KEY INDICATORS FOR STUDENT AND FACULTY DATA FOR HIGHER EDUCATION DATA MANAGEMENT

THE EAST AFRICAN COMMUNITY

ACKNOWLEDGMENTS

INTRODUCTION

Higher education data management covers a broad range of information, including students, faculty, other staff, research and development, facilities, and financial resources. This document presents two complementary sets of indicators—student indicators and faculty indicators—designed to support consistent data collection and analysis within higher education systems. These indicators are intended to inform planning, monitoring, and decision-making, with a particular emphasis on understanding and addressing faculty staffing needs, a core objective of the Demographics of African Faculty (DAF) project.

STUDENT INDICATORS

Student indicators encompass a range of topics, including student enrolment by academic discipline, qualification type, full-time status, and mode of delivery. These indicators provide insights into demand for academic programs and potential staffing needs across disciplines and teaching modes. Information on student diversity—including demographics and special education needs—can inform faculty staffing strategies to better meet student needs. Data on graduates and dropouts offer insights into the effectiveness of faculty support and staffing levels in facilitating student success. Together, these indicators shed light on overall demand for higher education and its implications for faculty staffing. The specific indicators proposed for data collection include student enrolment disaggregated by the following factors:

1 DISCIPLINE

a. Education
b. Arts and Humanities
c. Social Sciences, Journalism and Information
d. Business, Administration and Law
e. Natural Sciences, Mathematics, and Statistics
f. Information and Communication Technologies
g. Engineering, Manufacturing, and Construction
h. Agriculture, Forestry, Fisheries and Veterinary
i. Health and Welfare
j. Services

Source: International Standard Classification of Education Fields of Education and Training 2013.

2 QUALIFICATION TYPE

a. Diploma
b. Advanced Diploma
c. Professional Certificate
d. Bachelor's Degree
e. Postgraduate Certificate
f. Postgraduate Diploma
g. Master's Degree
h. PhD/Doctorate Degree
i. Post-Doctoral

3 GENDER

a. Male
b. Female

4 AGE (IN A SINGLE YEAR)

5 NATIONALITY*

a. Nationals
b. East Africans
c. Other Nationalities

*Countries can include additional factors, such as region or county, as relevant to their contexts.

6 FULL-TIME STATUS

a. Full-time
b. Part-time

7 MODES OF DELIVERY

a. In-person Only
b. Distance Education Only
c. Mixed Mode

8 SPECIAL EDUCATION NEEDS

a. Special Needs
b. No Special Needs

9 NEW STUDENT STATUS

a. New Student - First Year: First time registering at a higher education institution

b. New Student - Transfer: Transferring from another higher education institution

c. Others

10 GRADUATES: NUMBER OF STUDENTS WHO FULFILLED THE REQUIREMENTS FOR A DEGREE/ DIPLOMA/CERTIFICATE ACCORDING TO MAJOR(S)/ AREA OF SPECIALIZATION AND QUALIFICATION TYPE

a. Diploma
b. Advanced Diploma
c. Professional Certificate
d. Bachelor's Degree
e. Postgraduate Certificate
f. Postgraduate Diploma
g. Master's Degree
h. PhD/Doctorate Degree
i. Post-Doctoral

11 DROPOUTS

a. Diploma
b. Advanced Diploma
c. Professional Certificate
d. Bachelor's Degree
e. Postgraduate Certificate
f. Postgraduate Diploma
g. Master's Degree
h. PhD/Doctorate Degree
i. Post-Doctoral

12 DROPOUT REASONS

a. Financial Difficulties/Economic Crisis
b. Academic Challenges
c. Personal and Family Issues
d. Transportation Issues
e. Accommodation Issues
f. Employment Opportunities
g. Deceased/Natural Disaster
h. Instability/Conflict Issues
i. Other (explain_____)
j. Unknown

STUDENT DATA DISAGGREGATION

- Discipline by Qualification Type and **Gender**
- Discipline by Qualification Type and **Age**
- Discipline by Qualification Type and **Nationality**
- Discipline by Qualification Type and **Full-time Status**
- Discipline by Qualification Type and **Modes of Delivery**
- Discipline by Qualification Type and **Special Education Needs**
- Discipline by Qualification Type and **New Student Status**
- Discipline by Qualification Type and **Graduates**

FACULTY INDICATORS

Faculty indicators focus on instructional faculty and exclude support staff. These indicators include the number of faculty members disaggregated by discipline, qualification type (level at which they teach), educational qualifications, rank, and responsibilities, all of which are essential for assessing the adequacy of staffing to meet basic student needs. Information on years of teaching experience, publication records, membership in professional associations, and international collaborations provides insights into faculty expertise, research productivity, and ability to meet academic standards. Faculty diversity by demographics, nationality, and qualifications offers insights into inclusivity and representation within institutions, especially when compared with student diversity data. Information on faculty workload—including full-time status and teaching, research, and administrative responsibilities—helps evaluate the adequacy of staffing and workload distribution. Faculty turnover by reason can indicate levels of stability within the academic workforce. Together, these indicators help identify where faculty staffing may fall short in meeting overall demand for higher education. The specific faculty indicators proposed for data collection include faculty counts disaggregated by the following factors:

① DISCIPLINE

   a. Education
   b. Arts and Humanities
   c. Social Sciences, Journalism and Information
   d. Business, Administration and Law
   e. Natural Sciences, Mathematics and Statistics
   f. Information and Communication Technologies
   g. Engineering, Manufacturing and Construction
   h. Agriculture, Forestry, Fisheries and Veterinary
   i. Health and Welfare
   j. Services

Source: International Standard Classification of Education Fields of Education and Training 2013.

② QUALIFICATION TYPE (LEVELS THEY TEACH)

   a. Diploma
   b. Advanced Diploma
   c. Professional Certificate
   d. Bachelor's Degree
   e. Postgraduate Certificate
   f. Postgraduate Diploma
   g. Master's Degree
   h. PhD/Doctorate Degree
   i. Post-Doctoral

③ STAFF EDUCATIONAL QUALIFICATIONS (THEIR OWN QUALIFICATIONS)

   a. Diploma
   b. Advanced Diploma
   c. Professional Certificate
   d. Bachelor's Degree
   e. Postgraduate Certificate
   f. Postgraduate Diploma
   g. Master's Degree
   h. PhD/Doctorate Degree
   i. Post-Doctoral

④ RANK

   a. Professors
   b. Senior Lecturers
   c. Lecturers
   d. Assistant Lecturers
   e. Tutorial Fellows, Technologists, Technicians

⑤ RESPONSIBILITIES

   a. Instruction
     • General Academic Instruction
     • Preparatory/Remedial/Foundational Instruction
   b. Research
     • Research Activities
     • Contract Research
     • Research Administration and Management
     • Intellectual Property Management
   c. Public Service and Community Engagement
     • Continuing Education
     • Community & Extension Services
     • Public Broadcasting Services
   d. Academic Support and Development
     • Libraries
     • Museums, Galleries and Educational Media Services
     • Academic Programme Administration
     • Access and Admissions Management

e. Institutional Support and Development
- Executive Management
- Legal Services
- Staff Social and Cultural Development
- Strategic Planning
- Organizational Development
- Quality Management
- Management Information Services
- Institutional Research and Data Management
- Collaborations and Partnerships Management

Source: Revised for the DAF-EAC Project from South Africa's
Programme Classification Structure (HEMIS 002)

6 **GENDER**

a. Male
b. Female

7 **AGE (IN SINGLE YEAR)**

8 **NATIONALITY**

a. Nationals
b. East Africans
c. Other Nationalities

*Countries can include additional factors, such as region or county, as relevant to their contexts.

9 **FULL-TIME/TENURE STATUS**

a. Full-time: Tenured/Tenure Track
b. Full-time: Long-term Contract
[*need to define "long-term" vs. "short-term"}
c. Full-time: Short-term Contract
d. Part-time: Long-term Contract
e. Part-time: Short-term Contract

10 **MODES OF DELIVERY**

a. In-person Only
b. Distance Education Only
c. Mixed Mode

11 **TOTAL YEARS OF TEACHING IN ANY HIGHER EDUCATION INSTITUTIONS**

12 **NUMBER OF PROFESSIONAL ASSOCIATION MEMBERSHIPS**

13 **NUMBER OF PEER-REVIEWED PUBLICATIONS IN TOP-TIER JOURNALS IN RESPECTIVE FIELDS WITHIN THE PAST FIVE YEARS**

15 **NUMBER OF ACTIVE INTERNATIONAL RESEARCH COLLABORATIONS**

16 **FACULTY TURNOVER: FACULTY LEAVING THE INSTITUTION WITHIN THE LAST ACADEMIC YEAR BY REASON**

a. Retirement
b. Moved to Other Higher Education Institution
c. Moved to Research Institution
d. Moved to Private Industry
e. Moved to Public Service or Parliamentary Service
f. Moved to Humanitarian Sector or Non-Governmental Institutions
g. Moved to Other Countries in East Africa
h. Moved to Other Countries in Africa (beyond East Africa)
i. Moved Overseas
j. Deceased
k. Other (explain_____)
l. Unknown

FACULTY DATA DISAGGREGATION

- Discipline by Qualification Type and **Gender**

- Discipline by Qualification Type and **Staff Educational Qualifications**

- Discipline by Qualification Type and **Rank**

- Discipline by Qualification Type and **Activities**

- Discipline by Qualification Type and **Age**

- Discipline by Qualification Type and **Nationality**

- Discipline by Qualification Type and **Full-time Status**

- Discipline by Qualification Type and **Modes of Delivery**

- Discipline by Qualification Type and **Peer-reviewed Publications in Top-tier Journals**

- Discipline by Qualification Type and **Faculty Turnover**