VICE CHANCELLOR'S REPORT TO COUNCIL
SECOND QUARTER, 2018

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1. INTRODUCTION

It gives me pleasure to present this report to Council, which provides an overview of strategic initiatives, developments, achievements and challenges during the second quarter of this year since the last Council meeting in March 2018. I will report on these developments as they relate to the six Vision 2020 strategic priorities, namely:

- Distinctive educational purpose and philosophy that contributes to **student access for success;**
- **Engaged, innovative scholarship** culture that generates knowledge recognised for its contribution to sustainability;
- **Transformative institutional culture** that promotes diversity and social cohesion;
- **Employer of first choice** by investing in talented, high-performing staff;
- **Enabling systems and infrastructure** that promote an exceptional experience for students, staff and key stakeholders; and
- **Long-term financial sustainability** through responsible resource stewardship.

We are nearing the end of the mid-year examination period and, despite the short disruption due to student protests in early May, we are on track to completing our first semester of academic activities. This is especially significant given that **student success** is a key strategic priority for our University and is the thematic focus of this quarterly report.

I recently had the privilege of delivering a presentation at the annual Kresge-funded **Siyaphumelela conference** on initiatives that are underway at our University to promote student success and throughput. This conference is in its fourth year and brings together nearly 200 university leaders to

share best practices towards improving student success. In her keynote address, Minister Naledi Pandor implored university leaders to increase efforts to improve student success as a national imperative. She also cautioned that too many South African students are not reaching their ultimate goal of graduation and emphasised that higher education institutions should be assisting with responding to the intractable challenges confronting South Africa, which impinge on student success.

This resonates with my inaugural address where I reflected on the **purpose** of Nelson Mandela University as follows:

> *"…what the University should do and what the University should stand for, are closely tied into the stature of our namesake: the expansion of human understanding; pushing forward the frontiers of knowledge in all sciences to cultivate humanity; and contributing to the well-being of our city, our province, our nation, our continent and our world. In short, the quest of a Mandela University is for a more equal and socially-just world."*

As we celebrate the centenary of the birth of Nelson Mandela in 2018, it is incumbent upon us to reflect on the immense contribution this global icon made to our fledgling democracy. As a University, carrying his name, we need to consider how we can **"be the legacy"** particularly as this relates to the knowledge we generate, the role we play in cultivating responsible citizenship in our graduates, and the impact we make through contributing to a more socially just, humane society. Going forward, this will constitute a key pillar of how we conceptualise and give expression to our institutional identity and mandate.

2. STRATEGIC PLANNING: VISION 2020

2.1 Institutional identity and mandate

The University's strategic intent is to be recognised for its leadership in generating cutting-edge knowledge that serves the public good by responding to societal challenges such as poverty, inequality and unemployment. To this end, my inaugural address signalled our collective commitment to the following strategic imperatives in our quest to forge our **institutional identity** in alignment with the ethos and values of Nelson Mandela, namely:

- Aligning our institutional identity with our namesake's lifelong commitment to social justice and his unwavering belief in the value of education to change the trajectory of those who are marginalised and vulnerable.
- Fostering a vibrant, inclusive and transformative institutional culture that builds social solidarity, creates a sense of belonging and affirms diversity in all its manifestations.
- Providing quality learning, living and working experiences on all campuses to position the University as a higher education institution of first choice for talented, high-performing students and staff.
- Ensuring that our humanising educational philosophy underpins teaching, learning, curricula and student support programmes to liberate the full potential and agency of all our students and staff to "change the world" through their scholarly and societal contributions.
- Redrawing the frontiers between the natural sciences, engineering and humanities to creatively contribute to solving vexing local and global challenges in pioneering, transdisciplinary ways;
- Awakening African scholarship, epistemologies and systems of thought and ensuring that our curricula draw on diverse knowledge paradigms and worldviews;
- Reimagining and repositioning engagement through establishing hubs of convergence where

University aligns its intellectual resources to the historic task of creating an equal and democratic society.

- Redesigning and modernising institutional systems, processes and structures to promote agility in an increasingly digitised and competitive higher education landscape nationally and globally.
- Promoting long-term financial sustainability through innovative resource mobilisation and responsible stewardship.

2.2 Listening campaign

The lived experience of our staff, students, alumni and other stakeholders is the mainstay of continuing the legacy of Nelson Mandela. The executive management and I have been engaged in an intensive, institution-wide listening campaign to solicit the views of staff and students with respect to the current state of the University as well as our desired institutional strategic aspirations up to, and beyond 2020.

The broad **thematic areas** that are emerging from the listening campaign are being carefully documented to inform forward-looking strategy and immediate, pragmatic interventions that can address operational concerns raised by staff and students. We are in the process of distilling key challenges, opportunities and contextual trends that will shape the University's strategic priorities and goals over the next three years (2018-2020). As a parallel exercise, we are beginning to craft a longer-term Vision 2030 strategy that leverages our distinctive strategic niche areas and capabilities to boldly position Nelson Mandela University nationally, on the African continent and globally.

2.3 Mandela Centenary celebration programme

It is imperative that we mark the centenary activities as an integral part of an intentional strategy to build the identity, reputation and brand of the University in a manner that foregrounds transformation while simultaneously raising our academic profile.

Given these strategic objectives, it is essential that the Nelson Mandela University centenary programme be underpinned by scholarly endeavours such as academic conferences, colloquia, public lectures and engagement initiatives dedicated to honouring the legacy of Nelson Mandela. To this end, the planning for the Mandela Centenary celebrations is well underway and a range of exciting **flagship events** have been planned in close collaboration with the faculties.

In addition to embracing and living the legacy of Nelson Mandela, Council is aware that we have been pursuing two major new and exciting **strategic growth trajectories** through which the University will differentiate itself strategically and intellectually, namely:

- The establishment of South Africa's first dedicated Ocean Sciences Campus to provide state-of-the-art teaching, training, research and innovation support to boost the emerging oceans economy; and
- The launching of a new medical school by 2020, to provide transformative medical training and research to improve the quality of healthcare in our public hospitals and clinics.

Recent developments in respect of these two strategic trajectories will be elaborated on in more detail in the section that follows.

2.4 Strategic growth trajectories

2.4.1 Ocean Sciences

Processes are in motion to develop an **integrated ocean sciences strategy** for approval by Council during the second semester of 2018 to outline the University's programmatic and scholarly contribution to South Africa's oceans economy. This will include developing an innovative campus governance and management model, a spatial and infrastructure development plan to support ocean sciences teaching, learning, research and engagement requirements, undergirded by a sustainable resourcing, funding and staffing model.

Several **curriculum developments** are underway within different faculties to broaden our under- and postgraduate qualification and module offerings in Ocean Sciences, particularly in the Faculties of Business and Economic Sciences, Engineering, the Built Environment and Information Technology, and Science.

Furthermore, **international partnerships** are being established on an ongoing basis to advance our ocean sciences strategy, including the following:
- A R30m multidisciplinary collaborative project was recently launched to grow research collaboration between universities in South Africa and Sweden. Currently discussions are already at an advanced stage with UCT, the University of Fort Hare, and the UBO in France, for a joint Coursework Master's degree in Oceanography.
- The FishForce project involving R50m funded by the Swedish Embassy is formally connected with Kenya through the offering of a short learning programme in partnership with the University of Nairobi.
- The Global Challenges Research Fund project of SARChI Chair Prof Mike Roberts focuses on building an oceanographic link with countries along the Eastern coast of Africa.
- During May, a final proposal was submitted to the Global Challenge Research Fund (UK) for a GBP20 million collaborative project with Brunel University (London) and other partners. Our pre-proposal was shortlisted from among more than 300 original proposals. The project entitled "Waste and Society" will address marine waste, using the Swartkops Estuary as a case study.

2.4.2 Medical School

The establishment of South Africa's 10th medical school at Mandela University will be a multi-billion Rand investment into the local economy, will create new work opportunities for medical and healthcare professionals and students, and will be a source of technological innovation to improve the quality of healthcare in our society. In our quest to make this ambitious strategic aspiration a reality, the University has been putting in place a range of foundational requirements in a phased approach.

The **phases of development** with the associated planning requirements are outlined below, namely:
- Intake preparation phase (2017-2019);
- Programme initiation phase (2020-2022); and
- Maturation phase (2023-2025).

intake preparation phase	programme initiation phase	maturation phase
0 planning requirements (December 2017-December 2019)	**1** planning requirements (January 2020-December 2022)	**2** planning requirements (January 2023-December 2025)
▪ Develop operational level project capacity ▪ Resource optimisation and leaning ▪ Finalise the micro-curriculum ▪ Finalise approvals (DHET, SAQA and CHE) ▪ Finalise arrangements with ECDoH ▪ Recruit and appoint staff ▪ Prepare for programme delivery ▪ Accreditation by HPCSA ▪ Recruit and select first cohort	▪ Managing the first three cohorts ▪ Managing Inter-Professional Education strategy ▪ Support platform supervisor and clinical preceptor capacity ▪ Expanding the decentralised learning platform to address growth in student and medical intern numbers	▪ Managing clinical rotations ▪ Supporting higher number of students on platform

We have already launched the pre-medical phase and we are currently busy with preparations to support South African trainee doctors returning from Cuba. We are also working on the full-scale launch of medical undergraduate training (MBChB) by 2020, subject to funding and accreditation approval by Government and the Health Professions Council of South Africa (HPCSA).

To this end, we have established an overarching project steering committee, chaired by the Vice Chancellor, to promote transversal coordination and collaboration in achieving the key milestones required to launch the undergraduate medical programme by 2020. The first phase is particularly critical and primarily focuses on the infrastructural refurbishments required on the Missionvale Campus in preparation for an accreditation site visit and inspection by the HPCSA, which is scheduled for March 2019.

3. DISTINCTIVE EDUCATIONAL PURPOSE AND PHILOSOPHY THAT CONTRIBUTES TO STUDENT ACCESS FOR SUCCESS

3.1 Student access and enrolment value chain

Good progress has been made to improve student access and enrolment processes through the student access and enrolment value chain project. A number of processes have been streamlined and automated for the benefit of our prospective students in time for the 2019 intake and further refinements are planned to enhance our competitiveness in attracting talented learners. A dedicated project coordinator will drive this important process forward to ensure that key deliverables are achieved in time for the 2020 student intake.

3.2 Admissions requirements for 2019 intake

The University remains committed to widening access for success of all students, particularly those from poor and rural communities. By law, all universities must publish their admission requirements before an intake starts. The **2019 admission requirements** have been published and admission processes are already underway. The Admission Points Scores (APS) can therefore not be changed at this stage, despite appeals by our student leadership to do so during the recent student protest.

However, a process is underway to review the calculation of the APS and programme-specific admissions criteria. Furthermore, given the advent of the Central Application Service in the next few years, work has also begun nationally to develop a uniform **Applicant Score** (AS) across the higher education system.

Extensive consultations will be conducted with all relevant stakeholders as part of this process, to be concluded by the end of October 2018. The revised admission requirements will then require approval from the various faculty and institutional committees, including Council, to take effect for the 2020 intake.

3.3 Curriculum transformation

As Council is aware, the University has embraced a **humanising pedagogy** philosophy to teaching and learning. This is a departure point for all faculties as they actively engage in activities relating to **transformation of the academic project**, including courageous conversations and strategic planning sessions to inform recurriculation and the development of new programmes and modules.

All faculties are being encouraged to envision the future of their programmes and disciplines against the backdrop of imperatives such as:
- Calls for decolonisation and African-purposed curricula;
- The implications of the fourth industrial revolution for the world of work;
- Addressing complex sustainability challenges through transdisciplinary collaboration, for example; and
- Ways in which our graduate attributes and core values are embedded in experiences within and beyond the classroom.

In 2015, as part of the #FeesMustFall campaign, students called for a course on **social consciousness and sustainable futures,** which all students could enrol for to deepen their understanding of key societal challenges, particularly those related to the African context. Students took the lead in developing a seven-week module constituting themes such as exploring what it means to be human; land, environment and food; economy, technology and dignity; constitutional rights, freedoms and obligations; and ethics, entrepreneurship and leadership. Several teams are supporting the writing of up of these themes and developing the pedagogies, resources and activities that will form part of the course.

3.4 Teaching and learning innovations

A wide range of projects are ongoing in the faculties to enhance T&L innovation through creative new curricula, alternative pedagogies and assessment methods, digitally enhanced learning, multilingualism, and the incorporation of indigenous knowledge systems.

Some interesting examples of T&L innovations include:
- In the Faculty of Education, the ***Amabali Ethu Aphilisayo*** (Our Healing Stories) Festival - Senior Lecturer, Dr Yassim, worked with 91 second-year Intermediate Phase language students to create stories around nine themes. A week-long story festival was held in April where every student chose one of their nine stories to share in an open audience with the University community. The stories were written and narrated in any language preferred by the student to foster an acceptance of multilingualism.
- In the Faculty of Arts, lecturer Gareth Williams, developed the **African Musical Creatives in Action** (AMCiA), to provide a space for students to engage with and perform African Music, which is often missing from the formal curriculum.

- The public artwork, the **Madiba Bench**, co-created by Senior Lecturer Andrieta Wentzel and 50 collaborating students from the School of Music, Art and Design (SOMAD) was unveiled as part of the African Day celebrations. Such projects seek to explore Africanisation through curriculum renewal and discussions on decolonisation.

In addition to the above curriculum renewal initiatives, **technology enhanced learning** is gaining ground in the T&L community. Blended and online learning is increasingly being embedded in T&L endeavours within faculties, while being cognisant of the need to adapt pedagogies to move beyond merely uploading information for students on a digital learning platform.

3.5 Curriculum statements to guide curriculum renewal

As Council is aware, a set of **ten transversal curriculum statements** have been drafted to guide and frame curriculum renewal at the University. These statements are currently serving through various faculty-based and institutional committees for the purposes of consultation and approval. During the third quarter, faculties will be reflecting more deeply on how these curriculum statements could frame their own curriculum renewal processes and whether these are able to shift and improve approaches to curriculum development.

3.6 Language policy development and multilingualism

The T&L portfolio and a special project group have initiated a series of **'courageous language conversations'** that are currently taking place in each of the faculties. The purpose of these conversations is to explore and acknowledge how members of different faculties think about language, language ideologies and multilingual practices. The data that emerges from these conversations will be analysed to inform the **language policy**.

Linking to the national call for multilingualism, the University hosted the sixth meeting of the USAF-initiated **Community of Practice for the Teaching and Learning of African Languages** (CoPAL) this month. The main objective of CoPAL is to promote and strengthen the teaching and learning of African Languages in public universities in South Africa.

3.7 Student academic support

During the second quarter, the failure by NSFAS to deliver the allowances for books, food and accommodation affected thousands of students and triggered the **student protest** in May. Various efforts were implemented across all the faculties to provide additional academic support to affected students, especially in the run-up to the mid-year assessments and June examinations. These interventions included delaying or arranging additional dates for tests and assignments to develop catch-up sessions and academic support plans, in particular for the students who did not have access to study materials up to that stage.

In addition to the above, a range of other student academic support programmes is in place to enhance student success. Among these, **supplemental instruction** (SI) is offered in 120 modules on an ongoing basis. The success rates in modules with SI are at least 10% higher than before SI was introduced.

An "**athletes for success" programme** is being implemented to ensure that our athletes lead a balanced life and that their participation in sport does not negatively affect their academic commitments. The programme includes blended learning initiatives, digital access and monitoring of academic progress, and the provision of necessary support to enable athletes to progress in their academic studies.

3.8 Siyaphumelela project

Within each of the Faculties, different initiatives have been ongoing to support student success as part of the Siyaphumelela project funded by the Kresge Foundation. Of particular significance in this regard, is the **RADAR system,** which uses data analytics to support the early identification of academically vulnerable students to ensure that they are referred timeously for the requisite academic support. Furthermore, during the course of this year, the Faculties of Law and EBEIT are piloting the use of **academic advisors** in an effort to improve student success through individual and group academic advising sessions. Lessons learnt from this pilot will inform how the University approaches academic advising as part of its student academic support services going forward.

4. ENGAGED, INNOVATIVE SCHOLARSHIP CULTURE THAT GENERATES KNOWLEDGE RECOGNISED FOR ITS CONTRIBUTION TO SUSTAINABILITY

4.1 Postgraduate student profile

Our numbers of registered postgraduate students (Honours, Masters and Doctoral) continue to increase. However, the lack of **supervisory capacity** in some faculties is beginning to impact on the number of postgraduate students we can accept.

Furthermore, while NSFAS has provided funding for qualifying undergraduate students, adequate **financial support for Honours students** has not yet been addressed nationally. As a result, we are finding that many previously NSFAS-supported students who are now entering postgraduate studies at the Honours level, do not have the financial support for further studies. To this end, we are preparing a proposal for financial support for such students, for consideration by Council in the third quarter of this year. The importance of the Honours qualification as a pipeline to postgraduate studies cannot be over-emphasised.

While our **postgraduate student throughput rates** have generally improved over the past few years, much still needs to be done to reduce the large numbers of students who do not complete at all, or who drop out after the first year. For the first time, an orientation programme for new postgraduate students was introduced in 2018. The feedback from those who attended was overwhelmingly positive and we will continue to refine the programme and offer follow-up workshops during the course of the year. We are also encouraging Faculties to be more diligent with regards guiding prospective postgraduate students in terms of their choice of study, the finalisation of their research proposals, ethics applications, and general progress. Through these efforts, our graduation rate for M&D students will improve further.

4.2 Research output trends

The table below shows that the University's research performance over the past four years (2013 to 2016)

has consistently improved each year. However, a deeper analysis of the **research output trends** highlights the need to attend to the following:

- Increase outputs in regular journals and book chapters, as opposed to conference proceedings;
- Incentivise collaborative research projects, as multi-authored research outputs from two or more institutions (especially international collaborations) are recognised to have higher impact;
- Increase publication outputs in international journals, which have a broader readership and higher impact than local journals;
- Find ways to increase our Humanities research outputs.
- Encourage the majority of our academic staff to engage in research with a view to publishing. At present, the bulk of our research outputs are produced by a relatively small percentage of our academic staff (in 2016 it was only 25%).
- Increase the proportion of academic staff who have a doctoral qualification (43% in 2017).

Research outputs 2013 - 2016

	National	Mandela			
Research Publication Units *(journal articles, conf. proceedings & books)*	**2016**	**2013**	**2014**	**2015**	**2016**
	18 207	**342.09**	**366.02**	**398.50**	**429.17**
	National	Mandela			
Research Publication Units *per Permanent Academic Staff Member*	**2016**	**2013**	**2014**	**2015**	**2016**
	0.95	**0.56**	**0.61**	**0.64**	**0.69**
	National	Mandela			
Weighted Research Output Units (WRO) *– includes M and D theses*	**2016**	**2013**	**2014**	**2015**	**2016**
	34 524	**840.30**	**897.85**	**904.52**	**1006.17**
	National	Mandela			
WRO *per Permanent Academic Staff Member*	**2016**	**2013**	**2014**	**2015**	**2016**
	1.80	**1.39**	**1.49**	**1.45**	**1.62**
	National	Mandela			
Weighted M and PhD research graduate outputs *per Permanent Academic Staff Member*	**2016**	**2013**	**2014**	**2015**	**2016**
	0.85	**0.82**	**0.88**	**0.81**	**0.93**

More than 10% of our permanent academic staff are registered for their **doctoral studies**. As a University, we need to ensure that these staff members receive our full support to complete their qualifications since it has been shown that there is a good correlation between the percentage of staff with completed doctorates and research outputs.

4.3 Engagement

Linking our core functions of teaching, research and engagement to the needs of society is critical as part of our effort to advance the public good. Various faculties have been re-imagining their contribution to society through their various disciplines. Some noteworthy examples include:

- The Faculty of Business and Economic Sciences through partnership with the Ray Mhlaba Skills Training Centre (Eastern Province Child and Youth Care Centre) offers training to the public at no cost.
- The Faculty of Engineering, Built Environment and Information Technology continues to work on green

energy and sustainable projects such as: the completion of the 100kW Reaper Agricultural vehicle; the successful demonstration of active stall control of a wind turbine generated under high wind conditions; and developing more efficient internal combustion generators for independent generation systems.

- The Faculty of Education, through the Centre for Community Schools, supports various schools in the Nelson Mandela Bay Metro and Cala District. This includes interventions to promote wellness among principals and teachers, developing safety and security plans for schools, and engaging learners on issues related to bullying and intolerance. The Manyano Network has been extended to 14 schools across the Metro (11 primary and 3 high schools) to set up school-based support teams, establish reading and mathematics clubs, and provide support to school governing bodies.

The various research and engagement entities within the University are also involved in wide-ranging engagement projects, too numerous to mention in this report.

4.4 Internationalisation

With the Internationalisation Policy of DHET about to be made official, there is the opportunity for our University to enter into strategic partnerships with international partner universities, in offering joint degrees. The Office for International Education has drafted an **Internationalisation and Global Engagement Policy**, which is currently under discussion in faculties. The policy will have a major focus on expanding meaningful academic and research linkages with other Universities across the African continent and the global South.

5. TRANSFORMATIVE INSTITUTIONAL CULTURE THAT PROMOTES DIVERSITY AND SOCIAL COHESION

5.1 Institutional Transformation Plan (ITP)

The University's wide-ranging institutional transformation plan sets clear goals across various dimensions, each of which will be monitored on an ongoing basis using the **integrated transformation reporting framework** that will serve for approval by Council today. This, in turn, will inform annual reporting processes to promote accountability to Council and the DHET in respect of progress, or lack thereof, in advancing transformation within all domains of the University.

5.2 Promoting social cohesion among students

The Student Governance and Development department, in collaboration with the SRC, has begun convening public dialogues across campuses as part of engendering a **culture of discourse** amongst various student organisations.

A comprehensive student leadership development programme, known as **Leaders For Change** (LFC), has been finalised and will be implemented across all our campuses to develop the leadership capabilities of student leaders who are in elected positions.

A comprehensive **sports business and transformation plan** is being developed which is aimed at ensuring

that sport is central in building social cohesion and enhancing a vibrant campus life.

5.3 Discrimination/harassment complaints mechanism

Management has approved an interim mechanism to enhance responsiveness to discrimination and harassment complaints while the relevant institutional policies are reviewed during the course of this year. I am pleased to inform Council that earmarked funding has been set aside to appoint an independent investigator, with the requisite legal training and social justice orientation, who will operate on a retainer basis to assist the Legal Office and HR with the investigations into complaints of discrimination lodged by students and staff.

5.4 Gender-based violence (GBV)

Efforts to limit the occurrence of sexual harassment and GBV incidents are ongoing within the University through interventions such as the Memeza campaign. From January to end May of this year, 11 new GBV cases were reported with most involving the abuse of alcohol. Programmes are being included in our annual GBV plans and student wellness campaigns to advance a proposition of the responsible use of alcohol amongst our students.

5.5 BBBEE strategy

The positive socio-economic impact of the University's education and training assets can be considerably expanded to the benefit of our local economy. This is particularly important in Nelson Mandela Bay given its high unemployment rate, currently in excess of 30% and one among the highest in South Africa. In light of the fact that this disproportionately affects young people, some with tertiary level qualifications, programmes to **combat youth unemployment** need to be developed in consultation with all relevant stakeholders.

As part of such interventions, modalities to stimulate an enterprise development strategy are critical and a proposal to establish a **Sustainable Economic and Enterprise Development (SEED) Hub** will serve during the course of today's Council meeting. The SEED Hub will facilitate the convergence of partners and programmes that seek to contribute to sustainably solving the socio-economic challenges experienced by local communities. This will feed into our efforts to develop an overarching **BBBEE strategy** for the University as an important dimension of our institutional transformation plan.

5.6 Employment equity

In terms of changes to employee figures for the period 1 April 2018 to 31 May 2018, very little activity took place. Staff turnover is generally low at the University. New **appointments** for the period 1 April 2018 to 31 May 2018 reflect two new academic appointments and six new PASS employee appointments. All eight fall into the category of under-represented employees, which includes the Director: Student Governance & Development and the Deputy Director: Disability Services. These are positive trends towards achieving the employee equity targets.

Terminations for the period 1 April 2018 to 31 May 2018 indicate four academics left the employ of the

University of which one was from the under-represented group. Eight PASS employees left the employ of the University in this period, of which six were from the under-represented groups. Exit interviews are conducted with employees leaving the University, on a voluntary basis.

As part of the VC's listening campaign, it has emerged that there is a need to devote urgent attention to developing and implementing a **staff retention policy and strategy** to ensure that the University is in a better position to retain talented staff, especially those from the under-represented groups.

It is furthermore important to note that 33 employees are due to retire from the University at the end of 2018. HR has embarked on an exercise in consultation with line managers to develop **succession plans**.

6. EMPLOYER OF FIRST CHOICE BY INVESTING IN TALENTED, HIGH-PERFORMING STAFF

6.1 Senior appointments

The following senior appointments are at various stages of recruitment and selection:
- Senior Director: Human Resources - Appointment has been made, the successful candidate is starting 1 July 2018.
- Deputy Vice Chancellor: Institutional Support - The position was advertised on 23 March 2018 and the shortlisting took place on the 18 May 2018. The interviews are scheduled for 23 June 2018.
- Executive Dean: Business and Economic Sciences – The process of headhunting is underway to diversify and increase the pool.
- Senior Director: Audit and Risk - Recruitment process still to commence after the review of the operating model.
- George Campus Principal - Recruitment process still to commence after the review of George operating model.

6.2 Other appointments

As at 21 May 2018, the University had 388 **vacant positions** of which 98 positions were academic and 139 PASS positions. As part of implementing its new operating model, the Human Resources division has created a **recruitment and selection centre of excellence** to enable the University to fast track the attraction and selection of the best talent. Currently, this R&S centre is prioritising filling academic vacancies in a concerted effort to address high student: staff ratios in certain faculties and disciplines.

6.3 Staff development

For the period January to May 2018, the HR Development department has presented and/or provided 21 **training and development interventions**, attended by 448 staff members. Priorities for HR training and development include leadership and management skills for middle and supervisory level staff, and development opportunities for reintegrated employees, aligned to the approved business model.

The University provides support to 243 staff members **studying towards a university qualification**; 213 (110 academic and 133 PASS) employees are studying at Nelson Mandela University while 30 are studying at other South African universities. Of these, 64 academic employees are studying towards a Doctorate

of which 50% are from designated groups and 55% are female. Twenty PASS employees are studying towards a Doctorate of which 60% are from designated groups and 55% are female.

6.4 Review of Conditions of Service agreement

The re-imagining of the University **Employee Relations Philosophy** endeavors to promote and foster transformative culture and conducive working environment. This includes the review of the Conditions of Service Agreement and the Recognition Agreements with organised labour.

The implementation of the **low cost medical aid** project and take-on of the employee details have been running over a four-month period from April to July 2018. This staggered approach allows employees to consider all the available information and their financial position before committing to the deduction.

6.5 Staff wellness programme

Targeted sessions were held with the newly integrated employees to create an awareness of the services provided by the staff wellness programme, Wellness@Work. The utilisation of individual services, such as **counselling**, has increased by 14% over the past two months. This clearly points to the critical role of providing such services to all employees. The issue of **absenteeism** in catering, cleaning, technical and protection services is being addressed through ongoing absenteeism management training for the managers of these services.

6.6 Improving the experience of academic staff

As academic staff are integral to the academic project, the T&L portfolio supports the development of its academic staff through institutional and faculty initiatives. This includes the *Early Career Academic Programme (ECAP)*, which seeks to understand the holistic career development needs of early career academics under the age of 35 at the University. Thus far, the ECAP serves 65 academics from all faculties through individual support and a community of practice.

6.7 Reintegration of outsourced services

The current focus of the post-reintegration process is the implementation of the new integrated business model for insourced services to support the achievement of the sustainability imperatives of the University, particularly in relation to increased service delivery efficiencies and effectiveness. A multi-disciplinary **business model operations implementation team** has been established and is responsible for implementation of all actions across the four service functions.

The most significant element of this business model is a new and dynamic **people management philosophy and practices**. The strategy is dependent on the training and empowerment of appropriately skilled employees and line management, as well as the conscious implementation of a change management process to facilitate the transition from the old to the new.

7. ENABLING SYSTEMS AND INFRASTRUCTURE THAT PROMOTE AN EXCEPTIONAL EXPERIENCE FOR STUDENTS, STAFF AND KEY STAKEHOLDERS

7.1 Overview of challenges facing students

The Dean of Students recently provided management with an overview of the **top ten issues** facing students registered at our University. These include the following: financial aid; decolonisation and curriculum transformation; APS and admissions requirements; student housing; racism and exclusionary practices; safety and security; student hunger; student allowances; student transport; and gender-based violence. When viewed in their totality, these vexing issues could be characterised as historic, structural, and/or systemic. Engagement protocols are being developed for management and SRC to ensure that student issues are effectively dealt with and this will include a **student complaints or grievance system**.

The **student disruptions** experienced in the first week of May were largely as a result of delays with the release of meal, book and transport allowances by NSFAS and related national sources of financial support. The University painstakingly liaises with these entities on an ongoing basis to ensure that the non-payment of allowances does not impact negatively on the academic performance of qualifying students.

7.2 Financial aid

Our **NSFAS-funded students** have increased from 7 671 in 2016, to 9 021 in 2017, to an estimated 13 240 in 2018. This trend is expected to continue as fee-free higher education for poor and working class students is rolled out over the next few years.

Over the past five years, there has been a marked shift in our **student demographic profile** with higher proportions of our students coming from poor and working class backgrounds and from rural areas and townships, mainly in the Eastern Cape. The implications of this shift include responding to continuously growing demands for **expanded student support services** such as financial aid, housing, nutrition, transportation, and protection services.

7.3 Student accommodation

The process of adopting a **student housing delivery model** and strategy is close to finalisation and involves three complementary strategies:
- Building of own accommodation through DHET funds;
- Working with the City to strengthen the quality of off-campus accommodation; and
- Exploring innovative partnerships with credible providers to augment the existing housing stock.

Consultations with various role players are at an advanced stage to increase student accommodation over the next three to five years. The University has engaged the Nelson Mandela Bay Municipality and the Housing Development Agency to provide an integrated solution by offering suitable and affordable accommodation for students, along with the accompanying social amenities and facilities (e.g., transport, Wi-Fi, security).

The **monitoring of off-campus housing providers** is being strengthened to minimise exploitation of

students and the deterioration of quality. Part of this monitoring will also include unannounced visits to ascertain ongoing compliance with the accreditation criteria by off-campus housing providers.

7.4 Student nutrition

Inefficiencies in the release of Funza Lushaka and NSFAS meal allowances this year has resulted in a huge **demand for food parcels** provided by Campus Health Services through the student nutrition programme. Our partnership with Tiger Brands has been renewed and this enabled us to provide on average about 1100 food parcels to students per month. However, due to the significantly increased demand, Campus Health Services has issued about 4 500 food parcels to indigent students this year, made possible by sub-dividing the sponsored food parcels and complementing these with fresh vegetables from our expanded food garden.

An integrated approach to addressing student nutrition is being developed in the form of a **food bank** in collaboration with the Student Representative Council's (SRC) *My Mandela* campaign*.*

7.5 Staff and Student Transport Strategy (SSTS)

As an outflow of fee-free education for poor and working class students, the University has experienced a 60% increase in students housed in accredited off-campus accommodation this year. This has increased the **demand for student transport** requiring the approval of additional budget to the value of R6.1m to increase the vehicle capacity.

The development of an integrated **Staff and Student Transport Strategy** is in process. A new transport levy model will be necessary going forward to counter the additional financial burden on the University.

7.6 Safety and security

A technology-specific **safety and security risk assessment** indicated that ICT infrastructure, particularly in terms of CCTV infrastructure, is sufficient and little additional infrastructure is required. However, a shortage of cameras and related network infrastructure on the Missionvale and George Campuses, as well as the absence of an access control system were indicated as risks. Current operations were found to be reactive and it was recommended that an integrated system, coupled with adequately trained staff, would improve responsiveness to security threats.

Based on the outcomes of the risk assessment, an **integrated safety and security solution** is emerging underpinned by two key pillars, namely:
- Investment in physical and ICT infrastructure to facilitate intelligence gathering and analysis and appropriate, immediate response; and
- A stakeholder-managed and -enforced environment, where intelligence is elicited from stakeholders and immediately responded to, following which feedback is provided.

7.7 Digitisation and business process improvements

Business Process Improvements remain a priority for the University. Below are some examples:

- NSFAS have been working in close collaboration with the University to ensure that all successful candidates are funded. The NSFAS IT interface is being investigated for future enhancements to streamline the submission process going forward.
- Digital signage screens will be installed at residences to enhance communication with students.
- A new student web portal has been developed and is currently in use as a "one-stop" source of information for students.
- Students are able to log calls and seek services through the Microsoft Dynamics CRM system.

7.8 Infrastructure developments

The following infrastructure projects are in progress:
- **Transportation hub**
  Additional budget was approved by FFC for enhanced Safety and Security measures. Negotiations with contractor underway.
- **Retirement Village (Life Rights Complex)**
  Council approved funding of bulk infrastructure. Nelson Mandela University Investment Company to provide directive on the way forward.
- **Ocean Science Campus – Ocean Science Building**
  Initial planning underway.
- **Ocean Science Campus – Student Commons**
  Initial planning underway.
- **Ocean Science Campus – Housing of Strategic Resource Mobilization Office**
  Estimated completion end June 2018.
- **Ocean Science Campus – Transdisciplinary Cluster and Research Chairs**
  Initial planning underway.
- **Furntech Building – George**
  Convert existing underutilized space into lecturing space. Received approval from DHET for the use of interest funding. Planning underway.
- **Law Faculty addition to Embizweni Building**
  Received approval from DHET for the use of interest funding. Planning underway.
- **Felsted Building Bird Street repurposing**
  Received approval from DHET for the use of interest funding. Planning underway.
- **New Student Residences (1800 beds in PE, 200 beds in George)**
  Plan to go out on tender in July for 1st Phase in PE and September for George campus.

8. LONG-TERM FINANCIAL SUSTAINABILITY THROUGH RESPONSIBLE RESOURCE STEWARDSHIP

Financial sustainability remains a challenge for the higher education sector as universities strive to contribute to national objectives under difficult economic conditions. However, various initiatives are underway to embed responsible stewardship of environmental and financial resources at our University to promote long-term sustainability.

8.1 Environmental resource stewardship

Several innovative interventions are in place aimed at **reducing our carbon footprint** while also contributing substantively to sustainability. These include efforts to enhance water security; establish a photovoltaic farm on the South Campus; develop a Green Building Guide for all new infrastructure developments; and assess the most feasible waste management and recycling models. In addition, a **Green Procurement Policy** has been developed and will form part of the supply chain management processes. Nelson Mandela University would be the first university in South Africa to undertake such an initiative in alignment with globally recognised standards for sustainability reporting.

8.2 Financial resource stewardship

Over the past few years the University's budget required investment income to meet increasing recurrent operational costs. The University has been working hard to return to a break-even point for recurrent operations before investment income, while growing reserves to maintain, replace, upgrade and expand property, plant and equipment and funding strategic initiatives. We are pleased to inform Council that the audited financials serving today show that we have successfully navigated numerous challenges, including constrained economic growth and reduced student enrolments, to generate a net balance that will comfortably provide for a 10% reserve accumulation.

Short-term austerity measures, better than projected debt recovery, as well as the reduction in the cost of debt relief concessions for academically-deserving and financially-needy students who are now funded through the NSFAS programme, contributed to better than expected results. The audited financials reflect positively as the sector starts to stabilise with the roll out of the fee-free higher education and the commitment from the DHET to increase per capita operational subsidy over the next five years.

The statement of comprehensive income reflects a consolidated surplus of R360m (2016: R53m) after other comprehensive income, of which Council controlled operations amounted to R192m (2016: R58m), student accommodation R5m (2016: R5m), and the Trust R115m (2016: R45m). Specifically funded activities (restricted) realised a net surplus of R48m (2016: R55m deficit).

The statement of financial position reflects an increase in total assets of R635m with equity funds increasing by R335m and total liabilities by R300m, mainly due to deferred income on government grants for infrastructure. Retirement benefit obligations increased by R26m and now amounts to R61m. The liquidity position is sound as indicated by the liquidity ratio. The consolidated statement of changes in equity indicates that restricted-use funds decreased to R613m (2016: R680m), residence funds increased to R22m (2016: R21m) while Council unrestricted funds increased to R777m (2016: R471m) of which the general reserve is R458m.

The re-measurements of post retirement obligations and revaluation of investments to market value disclosed under other comprehensive income has reduced the consolidated net surplus by R23m (2016: R31m).

Financial Indicators 2015 - 2017	2017	2016	2015
Council controlled :- State support income (State appropriations /total recurrent income)	47.89%	47.57%	44.68%
Council controlled :- Own funding as % income(Other income/total recurrent income)	52.11%	52.43%	55.32%
Council controlled :- Staff cost as % total recurrent expenses - Total Staff costs (Council controlled - AFS)/Recurrent expenditure (council controlled)	63.77%	59.00%	58.62%
Council controlled :- Staff cost as % total recurrent income - Total Staff costs (Council controlled - AFS)/Recurrent income (council controlled)	56.69%	56.96%	54.56%
Council controlled :- Net surplus as % including finance income	11.12%	3.47%	6.92%
Council controlled :- Net surplus as % excluding finance income	4.25%	-3.37%	1.27%
Student debt ratio : - Student Debtors before provision for doubtful debt/Total Tuition & Other Fees	17.64%	21.81%	12.17%
Short Term Liquidity ratio (current assets/current liabilities)	8.28	7.31	8.36
Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure)	0.46	0.26	0.18
Sustainability ratio (Total NMU reserves) Total NMU reserves / annual recurrent expenditure	1.29	1.08	1.19
Post-retirement Liabilities (balance sheet)	R61m	R35m	R 23m

8.3 Review of Resource Allocation Model (RAM)

The Academic Resource Allocation Model is currently being reviewed, in collaboration with the Office for Institutional Planning. All relevant stakeholders will be engaged to evaluate the model and if required, propose amendments to the 2019 budget directives. The academic viability and affordability planning models are being used to assess the current programme qualification mix per faculty and to inform forward planning as it relates to renewing, replacing or phasing out programmes that are academically and/or financially unviable.

9. Key issues going forward:

- Embedding our Mandela institutional identity and ethos
- Implementation of institutional sustainability plan and indicator framework, including targets and ownership by MANCO members
- Implementation of institutional transformation plan and monitoring framework
- Sustainable ocean sciences and medical school strategies
- Integrated strategic enrolment management
- Expanding on-campus student accommodation
- Implementation of organisational redesign process
- Migration to a strategy-aligned financial model, including expansion of strategic resource mobilisation