



**Vice-Chancellor's Quarterly Report to
Council
Quarter 1, 2020**

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VICE CHANCELLOR'S REPORT TO COUNCIL FIRST QUARTER, 2020

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1 INTRODUCTION

It is a privilege to present this report to Council as we approach the end of the first quarter of 2020 at a challenging time in the history of our country with the outbreak of the novel coronavirus (COVID-19) across the world. As Council is aware, the University decided to suspend academic activities and major events until further notice the day after President Cyril Ramaphosa declared COVID-19 a national disaster, and announced government's urgent measures towards curbing the spread of the virus.

The main theme for this quarterly report is student access and enrolments with a specific focus on our student profile and the diverse financial, accommodation, transport, and other forms of support provided to our students. It also provides Council with an overview of strategic highlights and challenges since the last Council meeting in December 2019, as these relate to our six Vision 2020 strategic priorities.

2 VISION 2020/2030: STRATEGIC PLANNING

Various strategic milestones have unfolded over the course of the past three years that have significantly shaped institutional strategy at Nelson Mandela University. These include the renaming of the University; the comprehensive review of Vision 2020; the Vice-Chancellor's listening campaign and inaugural address; and the organisational redesign process.

Given that we are in the final year of implementing our Vision 2020 strategy, we will focus on crafting our Vision 2030 strategy during the course of this year to chart the strategic trajectory of the University over the next decade.

2.1 Organisational redesign

The University is in the process of implementing the organisational redesign proposals approved by Council in December 2019. During the first quarter, workshops were held with line managers and HR on how to consult with impacted staff members as part of implementing the organisational redesign proposals. Consultations with impacted employees also resumed after the summer recess and technical support is provided to organisational units on a needs basis, including newly appointed leaders.

An Authentication Task Team has been established by executive management to assess the strategic, tactical and operational rationale of the proposed new positions to ensure that the total cost of employment remains within the 65% salary benchmark. A Systems Technical Team has also been set up and trained in preparation for the envisaged systems changes required by the organisational redesign process.

2.2 Strategic growth trajectories

Revitalising the humanities

The Revitalising the Humanities for the 21st Century Colloquium was held at Mandela University on 5-6 March 2020. This colloquium made propositions for the creation of new conceptual and organising frameworks for the Humanities in the 21st Century, particularly in the South African context. The discussion was incredibly productive, beginning with a panel on "Inequality and the Higher Education Landscape" which provided the backdrop of the challenges faced by the Humanities, before exploring new possibilities through idiom, philosophy, literature, linguistics, languages and film.

Ocean Sciences

Our University in partnership with the Eastern Cape Socio-Economic Consultative Council (ECSECC) has developed an Oceans Economy Master Plan, through funding granted by the Department of Environmental Affairs, Forestry and Fisheries. This plan projects an injection of R10.4 billion into the provincial economy and a creation of more than 33 000 jobs after the first five years of its implementation. The Master Plan was included in the Premier's State of the Province address on 25 February 2020, and was launched at Mthatha on 6 March 2020.

With the Master Plan having been approved, the provincial government, together with the University and ECSECC, will produce an investment book to be used in promoting available

investment opportunities in the oceans economy sector, secure investments, upgrade coastal tourism infrastructure, unblock aquaculture projects, and establish a catalytic oceans economy ecosystem.

On 9 and 10 March, the University hosted the second instalment of the “Tightening the Net 2.0” dialogue under the auspices of our FISHforce Academy, led by Prof Hennie van As. The outcomes of the dialogue will inform strategies to build the technical expertise of law enforcement officials in selected developing countries to combat fisheries crime through a multi-agency, cross-border approach.

The year 2020 will see a consolidation and formalisation of the Ocean Sciences academic plan and governance model, that is predicated on the interdisciplinary approach. A number of Centres and Research Chairs are active and productive in this field.

As mentioned in the last Council meeting we have been offered an opportunity by the NRF to host a bilateral Chair in Ocean Cultures and Heritage, which will be the second Humanities Chair in this area of our work (the Chair in the Law of the Seas having been the first one). However much more work needs to be done to introduce more undergraduate programmes and short-learning programmes.

Medical School

The University is now in the final stages of preparing to establish the country’s tenth Medical School. The University is expected to take in its first cohort of 50 students in 2021.

The HPCSA Medical, Dental and Medical Science Board would have sat on the 20 March 2020 to finalise their decision in respect of the accreditation of the University’s medical programme, following which the registration of the MBChB degree with the South African Qualifications Authority (SAQA) can proceed. Once the official announcement is made by the HPCSA a “soft” launch will take place to showcase the campus and innovative ethos of the medical programme to key stakeholders such as staff, the medical fraternity, government and business representatives, as well as the surrounding community and school principals.

In addition to this key milestone, good progress has been made to enhance our readiness to offer the medical programme, with regards to infrastructure development, ICT connectivity, safety and security, procurement of equipment, academic materials, curriculum development, student accommodation, staff appointments, etc.

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

On 25 January 2020, we hosted a successful Welcoming Ceremony for first year students, parents and guardians which was followed by a smooth start to our 2020 academic year in early February.

3.1 Undergraduate Student Enrolments

As at 17 March, after the close of the late registration period, the total student headcount enrolments were **28 772**, which represents a 3.3% increase compared to 2019, but is 1 003 below the approved target of 29 775 for 2020.

Nelson Mandela University has enrolled **5 330** first-time entering undergraduate students in 2020, which is considerably lower than the 6 296 in 2018 and 6 354 in 2019. With a shortfall of 1 250 first-time entering students, we are currently 19% below the approved 2020 enrolment target of 6 580.

The overall registration to admission ratio (conversion rate) for 2020, was **45.7%** compared to 53.9% in 2018 and 53.6% in 2019. The University is currently investigating reasons for the decline and will implement strategies to convert more of the offers made to prospective first-time entering students to registrations.

The overall decline in first-time entering student enrolments was offset by a considerable increase in returning students and a higher than expected increase in the registration of students in advanced diploma programmes, which have replaced the B Tech qualifications.

Compared to the same date last year, undergraduate enrolments in total have increased from 24 324 to **25 195** which is a growth rate of 3.6%. The University expects to exceed the target for total undergraduate enrolments given that there are normally students who enroll at the beginning of the second semester.

The University will continue to monitor enrolment trends carefully over the next three years since we will have the opportunity to revise our DHET-approved enrolment targets in 2022 for the remaining three years of the current enrolment cycle (2020 – 2025).

3.2 Learning and Teaching Vision

At Mandela University, we aim to place student learning at the centre of the academic project from which our learning facilitation, teaching and assessment approaches must take their cue. It is for this reason that we have just formulated a bold new vision for learning and teaching, namely: *“To be the leading university for innovative, human-centred Africa-purposed learning experiences.”* We have teams working on various aspects of this vision to ensure that we enact it in the learning experiences we provide to our students.

3.3 Digital Learning

In the Faculty of Education, we have a new DAAD-funded project, Digi-Face (Digital Initiative for African Centres of Excellence), which was launched on 3 March 2020. We have been chosen as the Centre of African Excellence to lead the learning and teaching aspects of Digi-Face. Our role is to produce generic modules and training for postgraduate students and academics on online learning, teaching and research supervision for all of the 11 DAAD funded Centres of Excellence in Africa with a particular focus on bringing a human “face” to digital learning and communities of practice.

Based on an audit regarding the e-readiness of lecture venues, a project is underway to equip these venues with appropriate technology to facilitate digital learning. There are presently approximately 1500 lecturers using 5674 Moodle sites on our Learning Management System, which augurs well in terms of our drive to ramp up the digitalisation of learning and teaching.

3.4 Learning and Student Development and Support

Student Orientation

In January, the orientation programme was offered by 277 trained How2 Buddies across all our campuses prior to registration. Although fewer first year students attended orientation compared to previous years, it is interesting to note that our “online first approach” on the First Year Success (FYS) website received an increasing number of hits and our social media sites are also well-utilised by students to find information and resources.

Student Success Coaches

This year, we introduced Student Success Coaches (SSC) at the University whose core purpose is to provide a high impact connection, which actively engages students in developing a personal success plan through collaborative learning experiences. The initial focus of the SSCs was on returning students who had received warning letters from faculties or who had been excluded but were readmitted on appeal. The focus will shift in the second quarter to first-time entering students who are academically vulnerable to assess whether they are having difficulties adjusting to university studies.

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

4.1 Postgraduate Student Enrolments

There has been a slight decrease of 1.4 % in the postgraduate enrolments for 2020, as compared to 2019. The University has enrolled **3 286** postgraduate students compared to 3 332 at the same time last year.

The following trends are noteworthy:

- Postgraduate diplomas and honours programmes increased from 1 389 in 2019 to 1 395 in 2020 (0.4% increase).
- Masters' enrolments decreased from 1 493 in 2019 to 1 466 in 2020, which is a decline of -1.8%.
- Doctoral enrolments have declined from 450 to 425 (-5.6% decline) compared to last year.

However, it must be noted that some postgraduate enrolments continue throughout the year until around August and it will only be possible at that point to establish to what extent the University has achieved or missed its targets.

Financial support may well be an access barrier for postgraduate enrolments, as a large proportion of the student body were NSFAS or financial aid recipients at undergraduate level and there are limited funds available for postgraduate bursaries and scholarships. Research is underway to determine causal factors for the decline as they relate to different categories and levels of postgraduate students.

5 ENHANCING STUDENT LIVING AND LEARNING EXPERIENCES

5.1 Student Governance

Higher education continues to be confronted by challenges relating to the heightened demand for access within a context of major fiscal constraints. As much as the fees-must fall campaign brought about improved funding support to students that come from the poor and working-class backgrounds, this breakthrough did not entirely resolve the funding challenges of “missing middle” students.

Engagements with the SRC are ongoing to deal with implementation challenges and emergent issues. The two-day student protest action in February was quickly resolved in spite of a national mood that saw an upswing in violent protests at many universities.

Institutionally, the university continues to deal with student access matters pragmatically, while balancing social justice and sustainability imperatives and tensions. We have also established a representative appeals committee that deals with these matters and, where there are compelling grounds, students are assisted in appealing NSFAS decisions to withdraw their funding. To date, about 500 of these appeals have been approved by NSFAS.

The SRC was sworn in for the current term of office on 13 February 2020 and strategic planning, leadership training and development sessions took place on 6-8 March.

5.2 Student Housing

Student Housing has experienced less challenges this year as compared to this time last year. The off-campus private accommodation accreditation process was fast-tracked and consequently there are 10 204 beds available compared to 6 000 beds a year ago. The supply now exceeds the demand as there are still beds available at off-campus private accommodation establishments.

The existential challenge is the lack of accommodation for students whose funding was withdrawn by NSFAS due to poor academic performance or those “missing middle” students who generally cannot afford off-campus accommodation. This may be partially addressed as more beds become available on campus through the construction of the new student residences.

5.3 Universal Accessibility and Disability Services

Partnerships have been formed with special needs schools as part of the higher education readiness programme for prospective students with disabilities. To date, 196 students have declared disabilities for the purposes of applying for reasonable accommodations and it is anticipated that this number will increase as more students disclose their status.

5.4 Madibaz Sport

Our sporting codes continue to extend their national footprint, with 12 out of 21 sport codes ranking in the Top 8 in the country in 2019.

6 TRANSFORMATIVE INSTITUTIONAL CULTURE THAT PROMOTES DIVERSITY AND SOCIAL COHESION

Several of our key institutional entities are doing excellent work in sharpening our efforts to produce socially responsible and engaged knowledge that has a positive impact on society.

6.1 Centre for Women and Gender Studies

The Centre for Women and Gender Studies (CWGS) was launched in 2019 and has been providing different platforms to promote gender mainstreaming in teaching and learning, scholarship, advocacy and postgraduate studies to promote the 'attitudinal change' around gender equity on campus and higher education at large.

A notable highlight of this quarter was the hosting of former Malawian president Joyce Banda for a public lecture on women and leadership in Africa on 2 March. In her lecture, Banda urged fellow African leaders and education stakeholders to eradicate potential threats to women and girls' access to education and cited inadequate access to education, a lack of infrastructure and corruption as some of the challenges that threaten the progress of the continent towards achieving its goals.

6.2 Hubs of Convergence (HoC)

The Hubs of Convergence (HoC) initiative offers space for the hosting of multi-stakeholder seminars and colloquiums in addition to presenting opportunities for the mentoring of emerging and young researchers, staff, and communities for augmenting capacity in community engagement.

The Hubs of Convergence hosted the first of its series of Engagement Seminars on 14 February. The presenter and discussion leader was Prof Enver Motala and the topic was "*Reflecting on the complexities of the relationship between an engaged university and its communities in the process of its transformation*". The talk and discussion that followed set the groundwork for this series, which will work towards more substantive engagement with the various communities in which the University is situated.

6.3 Transformation Office

The Transformation Office is currently working with the CWGS and the Faculty of Law to develop a module on informed consent. Research assistants within CWGS are engaging various stakeholders across the University to ascertain what aspects of informed consent the module should focus on.

Numerous activities associated with the MEMEZA anti-gender-based violence (GBV) campaign have been implemented during the first two months of 2020 to raise awareness of matters pertaining to sexual harassment and related offences. A total of 15 GBV cases have been reported since January 2020, with appropriate interventions and support provided. Ongoing GBV awareness programmes are being provided to students in on- and off-campus residences together with Campus Health Services that focus on substance abuse and HIV, while Emthonjeni Wellness colleagues focus on student wellness and mental health in particular.

The GBV and LGBTQIA++ support groups were also established and commenced their work in the first week of March 2020. Self-defence capacitation sessions started during the same week and have been implemented in both on- and off-campus residences.

The Singamadoda Positive Masculinity Programme was rolled out in March shortly before the early recess, with five pairs of facilitators conducting the open circle dialogues with male students.

The development of the Policy for the Promotion of Equality and Prevention and Protection against Unfair Discrimination is ongoing, with a policy-crafting team constituted with representatives from the Law Faculty, Legal Office, and Employee Relations Office to ensure alignment across policies and processes. The Equality Promotion Project, including launching equality awareness posters across campuses and the training of equality facilitators will be activated when the campus programme 'normalises'.

6.4 Renewal of the Academy: 'The Professors Project'

The current distribution of senior scholars and the professoriate across our knowledge domains suggests that we are 'thin' in the humanities, broadly speaking. The Professors Project is aimed at attracting established scholars at a professorial level in these fields of study and funding has been earmarked by the VC for this purpose. The process through which we arrive at identifying the areas in which professors are appointed through this initiative will be executed in consultation with senior management, the Executive Deans and appropriate other individuals and structures within the University.

6.5 BBEE

The BBEE verification audit process is underway and the new certificate will be available by the end of March 2020. The scorecard will be unpacked and shared with Council at its next meeting.

A report on the top twenty service suppliers for the 2019 financial year has been prepared by Finance. From the analysis, the top 20 suppliers make up a total spend of R390 281 316. This excludes agency funds that are paid through the University's books i.e. NSFAS allowances and accommodation.

Of the 390 281 316, 70% is procured from businesses who have 51% Black ownership or more and 76% of the expenditure is on BBEE levels 1 and 2 contributors. If we exclude the Municipality the spend increases to 86% for businesses who have 51% Black ownership or more and 92% for businesses who are BBEE level 1 and 2 contributors.

7 EMPLOYER OF FIRST CHOICE BY INVESTING IN TALENTED, HIGH REFORMING EMPLOYEES

7.1 Talent Acquisition and Retention

During the period 01 November 2019 to 31 January 2020, 39 employees were appointed permanently or on a contract of longer than one year, of which 26 were from under-represented groups.

The focus for quarter two will be the filling of a further 75 vacancies. The implementation of the new e-recruitment system with artificial intelligence (AI) capability will result in a seamless recruitment and selection process thereby minimising inefficiencies and ultimately enhancing the image of the University.

7.2 Employment Equity and Transformation

The revised Employment Equity Plan for 2019-2024 has been approved by the Department of Labour for implementation. For the period of 1 November 2019 – 31 January 2020, 71% of all appointments made were from underrepresented groups. This indicates that the University is moving towards a diverse workforce profile although African males and females remain underrepresented when compared to the economically active population.

Sensitisation programmes will be embarked on to encourage differently abled employees to declare their status for the purposes of facilitating reasonable accommodation, as well as designing an online system whereby declarations will be done using a code in order to protect the individuals and increase the number of declarations which will assist with reporting.

Executive Appointments

For posts PL2-4, there were 11 vacancies and one contract renewal which were successfully filled by the end of 2019. Only one of these appointments was outside the designated (A, C, I) group thereby further diversifying the demographic profile of senior management.

Academic Appointments

The number of academic employees appointed were 26 of which 18 were from under-represented groups (A, C, I).

PASS Appointments

In total, there were 13 PASS employees appointed over this quarter, of which five were internal and eight were external appointments.

Terminations

A total of 53 employees terminated their employment at the University during this period, which is attributed to retirements, the termination of long-term contracts and resignations.

7.3 Employee Development

During quarter 1, a total of 103 employees (31% Academics, 69% PASS) have been trained as a result of seven learning and development interventions. Furthermore, a total of 50 employees are currently pursuing formal studies at other universities.

The on-boarding programme is gaining momentum with 56 newly appointed permanent staff members welcomed during a two-day programme in February.

The HRD Committee has also established working groups to finalise the L&D strategy and ensure that it is integrated with the employment equity and transformation priorities of the University. These working groups will also focus on the University People Management Philosophy, people plans/staffing strategies and alignment to the Employee Value Proposition (EVP).

8 ENABLING SYSTEMS AND INFRASTRUCTURE THAT PROMOTE AN EXCEPTIONAL EXPERIENCE FOR STUDENTS, EMPLOYEES AND KEY STAKEHOLDERS

8.1 Safety and Security

Safety and security has assumed greater priority in the higher education sector and the national security cluster of government is working with universities on matters of on-campus safety, especially as it relates to Gender Based Violence (GBV). A number of projects are currently underway to enhance safety on our campuses. Examples include interventions at the Missionvale campus where the existing porous parameter fencing is being replaced.

The implementation of the approved safety and security strategy is proceeding well. Security technologies and the deployment of surveillance and intelligence gathering tools have been useful and protection services personnel continue to receive training.

Capacity has been augmented with specialised external capacity for key events and during periods requiring heightened security. The University is also an active member of community policing forums in the Nelson Mandela Bay area and work continues with the Summerstrand Community Crime Forum towards creating a safer suburb for all, including staff and students. Similarly, the University is engaged as part of the Special Rates Area for Central, an area that is also home to a large contingent of our student body.

8.2 Catering

The first quarter of 2020 started with the re-opening of the Kraal facility and a centralised kitchen for South Campus. Proposals on expanding food outlets across campuses are being developed with the intention of promoting sustainable growth in the catering business.

8.3 Fleet Management and Student Transport

The University has identified areas of duplication and waste in the management of University-owned vehicles. A task team that comprises senior Academic and PASS leaders has been constituted in a bid to develop a sustainable solution to this problem. An audit of the University's fleet is underway and a fleet management solution has been procured and will be rolled out in due course.

8.4 Emergency Power Strategy to Respond to Load Shedding

With a new spate of load shedding experienced early in 2020, the Task Team was reactivated to consider the risks and craft a way forward in ensuring that the University is not negatively affected by power outages. The load shedding response strategy and implementation plan for the four phases from 2019 to 2022 is now in place.

It is acknowledged that the installation of generator sets is expensive and will require constant maintenance after installation. The University will therefore ensure that these backup power plants are strategically placed to mitigate the impact of load shedding on critical operations.

8.5 Communication and Marketing

Digital hub

In line with the University's "digital first" approach, a new digital production hub has been established within Communication and Marketing as a means of providing more effective and efficient institutional marketing, events management, communication and branding services.

Website

The new design for the website was implemented in December 2019 and has received very positive comments. Templates are now being finalised to include faculty colours so that the overall design can be rolled out to the remaining 400+ websites. This process will continue for the rest of the year, starting with faculties and other strategic sites.

Naming and renaming

The Naming and Renaming project is in its second phase. Faculty-led engagements with staff and students have been ongoing with the goal of proposing names for academic buildings across campuses. The rationale employed is to allow faculties to consider naming buildings where their teaching and learning mostly occurs. Progress in this regard will be shared in the next quarter.

Signs and symbols

A new multi-layered project is being introduced to use signs and symbols as a significant identity builder for the University. The core messages of the University must be experienced as inclusive and welcoming by all stakeholders and visually rendered through varying art forms and communication products.

8.6 ICT SERVICES

The University has embarked on a process of mapping out its digital transformation journey. This process is cross-cutting and hence touches on learning and teaching, as well as professional and administrative support functions.

Research Publication Management System

The Research Publication Management System went live in the middle of January and has been well received by the academic community. To date over 450 journal, book, chapter and conference proceedings publications have been captured on the system thereby reducing the time-consuming manual workload of the Research Management staff.

NSFAS System Enhancements

Some of the interventions underway to allow successful NSFAS applicants to register on time include the identification of continuing NSFAS students and whether they still qualify for funding based on the NSFAS progression rules, reversals against students who have de-registered, and modifications to the Financial Aid Web application to identify students qualifying for concessions. All the critical changes have been implemented, with development in progress for some of the outstanding reports.

Connectivity Improvement

The first phase of a project to connect accredited off-campus accommodation establishments to provide better access to students who previously had limited and/or capped Wi-Fi is complete. Phase 2 of the project focuses on the additional 12 recently accredited residences that each house more than 20 students.

Student Laptop Initiative

MANCO approved the continuation of the Student Device Initiative where financially needy first-time entering students can opt-in to receive a laptop funded over two years. Handout events at the Port Elizabeth and George Campuses concluded during February 2020 with a total of 1272 laptops distributed. Due to slow approval processes for NSFAS-funded students, it is expected that more students will opt-in once their NSFAS approvals have been finalised.

Student Access Value Chain

The Confirmation of Offer for academic and residence admissions is available on the website. The Change of Mind system is being updated to incorporate the same upfront checks that the online application system has, including the auto-admission for qualifications with pre-defined criteria and available space. The focus for this year will also include postgraduate admissions processes.

9 ENHANCE LONG-TERM FINANCIAL SUSTAINABILITY THROUGH EFFECTIVE RESOURCE MOBILISATION AND RESPONSIBLE RESOURCE STEWARDSHIP

The Annual Budget for 2020 and Annual Performance Plan (APP) were considered and approved by Council at its last meeting. A balanced operational budget for 2020 was presented to Council which meets Council's performance indicator of reserve accumulation of between 5% and 10%.

The recurrent cost structures are financed from recurrent revenue streams excluding finance income, while growing reserves to maintain, replace, upgrade and expand property, plant and equipment and funding strategic initiatives.

A key sustainability indicator is the salary benchmark which was approved at 65% including a provision for the cost of harmonisation and organisational redesign. The latest financial report will be shared with Council members at the meeting. The 2019 year-end audit is currently underway and on schedule.

The University has been working tirelessly with relevant stakeholders including students, the National Student Financial Aid Scheme (NSFAS) and the Department of Higher Education and Training (DHET) to mitigate financially-related access issues and to ensure that those students who qualify for NSFAS are registered and that allowances are paid on time. The significant increase in NSFAS funding, has put pressure on the ability to administer the funding. However, the University signed an MOU with NSFAS, which has assisted to map out processes and deliverables.

Besides NSFAS administered funding, the University grants concessions to qualifying academically deserving students that are unfunded and whose family income does not exceed R600 000. This allows the student to register with outstanding debt and be exempt from down payments on tuition and on-campus accommodation. All outstanding debt is not to exceed the cost of the previous semester and an acknowledgement of debt has to be signed.

The University has to date received 4 601 applications for University financial concessions, of which 3 375 applications met the criteria. About 590 of those who were granted financial concessions have since had their applications withdrawn as they were granted NSFAS funding. A total of 2 785 students, therefore, have been granted University financial concessions.

During 2019, the Strategic Resource Mobilisation and Advancement (SRMA) Office mobilised R99 370 362 through the Nelson Mandela University Trust (with another R14 923 820 flowing directly into the University from other interventions). Of this, R83.9m million was mobilised for bursaries and scholarships.

All in all, some 1 521 students were assisted to access the University and proceed with their studies. Of these, 398 were final year students, 313 of whom successfully completed their studies in 2019. An additional amount of R100 000 was transferred out of Trust funds to the Office of International Education to assist 16 international students in distress.

In terms of engagement and other projects, R1 500 739 was mobilised through the Trust.

During 2019, a special focus was placed on building relationships with SETAs and on mobilising bursaries for postgraduate studies. The income from the SETAs increased from R31 million in 2018 to R56 million in 2019, an increase of more than 80% and 298 postgraduate students were assisted.

Over and above this, some funds mobilised by or through the SRMA were paid by the funder directly to the University or directly to the student accounts (i.e. not via the Trust). This includes the R3 million award for Teacher Training Support mobilised from the ETDP SETA but which was subsequently paid to students' accounts.

10 CONCLUSION

In conclusion, 2019 focused on implementing key strategic interventions and game changers to catalyse our efforts to achieve the strategic aspirations set out in our revised Vision 2020 strategy and the Vice-Chancellor's inaugural address. This year, we will shift our energies to crafting Vision 2030 to distil a decadal strategic trajectory for the University as it seeks to embody the Mandela legacy and position itself as a pioneering, socially responsive and engaged institution in the service of society.

We would like to express our gratitude to Council for their astute oversight and judicious stewardship of the University, as we build for the future.