjects within Faculties that fall into CESM categories traditionally associated with a different Faculty eg. Economics (Humanities CESM, Commerce Faculty) and Information Systems (SET CESM, Commerce Faculty) and students select their own majors. The Enrolment Plan makes an attempt to plan across Faculties and to correlate these planned numbers to SET, Business, Education and Humanities but one would never expect to be able to match the targets exactly. Student choices are hard to predict and trends in registrations can change and alter targets set from year to year. This can be due to changes in requirements as well as availability of jobs in the market and success of a student in a certain course that they had intended to major in but now cannot.

Table J14 shows that the proportions (not headcount enrolments) of intended majors are consistent with the targets set for 2012 and that except for movement due to CESM changes, the targets were met.

Table J15 shows targets by Faculty. The Enrolment Plan does not call for targets by Faculty but by CESM. Internally the targets are set to maintain the status quo between Faculty size and shape.

Actual versus target proportions by Faculty were not met in the Commerce Faculty. There was a decrease in the number of paid admissions that met Minimum Initial Payment requirements and therefore a smaller intake of new students in 2012 into the Commerce Faculty.

Table J16 shows the proportion of postgraduate enrolments versus targets. The University had planned to increase the postgraduate proportion slowly over time but in fact the numbers between 2008 and 2012 reflect faster growth than was anticipated. It should be noted that postgraduate includes Honours and Postgraduate Diplomas. The target of 29% for 2012 was met.

Postgraduate target proportions for 2012 were met. The target for 2013 indicates that it will also be met.

Table J17 shows that the International proportion of the total enrolment is 21%. The University has indicated its desire to decrease the percentage of International students whilst not necessarily decreasing the headcounts. The University also intends to diversify the nationalities on campus. Nationality details can be examined in Table C8. The internal enrolment target for International students was set to be around 20% but increases at the postgraduate level have shifted that again. International students make up 18% of the undergraduate student body.

The actual International proportion of 21% is in line with the University Enrolment Plan and understood through the growth in postgraduates.

Table J18 shows the actual International undergraduate percentage for 2011 and 2012. No undergraduate target for International students is set, but by starting to measure the International proportion of undergraduate students, the University is in a position to start setting undergraduate targets that will allow the International targets to be achieved without impacting negatively on access for first time entering South African undergraduates.

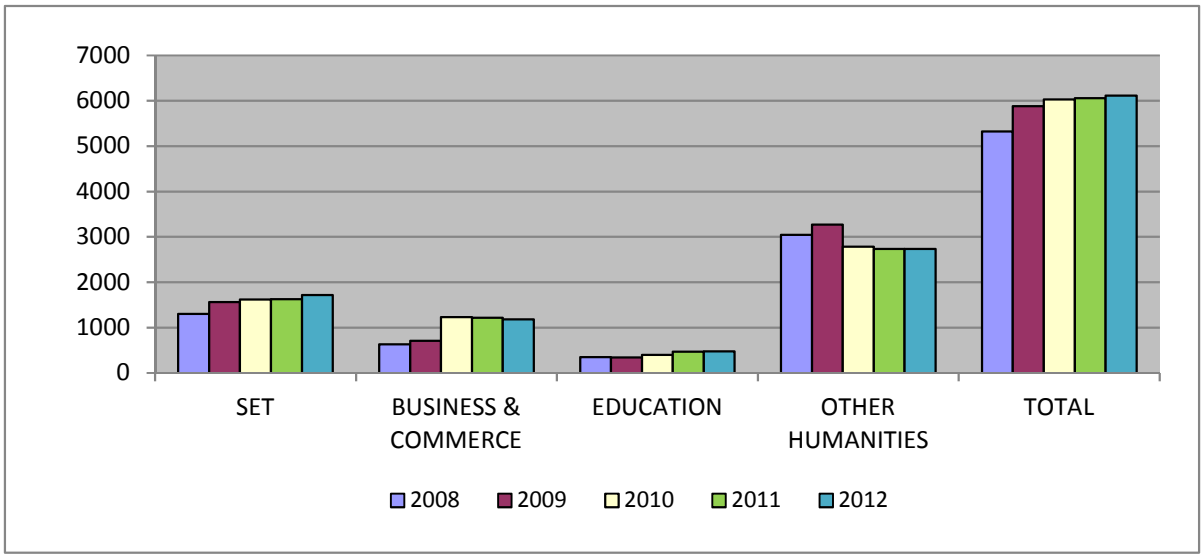
Tables J19 and J20 have been commented on earlier in this discussion.

The Success Rate target for 2012 (82%) was met at 85% and the Graduation Rate target for 2012 (31%) was met at 31%.

J1 ENROLLED FTE

	2008	2009	2010	2011	2012	2012%	Target *
SET	1300	1562	1619	1630	1718	28%	26%
BUSINESS & COMMERCE	635	708	1229	1220	1184	19%	12%
EDUCATION	349	341	397	473	475	8%	6%
OTHER HUMANITIES	3042	3270	2782	2737	2737	45%	56%
TOTAL	**5325**	**5881**	**6027**	**6060**	**6114**	**100%**	**100%**

* Based on old CESMs.



J2 DETAILED HEADCOUNTS BY PROPOSED MAJOR AREA

CESM CATEGORY ***	2008	2009	2010	2011	2012	*
03 Visual and Performing Arts	250	270	291	297	286	
04 Business, Economics and Management	977	1070	1722	1614	1585	*****
05 Communication	432	458	441	403	419	
06 Computer and Information Sciences	207	283	264	275	361	
07 Education	634	648	662	787	781	
09 Health Professions & Related Clinical Sciences	386	443	525	539	567	
11 Language, Linguistics and Literature	337	316	409	426	371	
12 Law	449	463	516	487	493	
13 Life Sciences	794	960	542	548	541	****
14 Physical Sciences	-	-	436	448	506	****
15 Mathematics and Statistics	81	104	110	124	130	
17 Philosophy, Religion and Theology	93	85	83	85	73	
18 Psychology	424	409	425	505	545	
20 Social Sciences	1263	1502	740	741	737	*****
TOTAL	**6327**	**7012**	**7166**	**7278**	**7395**	**

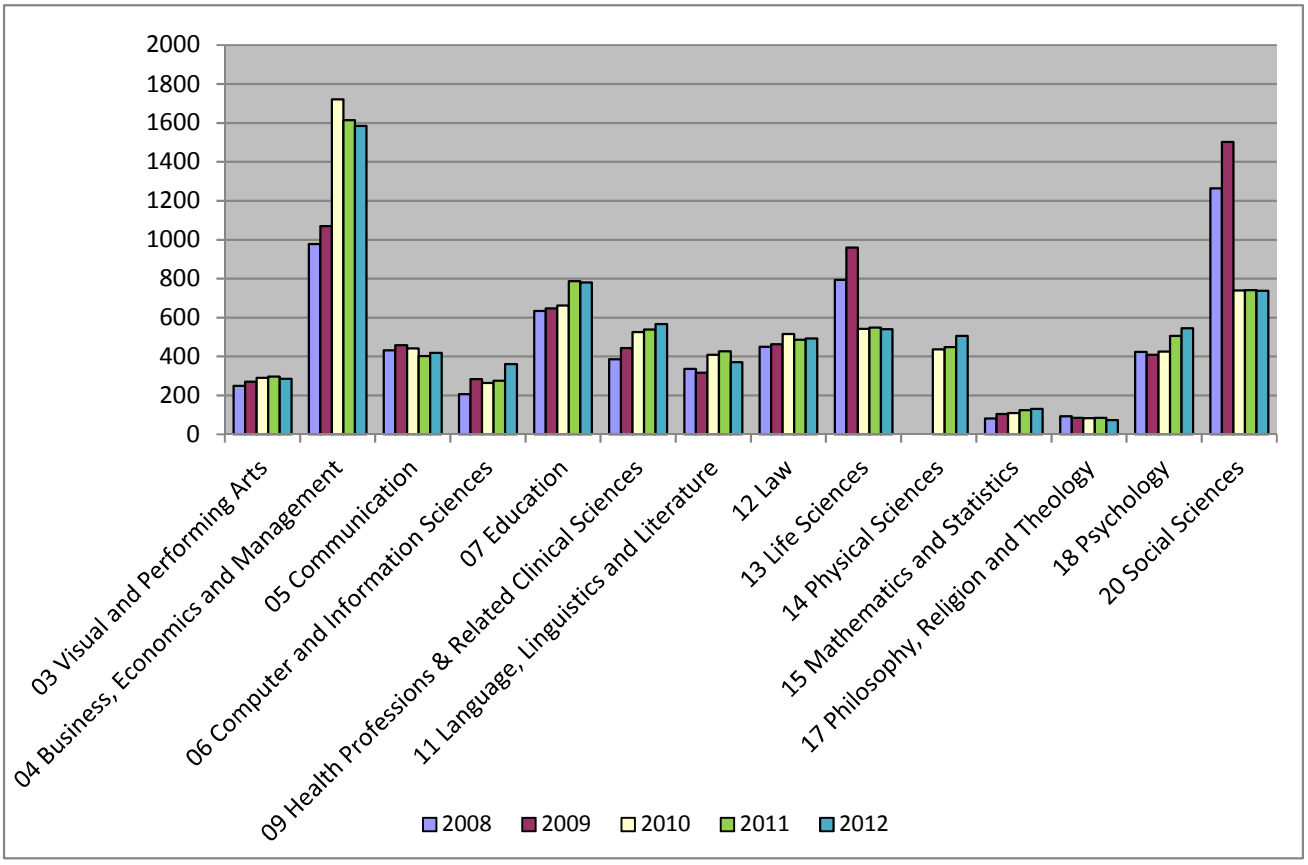
* These numbers are based on student indication of intended majors and are not linked to actual course enrolments (FTEs). The figures represent headcounts of intended majors as per the audited HEMIS submission 3.

** This figure does not tie back to total headcount enrolments because late claims are counted in this table and not in A1.

*** The University does not currently offer courses in CESM 1, 2, 8, 10, 16 or 19.

**** The Life Sciences and Physical Sciences CESM was split in 2010, and HKE was added into the Life Sciences CESM.

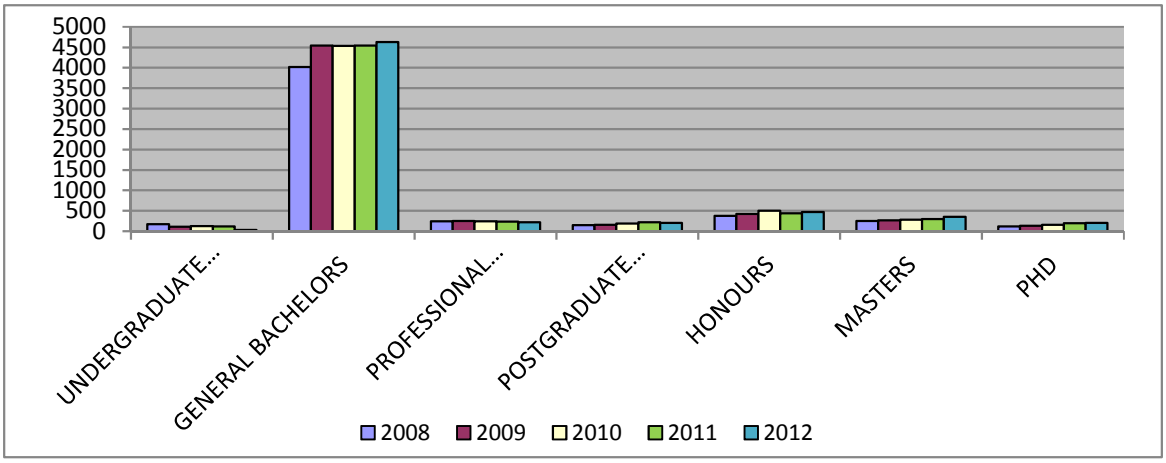
***** Economics moved from the Social Sciences CESM to CESM 04 in 2010.



J3 ENROLLED FTES BY QUALIFICATION LEVEL

QUALIFICATION LEVEL	2008	2009	2010	2011	2012	
UNDERGRADUATE CERTIFICATES	170	113	122	114	32	
GENERAL BACHELORS	4022	4541	4539	4546	4632	
PROFESSIONAL BACHELORS	242	248	244	237	216	
POSTGRADUATE DIPLOMAS	150	157	186	223	207	
HONOURS	374	426	500	442	473	
MASTERS	248	266	282	301	351	*
PHD	119	130	153	196	203	
TOTAL	**5325**	**5881**	**6026**	**6060**	**6114**	

* This figure includes coursework masters.



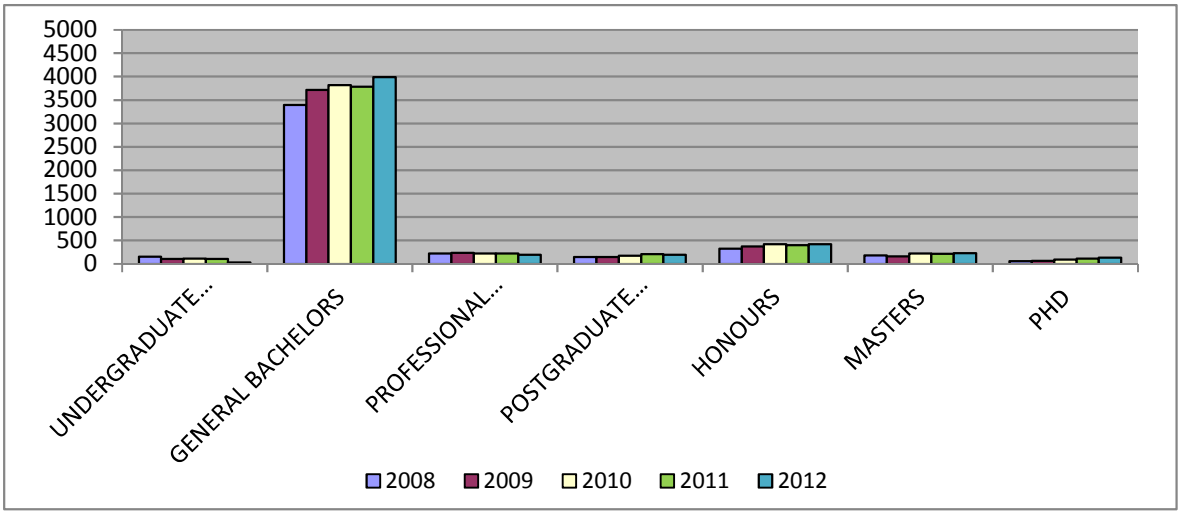
J4 COMPLETED FTES BY QUALIFICATION LEVEL

QUALIFICATION LEVEL	2008	2009	2010	2011	2012	
UNDERGRADUATE CERTIFICATES	154	101	112	106	27	
GENERAL BACHELORS	3394	3719	3818	3785	3989	
PROFESSIONAL BACHELORS	220	234	223	223	194	
POSTGRADUATE DIPLOMAS	145	145	175	206	193	
HONOURS	327	374	421	397	419	
MASTERS	180	159	218	213	230	*
PHD	54	64	88	114	134	**
TOTAL	**4473**	**4796**	**5055**	**5043**	**5186**	

A completed FTE is an examination passed.

* This figure includes coursework masters.

** Weighted by 2 as per HEMIS measurement.



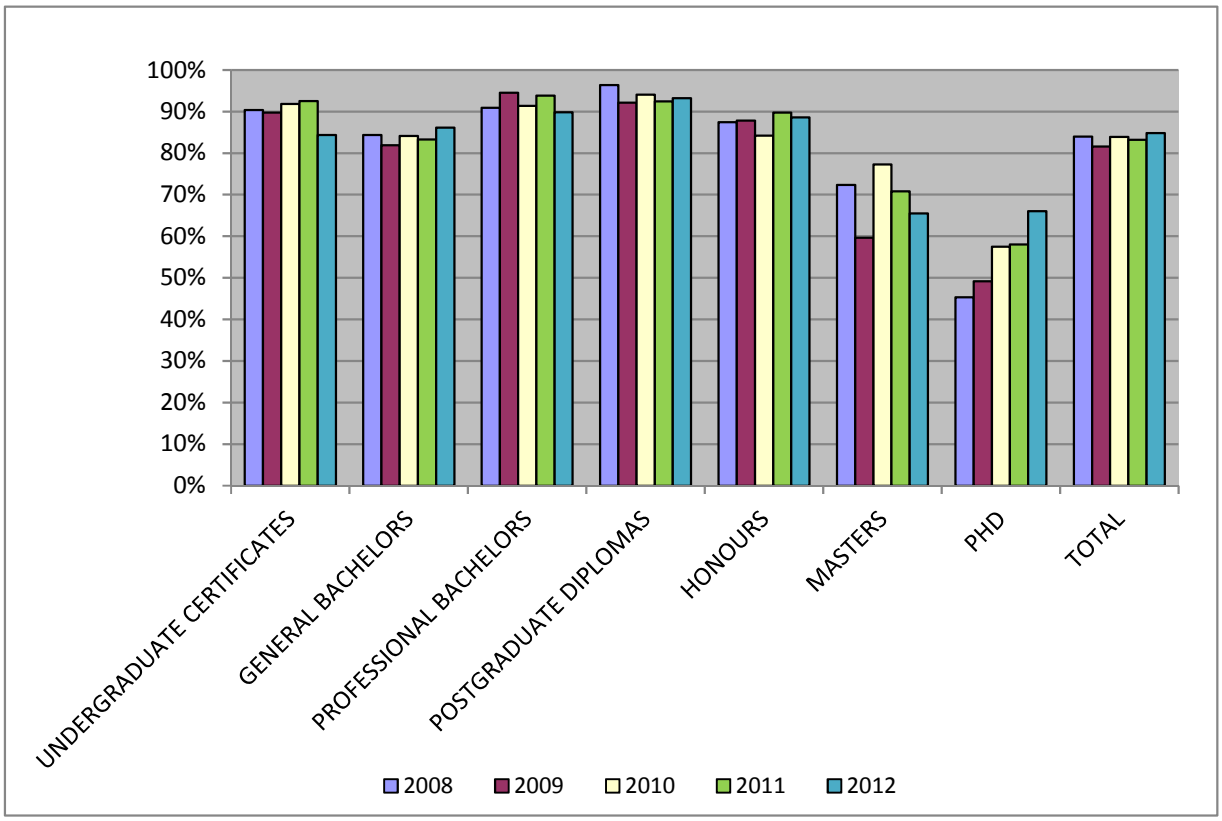
J5 SUCCESS RATES BY QUALIFICATION LEVEL

QUALIFICATION LEVEL	2008	2009	2010	2011	2012	
UNDERGRADUATE CERTIFICATES	90%	90%	92%	93%	84%	**
GENERAL BACHELORS	84%	82%	84%	83%	86%	
PROFESSIONAL BACHELORS	91%	95%	91%	94%	90%	
POSTGRADUATE DIPLOMAS	96%	92%	94%	92%	93%	
HONOURS	87%	88%	84%	90%	89%	
MASTERS	72%	60%	77%	71%	66%	*
PHD	45%	49%	58%	58%	66%	
TOTAL	**84%**	**82%**	**84%**	**83%**	**85%**	

Success rate = enrolled FTE / completed FTE * 100.

* This figure includes coursework masters.

** The values in table J3 and J4 are displayed with no decimal points but are used in calculation of percentage in J5.



J6 GRADUATION RATES BY QUALIFICATION LEVEL 2012: COMMERCE

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
3 yr Bachelor Degrees	307	1266	74%	24%
4 yr Bachelor Degrees	12	45	3%	27%
PG Diploma	69	103	6%	67%
Honours	97	101	6%	96%
Masters	33	192	11%	17%
PhD	3	14	1%	21%
TOTAL	521	1721	100%	

J7 GRADUATION RATES BY QUALIFICATION LEVEL 2012: EDUCATION

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
Undergrad Diplomas	49	66	8%	74%
3 yr Bachelor Degrees	14	285	36%	5%
4 yr Bachelor Degrees	0	0	0%	0%
PG Diploma	114	143	18%	80%
Honours	51	89	11%	57%
Masters	43	129	16%	33%
PhD	9	75	10%	12%
TOTAL	280	787	100%	

J8 GRADUATION RATES BY QUALIFICATION LEVEL 2012: HUMANITIES

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
3 yr Bachelor Degrees	447	1889	66%	24%
4 yr Bachelor Degrees	88	355	12%	25%
PG Diploma	42	47	2%	89%
Honours	159	174	6%	91%
Masters	63	256	9%	25%
PhD	13	120	4%	11%
TOTAL	812	2841	100%	

J9 GRADUATION RATES BY QUALIFICATION LEVEL 2012: LAW

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
3 yr Bachelor Degrees	0	2	1%	0%
4 yr Bachelor Degrees	83	187	94%	44%
Masters	2	6	3%	33%
PhD	1	3	2%	33%
TOTAL	86	198	100%	

J10 GRADUATION RATES BY QUALIFICATION LEVEL 2012: PHARMACY

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
4 yr Bachelor Degrees	62	424	89%	15%
Masters	3	22	5%	14%
PhD	4	28	6%	14%
TOTAL	69	474	100%	

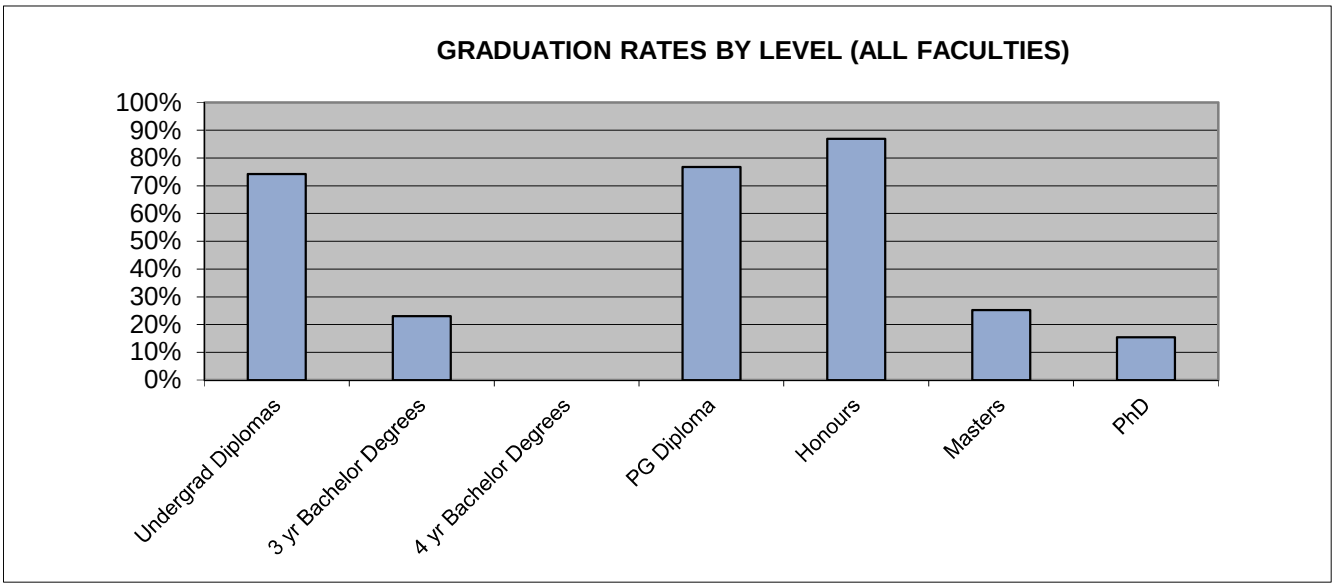
J11 GRADUATION RATES BY QUALIFICATION LEVEL 2012: SCIENCE

QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
3 yr Bachelor Degrees	219	842	57%	26%
4 yr Bachelor Degrees	0	11	1%	0%
Honours	132	141	10%	94%
Masters	84	300	20%	28%
PhD	35	180	12%	19%
TOTAL	470	1474	100%	

Tables J6 to J11 include occasional students. There are reasons for and against the inclusion of occasionals in these tables. The total enrolled in tables J6 to J11 add to the total degree registrations in table F1, similarly the total awarded add to the total awarded in F1.

J12 GRADUATION RATES BY QUALIFICATION LEVEL 2012: ALL FACULTIES

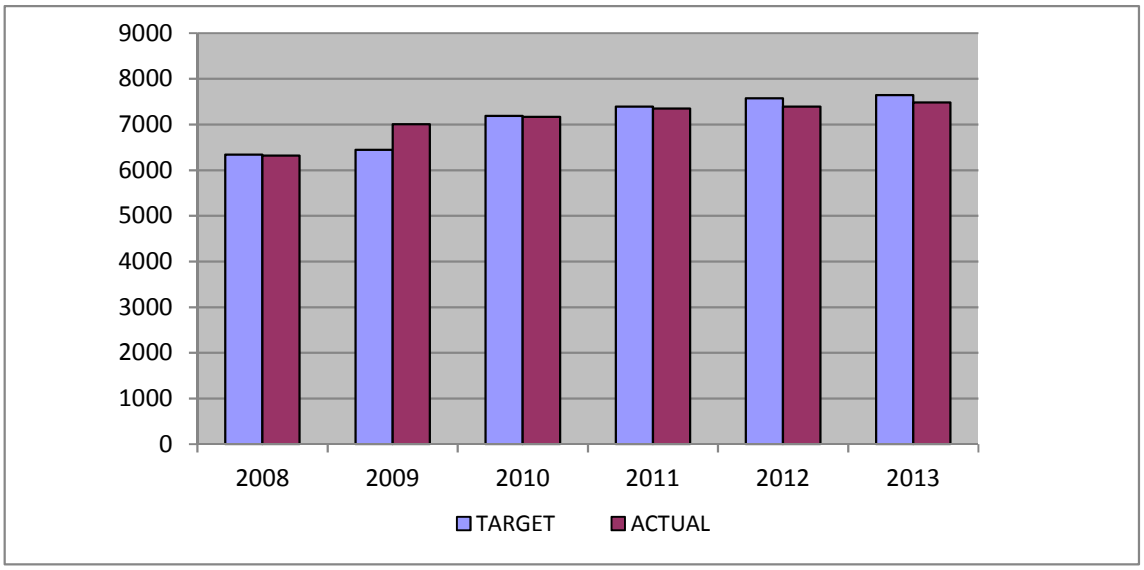
QUALIFICATION TYPE	AWARDED	ENROLLED	% ENROLLED	PERCENT AWARDED
Undergrad Diplomas	49	66	1%	74%
3 yr Bachelor Degrees	987	4284	57%	23%
4 yr Bachelor Degrees	245	1022	14%	0%
PG Diploma	225	293	4%	77%
Honours	439	505	7%	87%
Masters	228	905	12%	25%
PhD	65	420	6%	15%
TOTAL	2238	7495	100%	



J13 TARGET VS ACTUAL HEADCOUNTS

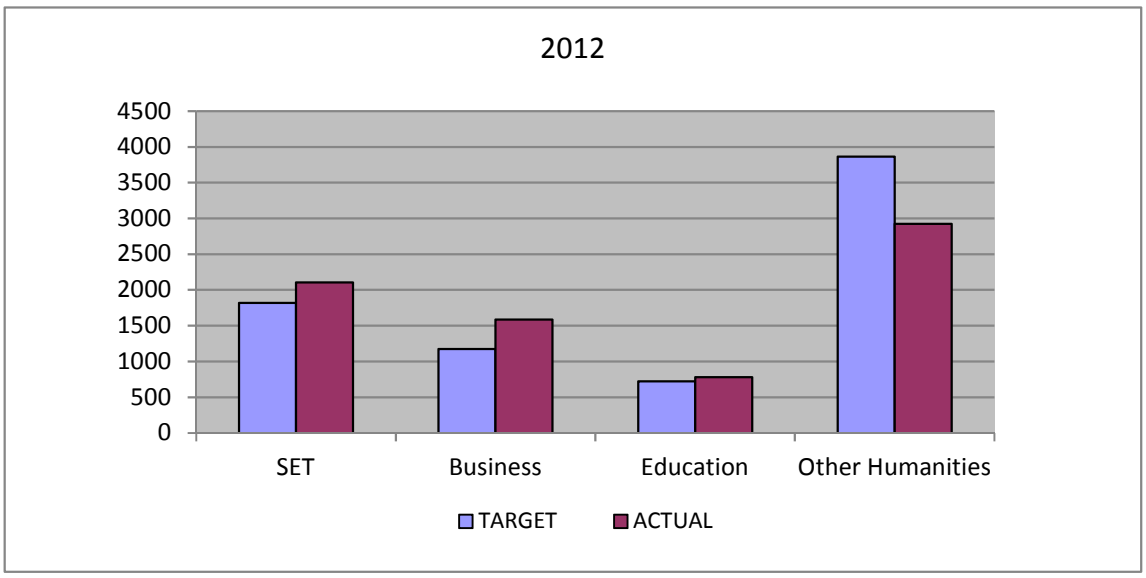
	2008	2009	2010	2011	2012	2013
TARGET	6342	6446	7192	7390	7576	7645
ACTUAL	6320	7005	7166	7350	7395	7485 *

* Provisional figure for 2013 based on first HEMIS submission in October 2013.



J14 FIELD BY MAJOR AREA (TARGET VS ACTUAL)

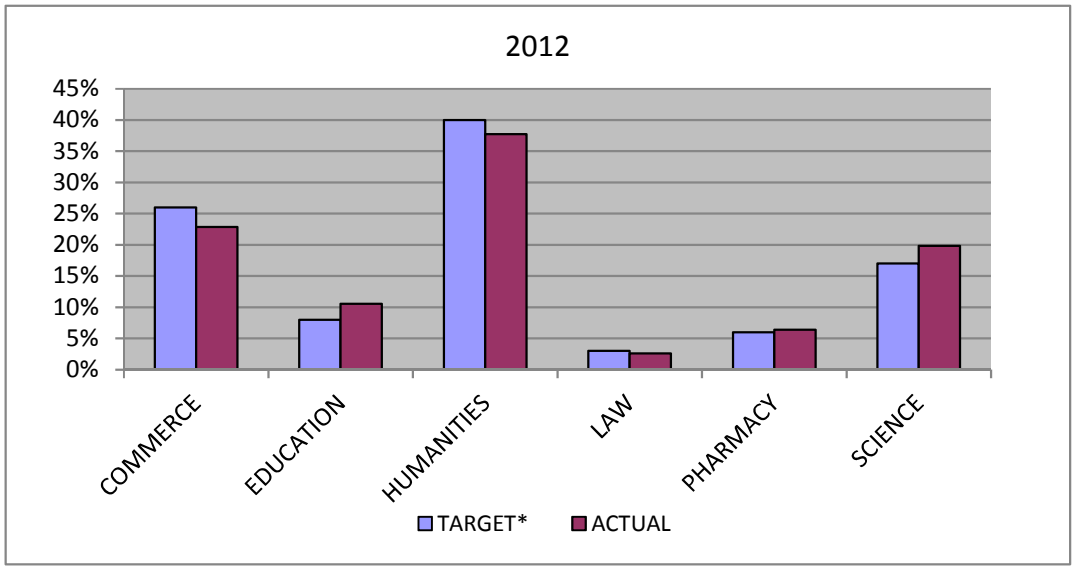
	2011			2012		
	TARGET	ACTUAL	2011%	TARGET	ACTUAL	2012%
SET	1774	1934	27%	1818	2104	28%
Business	1145	1614	22%	1174	1585	21%
Education	702	787	11%	720	781	11%
Other Humanities	3769	2944	40%	3864	2925	40%
Total	7390	7278	100%	7576	7395	100%



J15 FACULTY PROPORTION (TARGET VS ACTUAL)

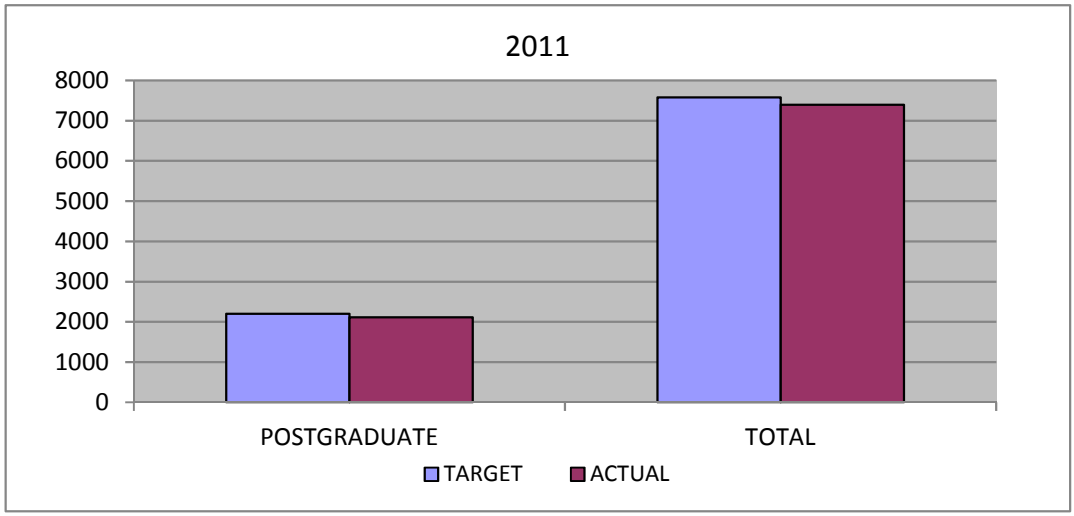
	2011		2012	
	TARGET*	ACTUAL	TARGET*	ACTUAL
COMMERCE	26%	24%	26%	23%
EDUCATION	8%	11%	8%	11%
HUMANITIES	40%	38%	40%	38%
LAW	3%	2%	3%	3%
PHARMACY	6%	6%	6%	6%
SCIENCE	17%	19%	17%	20%
TOTAL	**100%**	**100%**	**100%**	**100%**

* As per document "Response to DoE enrolment targets" (scenario 2).



J16 POSTGRADUATE TARGET VS ACTUAL

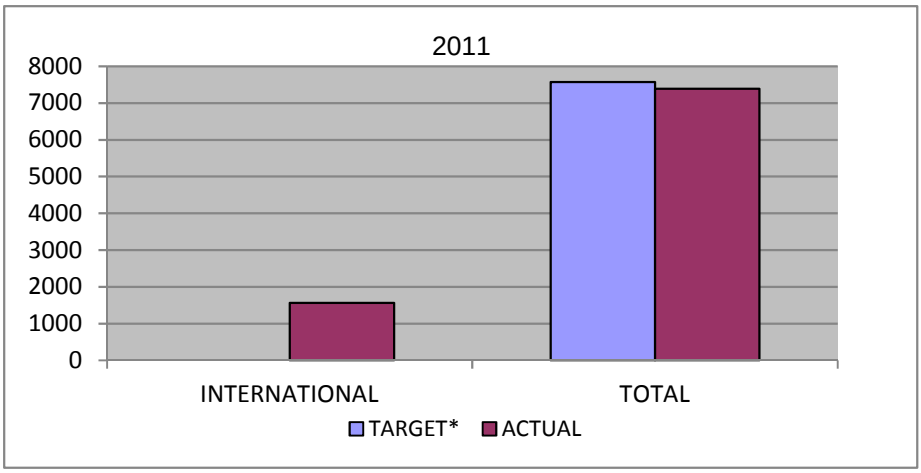
	2011		2012	
	TARGET	ACTUAL	TARGET	ACTUAL
POSTGRADUATE	2018	1958	2204	2114
% PG OF TOTAL	27%	27%	29%	29%
TOTAL	7390	7274	7576	7395



J17 INTERNATIONAL TARGET VS ACTUAL (ALL STUDENTS)

	2011		2012	
	TARGET*	ACTUAL	TARGET*	ACTUAL
INTERNATIONAL	-	1480	-	1560
% INT OF TOTAL	20-21%	20%	20-21%	21%
TOTAL	7390	7274	7576	7395

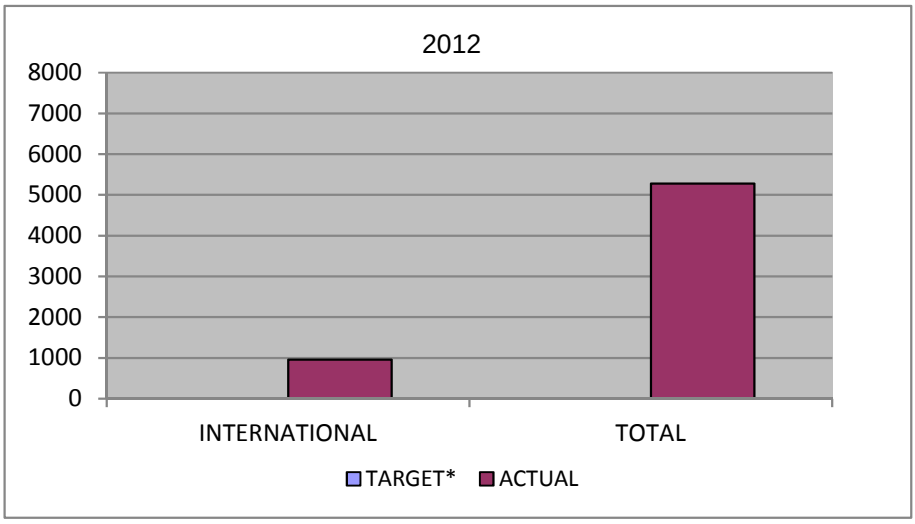
* No international target specified although the plan is to reduce the proportion but not necessarily the headcounts.



J18 INTERNATIONAL TARGET VS ACTUAL (UNDERGRADUATE STUDENTS)

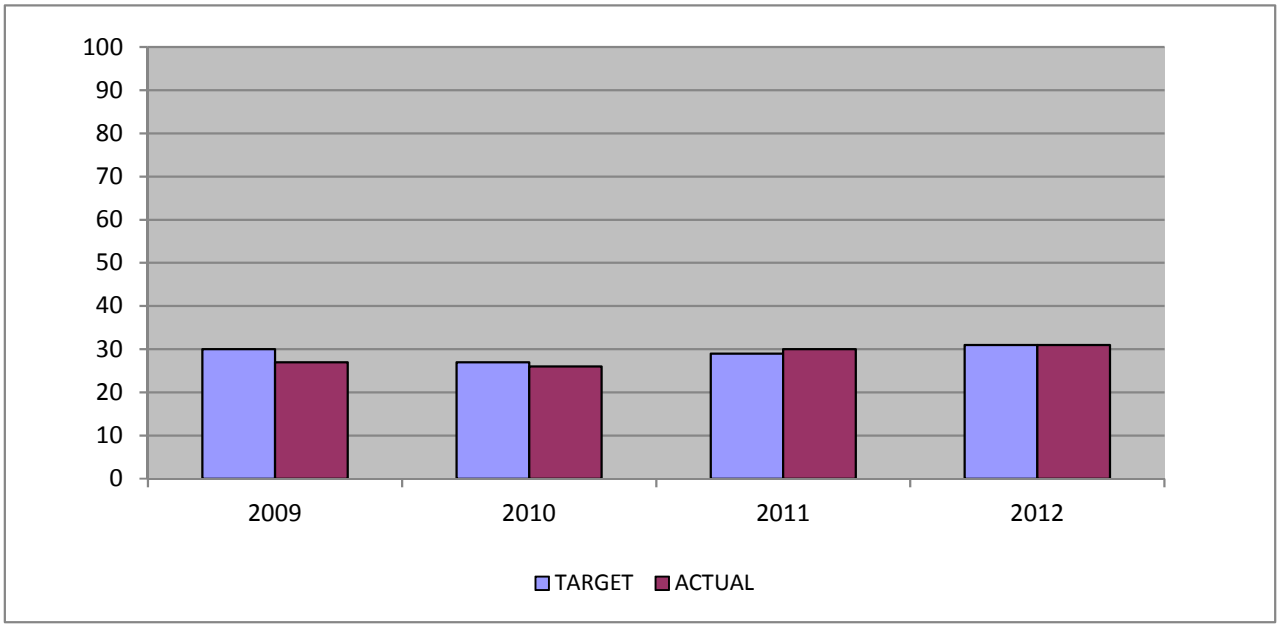
	2011		2012	
	TARGET*	ACTUAL	TARGET*	ACTUAL
INTERNATIONAL	-	921	-	955
% INT OF TOTAL	-	17%	-	18%
TOTAL	5329	5316	5329 *	5281

* No international target specified although the plan is to reduce the proportion but not necessarily the headcounts.



J19 GRADUATION RATE (as per HEMIS audited submission 3)

	2009		2010		2011		2012	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
GRADUATION RATE	30	27	27	26	29	30	31	31



J20 SUCCESS RATE (as per HEMIS audited submission 3)

	2009		2010		2011		2012	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
SUCCESS RATE	85	82	82	83	82	83	82	85