



Change the world



VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING (MERL) FRAMEWORK

**COMPILED BY THE OFFICE FOR INSTITUTIONAL STRATEGY WITH INPUTS FROM EXECUTIVE MANAGEMENT
REVISED 17 AUGUST 2023**

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

1. PREAMBLE

Through Vision 2030, Mandela University reaffirms its commitment to change the world through life-changing, student-centric educational opportunities, pioneering and impactful research and innovation, and transformative engagement that contribute to a better world. In so doing, the University seeks to promote the public good through cultivating graduates as socially conscious, globally connected citizens, contributing to addressing grand societal challenges through innovative scholarship and discovery. The Vision 2030 Strategy is premised on a set of core positioning messages that seek to take the University boldly into the future in the service of society.



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2. VISION 2030 STRATEGIC FRAMEWORK

As a centrepiece of Vision 2030, the University strives to reposition engagement to foster a more equal, inclusive, and socially just society by activating equalising partnerships with societal stakeholders that advance the co-creation of African-purposed solutions. This is part of a broader strategy to reconfigure the University in alignment with a reimagined and non-paternalistic paradigm of engagement that can more meaningfully contribute to alleviating human precarity. In so doing, the University has responded to a key dilemma facing the higher education sector, nationally and globally. That is, if not immersed in society, universities will find it near impossible to engage authentically and, thus, productively with the current socio-economic, environmental, cultural, and political challenges of our time, our place.

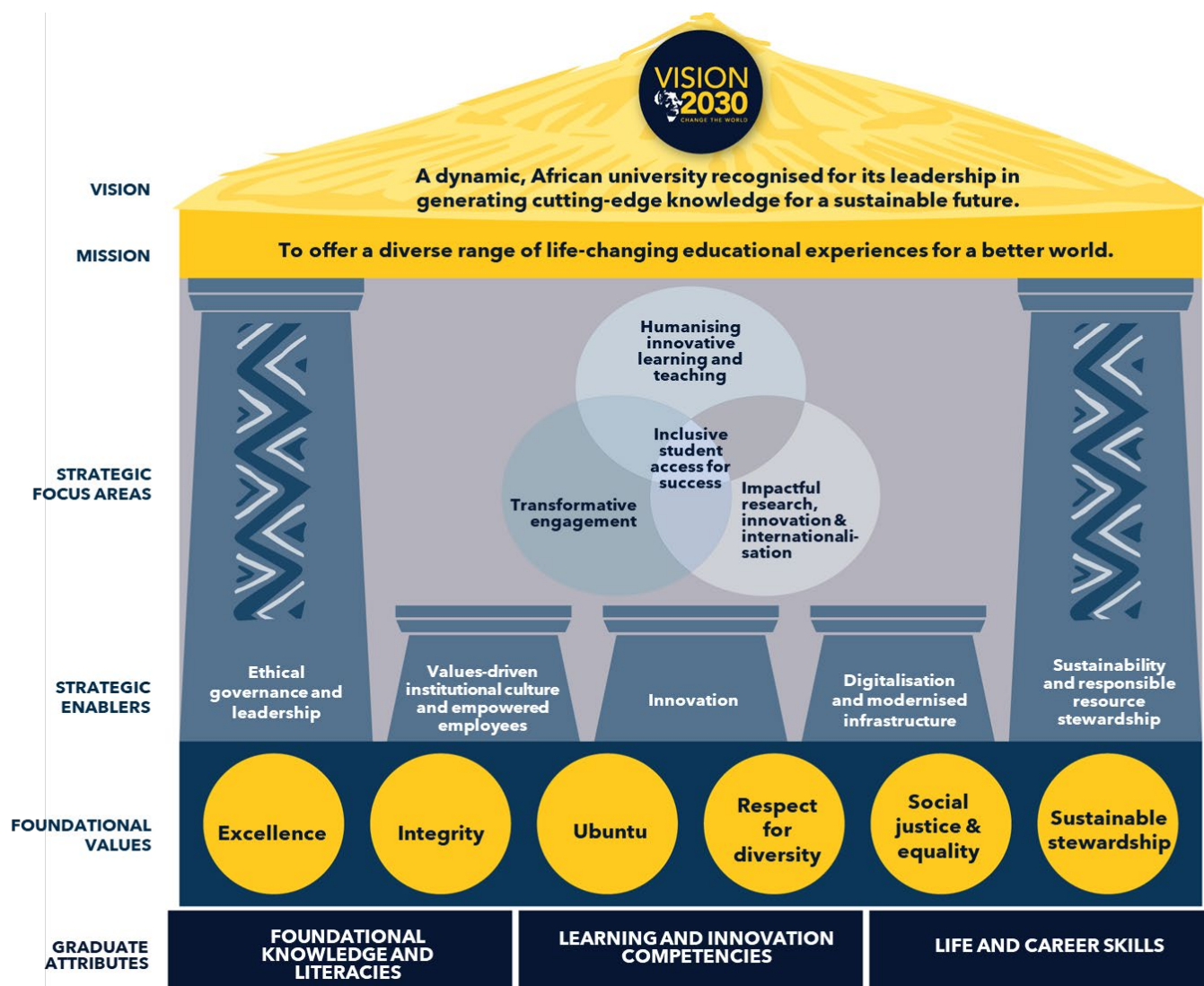
As part of recognising the privilege of carrying the revered name of Nelson Mandela, the University has been exploring how to give intellectual and practical expression to its intentions to promote the public good in the service of society. The formulation of Vision 2030 has revealed distinctive intellectual niches and strategic opportunities that need to be leveraged by Mandela University as it seeks to chart its future strategic directions and game-changing differentiators. Vision 2030 focuses on four strategic focus areas that relate closely to the core academic missions of the University, namely:

- Strategic Focus Area 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.
- Strategic Focus Area 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.
- Strategic Focus Area 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.
- Strategic Focus Area 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom.

These core missions are supported and enabled through a values-driven, inclusive institutional culture that liberates the full potential of students, employees, and communities as we seek to embody the legacy and ethos of our iconic namesake, Nelson Mandela. Further critical enablers that will support our strategic intentions include ethical governance and leadership, fostering a values-driven institutional culture and empowered employees, creating an enabling environment for innovation, accelerating our digital transformation trajectory, optimising the utilisation of modernised and flexibly designed infrastructure, and deepening our commitment to long-term sustainability and responsible resource stewardship.

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The essence of Vision 2030 is visually depicted below.



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3. PURPOSE OF VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

Formulating and executing strategy require different sets of competencies and come with their own challenges. Keeping in mind that even the best formulated strategy can be poorly executed, the institutional monitoring, evaluation, reporting and learning (MERL) framework seeks to track and report on progress in implementing Vision 2030 on a quarterly and annual basis.

Various mechanisms have been developed in liaison with relevant internal stakeholders to cascade Vision 2030 within all domains of the University to promote strategy alignment. These include the following:

- Leadership capacity development to empower senior and middle managers to develop and implement five-year strategic plans and annual operational plans aligned with institutional strategy.
- Communication and engagement strategies with internal and external stakeholders to promote collective ownership of Vision 2030 strategic directions and core messages.
- Forging mutually beneficial, collaborative strategic partnerships with local, regional, national, continental, and global role players to unlock the key capabilities required to achieve optimal strategic impact.
- Strategy-aligned resource mobilisation and budgeting that promote long-term financial sustainability and responsible stewardship.

A further enabler of impactful strategy deployment is monitoring and evaluating implementation progress through institutional monitoring and evaluation frameworks and systems using well-defined, collectively owned measures of success. The main purpose and strategic intent of the Vision 2030 institutional MERL Framework is to facilitate and coordinate the efforts of the University in monitoring and reporting on progress in the implementation of Vision 2030. To this end, the framework aims to address the following specific objectives:

- Monitoring progress in aligning with, and implementing, Vision 2030 strategic focus areas, enablers, and goals.
- Facilitating integrated institutional reporting systems to enhance the overall quality of institutional planning, implementation, resource allocation, and decision-making processes.
- Enhancing institutional effectiveness and efficiency through evidence-based performance reporting to Council and Executive Management (MANCO) regarding the attainment of Vision 2030 strategic goals.
- Evaluating the demonstrated results and impact of various strategic interventions against the intended goals, targets, and key deliverables.
- Enriching organisational learning through information-rich reporting to support strategic review, innovation, risk management, combined assurance, and continuous improvement.

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The abovementioned critical success factors for cascading Vision 2030 are depicted in the diagram below.



Monitoring and evaluation (M&E) are continuously undertaken to assess if progress is being made in achieving expected results, to spot bottlenecks in strategy implementation, and to determine whether there are any unintended impacts. M&E systems will only add value to strategy implementation through interpretation and analysis to address the "why" and "so what" questions. This forms the basis for accountability and learning whereby impact is optimised by formulating responses to identified constraints and challenges and implementing these in real time.

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The inter-relationship between monitoring, evaluation, reporting and learning (MERL) is visually depicted in the diagram below.

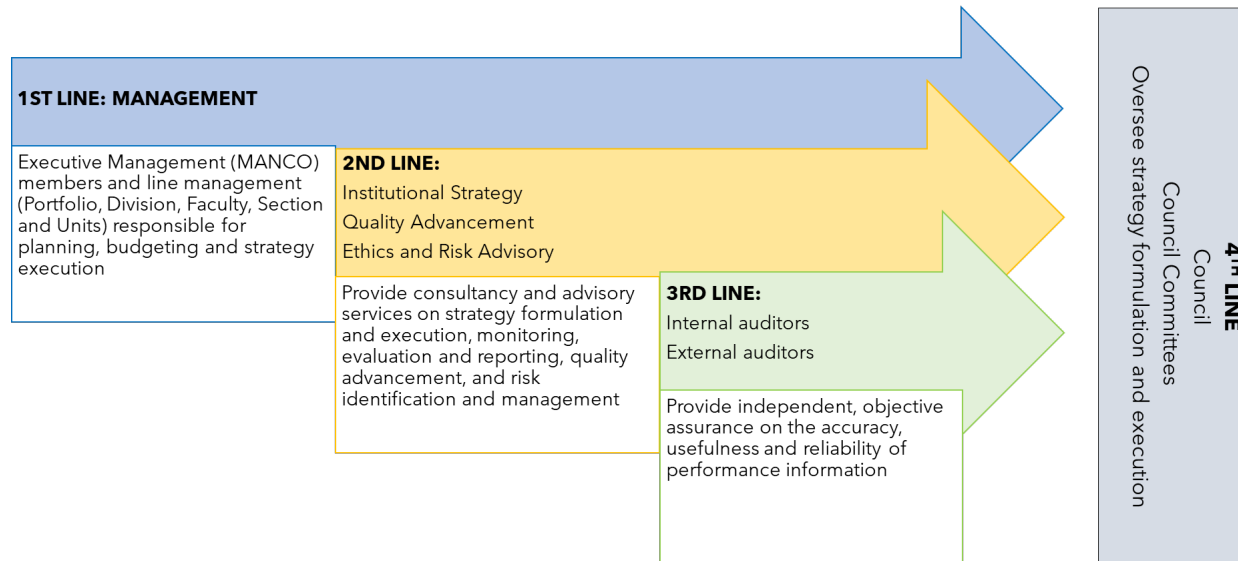


VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

The Office for Institutional Strategy collaborates with various other institutional entities to source both qualitative and quantitative data to monitor, evaluate and report on progress in respect of Vision 2030 strategy implementation. Council-approved indicators for each of the strategic focus areas and selected enablers are used for this purpose, as outlined in this framework. Based on the trends observed through institutional MER, executive management and Council are provided with the information required to promote organisational learning and continuous improvement.

4. GOVERNANCE AND OVERSIGHT ROLES IN VISION 2030 STRATEGY IMPLEMENTATION, MONITORING, EVALUATING, REPORTING AND LEARNING

Combined assurance refers to a process adopted and applied by the University to provide an integrated and coordinated approach to all assurance activities, to optimise the assurance coverage from management, internal and external assurance providers on the risk areas affecting the University. The King IV Report advocates for a combined assurance model, which holistically incorporates all assurance services and functions to support the integrity of information used for decision-making by management, Council, and its committees. Various University governance and management role players fulfil important responsibilities as it relates to combined assurance, as outlined below.



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Council

The Council, established in terms of Section 27(4) of the Higher Education Act, 1997 (Act 101 of 1997) as amended, is the highest decision-making body of the University and is responsible for good governance. In practical terms, the above implies that Council is responsible for, *inter alia*:

- Governing the University in accordance with the relevant statutory requirements and with due regard to generally accepted governance principles and practices.
- Determining the overall strategic direction of the University.
- Overseeing the proper management of the financial resources and assets of the University.
- Adopting the vision, mission, and value statements of the University.
- Approving and monitoring the implementation of institutional policies and structures.
- Identifying and monitoring the risks relevant to the business of the University.
- Monitoring the transformation process at the University.
- Adopting its own rules, including the Code of Conduct for members of Council, in terms of which it conducts its activities.

In accordance with the Higher Education Act, Council is responsible for the oversight of the implementation of Nelson Mandela University's Vision 2030 strategy. Progress is reported on a quarterly basis as part of the Vice-Chancellor's report to Council, in alignment with the key performance areas of Council, as reflected below:

Transformative Strategic Plan: Vision 2030

- Oversight of progress in the achievement of Vision 2030 strategic and transformative goals
- Ensuring inter- and transdisciplinary strategies for addressing current and emerging engagement needs
- Mitigating the impact of emergency matters (water/energy) on the academic core missions and operational continuity

Academic Excellence

- Ensuring the improvement of average student success and throughput rates in line with national averages for contact universities
- Ensuring the improvement of research outputs
- Ensuring the academic project continues post-pandemic

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Improving Quality of Student Life

- Ensuring the development of a vibrant culture of living and learning on all campuses
- Ensuring the creation of a safe and secure environment particularly in relation to gender-based violence (GBV)
- Ensuring provision of support services to students

Improving Quality of Staff Life

- Ensuring a competitive total employee value proposition for all employees
- Talent management
- Ensuring provision of support services to staff

Operations and Infrastructure

- Ensuring efficient operational systems and provision of adequate infrastructure to support Nelson Mandela University operations
- Ensuring continued operations post-pandemic

Financial Viability

- Ensuring the University generates a balanced budget
- Considering the impact on the economy post-pandemic, reserve accumulation provision of between 5-10% from Council- funded activities will be suspended for 2024
 - Declining subsidy
 - Ability of students to pay fees/rising student debt
 - Impact on funding for bursaries and scholarships as well as donor funding
- Ensuring that the University increases its third-stream income as a percentage of total income
- Ensuring that the output components of the University subsidy income streams increase over time
- Oversight of the financial implications of the organisational redesign implementation

Effective and Efficient Management of Council

- Ensuring efficient and effective management and execution of Council and Council Committee business processes
- Ensuring continued governance operations

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Management Committee

The Management Committee (MANCO) is established in terms of paragraph 57 of the Statute as the executive management structure of the University. MANCO bears overall responsibility for the day-to-day management of the University and has final decision-making powers in respect of those matters delegated to it by the Council. MANCO makes recommendations to the respective committees of the Council regarding all matters which are subject to the approval of the Council, or the committees of the Council in terms of a delegated authority, unless determined otherwise in the delegation document of the University. Furthermore, MANCO ensures that the University complies with all relevant laws and regulations in respect of all matters it deals with. MANCO may assign or delegate any of its functions to one or more of its members, or to a committee or task team appointed by it, provided that any actions resulting from such assignment or delegation are ratified by MANCO at its next meeting.

As part of executing their management responsibilities, MANCO members are required to submit quarterly reports to the Office of the Vice-Chancellor as it relates to progress in implementing the Vision 2030 strategy in their portfolios. The narrative reports submitted by each of the MANCO members inform the Vice-Chancellor's quarterly reports to Council which, in turn, provide the foundation for annual reporting to the Department of Higher Education, Science and Innovation.

Senate

In terms of section 28(1) of the Higher Education Act, Senate is accountable to Council for all the teaching, learning, research and other academic functions of the University and all other functions delegated or assigned to it by Council, namely, to:

- Determine entrance requirements to academic programmes.
- Determine enrolment numbers of students for academic programmes.
- Determine the minimum requirements for re-admission to study at the University.
- Develop or amend rules relating to the curriculum for any degree, diploma, or certificate.
- Develop or amend rules relating to student assessment.

Senate advises Council on the disciplinary code and measures applicable to students, as well as the establishment and disestablishment of faculties, academic departments, schools, and other academic structures. Senate submits to Council reports upon its work as may be required, recommendations on matters referred to it by Council or any other matter affecting the University.

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Institutional Forum

The Institutional Forum (IF) advises the Council on issues affecting the University, including the implementation of the Higher Education Act and the national higher education policy; race and gender equity policies; the selection of candidates for senior management positions; codes of conduct, mediation, and dispute resolution procedures; fostering a transformative institutional culture, social cohesion, respect for fundamental human rights and creates an appropriate environment for learning, teaching, and research; and the language policy of the University.

Quality Committee

The Quality Committee (QC) provides strategic leadership and direction in developing and implementing an integrated quality advancement philosophy and framework that underpins the promotion of excellence at all levels. The QC ensures the implementation and monitoring of effective and appropriate quality advancement systems in terms of approved criteria for each of the core academic missions, as well as all institutional support services.

In exercising its responsibility, the QC oversees the implementation of an appropriate cycle for academic and support service quality reviews and monitors the planning, conduct and follow-up of improvement plans to give effect to the recommendations emerging from these reviews. Furthermore, the QC monitors the planning, conduct and follow-up of institutional audits and national programme reviews conducted by external regulatory bodies such as the Council on Higher Education and professional councils. Through these quality advancement processes, the Committee informs institutional risk management by identifying key risks emerging from reviews.

Risk Management Committee

The Risk Management Committee (RMC) is responsible for addressing the institutional governance requirements as it relates to risk identification and management. The RMC performs its mandate by overseeing the implementation and maintenance of risk identification (strategic and operational), assessment, mitigation, and monitoring processes throughout the University. It does so by focusing on transversal risks and controls to avoid duplication, recommend best practice, and reprioritise existing, newly identified, and emerging risks. The RMC reviews progress made with action plans contained in risk registers for improving risk controls and risk interventions and submits a risk management report to the Audit and Risk Committee of Council focusing on the top institutional risks of the University and any risk developments based on the risk mitigations.

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Internal Audit

The Internal Audit Department is established in terms of the Internal Audit Charter to provide an independent and objective assurance and advice on the governance, risk management and internal control processes. Thus, the role of Internal Audit Department in respect of institutional performance management is to provide independent and objective assurance on the usefulness and reliability of performance information as well as the integrity of the processes that are used to generate the performance reports. This entails an examination of the systems used to collect, collate, verify, and analyse performance information as a basis for reporting to stakeholders. In instances where gaps exist in the performance management process, the Internal Audit Department may assist management to enhance the process without taking any responsibility.

Office for Institutional Strategy

The Office for Institutional Strategy (OIS) fulfils an advisory function as it relates to institutional strategy, strategic projects incubated within the Office of the Vice-Chancellor, institutional research, monitoring, evaluation and reporting, strategy intelligence and data analytics. The Office for Institutional Strategy fulfils an integrative function at institutional level to promote strategy-aligned planning, implementation, decision-making, and resource allocation. The Office does so by providing accessible, user-friendly, and technology-enabled strategy intelligence and institutional research platforms to inform strategy-aligned planning, implementation, monitoring, evaluation and reporting at all levels of the University.

The Office for Institutional Strategy strives to achieve optimal impact in terms of the following:

- Facilitate the development of institutional strategy to optimally position the University nationally and internationally.
- Direct support to senior management in crafting portfolio and faculty strategic plans aligned with institutional strategy.
- Facilitate and support institutional strategy deployment and implementation at all levels of the University.
- Inform evidence-based planning, budgeting, and reporting through integrated strategy intelligence, data analytics, performance dashboards, and modelling.
- Enhance strategic integration and alignment of academic, enrolment, financial, human resources, ICT, and infrastructural planning.
- Conduct institutional research, policy analyses, benchmarking studies, and environmental scanning to inform institutional strategy.
- Monitor, evaluate and report on institutional strategy implementation and performance against predetermined strategic goals, indicators, and targets.
- Develop and implement technology-enabled institutional monitoring, evaluation, and reporting platforms to support integrated planning and reporting.

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- Provide planning, analytical and project management support to institutional strategic projects incubated within the Office of the Vice-Chancellor.

Quarterly reporting to the governance and management structures is informed by the Council Key Performance Areas and the Vision 2030 strategic focus areas and enablers, as reflected in Table 1 below.

TABLE 1: ALIGNMENT OF COUNCIL KEY PERFORMANCE AREAS WITH VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS

COUNCIL KPAs	VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS
<p>Transformative Strategic Plan: Vision 2030</p> <ul style="list-style-type: none"> • Oversight of progress in the achievement of Vision 2030 strategic priorities • Ensuring inter- and transdisciplinary strategies for addressing current and emerging engagement needs • Ensuring operational continuity in the core academic missions 	<p>SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self</p> <p>SE 3: Create and sustain an enabling innovation ecosystem where students and employees can collaboratively engage with external partners to co-create pioneering discoveries that advance the frontiers of knowledge and promote the public good</p> <p>SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality</p>
<p>Academic Excellence</p> <ul style="list-style-type: none"> • Ensuring the improvement of average student success rates and throughput rates in line with national averages for contact universities • Ensuring the improvement of research outputs • Ensuring operational continuity in the core academic missions 	<p>SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good</p> <p>SFA 2: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures</p> <p>SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality</p>

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COUNCIL KPAs	VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS
<p>Improving Quality of Student Life</p> <ul style="list-style-type: none"> • Ensuring the development of a vibrant culture of living and learning on all campuses • Ensuring the creation of a safe and secure environment particularly in relation to gender-based violence • Ensuring provision of support services to students 	<p>SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good</p> <p>SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality</p> <p>SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom</p>
<p>Improving Quality of Staff Life</p> <ul style="list-style-type: none"> • Ensuring a competitive total employee value proposition for all employees • Talent management • Ensuring provision of support services to staff 	<p>SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees</p>
<p>Operations and Infrastructure</p> <ul style="list-style-type: none"> • Ensuring efficient operational systems and provision of adequate infrastructure to support the Nelson Mandela University operations • Ensuring continued operations 	<p>SE 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure</p>
<p>Financial Viability</p> <ul style="list-style-type: none"> • Ensuring that the University generates a balanced budget • Reserve accumulation provision of between 5-10% from Council-funded activities (suspended for 2024) • Ensuring that the University increases its third-stream income as a percentage of total income • Ensuring that the output components of the University subsidy income streams increase over time • Oversight of the financial implications of the organisational redesign implementation 	<p>SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship</p>

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COUNCIL KPAs	VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS
<p>Effective and Efficient Management of Council</p> <ul style="list-style-type: none"> Ensuring efficient and effective management and execution of Council and Council committee business processes Ensuring continued governance operations 	SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self

Quarterly reporting to Council will be aligned with the academic almanac and the cycle of institutional processes which determine the availability of data relating to various indicators throughout the year. The themes outlined in Table 2 will be focused on in each quarter when preparing the Vice-Chancellor's reports to Council.

TABLE 2: THEMATIC AREAS FOR QUARTERLY REPORTING

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY FOCUS AREA FOR EACH QUARTER	Student access and enrolments of current academic year	Student success and throughput	Transformation	Sustainability and stewardship

Table 3 provides the timelines associated with submission of the quarterly reports:

TABLE 3: TIMELINES GUIDING THE COLLATION AND SUBMISSION OF QUARTERLY REPORTS TO COUNCIL

#	PROCESS	TIMEFRAMES
1.	Email to MANCO members to request submissions for VC's quarterly report to Council	8 weeks prior to Council meeting
2.	Institutional Strategy provides relevant quantitative data on Ulwazi	6 weeks prior to Council meeting
3.	MANCO members submit quarterly reports to Institutional Strategy	4 weeks prior to Council meeting
4.	Institutional Strategy submits draft quarterly report to VC for review	2 weeks prior to Council meeting
5.	Office of VC submits VC's final quarterly report to Council secretariat	1 week prior to Council meeting
6.	Council meeting	

External accountability to various key stakeholders is integrated into the institutional monitoring, evaluation, reporting and learning framework. Table 4 specifically highlights the various statutory submissions associated with the different MANCO portfolios.

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TABLE 4: REPORTING CYCLE ASSOCIATED WITH STATUTORY SUBMISSIONS

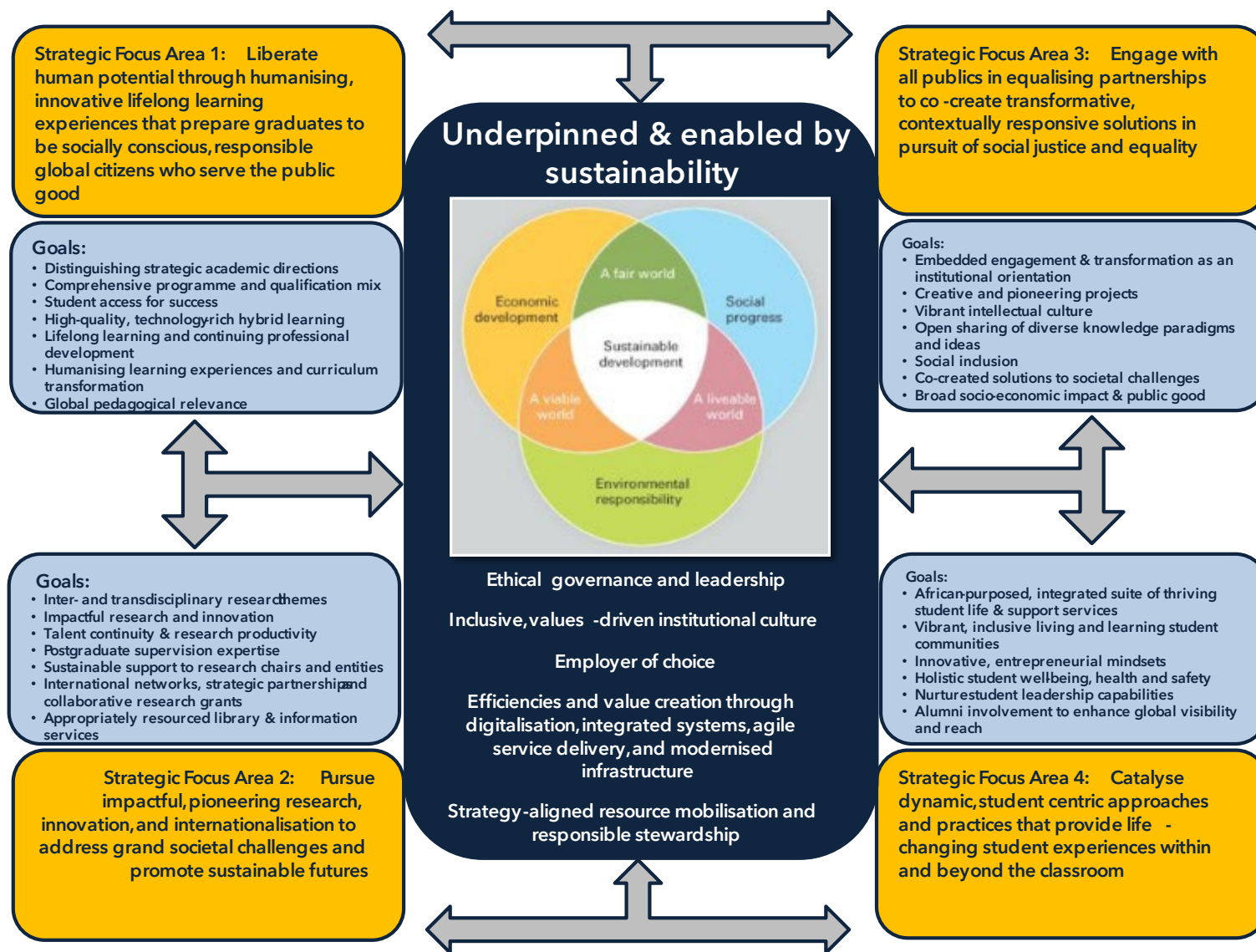
#	STATUTORY PLANS/REPORTS/DATA	SUBMISSION TO	RESPONSIBLE MANCO MEMBER	SUBMISSION DATE
1	Reports:	DHET	DVC P&O	30 March
	• Infrastructure Grant Funding Progress Report		SD IS	30 June
	• Integrated Annual Report		DVC ETP	30 June
	• Transformation Report (Including biennial social inclusion reports)		ED Finance	30 June
	• Audited Financial Statements (Included in Annual Report)		SD IS	30 November
	• Mid-Year Performance Review for year under review		SD IS	15 December
2	Annual Performance Plan for following year	DHET	SD IS	
	HEMIS Data:			
	I. HEMIS STUDENT DATA:			
	• Three submissions:			
	○ 1 st Valpac Submission (2 nd submission of previous year's student data)			2 May
	○ 2 nd Valpac Submission Plus Audit Certificate (previous year's student data)			31 July
	○ 3 rd Valpac Submission (for current year)			31 October
	II. HEMIS STAFF DATA:			
	• Two submissions:			
	○ 1 st Submission (Staff profile and Staff FTE)			1 March
○ 2 nd Submission (Staff profile and Staff FTE)	31 July			
III. HEMIS RESEARCH DATA:				
• One submission (Weighted research outputs; publication units to permanent academic staff ratio; weighted research outputs to permanent academic staff ratio)	Mid-May			
IV. BUILDING SPACE DATA:				
• One submission: 1 st Valpac Submission (previous year's space data)	31 May			
3	Workplace Skills Plan/Annual Training Report (WSP/ATR)	ETDP SETA	DVC P&O	30 June
4	Employment Equity Report	Dept of Employment and Labour (DEL)	DVC P&O	<u>By hand:</u> 1 October

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#	STATUTORY PLANS/REPORTS/DATA	SUBMISSION TO	RESPONSIBLE MANCO MEMBER	SUBMISSION DATE
				<u>Online</u> : 2 nd week January of following year
5	Non-potable water for irrigation	Dept Water and Sanitation requirement	DVC: P&O	Monthly testing and recording
6	Nature Reserve Management Plan 5-year cycle	Dept of Economic Development, Environmental Affairs and Tourism (DEDEAT) requirement	DVC: P&O	5-year plan
7	Alien Invader Vegetation Clearing	Dept Water and Sanitation	DVC: P&O	Annual
STATUTORY CERTIFICATES				
1	Valid Tax Certificate - Good standing	SARS requirement	ED Finance	April
2	Valid BBBEE Certificate	DTI requirement	ED Finance	October
3	Audit Certificate - HEMIS Staff and Student data	DHET	SD IS	31 July
4	Appointment of competent person in terms of the OSH Act (GMR2)	DEL, OSH Act requirement	DVC: P&O	Upon filing of vacant GMR2-associated post
5	Gas Installation Certificates	OSH Act requirement	DVC: P&O	Whenever gas installations are worked on
6	Certificate of Compliance (COC) with electrical installations	OSH Act requirement	DVC: P&O	Whenever electrical networks and installations are worked on

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The dimensions of the institutional Vision 2030 Monitoring, Evaluation, Reporting and Learning Framework are visually depicted below.



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In support of integrated quarterly and annual performing reporting, the Office for Institutional Strategy provides senior management and Council with strategy intelligence on a cyclical basis for the quantitative indicators outlined in Table 5 below. This serves to complement Vision 2030 monitoring, evaluation and reporting using the strategy-aligned indicators outlined in Annexure A.

TABLE 5: QUANTITATIVE INDICATORS INFORMING QUARTERLY REPORTING TO COUNCIL

QUARTER 1: ACCESS AND ENROLMENTS	QUARTER 2: STUDENT SUCCESS AND THROUGHPUT	QUARTER 3: TRANSFORMATION	QUARTER 4: SUSTAINABILITY AND STEWARDSHIP
<p>The following indicators will be monitored relative to targets in the University's enrolment plan:</p> <ul style="list-style-type: none"> ○ Headcount enrolments by population group, gender, disability ○ Headcount enrolments by faculty, major field of study and qualification type ○ Distribution of UG and PG enrolments by qualification type ○ Average annual growth rate by qualification type ○ First-time entering students per faculty: ○ Actual numbers ○ Growth rates ● Headcount enrolments by South African, SADC, African and international origins ● Applications: admissions: registration ratios ● School quintile profile of first-time entering students 	<ul style="list-style-type: none"> ● Student success rates (coursework modules only) by: <ul style="list-style-type: none"> ○ Faculty ○ Population group ○ Gender ○ NMU versus national average ○ Success rates of NSFAS loan-funded students ○ First time entering UG ● Number of graduates per annum per faculty ● Retention of first year students by faculty ● Average annual growth in enrolments relative to graduates ● Council-funded investment in student academic support interventions ● Completion and drop-out rates of most recent cohort: <ul style="list-style-type: none"> At undergraduate level ○ 3-year diplomas and degrees at 3 years and 6 years 	<ul style="list-style-type: none"> ● Student and employee demographic profile ● Diversity of student profile according to qualification, major field of study, population group, gender, and disability ● Student success rates (coursework modules only) at institutional level and by: <ul style="list-style-type: none"> ○ Faculty ○ Population group ○ Gender ● Number of graduates per annum per faculty, population group and gender ● Students who dropped out in good academic standing ● Throughput rates for all coursework under- and postgraduate qualifications ● Average time taken to graduate for research Masters' and Doctoral qualifications ● Home language of students 	<ul style="list-style-type: none"> ● Sources of income (subsidy, tuition, third stream) ● Personnel costs as percentage of: <ul style="list-style-type: none"> ○ Subsidy and tuition ○ Total expenditure ● Academic: PASS ratio of salary expenditure per annum ● Operating surplus ● Liquidity ratio, i.e., current assets/current liabilities, relative to other comprehensive universities and the national norm ● Sustainability ratio, i.e., cumulative reserves/annual expenditure relative to other comprehensive universities and the national norm ● Sustainable resource mobilisation: investments and donations (alumni, government, corporate, international donors, etc.) ● Facilities net surplus/(deficit) ● Student Accommodation net surplus/(deficit)

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

QUARTER 1: ACCESS AND ENROLMENTS	QUARTER 2: STUDENT SUCCESS AND THROUGHPUT	QUARTER 3: TRANSFORMATION	QUARTER 4: SUSTAINABILITY AND STEWARDSHIP
<ul style="list-style-type: none"> • Students receiving financial aid • Student access to WiFi and computing devices by campus • Student: PC ratio by campus and in on- and off-campus residences • Student accommodation: Number of beds available on- and off-campus • Ratio of registered students to on- and accredited off-campus residence places 	<ul style="list-style-type: none"> ○ 4-year degrees at 4 years and 6 years At postgraduate level: <ul style="list-style-type: none"> ○ PG Diplomas and Honours at 1 year and 2 years ○ Masters' coursework at 3 years and 6 years ○ Average time to completion for research Masters' and PhDs • Academic full-time equivalent (FTE) Student: Staff ratios (institutional and by faculty) compared to previous year and national averages • Academic staff according to highest qualification - institutional and by faculty • Graduate outputs - institutional and by faculty • Weighted graduate output units per permanent academic staff member relative to faculty, institutional and national averages • Weighted research output units per permanent academic staff member relative to faculty, institutional and national averages: <ul style="list-style-type: none"> ○ Publications (articles, conference proceedings, 	<ul style="list-style-type: none"> • Employment equity profile of academic and PASS employees by: <ul style="list-style-type: none"> ○ Occupational category ○ Rank • Investment in transformation and equity interventions to diversify employee demographic profile • Number, % and demographic profile of academic staff by rank • Number, % and demographic profile of NRF-Rated academic staff and research chairs • Number, % and demographic profile of HEAVA professors, research associates and postdoctoral fellows (institutional and by faculty) • Staff turnover (excluding retirements) for academic and PASS employees per population group and gender - quarterly and annual • Retirements for academic and PASS employees • Number of grievances reported based on population group and gender of aggrieved staff members 	<ul style="list-style-type: none"> • Number and diversity of business/industry engagements at faculty and institutional level • Number and impact of community engagement projects at faculty and institutional level • Number and value of sustainability/cost saving initiatives to reduce operational costs • Investment in human resource development • Electricity consumption <ul style="list-style-type: none"> ○ Electricity consumption measured in kWh per Total Gross m² ○ Electricity consumption per student FTE ○ Electricity consumption measured in kWh per student FTE • Green infrastructure and energies <ul style="list-style-type: none"> ○ Green energy generated as % of total energy consumption ○ Green buildings as % of infrastructure ○ Energy (British Thermal Unit) per Total Gross m² ○ Energy consumption measured in British Thermal Units per Total Gross m²

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

QUARTER 1: ACCESS AND ENROLMENTS	QUARTER 2: STUDENT SUCCESS AND THROUGHPUT	QUARTER 3: TRANSFORMATION	QUARTER 4: SUSTAINABILITY AND STEWARDSHIP
	<ul style="list-style-type: none"> books) <ul style="list-style-type: none"> ○ Masters' (Research) ○ PhD ● Findings of biennial Graduate Destination Survey 	<ul style="list-style-type: none"> ● Number of discrimination complaints reported based on population group and gender of aggrieved students and employees ● Number of disciplinary cases (per quarter and annual trends) and severity of sanctions based on population group and gender of students and employees ● Council-funded investment in human resource development interventions, especially for those from designated groups ● Map of global footprint and strategic partnerships ● BBBE scorecard performance (annual trends): <ul style="list-style-type: none"> ○ Management Control ○ Skills Development ○ Preferential Procurement ○ Supplier Development ○ Enterprise Development ○ Socio-Economic Development 	<ul style="list-style-type: none"> ○ Energy MMBTU per student FTE ○ Energy consumption measured in MMBTUs per student FTE ● Carbon footprint <ul style="list-style-type: none"> ○ Carbon footprint measured in metric tons per Total gross m² ○ Carbon footprint per student FTE ○ Carbon footprint per permanent staff member ○ Carbon footprint measured in metric tons per student FTE ● Water usage <ul style="list-style-type: none"> ○ Water use per Total Gross m² ○ Water use per student FTE per day ○ Daily water usage measured in litres per student FTE ● Waste management: <ul style="list-style-type: none"> ○ Recycling and waste management ○ Recycled waste per student FTE ○ Recycled waste measured in tons per student FTE ○ Garbage waste measured in tons per Total Gross m² ○ Garbage per student FTE

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QUARTER 1: ACCESS AND ENROLMENTS	QUARTER 2: STUDENT SUCCESS AND THROUGHPUT	QUARTER 3: TRANSFORMATION	QUARTER 4: SUSTAINABILITY AND STEWARDSHIP
			<ul style="list-style-type: none"> ○ Garbage waste measured in tons per student FTE • Volume of reprographics generated per annum • Council- and non-Council funded investment in environmental sustainability projects • Value and impact of new infrastructure to promote sustainable water and energy use

In addition to the quantitative data for the quarterly indicators outlined in Table 5, progress in implementing the Vision 2030 Strategic Focus Areas in a sustainable manner is monitored and evaluated using the strategy-aligned indicators outlined in Annexure A. These indicators may be amended and refined over time as the five-year strategic plans of various executive management portfolios and faculties inform the Vision 2030 institutional MERL framework in an iterative manner.

5. CONCLUSION

Operationalising the Vision 2030 Strategy requires that there is an overarching monitoring, evaluation, reporting and learning (MERL) framework to provide the parameters for effective and systematic monitoring and evaluation at institutional level. The MERL Framework serves to ensure that strategy implementation progress and challenges are reported to internal and external stakeholders to inform continuous improvement interventions in support of organisational learning and the promotion of excellence in the University's core academic missions and support services. Specific performance indicators in the Vision 2030 MERL Framework are fully aligned to the broad policy goals that are articulated in higher education policy, as well as the strategic focus areas articulated in Vision 2030. Qualitative and quantitative data for each of the indicators outlined in Table 5 and Annexure A are analysed and reported to Council on a quarterly basis, which in turn informs annual reporting to regulatory and statutory bodies such as the Department for Higher Education and Training. The success of this MERL Framework is dependent on integrated and digitalised institutional systems that support quality reporting informed by accurate and reliable data to ensure that institutional governance and management, planning and decision making are evidence based and strategy aligned.

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

ANNEXURE A: VISION 2030 INSTITUTIONAL INDICATOR FRAMEWORK

VISION 2030 INDICATOR FRAMEWORK: STRATEGIC FOCUS AREAS							
Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
1. SFA 1: Liberate human potential through innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good	1.1 Embrace the distinctive features of a comprehensive programme and qualification mix that provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds.	Total headcount enrolments	Quantitative	32 347	31 596	32 043	32 621
		Admission: registration conversion rate	Quantitative	48%	36% (actual)	48%	50%
		% Headcount enrolments by population group	Quantitative	A: 82% C: 9% I: 1% W: 8%	A: 77% C: 11% I: 1% W: 11%	A: 78% C: 11% I: 1% W: 10%	A: 79% C: 11% I: 1% W: 9%
		% Headcount enrolments by gender	Quantitative	F: 57% M: 43%	F: 55% M: 45%	F: 56% M: 44%	F: 56% M: 44%
		Number of students with accessibility challenges	Quantitative	383	233	240	250
		% Headcount enrolments by major field of study	Quantitative	SET: 34% Bus/Man: 34% Edu: 7% Hum: 26%	SET: 35% Bus/Man: 32% Edu: 8% Hum: 25%	SET: 35% Bus/Man: 32% Edu: 8% Hum: 25%	SET: 35% Bus/Man: 32% Edu: 8% Hum: 25%
		UG: PG: Occasional enrolments	Quantitative	88: 11: 1	87: 12: 1	86: 13: 1	86: 13: 1
		Average annual growth rate in enrolments	Quantitative	3.1%	2.3% (2020-2023)	2.4% (2021-2024)	2.1% (2022-2025)
		First-time entering student headcount enrolments	Quantitative	8 563	7 185	7 270	7 350
		% First-time entering students from Quintile 1-3 schools	Quantitative	64%	61% (actual)	63%	65%
		Number and % first-time entering students enrolled for Foundation/ Extended Programmes	Quantitative	1 142 13%	1 223	1 266	1 306
		Number and % first-time entering students enrolled for Higher Certificates	Quantitative	1 133 13%	1 195	1 261	1 331
		% Achievement of the approved Teaching Input Unit (TIU) targets	Quantitative	90%	95%	96%	98%

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	1.2 Scale up distinguishing strategic academic directions that differentiate Mandela University within a diverse higher education landscape nationally and globally.	Progress in implementing institutional strategic trajectories: Ocean sciences	Qualitative	Ocean Sciences Form part of a consortium of 10 universities to design a Master of Ocean Sciences programme.	Ocean Sciences Part of the consortium of 9 universities and lead university in the design and application for the Master of Ocean Science programme for internal and external approval.	Ocean Sciences External approval submissions for the Master of Ocean Science programme	Ocean Sciences Curriculum development with the intention to implement the new programme in 2026.
		Medical school		<p>Medical School Achieve a pass rate of 97.5% for first years and a 100% for second years.</p> <p>Allocate an academic success coach to work closely with students and support them academically. The Medical School has continued to grow as anticipated with a current total of 227 students.</p>	<p>Medical School Continue to give students holistic interventions and support through the academic success coach programme.</p> <p>Introduce a compulsory Med-Club series which takes place every Friday afternoon. This intervention extends the opportunity for students to interact with various professionals who provide additional input to their curriculum over and above the academic content. This includes mental health and well-being, study methods, stress management,</p>	<p>Medical School Appoint a second academic success coach for the clinical years which will begin in 2024 when the current 3rd year students will move to 4th year.</p> <p>Continue with compulsory Friday afternoon Med-Club.</p> <p>Continue with the quarterly meetings with the Dean.</p> <p>The LT Collab to assist the Faculty in completing the requisite accreditation forms and to prepare for curriculum development.</p>	<p>Medical School To maintain a pass rate of more than 90% for all year groups.</p> <p>Continue with compulsory Friday afternoon Med-Club.</p> <p>Content development for the two MMed programmes.</p> <p>Continue with the quarterly meetings with the Dean.</p> <p>Work on feedback from the CHE for implementation in 2026.</p>

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

					<p>financial advice and other life skill tips.</p> <p>Students to meet once a term with the Dean to table any additional topics they may be interested in adding to the Med-Club series.</p> <p>Get a letter of endorsement from the HPCSA. To proceed with the MMed (Psychiatry and Paediatrics) Programme applications and get PQM clearance from the DHET.</p>		
		Revitalising the humanities		<p>Revitalising the humanities Focus on Africanisation, indigenous knowledge systems, transdisciplinary collaborations, social justice, 4IR and the use of technology, and community engagement, among other things.</p> <p>Get curriculum changes approved.</p> <p>Piloting Transdisciplinary programmes – BA Philosophy, Politics</p>	<p>Revitalising the humanities New modules that provide access to local knowledge include African Globalisation and the Making of the Modern World Order, The History of Technology, Medical Anthropology, new Diploma in Music and new extended Bachelor of Music, were introduced.</p> <p>Review of other programmes to align to the revitalisation project and widen</p>	<p>Revitalising the humanities Implement the changes made.</p> <p>Introduce revised programmes that are aligned to the revitalisation of the humanities.</p> <p>Arrange a seminar to learn from the pilot test and plan the way forward.</p>	<p>Revitalising the humanities Continue to implement and review if necessary.</p> <p>Implement recommendations from the pilot and see students through from the pilot test.</p>

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				<p>and Economics (PPE). The School of Governmental and Social Sciences worked with the Department of Economics to explore the introduction of the distinctly Mandela BA PPE degree as part of advancing the strategy to Revitalise the Humanities.</p> <p>A distinctly Mandela BA PPE will help to create a sense of intellectual purpose and direction that speaks to the University's name and the needs of our graduates to be competitive in the job market, as well as being ethical in delivering their duties once employed.</p>	<p>access to students through their content and pedagogies.</p> <p>Undertake a pilot with 34 students to test the feasibility and viability of such a BA PPE by first introducing an internal BA stream that combines majors in the BA - (a) Politics and Economics, (b) Philosophy and Economics, and (c) History and Economics.</p>		
	1.3 Design and implement strategies to support the progressive migration towards high-quality, technology-rich hybrid learning within and beyond the classroom.	Number of modules on learning management system (Moodle)	Quantitative	6 500	4 000 - 4 500	4 500	4 500

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025	
<p>1. SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good</p>	<p>1.4 Design and offer hybrid and fully online short learning programmes and stackable credentials in support of lifelong learning and continuing professional development.</p>	Number of SLPs offered in person	Quantitative	127		140	150	150	
		Number of SLPs offered fully online	Quantitative	186		190	190	190	
		Number of credit-bearing SLPs	Quantitative	7		10	10	10	
		Number of new academic staff participating in Beginning Your Journey (BYJ) programme	Quantitative	47		51	50	50	
		Number of academic staff participating in teaching enhancement workshops	Quantitative	108		117	120	120	
	<p>1.5 Advance humanising learning experiences and curriculum transformation interventions that seek to prepare graduates for success at work, entrepreneurship and in life.</p>	Number of academic staff participating in curriculum development workshops	Quantitative	205		197	200	200	
		Student success rates (coursework modules only) by:							
		Institutional	Quantitative	81%		82%	83%	83%	
		NSFAS-funded students	Quantitative	81%		81%	82%	83%	
		First time entering UG	Quantitative	80%		80%	81%	82%	
		Number of graduates per annum	Quantitative	7 373		7 636	7 796	7 927	
		Retention of first year students	Quantitative	86%		86%	86%	86%	
		Students who drop out in good academic standing	Quantitative	UG: 3 927 (13.7%) PG: 781 (22.0%)		UG: 3 467 (12.7%) PG: 768 (20%)	UG: 3 042 (11%) PG: 719 (18%)	UG: 2 790 (10%) PG: 663 (16%)	
		Average annual growth in enrolments relative to graduates	Quantitative	Enrol: 3.1% Grad:2%		Enrol: 2.3% Grad:1.3%	Enrol: 2.4% Grad:2.4%	Enrol: 2.1% Grad:1.8%	
		Completion and drop-out rates of most recent cohort:							
At undergraduate level:									
3-year diplomas at 3 years and 5 years (MT = 3)	Quantitative	MT: 25% MT+2: 51%		MT: 26% MT+2: 52%	MT: 27% MT+2: 53%	MT: 28% MT+2: 54%			

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025	
		3-year degrees at 3 years and 5 years (MT=3)	Quantitative	MT: 31% MT+2: 54%	MT: 32% MT+2: 55%	MT: 33% MT+2: 56%	MT: 34% MT+2: 57%	
		4-year degrees at 4 years and 6 years (MT=4)	Quantitative	MT: 46% MT+2: 67%	MT: 47% MT+2: 68%	MT: 48% MT+2: 69%	MT: 49% MT+2: 70%	
		At postgraduate level:						
		PG Diplomas at 1 year and 2 years (MT =1)	Quantitative	MT: 66% MT+1: 80%	MT: 67% MT+1: 81%	MT: 68% MT+1: 82%	MT: 69% MT+1: 83%	
		Honours at 1 year and 2 years (MT =1)	Quantitative	MT: 64% MT+1: 83%	MT: 65% MT+1: 84%	MT: 66% MT+1: 85%	MT: 67% MT+1: 86%	
		Masters' coursework at 3 years and 6 years (MT = 3)	Quantitative	MT: 43% MT+3: 60%	MT: 44% MT+3: 61%	MT: 45% MT+3: 62%	MT: 46% MT+3: 63%	
		Masters' research at 3 years and 6 years (MT = 3)	Quantitative	MT: 50% MT+3: 62%	MT: 51% MT+3: 63%	MT: 52% MT+3: 64%	MT: 53% MT+3: 65%	
		PhD at 3 years and 6 years (MT =3)	Quantitative	MT: 20% MT+3: 48%	MT: 21% MT+3: 49%	MT: 22% MT+3: 50%	MT: 23% MT+3: 51%	
		Awards to academic employees for excellence in learning and teaching	Quantitative	Faculty - 6 Institutional - 10	Faculty - 6 Institutional - 10	Faculty - 6 Institutional - 10	Faculty - 6 Institutional - 10	
	1.6 Promote University-wide internationalisation initiatives aimed at enhancing global pedagogical relevance.	International student headcount enrolments	Quantitative	1 039	1 121	1 132	1 154	
		Number of international partnerships and programmes designed to promote internationalisation	Quantitative	41	42	43	44	
		Number of students participating in international mobility and exchange programmes:						
		Inbound students	Quantitative	135	135	135	135	
		Outbound students	Quantitative	10	10	10	10	

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
2. SFA 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures	2.1 Establish nationally and internationally renowned, inter- and transdisciplinary research themes that address key issues facing society and the planet.	Established institutional entity to promote inter- and transdisciplinary sustainability sciences	Qualitative	Conceptualisation of new transdisciplinary research entity focused on sustainability		Strategic funding allocated for new Mandela Institute for Sustainable Futures	Institute launched and funded	Ongoing alignment of research funding and international linkages to the global 2030 sustainability development goals and institutional research themes
		2.2 Review recognition, rewards, resourcing, and workload models to provide an enabling environment for the generation of impactful research and innovation outputs that are locally relevant and globally significant.	Average time to completion for research Masters' and PhDs	Quantitative	Coursework M: 2.9 Research M: 3.4 PhD: 4.9	Coursework M: 2.9 Research M: 3.3 PhD: 4.9	Coursework M: 2.9 Research M: 3.1 PhD: 4.9	Coursework M: 2.9 Research M: 3.0 PhD: 4.9
			Weighted research output units per permanent academic staff member:	Quantitative	1.43	1.59	1.64	1.68
			- Publications	Quantitative	561.40	621.83	652.92	685.56
			- Masters'	Quantitative	218	265	272	280
			- PhD	Quantitative	246	264	274	278
			Research outputs of permanent academic staff	Quantitative	Publications: *561 M: 218 PhD:82	Publications: 622 M: 265 PhD: 88	Publications: 653 M: 272 PhD: 91	Publications: 686 M: 280 PhD: 93
			Number of institutional and faculty awards to academic employees for excellence in research, innovation, and creative outputs	Quantitative	23	23	23	23
		2.3 Invest in the attraction, development, and retention of socially diverse, research active postgraduate students, postdoctoral fellows, and early career academics to promote	Value of Council-funded investments in postgraduate bursaries and scholarships per annum	Quantitative	34 000 000	34 000 000	34 000 000	34 000 000
			Number of postdoctoral fellows	Quantitative	132	117 (actual)	Retention of productive postdoc fellows and modest increases year on year of 5%	Retention of productive postdoc fellows and modest increases year on year of 5%

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	talent continuity, research productivity and academic excellence.	Number of HEAVA professors	Quantitative	132		145 (actual)	Retention of productive HEAVA appointees and modest increases year on year of 5%	Retention of productive HEAVA appointees and modest increases year on year of 5%
		Number of research associates (RAs)	Quantitative	301		327 (actual)	Retention of productive RAs and modest increases year on year of 5%	Retention of productive RAs and modest increases year on year of 5%
		Number and demographic profile of NRF-rated researchers	Quantitative	A: 10 C: 5 I: 2 W: 68 M: 57 F: 28 Total: 85		A: 12 C: 5 I: 2 W: 71 M: 60 F: 30 Total: 90	A: 14 C: 5 I: 3 W: 73 M: 62 F: 33 Total: 95	A: 15 C: 6 I: 4 W: 75 M: 65 F: 35 Total: 100
		Number and demographic profile of research chairs (SARChI and institutional)	Quantitative	A: 4 C: 3 I: 1 W: 8 M: 9 F: 7 Total: 16		A: 5 C: 3 I: 1 W: 9 M: 11 F: 7 Total: 18	A: 5 C: 3 I: 1 W: 10 M: 11 F: 8 Total: 19	A: 5 C: 3 I: 1 W: 11 M: 11 F: 9 Total: 20
2.4 Leverage the expertise of research associates (RAs) and HEAVA appointees and research associates for postgraduate student supervision, co-authoring of publications and joint applications for external grant funding.	Percentage of RAs and HEAVAs with collaborative and funded research projects	Quantitative	Baseline to be developed		20%		25%	30%
	Percentage of RAs and HEAVAs co-supervising postgraduate students	Quantitative	Baseline to be developed		10%		15%	20%
	Percentage of RAs and HEAVAs presenting courses, seminars, and guest lectures	Quantitative	Baseline to be developed		10%		15%	20%

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	2.5 Provide sustainable support to research chairs and entities as institutionalised mechanisms to promote synergies, enhance research and innovation productivity and leverage external funding.	Number of institutional research and engagement entities	Quantitative	6		7 Note: New entity = Mandela Institute for Sustainable Futures to be launched	7	7
	2.6 Enhance the global reach and visibility of the University through expanded international networks, strategic partnerships, and collaborative international research grants, particularly on the African continent and in the global South.	UG and PG international student headcount enrolments at under- and postgraduate levels	Quantitative	UG + OCC: 708 PG: 331 Total: 1 039		UG + OCC: 734 PG: 387 Total: 1 121	UG + OCC: 745 PG: 387 Total: 1 132	UG + OCC: 752 PG: 402 Total: 1 154
		Number of visits to University website per annum	Quantitative	2 111 939		Increase by 10%	Increase by 10%	Increase by 10%
		Number of University social media followers per annum	Quantitative	243 993		Increase by 10%	Increase by 10%	Increase by 10%
		Number of engagements with social media posts per annum	Quantitative	2 864 013		Increase by 10%	Increase by 10%	Increase by 10%
		Number of posts displayed to followers (impressions) per annum	Quantitative	53 791 382		Increase by 10%	Increase by 10%	Increase by 10%
		Number of articles published in print, online and broadcast media (clip count) per annum	Quantitative	4 180		Increase by 5%	Increase by 5%	Increase by 5%
		Cumulative reach of articles published in print, online and broadcast media per annum	Quantitative	3 082 252 103		Increase by 5%	Increase by 5%	Increase by 5%
	2.7 Ensure that the physical and electronic library and information services collections are appropriately resourced to maintain currency with trends in	Council-funded investment in expanding online library and information services collections and databases per annum	Quantitative	Review of historical RAM for LIS resources. Distribution of LIS resources budget targets 80% electronic and 20% print of the Council-funded investment		Information resources budget distribution 90% e-resources (electronic) and 10% print resources	Engage with L&T on emerging changes in student learning needs for allocation and distribution of funds	Engage with L&T on emerging changes in student learning needs for allocation and distribution of funds

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	scholarship across all knowledge domains.	Proportion of library and information services collections and databases available online and/or through open access	Quantitative	Assessment of current LIS open access collection	Increase library open access collection by 10%	Increase library open access collection by 10%	Increase library open access collection by 10%
3. SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality	3.1 Conceptually and programmatically anchor the strategic goals of engagement and transformation within and beyond the University.	Impact of inter- and transdisciplinary engagement projects	Qualitative	Baseline mapping for the identification inter- and transdisciplinary collaboration to determine project impact	Bi-annual reporting to TIC Digital mapping of such collaborations	Bi-annual reporting to TIC First draft of institution-wide mapping for such projects	Bi-annual reporting to TIC Consolidation and formal adoption of mapping for such projects as an institution-wide tool
		Number of institutional and faculty-based engagement entities	Quantitative	Baseline identification of existing institutional and faculty-based engagement programmes and projects	10% increase in programmes and projects demonstrating intersectionality of the three strategic focus areas of V2030	10% increase in programmes and projects demonstrating intersectionality of the three strategic focus areas of V2030	10% increase in programmes and projects demonstrating intersectionality of the three strategic focus areas of V2030
	3.2 Position engagement and transformation as an institutional orientation that supports the aspiration of excellence in learning, teaching and research.	Impact of transformative engagement programmes and projects	Qualitative	Introduction of HoC programmes and curricular activities in three faculties and research & engagement units	10% increase in faculty and research and engagement entities activity in HoC programmes and activities	10% increase and/or model development of integrating work in core curricular activities and research agendas	10% increase in collaboration and institutional roll out of curricular and research integration model
	3.3 Lead creative and pioneering engagement and transformation projects that differentiate Mandela University within the	Impact of engagement interventions designed to advance excellence in learning, teaching, and research	Qualitative	Baseline – signature projects in place across the various thematic Hubs within the HoC	5% expansion of signature projects, with emphasis on demonstrating the intersect between the three core academic missions	5% expansion of signature project, with emphasis of demonstrating the intersect between the three core academic missions	Deepening of signature projects and strengthening of sustainability strategy

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	national and global higher education sector.	Institutional awards and recognition to academic staff for excellence in transformative engagement	Qualitative	Review of awards policy to enhance alignment with new strategic trajectories	Adoption of policy amendments to awards policy; Recognition of work demonstrating the intersection of the three academic core missions	10% increase in recognition of work demonstrating the intersection of the three academic core missions	10% increase in recognition of work demonstrating the intersection of the three academic core missions
Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	3.4 Cultivate a vibrant intellectual culture that promotes critical consciousness and creates spaces for the open sharing of diverse knowledge paradigms and ideas.	Number of public lectures, seminars/ webinars, colloquia to cultivate a transformative, vibrant intellectual culture	Qualitative	Multiples forms of output that advance the intellectual, scholarly and programmatic work of the SFA; Research on University responses to wicked challenges; Sharing of institutional report, Drafting of an Institutional Stakeholder-Community Engagement Strategy Framework	Ratification and adoption of Institutional Stakeholder-Community Engagement Strategy Frameworks Institutional support for the implementation of Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transforming and engaged university Hosting of seminars/ symposia Sharing intellectual work on a local, national, and continental, and global platforms	Deepening of support for implementation of Institutional Stakeholder-Community Engagement Strategy Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transformative and engaged university Hosting of seminars/ symposia Sharing intellectual work on a local, national, and continental, and global platforms	Deepening of support for implementation of Institutional Stakeholder-Community Engagement Strategy Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transformative and engaged university Hosting of seminars/ symposia Sharing intellectual work on a local, national, and continental, and global platforms Hosting of a national conference on Converged Engagement

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	3.5 Develop and implement institutional policies, systems, and processes to promote social inclusion and decisively eliminate all forms of discrimination, micro-aggressions, and GBV.	Number of discrimination complaints reported by staff and students	Qualitative & quantitative	14		Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.	Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.	Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.
		Number of GBV complaints reported by staff and students	Quantitative	82		Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.	Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.	Reduction in the number of discrimination complaints, including GBV, associated with the implementation of a comprehensive and integrated set of compulsory advocacy, awareness and in-depth attitudinal- and behavioural-change interventions for all students and employees.
		Number of GBV-related students receiving psychological support	Qualitative	161		Continue providing psychological support to students who experienced GBV	Continue providing psychological support to students who experienced GBV	Continue providing psychological support to students who experienced GBV

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	3.6 Embed engagement and transformation across all University portfolios for broad socio-economic impact and in the interest of the public good.	Broadened scope of student Co-Curricular Record (CCR)	Qualitative	Review the scope of CCR policy	Create an inventory of structured work experiences, entrepreneurial dev activities, WIL simulations, Youth Labs, Innovation Hubs & community-based learning experiences; Review their outcomes, propose revisions and additions.	Approve revised policy. Develop menu of opportunities for students and how badging works. Run an awareness raising campaign to get more students to participate in these opportunities. Gather digital stories of students participating in these activities	Expand the number of students participating in inspiring experiential learning activities and the collection of stories from students regarding what they gained from these experiences
Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
	3.7 Cultivate a culture of scholarship as an intellectual resource base that buttresses the engagement and transformation approaches, praxes, and programmes of the University.	Number of public lectures, conferences and seminars hosted with engagement and transformation themes	Qualitative	Multiples forms of output that advance the intellectual, scholarly, and programmatic work of the SFA	Ratification and adoption of Institutional Stakeholder-Community Engagement Strategy Frameworks Institutional support for the implementation of Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transforming and engaged university Hosting of seminars/symposia	Deepening of support for implementation of Institutional Stakeholder-Community Engagement Strategy Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transformative and engaged university Hosting of seminars/symposia Sharing intellectual work on a local, national, and continental, and global platforms	Deepening of support for implementation of Institutional Stakeholder-Community Engagement Strategy Framework Internal and external stakeholder-community workshops building capacity around new philosophical approach of the transformative and engaged university Hosting of seminars/symposia Sharing intellectual work on a local, national, and continental, and global platforms

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
					Sharing intellectual work on a local, national, and continental, and global platforms		Hosting of a national conference on Converged Engagement
4. SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom	4.1 Conceptualise, develop, and co-create an African-purposed, integrated suite of thriving student life and support services that deliver evidence-based interventions to support student success.	Number of students participating in First Year Success (FYS) Orientation	Quantitative	4 981	5 000	5 100	5 200
		Learning Development (LD) workshops student attendance (All combined)	Quantitative	3 273	3 300	3 400	3 500
		Number of students utilising Student Success Coaching	Quantitative	2 138	2 200	2 300	2 400
		Number of students participating in holistic student well-being initiatives offered by Student Health Services	Quantitative	No. of initiatives = 25 No. of student participants = 823*	No. of initiatives + additional visits to on and off-campus residences No. of student participants + 5% increase	No. of initiatives + additional visits to on and off-campus residences No. of student participants + 5% increase	No. of initiatives + additional visits to on and off-campus residences No. of student participants + 5% increase
		Number of students benefitting from various categories of student well-being services offered by Emthonjeni Student Wellness	Quantitative	3 958 Individual (n=1428) and group sessions (n=2530).	6 100	6 400	6 700
		Number of indigent students receiving nutritional packs through external funding	Quantitative	1 100 students per month x 12 months = 13 200	1 100 students per month x 12 months = 13 200	1 100 students per month x 12 months = 13 200	1 100 students per month x 12 months = 13 200
		Management of HIV in the student population (PEP; PrEP; ART)	Quantitative	PEP = 79 PrEP = 79 ART = 148	PEP = 100 PrEP = 200 ART = 150	PEP = 100 PrEP = 200 ART = 170	PEP = 100 PrEP = 200 ART = 190

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Vision 2030 strategic focus areas	Goals	Indicators	Type of data	Baseline	2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025	
	4.2 Stimulate vibrant, inclusive living and learning student communities on- and off-campus through diverse intellectual, cultural, sport and recreational activities and programmes.	Number of students living in on-campus student residences	Quantitative	GQ: 3 480 GC: 626 Total: 4 106		GQ: 4 437 GC: 626 Total: 5 063	GQ: 4 437 GC: 626 Total: 5 063	GQ: 4 437 GC: 626 Total: 5 063	
		Number of students living in off-campus student residences	Quantitative	GQ: 13 722 GC: 753 Total: 14 475		GQ: 14 505 GC: 895 Total: 15 400	GQ: 14 505 GC: 895 Total: 15 400	GQ: 14 505 GC: 895 Total: 15 400	
		% total student population living in on- and off-campus residences	Quantitative	48% (18 581 ÷ 32 347 x 100)		65% (20 463 ÷ 31 596 x 100)	64% (20 463 ÷ 32 043 x 100)	63% (20 463 ÷ 32 621 x 100)	
		Occupancy rate of on-campus residences in Gqeberha and George	Quantitative	GQ: 98% George: 99%		GQ: 97% George: 97%	GQ: 100% George: 100%	GQ: 100% George: 100%	
	4.3 Provide curricular and co-curricular experiential learning opportunities that cultivate innovative, entrepreneurial mindsets and enhance the readiness of graduates for life and work.	Number of students participating in entrepreneurship development interventions	Quantitative	185		350	415	500	
		4.4 Enact institutional communities of practice, collaborative programmes, and campaigns to promote holistic student well-being, health, and safety.	Number of graduates who are self-employed and/or have started up new businesses	Quantitative	15		20	25	30
		4.5 Transform the culture of dialogue and student engagement to nurture the leadership capabilities of young African leaders and	Number of student leadership capability development interventions	Quantitative	4		6	8	10
Number of students participating in student leadership capability development interventions	Quantitative		503		775	1 020	1 510		

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intellectuals who contribute meaningfully to society.	% of students participating in SRC elections	Quantitative	52%	58%	60%	65%
	Number of youth labs interventions	Quantitative	5	5	7	10
	Number of students trained as mentors, academic advisors, tutors, FYS buddies, faculty academic assistants, SI leaders, Singamadoda facilitators, SCSF facilitators, and writing respondents	Quantitative	957	990	1 100	1 300
	Number of SI session attendance contacts (1 contact = 1 student attending 1 session)	Quantitative	23 786	23 700	23 700	23 700
	Number of peer helpers	Quantitative	15	30	32	35
	Growth in alumni communication and engagement, nationally, on the continent and globally.	Quantitative	Alumni profiles: 136 099 Valid Emails: 56 394 Valid Cell Numbers: 58 112 LinkedIn URLs: 12 328 Profile updates: 1 097	Alumni profiles: 139 000 Valid Emails: 59 000 Valid Cell Numbers: 60 000 LinkedIn URLs: 15 000 Profile updates: 3 000 MAC: 2 500	Alumni profiles: 142 000 Valid Emails: 62 000 Valid Cell Numbers: 63 000 LinkedIn URLs: 18 000 Profile updates: 4 000 MAC: 3 750	Alumni profiles: 145 000 Valid Emails: 64 000 Valid Cell Numbers: 65 000 LinkedIn URLs: 21 000 Profile updates: 5 000 MAC: 5 600

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VISION 2030 INDICATOR FRAMEWORK: SUSTAINABILITY							
Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
5. SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	5.1 Foster a values-driven, affirming institutional culture that promotes inclusion, holistic employee well-being and a sense of belonging.	Number of employees benefitting from various categories of well-being services	Quantitative	Employee Wellness: 3 825 Occupational Health: 4 378 Injury On Duty (IOD) Management: 161 Emergency Medical Services (EMS): 74	The Health and Wellness Services continue to be extended to all employees of the University and contractors in terms of Occupational Health and Managing of Injury on duty. Staff complement remains steady for 2023. Utilisation of the Wellness Services are aligned to 2022 uptake in that as of July the total uptake is 340 staff members in comparison to 2022 total year uptake at 664 employees.	Ideally, a decline in uptake of the services reflect a healthier workforce, however the great need continues especially for counselling sessions which we expect to continue into 2024 and 2025 whilst we embed the institutional integrated student and staff health and wellness strategy and lifting challenges around mental health and physical health.	Ideally, a decline in uptake of the services reflect a healthier workforce, however the great need continues especially for counselling sessions which we expect to continue into 2024 and 2025 whilst we embed the institutional integrated student and staff health and wellness strategy and lifting challenges around mental health and physical health.

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
5. SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	5.2 Position the University as an employer of first choice for talented, high-performing employees through an enabling work environment and progressive remuneration, recognition, and reward systems.	% Staff turnover (excluding retirements)	Quantitative	Academic: 4.9% PASS: 5.0%	Academics: 5.2% PASS: 5.4%	Academics: 5.5% PASS: 5.8%	Academics: 5.7% PASS: 6.2%
		% Staff retirements	Quantitative	Academic: 1.8% PASS: 1.5%	Academics: 0.2% PASS: 0.9%	Academics: 0.4% PASS: 0.9%	Academics: 0.5% PASS: 0.7%
		Remuneration of employees relative to benchmarks	Quantitative	Academic PL5-9: Lag HE National Market by average of 14% PASS PL5-9: Ahead of National Open Market by average of 7% PASS PL10-17: Ahead of the EC Open Market by average of 24%	Academic PL5-9: Benchmarking done at the beginning April 2023 shows that the University is lagging with the academic basic salary scales by an average of 9%. The target is to close the gap by 5%. PASS: The PASS scales have not changed since 2022.	A further 5% adjustment to address the gap is envisaged. If successful, the outcome will result in all academics being remunerated in line with the midpoint of the scale.	A reassessment will be done to determine how the University's remuneration fairs against the market once the multi-year strategy on the academic lag has been completely implemented along with the conversion to total guaranteed package and internal parity.
		Number of employee grievances	Quantitative	8	Number of grievances lodged resolved Total: 7	0 or less than prior year	0 or less than prior year
		Number of CCMA cases	Quantitative	6	CCMA cases resolved Total: 26	0 or less than prior year	0 or less than prior year
		Number of employee disciplinary cases	Quantitative	36	Disciplinary cases finalised Total: 33	0 or less than prior year	0 or less than prior year

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
5. SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	5.3 Accelerate the diversification of the demographic profile of employees in all occupational categories through the attraction, retention, and promotion of employees from designated groups.	Number and % of all permanent staff by population group	Quantitative	A: 1 402 (54%) C: 462 (18%) I: 89 (4%) W: 624 (24%) Total: 2 577	A: 1 605 (56.3%) C: 443 (15.5%) I: 90 (3.2%) W: 713 (25%) Total: 2851	A:1 669 (57%) C: 443 (15%) I: 90 (3%) W: 715 (25%) Total: 2917	University EE Plan will conclude in September 2024. The University will then develop a new plan with new targets aligned to the DoEL targets.
		Number and % of all permanent staff by gender	Quantitative	M: 1 052 (41%) F: 1 525 (59%)	M: 1 231 (43.2%) F:1 620 (56.8%)	M: 1 264 (43.3%) F: 1 653 (56.7)	University EE Plan will conclude in September 2024. The University will then develop a new plan with new targets aligned to the DoEL targets.
		Number and % of all permanent staff by disability	Quantitative	67 (2.6%)	55 (1.9%)	61 (2.1%)	University EE Plan will conclude in September 2024. The University will then develop a new plan with new targets aligned to the DoEL targets.
		Number and % of all permanent staff by nationality	Quantitative	SA: 2 521 (98%) Foreign: 56 (2%)	SA: 2851 (92.8%) Foreign: 51 (1.8%)	SA: 2917 (98.3%) Foreign: 51 (1.7%)	University EE Plan will conclude in September 2024. The University will then develop a new EE plan with new targets aligned to the DoEL targets.

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
5. SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	5.3 Accelerate the diversification of the demographic profile of employees in all occupational categories through the attraction, retention, and promotion of employees from designated groups.	Number and % of permanent academic staff by population group	Quantitative	A: 248 (35%) C: 121 (17%) I: 39 (5%) W: 311 (43%) Total: 719	A: 248 (35%) C: 121 (17%) I: 39 (5%) W: 311 (43%) Total: 719	A: 248 (35%) C: 121 (17%) I: 39 (5%) W: 311 (43%) Total: 719	University EE Plan will conclude in September 2024. The University will then develop a new plan with new targets aligned to the DoEL targets.
		Number and % of permanent academic staff by gender	Quantitative	M: 339 (47%) F: 380 (53%)	M: 328 (47%) F: 370 (53%)	M: 327 (46%) F: 384 (54%)	M: 330 (46%) F: 387 (54%)
		Number and % highest formal qualification of academic staff	Quantitative	D: 259 (46%) M: 215 (38%) Other: 90 (16%)	D: 331 (47%) M: 264 (38%) Other: 109 (15%)	D: 341 (48%) M: 263 (37%) Other: 107 (15%)	D: 351 (49%) M: 272 (38%) Other: 94 (13%)
		Academic full-time equivalent (FTE) student: staff ratio	Quantitative	30: 1	29: 1	29: 1	29: 1
		Number and demographic profile of NRF-rated researchers	Quantitative	A: 10 C: 5 I: 2 W: 68 M: 57 F: 28 Total: 85	A: 12 C: 5 I: 2 W: 71 M: 60 F: 30 Total: 90	A: 14 C: 5 I: 3 W: 73 M: 62 F: 33 Total: 95	A: 15 C: 6 I: 4 W: 75 M: 65 F: 35 Total: 100
		Number and demographic profile of research chairs	Quantitative	Black (A, C, I): 8 White: 8 M: 9 F: 7 Total: 16	Black (A, C, I): White: M: F: Total:	Black (A, C, I): White: M: F: Total:	Black (A, C, I): White: M: F: Total:
		Staff turnover (excluding retirements) by population group and gender	Quantitative	A: 67 (52%) C: 20 (16%) I: 5 (4%) W: 36 (28%) M: 63 F: 65 Total: 128	A:74 C:28 I:9 W: 57 M: 82 F:86 Total: 168	A:83 C:30 I:11 W: 61 M: 91 F:94 Total: 185	A:93 C:32 I:13 W: 66 M: 98 F:106 Total: 204
		Academic staff turnover by population group and gender	Quantitative	A: 18 (51%) C: 5 (14%) I: 3 (9%) W: 9 (26%)	A: 19 C: 7 I:6 W:15	A:23 C:8 I:9 W:22	A: 27 C:9 I:12 W:30

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				M: 16 (46%) F: 19 (54%) Total: 35	M: 22 F:25 Total:47	M:29 F:32 Total:62	M:37 F:42 Total:78
		Staff retirements by population group and gender	Quantitative	A: 12 (29%) C: 6 (15%) I: 2 (5%) W: 21 (51%) M: 18 (44%) F: 23 (56%) Total: 41	A:16 C:2 I:2 W: 11 M: 9 F:22 Total: 31	A:9 C:5 I: 0 W:17 M: 11 F:20 Total: 31	A:7 C:5 I:0 W:18 M: 15 F:15 Total: 30
		Academic staff retirements by population group and gender	Quantitative	A: 2 (15%) C: 1 (8%) I: 0 (0%) W: 10 (77%) M: 7 (54%) F: 6 (46%) Total: 13	A:2 C: 0 I:1 W: 4 M: 4 F:3 Total: 7	A: 0 C:2 I: 0 W:7 M: 4 F:5 Total: 9	A:1 C:2 I:0 W: 9 M: 8 F:4 Total: 12
Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
5. SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	5.4 Develop and implement integrated, dynamic talent management strategies that empower employees with the self-learning skills and flexible, adaptive mindsets required to thrive within the changing world of work.	Development of Learning Development (LD) staff via participation in workshops/conferences/formal courses/higher qualifications (All attendance combined)	Quantitative	87	90	90	90
		Learning Development (LD) Staff Training Interventions – total number of academic staff trained	Quantitative	213	Unknown – needs based	Unknown – needs based	Unknown – needs based
		Number of academic staff participating in Early Career Academics Advancement Programme (ECAAP)	Quantitative	51	51	50	50

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
6. SE 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure	6.1 Integrate and digitalise institutional systems and processes to promote responsive decision-making, agile service delivery and improved efficiencies in support of academic excellence.	Student access and enrolment systems re-engineered to improve efficiencies, including development on online application systems	Qualitative	Development of new online system completed with communication engine included	Utilised with new application processes commencing in March. Integration with new ECM system	Maintenance	Maintenance
		New student housing system enabling comprehensive view of all students across on and off campus residences, including electronic accreditation of off-campus housing	Qualitative	Accreditation of off-campus student housing roll-out	Student residence applications for on and off campus housing on new technology platform	Maintenance	Maintenance
		University data warehouse and BI capabilities institution wide	Qualitative	Data warehouse development underway Initial PowerBI reports	75% of reporting on PowerBI platform	PowerBI de facto standard and all reporting managed through this platform with self-sufficient users using pre-built datasets	Maintenance
		Ability of staff to work remotely	Quantitative	50% of departments activated for Voice capability on Teams	Teams voice deployed across the institution	Teams voice deployed across the institution	Teams voice deployed across the institution
		Improved staff digital skills profile	Quantitative	10% of staff trained on standard systems and applications	35% of staff trained on standard systems and applications	65% of staff trained on standard systems and applications	100% of staff trained on standard systems and applications
		Provisioning of specialised computing resources in support of learning, teaching, and research	Qualitative	Research and improvement in technology supported teaching, learning and research	Continued research and improvement in technology supported teaching, learning and research	Continued research and improvement in technology supported teaching, learning and research	Continued research and improvement in technology supported teaching, learning and research

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
		Enabling support to academics to improve student success via technology enabled academic coaching systems	Qualitative	Student information available to academics per class	Rollout of student information for academics and development of academic coaching functionality	Fully utilised	Fully utilised
	6.2 Progressively invest in upgraded ICT infrastructure and technologies, WiFi densification and cybersecurity enhancements to facilitate the migration towards digital transformation and cloud computing.	Cloud adoption	Quantitative	Cloud strategy finalised	Hybrid data centre established with multiple cloud providers	50% of workloads identified migrated	90% of workloads identified migrated
		Campus access controlled, monitored, and managed to ensure visibility into all vulnerable areas on campus through densification and expansion of security technologies.	Qualitative	Maintaining security technologies and expanding security technologies to vulnerable areas.	Maintaining security technologies and expanding security technologies to vulnerable areas.	Maintaining security technologies and expanding security technologies to vulnerable areas.	Maintaining security technologies and expanding security technologies to vulnerable areas.
		Improved ICT security with reduced attack landscape and minimal security vulnerabilities.	Qualitative	Identify and remediate security vulnerabilities and enhance the security posture of the University systems	Identify and remediate security vulnerabilities and enhance the security posture of the University systems	Identify and remediate security vulnerabilities and enhance the security posture of the University systems	Identify and remediate security vulnerabilities and enhance the security posture of the University systems
		Improved ICT governance processes through compliance with ICT security plan and improved ICT external audit outcomes	Qualitative	Remediate all findings as presented in the audit of ICT control environment and other ICT audits	Remediate all findings as presented in the audit of ICT control environment and other ICT audits	Remediate all findings as presented in the audit of ICT control environment and other ICT audits	Remediate all findings as presented in the audit of ICT control environment and other ICT audits

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
		Improved redundancy and high availability with 95% availability of the infrastructure to support the institution	Quantitative	Redundant connectivity to all satellite campuses	Redundancy in data centre networking. Power protection and supply to key cabinets providing network services.	50% of network distribution cabinets supplied with power protection and supply.	100% of network distribution cabinets supplied with power protection and supply.
		Improved staff and student Wi-Fi experience on campus through Wi-Fi densification	Quantitative	75% of staff office areas densified.	100% staff office areas densified and 25% of identified outside student areas covered.	50% of identified outside student areas covered	75% of identified outside student areas covered
		Off campus connectivity with 90% availability of the Wi-Fi connectivity for off campus with reduced rate	Quantitative	All large residences in Gqeberha connected.	100% of large residences providers in George provisioned with connectivity. South End Museum connected.	Additional sites identified in NMB added. Expansion to George metro sites.	All off campus sites requiring connectivity that have been approved are connected.
		Improved ICT user experience, customer satisfaction and relationships	Quantitative	15% of automation of processes	30% of automation of processes	70% of automation of processes	100% of automation of processes
	6.3 Strengthen the University's capacity to support hybrid and fully online educational delivery through widening access to mobile devices and data connectivity for students and employees.	Implementation of phase 2 - 7 of student computing device initiative	Quantitative	40% of students with access to subsidised computing devices	Increase in number of students with access to mobile computing devices	Increase in number of students with access to mobile computing devices	Increase in number of students with access to mobile computing devices
		Activity rates of students and academic staff on learning management system	Quantitative	On average all users (students and staff) logged onto the learning management system 2.5 per day per semester. This translates to approximately 72500 logins per day.	10% increase in non-assessment activities (assignments and quizzes) 250 module makeovers which standardise the user experience across modules and devices thereby increasing learner engagement	10-15% increase in non-assessment activities (assignments and quizzes) 350 module makeovers which standardise the user experience across modules and devices thereby increasing learner engagement	15-20% increase in non-assessment activities (assignments and quizzes) 450 module makeovers which standardise the user experience across modules and devices thereby increasing learner engagement

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
						10% increase in the use of video integrated within learning paths in the learning management system	15% increase in the use of video integrated within learning paths in the learning management system
	6.4 Repurpose and modernise flexibly designed physical and virtual spaces in support of learning, research, engagement, and creativity in a multi-campus context.	Internet of Things (IOT) and space utilisation - Reduction in cost of facilities like energy and water	Qualitative	Blended learning adoption report	Blended learning support and technology review	Blended learning strategy draft	Blended learning strategy approval
		Number of “smart” venues on each campus equipped to enable flexible, technology-rich teaching and learning	Quantitative	90% of medium to large classrooms enabled. Hybrid venue concept installations and testing.	100% of medium to large classrooms enabled. Hybrid installation specified and finalised per discipline.	Review digital classrooms expand the hybrid venue footprint.	Modernised venues to match the hybrid specification.
		Approved, costed ICT strategy	Qualitative	Approved ICT Strategy	50% attain ICT strategic and operational goals	75% attain ICT strategic and operational goals	100% attain ICT strategic and operational goals with dashboards
	6.5 Transform campuses into centres of excellence through distinctive academic offerings and research niches, efficient service delivery, modernised infrastructure, and vibrant campus life.	Number of on-campus residence beds	Quantitative	GQ: 3 480 GC: 626	GQ: 4 437 GC: 626		
		Number of accredited off-campus residence beds	Quantitative	GQ: 13 722 GC: 753	GQ: 14 505 GC: 895		
		Student headcount enrolments on each campus	Quantitative	SC: 14 628 NC: 6 937 2ndA: 7 306 MVC: 1 265 GC: 2 211 Total: 32 347	SC: 14 188 NC: 6 258 2ndA: 7 206 MVC: 1 338 GC: 2 390 Total: 31 380	SC: 14 333 NC: 6 322 2ndA: 7 423 MVC: 1 365 GC: 2 462 Total: 31 905	SC: 14 427 NC: 6 364 2ndA: 7 620 MVC: 1 387 GC: 2 527 Total: 32 325

VISION 2030 INSTITUTIONAL MONITORING, EVALUATION, REPORTING AND LEARNING FRAMEWORK

Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
7. SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship	7.1 Develop and implement a multi-year resourcing plan informed by financial modelling to fund the progressive, future focused strategic aspirations of the University.	Strategic resource allocation as % of total annual budget	Quantitative	3%	3%	3%	3%
	7.2 Optimise the academic programme and qualification portfolio, graduate, and research outputs of each faculty to promote financial viability and maximise subsidy yield.	Total cost of personnel (Academic and Professional Administrative and Support Services) as a % of Council controlled recurrent income. Expected norm is between 58-63% as per DHET.	Quantitative	56.77%	58%	58%	58%
		Academic: PASS ratio of salary expenditure	Quantitative	57.79%	66%	66%	65%
		Academic full-time equivalent (FTE) student: staff ratios	Quantitative	49:51	50:50	50:50	51:49
	7.3 Increase and diversify revenue streams through integrated resource mobilisation, enterprise development, commercialisation, and investment strategies.	Government subsidy as a % of total recurrent Council controlled revenue	Quantitative	52.33%	51%	53%	53%
		Tuition fees as a % of total recurrent Council controlled revenue	Quantitative	35.38%	37%	37%	37%
		Third stream revenue by:	Quantitative	12.28%	12%	10%	10%
		Trust (encumbered and unencumbered) for bursaries	Quantitative	R95.3 million	R94 million	R98 million	R100 million
		Engagement project funding mobilised through the Trust	Quantitative	R11.9 million	R12 million	R12 million	R15 million
		Investment income (restricted and unrestricted)	Quantitative	5.17%	8.19%	7.84%	7.52%

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025
		Other income (restricted and unrestricted)	Quantitative	14.03%	3.24%	3.36%	3.45%
	7.4 Mobilise funding for bursaries and scholarships to widen access for academically deserving and financially needy under- and postgraduate students.	International donations as % of third-stream income	Quantitative	R332 616	R1 million	R5 million	10 million
		Alumni donations	Quantitative	R235 510	R300 000	R550 000	R550 000
		Number and % students receiving funding from National Student Financial Aid Scheme (NSFAS)	Quantitative	57.7%	58.1% (actual)	57%	58%
		Number of students benefitting from bursaries and scholarships mobilised through the Trust	Quantitative	1 240	1 250	1 325	1 450
	7.5 Develop and implement and resource allocation models that advance strategic alignment, transversal collaboration, and sustainable growth.	Student debt ratio - student debt before impairment/total tuition and other fees (expected norm < 20%)	Quantitative	33%	30%	29%	29%
		Irrecoverable student debt/Total student debt outstanding (expected norm <50%)	Quantitative	10%	10%	9%	9%
		Facilities net surplus (deficit) Expected norm to be self-funded.	Quantitative	(R21 919 443)	(R17 824 346)	(R15 996 010)	(R13 594 936)
		Student accommodation net surplus (deficit). Expected norm to be self-funded.	Quantitative	R26 702 000	R2 086 219	R8 990 209	R12 994 142
		Total current assets excluding inventories and receivables/Total current liabilities (liquidity ratio). Expected norm is > 2:1	Quantitative	5.13	4.11	4.11	4.11
		Total Council-controlled reserves/total Council-controlled annual recurrent expenditure (sustainability ratio). Expected norm is >= 1 - Council set target.	Quantitative	0.63	0.8	0.9	1
		External loan debt as a % of operating income. Expected norm is <10%.	Quantitative	8%	8%	6%	6%

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		Percentage of capital employed that is financed by long term debt. Expected norm is <10%.	Quantitative	4.09%	4%	4%	4%	
		Net surplus as % including finance income	Quantitative	12.87%	10%	10%	10%	
Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2022	Targets/ Milestones 2023	Targets/ Milestones 2024	Targets/ Milestones 2025	
7. SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship	7.6 Pursue responsible resource stewardship and greening strategies to enhance long-term financial and environmental sustainability.	Net surplus as % excluding finance income	Quantitative	7.56%	5%	5%	5%	
		Post-retirement liabilities	Quantitative	R72.3 million	R70 million	R70 million	R70 million	
		Carbon Footprint						
		Carbon footprint measured in tons per total gross m ² assignable space	Quantitative	0.22	0.29	0.27	0.26	
		Carbon footprint measured in tons per staff member	Quantitative	8.5	11.33	10.76	10.22	
		Carbon footprint measured in tons per registered student	Quantitative	1.63	2.17	2.06	1.96	
		Energy						
		Renewable energy generated as % of total energy consumption	Quantitative	7%	9%	14%	20%	
		Electrical consumption measured in kWh per student	Quantitative	693	924	878	834	
		Electrical consumption measured in kWh per total gross m ²	Quantitative	91.88	122.50	116.38	110.56	
		Waste						
		Waste to landfill measured in tons per total gross m ² of assignable space	Quantitative	0.191	0.180	0.175	0.170	
		Recycled waste measured in tons per total gross m ² assignable space	Quantitative	70.95	77	85	93	
		Volume of reprographics generated per annum	Quantitative	3 633 895	4 845 193	4 602 933	4 372 786	
		Water						
		Annual water usage measured in kilo litre per total gross m ² assignable space	Quantitative	0.65	0.87	0.82	0.78	
Annual water usage measured in kilo litre per registered student	Quantitative	4.90	6.54	6.21	5.90			

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Vision 2030 Strategic Enabler	Goals	Indicators	Type of data	Baseline 2021	Targets 2022	Targets 2023	Targets 2024
	7.7 Promote collective ownership of transformative procurement and supply chain management to improve the University's contribution to broad-based black economic empowerment.	B-BBEE status level	Quantitative	Level 7	Level 5	Level 4	Level 3

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ANNEXURE B: GLOSSARY

Activities are the processes or actions that use a range of various inputs to produce the desired outputs and ultimately the outcomes.

Baseline describes the status quo, or current performance levels that an institution aims to improve when setting targets. The baseline is usually statistically stated and provides a point of comparison for future performance.

Data are any facts or figures. Information consists of data presented in a context so that it can be applied or used.

Evaluation is a time-bound and periodic exercise that seeks to provide credible and useful information to answer specific questions to guide decision making by policy makers, managers. Evaluation may assess relevance, efficiency, effectiveness, impact, and sustainability.

Impact is the results of achieving specific outcomes.

Indicator is defined as a quantitative or qualitative variable that allows the verification of changes produced by a development intervention relative to what was planned. In other words, an indicator is a variable that is used to assess the achievement of results in relation to the stated goals/objectives. The objectives of indicators are to measure progress and achievements; clarify consistency between activities, outputs, outcomes, and goals; ensure legitimacy and accountability to all stakeholders by demonstrating progress; and assess project/programme and staff performance.

Inputs are all the resources that contribute to the production of service delivery outputs. These are what we use to do the work.

Measurable objectives encompass specific formulation of intended outcomes and performance indicators towards achieving a strategic objective. A measurable objective is normally at sub-programme level.

Monitoring involves collecting, analysing, and reporting data on inputs, activities, outputs, outcomes, impacts, and external factors to support effective management and achievement of aims. Monitoring provides managers, decision makers and other stakeholders with regular feedback on progress attained, implementation and results as well as early indicators of problem detection and correction.

Outcomes are the medium-term results for specific beneficiaries and are the consequence of achieving specific outputs. Outcomes should relate to an institution's strategic goals and objectives as set out in its strategic and annual performance plans. Outcomes are what we wish to achieve.

Outputs are the final products, goods and services produced for delivery.

Operational planning is the process of specifying inputs, activities, outputs, intended outcomes and impact as well as the related performance indicators, targets, milestones and timeframes.

Reporting is the systematic and timely provision of essential information used as a basis for decision-making at appropriate management levels.

Strategic planning is the process of analysing internal and external factors that are likely to influence change and using this analysis to prioritise and specify intended strategic focus areas, goals, and strategies with reference to organisational vision and mission.

Targets express a specific level of performance that the institution aims to achieve within a given period.