

**VICE-CHANCELLOR'S REPORT TO COUNCIL  
SECOND QUARTER, 2019**

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## **1. INTRODUCTION**

It gives us great pleasure to present the second quarterly report to Council as we complete the first semester of 2019. We awarded 7 404 undergraduate and postgraduate qualifications during our autumn graduation period. Overall, graduate numbers have grown at a higher rate (5,8%) relative to our enrolments (2,8%). This improved performance stems from the collective efforts of our senior management team and all our staff, both academic and PASS (Professional, Administrative and Support Services), who have worked tirelessly to ensure the smooth implementation of all academic programmes and operational services across our seven campuses.

The main theme for this report is student success, with a specific focus on various interventions implemented to improve graduate and research outputs. It also provides Council with an overview of strategic highlights and challenges for this quarter in relation to our six Vision 2020 strategic priorities and our top three risk areas (namely, human capital management and labour relations; financial sustainability; and the reintegration business models).

## **2. VISION 2020: STRATEGIC PLANNING**

Nelson Mandela University continues to implement the key strategic redirections emerging from our revised Vision 2020 strategy, the inaugural address and the listening campaign. These include embracing humanising pedagogical approaches and student-centric support in an effort to liberate the full potential of our students and promote holistic student success.

### **2.1. ORGANIZATIONAL REDESIGN – CASE FOR CHANGE**

Since Council approved the organisational redesign process, intensive engagements have taken place to develop a high-level redesign proposal. This will be tabled at Council today for approval. This proposal provides an overarching framework within which the more detailed meso-level organizational redesign will be undertaken. Once Council has approved this in principle, the next step in the third quarter will be to ensure that all faculties and support divisions are optimally positioned to implement our strategic growth trajectories.

### **2.2. STRATEGIC GROWTH TRAJECTORIES**

As mandated by Council, we have made progress in this quarter in reimagining our institutional identity and strategic positioning, linked to the legacy and values of Nelson Mandela to differentiate us within the higher education sector nationally and internationally.

#### ***2.2.1. Revitalising the humanities***

This project is key to the overall academic strategy of the University. Against the backdrop of the global, regional and national decline in the humanities, society is seemingly deprived of new, creative and productive meaning-making schemes in responding to the fundamental social questions of our time. These questions necessitate much-needed, boundary-crossing conversations between the sciences and a revitalised humanities.

- The full report on the colloquium 'Dalibhunga: This time? That Mandela?' is now available. The colloquium initiated our partnership with the Nelson Mandela Foundation (NMF) and the HSRC. It confirms the centrality of a Critical Mandela Studies Programme located within the envisaged Transdisciplinary Institute for Mandela Studies (TIMS) for revitalising the humanities.
- Follow up discussions with the NMF and HRSC on 1 June 2019 moved us closer to establishing TIMS as a collaboration between our University and the NMF's Centre for Memory and the Mandela Archive. With a creative and firm scholarly and strategic justification in place, we are now putting the formal proposal together to process it through the University system.
- Inclusive of African intellectual traditions, we foresee TIMS as an overarching academic and pragmatic mechanism that will steer and coordinate various strands of Critical Mandela Studies such as those focusing on poverty and inequality, public leadership and governance, technology and development, science and society, justice and democracy, and so on.
- We are also building a network of HEAVA appointed humanities scholars (Visiting and Honorary Professors) as an intellectual resource base for the revitalisation project.
- The Centre for Philosophy in Africa, the SARChI Chair for Identities and Social Cohesion in Africa and the Chair for Critical Studies in Higher Education Transformation (*CriSHET*) are working on pivotal programmes in this regard. The Atlantic Fellows for Racial Equity (AFRE) programme with the NMF is one such example.
- *CriSHET*, in collaboration with Queen's University Belfast (QUB), is putting a Winter School together at Mandela University in August 2019 to consider alternative, emancipatory imaginations for higher education and also ponder the idea and the purpose of the university anew within the context of the renewal of the humanities. With the objective of fostering networks on our continent and elsewhere, we will be hosting a group of 30 scholars from Ghana, Uganda, Kenya, South Africa, the UK, India, Ireland, Canada and Germany.

### **2.2.2. Ocean Sciences**

The Ocean Sciences Strategy for 2020-2025 continues to evolve and develop. This requires measures to fast track deliverables relating to expanding our academic programme offerings and specialisations in ocean sciences, developing a distinctive governance and management model for the Ocean Sciences Campus, and further expanding our partnerships nationally, on the African continent and globally.

We are working closely with the relevant faculties to package our undergraduate programme offerings in a manner that better reflects our ocean sciences capabilities to potential applicants and other external stakeholders. In many instances, this merely requires articulating ocean sciences streams within existing degrees, such as the Bachelors of Science and Commerce. However, in some faculties, more fundamental programme development and re-curriculation is required to develop new ocean sciences qualifications at under- and postgraduate levels.

Since the last Council meeting and the two international marine-focused conferences (IIEO2 and SANOCLEAN) that we hosted in March, there have been a number of strategic international engagements in support of our Ocean Sciences Strategy. Our University participated in the South

Africa – Sweden University Forum during May. We hosted four of the satellite workshops linked to the Forum. Each workshop focused on a theme of relevance to our institution (for e.g., “Sustainable Aquaculture Development for Coastal Communities and Food Security”, aligned with our Ocean and Coastal Sciences Research Theme).

We continue to expand on our already strong ties with University of Southampton, and plan to define new disciplinary areas for research collaboration. We also held talks with University of Southampton for the continuation of the £8million SOLSTICE project, currently headed by our SARChI Chair after the current project ends during 2020.

The support from the Norwegian Embassy for our Ocean Sciences continues to grow. It was both humbling and gratifying to hear the Ambassador, in her recent speech in Pretoria to commemorate National Norwegian Day, single out our University for our leadership in addressing issues affecting the blue economy. Norway’s continued support for the ocean governance project FishFORCE has enabled our University to roll out more FishFORCE training Academies in African coastal countries, following the launch of the first Academy in Kenya. By the end of the year, we should have academies operational in Namibia and Angola.

Progress is being made with our ocean economy partnership with the Eastern Cape provincial government and Department of Environment, Forestry and Fisheries. A baseline study is nearing completion and we are preparing to host an ocean economy summit in September on behalf of the Premier.

### **2.2.3. Medical School**

In April 2019, the previous Minister of Health issued the much-awaited letter providing approval from the Department of Health for Nelson Mandela University to establish the tenth Medical School in the country. This unlocked progress across a number of fronts.

The MBChB curriculum served at the curriculum committee of the Council on Higher Education (CHE) in March 2019. The CHE granted provisional accreditation, conditional upon eight ‘prior conditions’ being met. Two of these conditions are dependent on site visits by the HPCSA and CHE. The HPCSA accreditation site visit has been scheduled for 28 October to 1 November 2019. The site visit by CHE is planned for November 2019.

The HPCSA Self-Assessment Questionnaire (SAQ) and the Decentralised and Distributive Platform Questionnaire will be submitted to HPCSA by September 2019. As part of readying the University to offer the medical programme, the following key milestones have been achieved:

- Infrastructure for the Basic Sciences and Skills Laboratory is progressing and should be completed by September 2019.
- The upgrade of internet connectivity at the Missionvale Campus is complete and a cable linking the campus to Dora Nginza Hospital has been installed.
- Cutting-edge technologies and equipment, such as Anatomage tables for Anatomy and Physiology laboratories and Body Interact for clinical cases, have been delivered and staff are undergoing training in using these advanced technological tools.

- Online textbooks have been acquired and are available for use in other programmes offered by the Faculty.
- Learner guides for the first two years of the MBChB are complete and those required for the third year of the medical programme should be completed by September 2019.
- Management has approved the appointment of the first cohort of staff essential to the HPCSA and CHE accreditation site visits.

The University will only be in a position to offer the MBChB after receiving provisional accreditation from HPCSA and full accreditation by CHE and SAQA. This implies that it is improbable that we will be able to admit our first intake of medical students for 2020. However, we are proposing that the Medical School be launched in 2020 to lay the formal foundation for offering the medical programme from 2021.

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

#### **3.2. TEACHING, LEARNING AND CURRICULUM**

##### ***3.2.2. Curriculum relevance and responsiveness***

The #FMF movement catalysed acceptance of the imperative for curriculum transformation and foregrounded the criticality of decolonisation and Africanisation. Faculties have been in dialogue around what this means for curriculum renewal. Understanding differs of what this means and how it translates into the curriculum – its content, pedagogies and assessment. These vibrant and robust debates are informing key developments in this arena and characterise the curriculum renewal space at Nelson Mandela University.

Additionally, the advent of the 4<sup>th</sup> Industrial Revolution (4IR), requires of us to inquire what this means for our curricula – in terms of how to prepare graduates to navigate the future world of work and society; and how we utilise rapidly evolving technologies to enhance teaching and learning. These multiple, connected imperatives inform teaching, learning and curriculum renewal at the University.

Some noteworthy highlights from faculties include:

- Arts: The faculty is appointing an nGAP lecturer in Digital Humanities to advance research and learning in this field and its relevance for the humanities. The faculty is reviewing and changing the content of recently re-curriculated programmes with a specific focus on upgrading technology, software and equipment to enhance compatibility with contemporary and future fields of endeavour including the use of 3D scanning and printing.
- Education: The Faculty started offering some of their 'methods' modules in both isiXhosa and English. Study guides are available in English and translated into indigenous languages. Multilingual glossaries in three languages are available to teacher education students. Guidelines on multilingual approaches have been shared with staff to support learning.
- EBET: The Dean and various staff members have been engaging internationally and nationally in various fields of engineering. This includes visits to Italy around Composite Laminate Timber and

what it can offer to the building industry; and various areas that support Marine/Ocean Sciences (marine robotics, marine research vessels and training opportunities) with ongoing and strengthened partnerships with Norway and Scandinavian countries.

- Law: The Faculty embarked on a collaborative project with one of the 'big five' law firms (Cliffe Dekker Hofmeyr) to develop an innovative approach to upskilling law students and candidate legal practitioners in their preparedness for 4IR and its impact on the practice of law. Initial project discussions have considered introducing small snippets of the technologies used at big law firms into the Missionvale Law Clinic to enhance student success in practice. Furthermore, the revised LLB curriculum, which will be implemented from 2020 and part of the rearticulation process, includes ensuring that students are equipped to handle technological developments in society.
- Science: The Science Faculty is working hard at redirecting its offerings under the theme of 'Shaping the Future of Science at Nelson Mandela University'. In particular, the importance of 4IR has been foregrounded and the faculty is gearing itself to reconfigure its undergraduate degree streams to include exciting new focus areas such as Biosciences, Space and Astro Sciences, Ocean and Atmospheric Sciences, as well as Computational and Data Sciences. In addition, the Dean was invited to be part of the Expert Working Group (EWG) to advise on the proposed reconfiguration of the National Institute of Theoretical Physics (NITheP) to ensure that it is more inclusive and better rooted in an African context. Over the past few years, 20 NITheP interns have received training at our University (more than other institutions).

### **3.2.3. Student graduation**

As always, graduation was a joyous period in the almanac of the University, where the achievements of our graduates were celebrated over approximately two weeks with 16 sessions of graduation ceremonies. It is encouraging to see that there has been an increase in the total number of graduates in every faculty. Overall, 7 407 candidates graduated in 2019, compared to 6 938 in 2018, an increase of 6.7 % in graduation numbers.

### **3.2.4. Graduate employability**

South Africa's youth unemployment rate of 55.2% makes it important for the University to track whether our graduates are employable. To this end, we have administered a Graduate Destinations Survey (GDS) every two years since 2011. In 2017, a sample of 2 497 graduate respondents participated in the survey, with more than a third of the sample (36.8%) indicating that they were the first in their family to have received a university qualification. In 2017, just over half (52.1%) of the survey respondents were employed at the time of graduation, with 78.1% indicating that they were placed in a job related to their qualification. It is interesting to note that just over 80% were working in the Eastern Cape. Of those not in paid employment, 14% were looking for work while just over a third were (33%) were studying further.

When asked to suggest areas of improvement in respect of enhancing graduate employability, graduates recommended additional experiential learning components in the curriculum to bridge the gap between university studies and the world of work. Given the importance of stimulating job creation, going forward, the survey will also include an increased focus on entrepreneurship to explore whether graduates have initiated any entrepreneurial activity or have intentions to do so.

### 3.2.5. Undergraduate student success rates

Over the past three years, the following data has emerged regarding success rates per faculty:

FACULTIES	2016	2017	2018
Arts	88%	86%	83%
BES	79%	73%	72%
Education	94%	95%	94%
EBEIT	81%	76%	75%
Health	93%	90%	91%
Law	78%	73%	75%
Science	80%	75%	75%
<b>TOTAL</b>	<b>83%</b>	<b>79%</b>	<b>79%</b>

Overall, our success rates have declined by about 4% from 2016 to 2018. This is partly due to the growing proportions of our students coming from schools in socio-economically disadvantaged environments. Student success (of this segment) in 2018 was also negatively affected by the late registration of students due to NSFAS challenges that delayed progress with students being placed in accommodation, purchasing text books, and receiving allowances for food and transport. This resulted in academically and/or economically vulnerable students being further disadvantaged by delays in registering for their studies, resulting in them not attending lectures for the first few weeks of the year.

### 3.2.6. Undergraduate student success interventions

The findings of the South African Survey of Student Engagement (SASSE) indicated that our University obtained the highest ranking in South Africa for providing a supportive learning environment for students. Furthermore, in the 2018 Universum survey, our graduates rated student support as our most attractive attribute and the rating given was higher than the average rating obtained across universities nationally.

In the light of declining success rates, we have further enhanced our efforts to support students with some of the measures including implementing a system to track student progress (RADAR) so that we can identify students who experience challenges at an early stage with a view to targeted provision of learning support.

The current organisational redesign process includes a significant reimagining of student development and success interventions. In particular, more one-on-one connections are needed with students to review their progress, explore challenges they face, and plan together how best to assist them to succeed. This requires faculty-linked, but centrally connected, success coaches (academic advisors) to assist students throughout their learning journey. These coaches will also connect with academics to assist in tracking student progress and sharing important information on student profiles and learning analytics.



We piloted academic advisors/success coaches in the faculties of EBEIT and Law in 2018. Interestingly, these were the only two faculties where the retention rate of first-year students increased (by 2 and 7 percent, respectively). This addition to the suite of interventions to foster a supportive learning environment shows much promise.

Various other interventions to promote student success include the provision of a range of peer-led learning opportunities such as Supplemental Instruction (SI), tutoring and mentoring (increasingly using a blended approach) with an emphasis on the availability of digital resources, and facilitated online group discussions. Increasing emphasis is also placed on writing and reading development and multilingualism to enhance learning and academic success.

Ongoing development measures are also provided to academic staff to enhance their teaching practice to actively engage students in learning. For example, in 2018, the re-imagined induction programme (now referred to as Beginning Your Journey (BYJ) @ Mandela University) was piloted and attended by 75 new academics from all faculties. Teaching enhancement workshops and consultations are provided for academic staff to assist them reconceptualising curriculum development, implementing technology-enabled blended learning, and facilitating learning in large classes.

### **3.2.7. Postgraduate student success rates**

Our graduate outputs at postgraduate level continue to increase, with the exception of our Honours graduates. Honours numbers declined slightly in comparison to Masters and Doctoral graduate numbers. Our faculties need to investigate the reasons for the challenges with Honours, as this is a crucial transitional year from under- to postgraduate studies.

Doctoral graduates for 2018 increased by 11% to 102, compared to 92 in 2017. However, the number of Masters graduates declined by 10% to 296, relative to 304 in 2017. The increase in undergraduate enrolments and the lack of concomitant growth in academic staff directly impacts on the student: staff ratio and the teaching load of academics. Despite 45% of our academics holding PhD qualifications, their postgraduate supervisory experience varies greatly. The retirement of several senior academics with PhD qualifications negatively impacted the postgraduate supervisory capacity across all faculties. From 2016 to 2018, 127 academics left the employ of the University (through retirement or resignation), 40 of whom were at the levels of Associate and full Professor.

This situation is being addressed. Council will recall that a sum of R50 million was allocated to faculties in 2019 to improve student: staff ratios.

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

### **4.1 RESEARCH OUTPUTS**

There is a direct correlation between the proportion of academic staff with PhDs and research outputs. Nelson Mandela University achieved a weighted research output of 1.67 in 2018 compared

to the national average of 1.88. The table below reflects the ratio of weighted research outputs per academic in 2018 across all faculties, including the institutional and national averages, respectively.

<b>FACULTY</b>	<b>RATIOS OF WEIGHTED RESEARCH OUTPUTS PER ACADEMIC STAFF MEMBER 2018</b>
Arts	1.22
Business and Economic Sciences	1.87
Education	1.08
Engineering Built Environment and Information Technology	1.25
Health Sciences	0.99
Law	0.94
Science	2.70
<b>Nelson Mandela University*</b>	<b>1.67</b>
<b>National Average</b>	<b>1.88</b>

\* Includes publications from academic staff in units other than faculties

The weighted research output units associated with masters and doctoral qualifications generated 296 and 306 units across the University, respectively. The Faculty of Science generated the highest number of units across both categories (165) followed by the Faculty of Business and Economic Sciences (164).

In terms of publication inputs our University ranked 13<sup>th</sup> out of 25 universities in South Africa. An analysis of our research outputs indicates that we need to publish more publication units in international journals, and less in conference proceedings. It is concerning that 64% of our permanent academic staff, including senior academic staff, do not publish in any given year. While the large number of senior professors who have recently retired has affected our research outputs, we need to do more to support the growing cohort of early-career academics, who are still growing their research careers. The DVC for Research and Engagement has been tasked with implementing a research and innovation strategy to address this.

#### **4.2 REPOSITIONING ENGAGEMENT THROUGH ESTABLISHING HUBS OF CONVERGENCE**

Last year we signalled our intention to reposition engagement as a critical mission of the University through establishing hubs of convergence, where the University will interface with communities to engage on common platforms to find solutions to practical problems that affect our society. The first Hub of Convergence on 3 May 2019 at the Govan Mbeki Multipurpose Sports Centre in Bethelsdorp. The concept was presented to stakeholders from various sectors of the Nelson Mandela Bay community with the intention of collectively co-creating these hubs. A number of important ideas emerged, including the need for a recognition of knowledge within and from the community, letting go of the isolation that encompasses the University, and ensuring that the University is in partnership with all sectors that play a role in the community and its development.

A committee consisting of community members and agencies was established to drive this. We are considering a number of reconfigurations within the University to align ourselves with a new,

equalising and non-paternalistic paradigm of engagement that can more meaningfully converse with and better contribute to alleviating human precarity within our surrounds.

#### 4.4 PARTNERSHIPS

In pursuance of our commitment to strengthen linkages with other African institutions, we signed an MOU with the Malawi University of Science and Technology on 14 June. During the visit by their Vice-Chancellor and senior dignitaries, we defined several focus areas of importance for both institutions. The MOU will facilitate collaboration, strengthened by the exchange of staff and students.

In making HEAVA appointments we are deliberately emphasising scholars on our continent. In August we will be hosting a number of African academics, including Prof Alexandre Lyababaje, the executive secretary of the Inter-University Council for East Africa.

### 5. ENHANCING STUDENT LIVING AND LEARNING EXPERIENCES

#### 5.1. STUDENT FINANCIAL SUPPORT

Access to finances emerges as one of the most important determinants for both student access and success. Through the expanded NSFAS bursary scheme, our University has significantly increased the number of students from disadvantaged backgrounds who are able to access higher education. The interventions to improve access at Nelson Mandela University involve a number of role players working together in a coordinated manner, including Financial Aid, RCD, Office of International Education, SRMO and the Nelson Mandela University Trust.

##### 5.1.1 *Financial Aid*

Financial Aid administers several interventions aimed at improving access for academically deserving but financially disadvantaged students. To date, Financial Aid has administered the following funds during 2019:

Category	Amount	Number of Benefitting Students
Council funds	R 40 701 608	3 645 students assisted
Government funding (including DHET gap funding)	R 63 226 649	9 982 students assisted
NSFAS	R774 558 417	18 153 students assisted
<b>TOTAL</b>	<b>R878 486 404</b>	

Included in the Council funding for 2019 is R18,4 million for the newly introduced postgraduate merit bursary for all students studying fulltime Honours and BTech degrees, as well as Advanced and Postgraduate Diplomas.

##### 5.1.2. *SRMO and Trust bursaries and scholarships*

From January to the end of April 2019, the SRMO has mobilised just over R22,5 million for bursaries through the Trust. During the course of 2018, the SRMO identified a number of challenges with SETA funding. This included some SETAs not modifying their criteria to consider the expanded NSFAS

scheme, and contracting and paying very late in the year. Through a rigorous process of engaging with SETAs these problems have been partially resolved. In addition, some SETAs have been persuaded to fund postgraduate bursaries.

### 5.1.3 Research Capacity Development (RCD): Postgraduate funding

In 2018, RCD awarded R25 000 per eligible Honours student. In 2019, MANCO approved a change in funding, in part to enable the inclusion of Postgraduate Diplomas (PG Dip), Advanced Diplomas (Adv Dip) and BTech degree programmes, according to the sliding scale outlined in the table below:

Undergraduate Final Mark	Award
75% and above	R30 000
65 – 74%	R25 000
50 - 64%	R15 000

The values for Master’s and Doctoral Postgraduate Research Scholarships (PGRS) are R40 000 for Doctoral candidates per annum and R20 000 to R30 000 for Master’s students per annum. The NRF funding values for each degree vary, but are in general greater than the value of the Nelson Mandela University PGRS. Thus far, the University has been allocated R5 million less funding from the NRF funding for postgraduate students in 2019 (R20,2 million) compared to 2018 (R25,7 million). This implies that, going forward, we need to provide more from Council and other sources if we are to encourage an increase in postgraduate student enrolments. Although Council funding for postgraduate students has increased overall, this has not offset the decline in NRF funding.

In 2018, RCD disbursed over R65,4 million to postgraduate students from various sources. The three main sources of funding were the NRF (46%), Nelson Mandela University Council funds (29%) and Internal Research Bursaries (16%). Internal Research Bursaries (IRBs) are funds allocated to postgraduate students by supervisors, departments or faculties and can be from multiple sources including external research grants. Contributions for student support via IRBs stem predominately from the Science Faculty (84%) followed by EBEIT (12%). In 2018, 263 Doctoral, Master’s and Honours students received IRBs from supervisors to help support their studies.

The process of students accepting funding has not yet been concluded for 2019, but the PGRS allocations include those we have been able to accommodate within the budget.

As at the end of May 2019, our University is hosting 63 postdoctoral fellows compared to 52 in 2017. To date, the University has allocated R6,2 million during the first six months of 2019. Postdoctoral fellows contribute to the University in terms of publication outputs, postgraduate supervision and general research support. For example, the 2018 cohort of postdoctoral fellows published over 50 peer-reviewed papers. External funding for postdoctoral fellowships is also declining and this is a further area where resource mobilisation will be required.

## 5.2 STUDENT NUTRITION

The implementation of the first phase of the catering business model is proceeding. It focuses on

optimisation of existing catering service functions to improve the quality of production and delivery of food while simultaneously increasing revenue and decreasing expenditure. An increase in the number of suppliers may result in a reduction in operational expenditure owing to increased competition in the supply of food and beverages. This will require an effective empowerment strategy to support and strengthen new suppliers, which should also positively impact on the University's BBBEE scorecard.

Three key interventions currently in implementation stages are described below:

#### **5.2.1. *Karoo Catch***

Prospective partnership areas to be entered into between the University and Karoo Catch will be articulated in a partnership agreement. This will include support in terms of establishing aquaculture and/or aquaponics production on University campuses, most notably Missionvale.

#### **5.2.2. *Food production and energy generation***

Further development of solar energy combined with food production in undercover or greenhouse facilities on our Missionvale Campus has been approved by MANCO. A feasibility study will be undertaken in the second half of the year aimed at calling for interested parties to express interest in developing a food production and energy generation facility on one or more of the University campuses.

At the George Campus, engineers appointed for the new 200-bed residence are assisting with the initial investigations and current indications are that a 350kW system could be installed. The principle is that the PV systems will contribute to sustainable energy and income generation, while also benefitting food production as part solution to assisting catering with some of their product lines and the alleviation of student hunger. The potential exists for both enterprise development and student involvement.

#### **5.2.3. *Events management joint venture***

The identification of potential partners to provide interim support to strengthen the events/functions catering service (including recommendations related to the development of a central production kitchen) as a joint venture between the University and an events management and catering company is being explored. An advertisement calling for expressions of interest is being processed to secure a JV partner in the second half of 2019. Options being explored include a performance-based or profit sharing remuneration model that results in an increase in revenue from catering for internal stakeholders.

### **5.3 STUDENT ACCOMMODATION**

Tenders were awarded for the construction of new student residences on our George (200 beds) and PE (1 800 beds) campuses. The contractor is busy at George and the estimated completion date is December 2019. The contractor for the first phase of 800 beds in PE is expected to be on site in

September this year.

As part of creating an equivalent student experience between our on- and off-campus residences, we have begun the extension of living and learning programmes to our off-campus accommodation. Wi-Fi is currently being rolled out in these residences to enhance remote access to on-line University resources such as the library. ICT Services is also engaging the Nelson Mandela Metro and George municipalities for connectivity in public spaces and we are exploring the feasibility of establishing study centres for our off-campus students in close proximity to where they live.

#### **5.4 STUDENT TRANSPORT AND FLEET MANAGEMENT**

At present, thousands of our students travel daily between campuses, accredited off-campus residences, sport commitments and experiential learning sites. Wide-ranging efforts to improve the University's student and staff transport systems are presently underway to offer users a better, more efficient service.

With no reliable public transport system presently active within the Metro and student numbers continuously growing, the University is working to strengthen its own shuttle and bus transport model and operations so that it is able to drive down costs through greater efficiencies. Initiatives to this end include an empowerment strategy that will benefit taxi operators towards establishing their own successful and sustainable transport company.

While such negotiations are ongoing, an interim service level agreement has been put in place from 1 June for taxi operators to take a leading role in continuing the present system. The signing of this agreement is a watershed moment in the University's commitment to supporting empowered enterprises in the city. This transitional arrangement will allow time for further investigation of both operational and business development needs, inclusive of establishing better systems and controls towards running a more cost-effective service.

#### **5.5 STUDENT ENTREPRENEURSHIP AND ENTERPRISE DEVELOPMENT**

Our University is recognised within the sector as one of the leading institutions in promoting student entrepreneurship. The Chairperson of the Student Entrepreneurs National Forum established by the DHET is one of our students and the National Convener of the Student Entrepreneurs Community of Practice is a staff member from the University. Under their capable leadership, the Entrepreneurship Development in Higher Education (EDHE) Programme and USAF have requested the University to host the launch of the National Entrepreneurship week on 1 August 2019.

Part of the work to promote student entrepreneurship includes:

- Ongoing training and support to existing and prospective entrepreneurs in partnership with the Absa entrepreneurship centre, the Black Management Forum and the student society, Enactus.
- Rolling out Entrepreneurs Connect programme as part of our vision of building an entrepreneurship development and support ecosystem. This programme links our students with community entrepreneurs for the purposes of motivation, mentorship and coaching.

- Conducting a needs analysis with respect to developing a university wide entrepreneurship development framework and the establishment of a student entrepreneurship development 'desk' as an incubator for the envisaged student entrepreneurship development hub.

## **5.6 STUDENT LAPTOP INITIATIVE**

The student laptop initiative was introduced as a mechanism to improve success by increasing the number of students with their own devices. At the time of compiling this report, 2 983 students have opted to participate in the initiative and 2 683 students had already collected their devices.

## **6. TRANSFORMATIVE INSTITUTIONAL CULTURE THAT PROMOTES DIVERSITY AND SOCIAL COHESION**

### **6.1. NAMING AND RENAMING PROJECT**

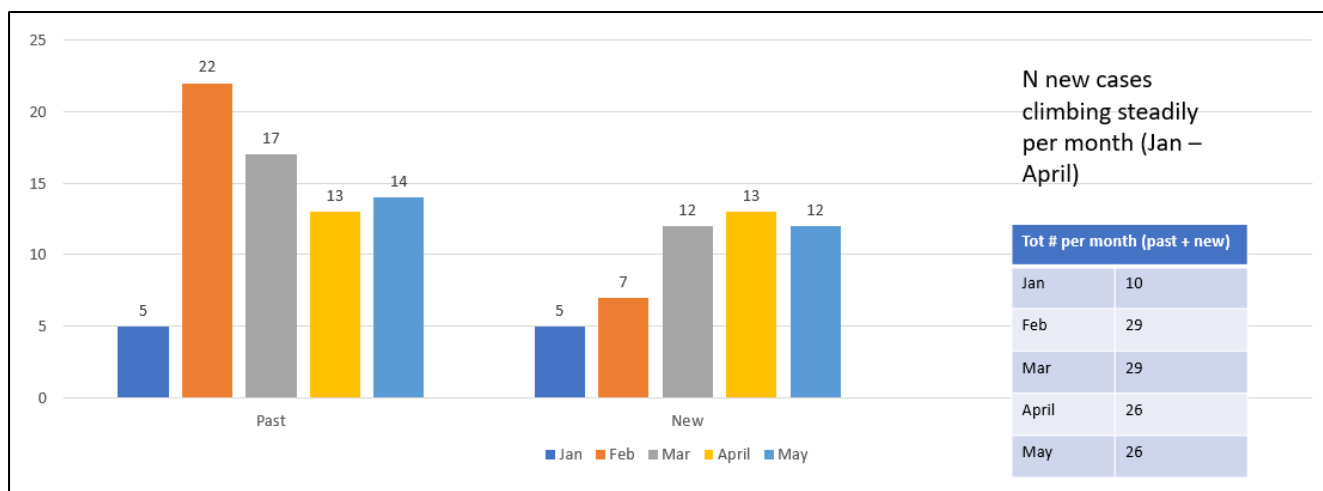
The institutional Naming and Renaming Project is an ideal opportunity to revisit the names of physical infrastructure including existing buildings, streets, campuses and other named features and components of the University. Given the magnitude of the project, the University is rolling out the naming and renaming process in phases, following a precinct approach, guided by the new Naming and Renaming Policy. One of the key principles is that the primary users of a building or space should be given the opportunity to make inputs on its name. Names chosen should as far as possible serve to build social cohesion and inspire present and future generations.

On 27 May we formally launched this project with the renaming and unveiling of some of the student residences. The renamed residences honour South African women and men who made an indelible contribution towards social justice. Among those honoured are two former Mandela University students, Yolanda Guma and Claude Qavane, who both contributed to shaping the University during their short lives. Sarah Baartman, Lillian Ngoyi, Charlotte Maxeke, Solomon Mahlangu, Sol Plaatjie and Hector Peterson were also recognised in the renaming of our residences, with some of their family members and trustees present at the launch event.

### **6.2. GENDER TRANSFORMATION AND GENDER-BASED VIOLENCE (GBV)**

#### ***6.2.1. GBV cases reported to date***

The number of cases reported via student counselling and campus health services (including a case reported on the George Campus) are reflected below.



### 6.2.2. Responding to GBV cases

A proposal for a safe haven for GBV survivors is being prepared for MANCO’s consideration. In addition, the Rape Crisis Centre has an eight-roomed house currently vacant in Motherwell, which may be an additional safe haven established for students affected by GBV.

Consultations relating to revision of the Sexual Harassment and Offences Policy are underway with the aim of securing approval by Council in September. Aspects that will be addressed include a change in the composition of disciplinary hearing panels to ensure that a GBV expert serves as the chairperson, with legal professionals forming part of panel. In addition, the timeframes and processes from the date of reporting the GBV incident to resolution of the case will be reviewed.

### 6.2.3. GBV activities hosted by Centre for the Advancement of Non-Racialism and Democracy (CANRAD)

CANRAD has hosted various programmes to advance gender equality and justice. These include seminars presented by international scholars aimed at advocating for the inclusion of non-racialism and democracy in gender studies, as well as feminism in the Global South. Student-led engagements have focused on issues such as power, gender mainstreaming and democracy as well as contestations in the discourse of gender equity and transformation.

## 6.3 BROAD-BASED BLACK ECONOMIC EMPOWERMENT (BBBEE)

A task team of the Finance Executive Forum of Universities South Africa (USAf) is attending to the negative effect of the revised BBBEE scorecard on universities. A specialist BBBEE consultancy was approached to assist in drafting an application to the DTI to adopt a uniform alternative basis for calculating the targets for Enterprise Development, Supplier Development and Socio-Economic Development, which are the elements that impact universities’ BBBEE scores most severely. The application was well received and DTI officials are drafting a submission for the Minister’s consideration.

To align with the amendments of the new preferential procurement legislation, our University’s



Supply Chain Management Policy has been reviewed and will be tabled for Council approval at today's meeting. The substantive changes to the policy include an emphasis on our transformation and empowerment intentions through supplier and enterprise development, with an accompanying monitoring and evaluation system. Furthermore, the revised policy requires that successful tenderers for University contracts in excess of R30 million subcontract a minimum of 30% of the work to Exempt Micro Enterprises (EMEs) or Qualifying Small Enterprises (QSEs) with at least 51% ownership by HDIs.

The University's BBBEE task team convened a workshop on 20 May 2019 to explore areas for improvement across the various elements of our BBBEE scorecard. Immediate interventions include developing electronic systems to improve the tracking of University spend on skills development, implementing apprenticeships and learnerships for unemployed graduates, improving the representation of persons with disabilities (PWD) employed at the University, and diversifying the supplier database to include a wider pool of black-owned companies.

#### 6.4 EMPLOYMENT EQUITY

The staff complement as at 30 April 2019, with reference to all permanent and long-term contracted employees, is 2 464. In total, the under-represented groups constitute 69.6% of the total number of employees. The under-represented groups reflect 40.6% and 79.5% of all academic and PASS employees respectively. A major intervention to move closer to the desired representivity in our academic cohort is needed. The profile of PASS employees improved with the insourcing of certain categories of workers, but more work is needed to improve the situation in respect of middle management. The table below provides an equity breakdown of the staff headcount as at 30 April 2019.

APPOINTMENT TYPE	APPOINTMENT	A,C,I	W	F	MALE	FEMALE
Permanent	Academic	253	325	28	299	307
	PASS	1 397	296	4	660	1 037
<b>Permanent Total</b>		<b>1 650</b>	<b>621</b>	<b>32</b>	<b>959</b>	<b>1 344</b>
		<b>2 303</b>			<b>2 303</b>	
Long-term Contract	Academic	3	7	14	15	9
	PASS	61	71	5	60	77
<b>Long-term Contract Total</b>		<b>64</b>	<b>78</b>	<b>19</b>	<b>75</b>	<b>86</b>
		<b>161</b>			<b>161</b>	
<b>GRAND TOTAL</b>		<b>2 464</b>			<b>2 464</b>	

Terminations for the period ending 30 April 2019 indicate that 24 employees left the employ of the University, which represents a turnover of 1%. Of these terminations, nine were academic employees and fifteen were PASS employees.

#### 7. EMPLOYER OF FIRST CHOICE BY INVESTING IN TALENTED, HIGH-PERFORMING EMPLOYEES

## **7.1 TALENT ACQUISITION**

The University has a staff to student ratio of 1:29 relative to the national average of 1:26. Over the past few years, financial constraints have made it difficult to fill academic vacancies and this has been further exacerbated by the intense competition for talented academic staff in the higher education sector.

To address this, a different approach to the faculty Resource Allocation Model (RAM) was adopted for 2019 to ensure that every faculty was provided with the full amount needed to fill all their academic vacancies. This additional injection into the academic salary RAM, of approximately R50 million, has made it possible to appoint 40 new academics across all faculties to date.

## **7.2 INTEGRATED PERFORMANCE MANAGEMENT SYSTEM**

HR commenced with the review of the Integrated Performance Management System in pursuit of cultivating a high performance culture. Coupled with the project to harmonise remuneration and benefits, this will result in a fit-for-purpose reward system that recognises high-performing employees.

## **7.3 EMPLOYEE DEVELOPMENT**

The University is supporting 195 employees (two thirds are from the under-represented groups) to study at Nelson Mandela University. We are also providing financial support to 40 employees (82% of whom are from under-represented groups) to study at other universities. Of these employees, 25% are studying towards a doctorate.

RCD provides research support to University staff through the University Capacity Development Grant (UCDG), to develop skills to write theses and publications, to collect and analyse data, and to supervise postgraduate candidates.

## **7.4 EMPLOYEE WELLNESS**

Employee Wellness continues to be something of a challenge for the University. Compared to the same period in 2018, individual utilisation of the employee wellness programme increased by 25%, with most of this relating to work stress and anxiety, family problems, and work performance.

## **7.5 EMPLOYEE RELATIONS**

The conclusion of the Conditions of Service (CoS) agreement and Recognition Agreements (RAs) provided a platform for improved relations with organised labour. The salary increases were concluded and implemented with effect from 1 May 2019 as per University policy. Although unions concluded an agreement on the 2019 salary increases, a dispute has been lodged around housing allowances and the harmonisation of salaries of certain categories of insourced workers. The University is dealing with this according to the due processes.

## **7.6 HR BUSINESS RE-ENGINEERING**

A review of current HR processes and systems to improve back office efficiencies are at an advanced stage, with the intention to introduce a shared services model. Furthermore, enhanced e-HR capability will improve HR responsiveness by using technology applications and platforms.

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

### **8.1 TECHNOLOGY-ENABLED TEACHING AND LEARNING**

During the quarter under review, significant strides were made in providing students with access to computers and the internet through Wi-Fi coverage in all lecture venues, the creation of Wi-Fi lounges and refurbishing computer laboratories. As part of the e-readiness programme, 40 lecture venues across our campuses were upgraded to enable online teaching tools in the classroom, visual and audio presentations, video conferencing and wireless connectivity to projectors. Procurement of mobile recording studio kits has commenced, which will make it possible for video recording of lectures to be done from an academic's office or a designated classroom.

Statistics on the use of the University's Learning Management System (Moodle) indicate that online platforms continue to gain increased usage. The software solution Zoom enables easy video conferencing and has an automated cloud recording and automatic transcription capability, which can plug into the University's Learning Management System.

### **8.2 UNIVERSITY ERP SYSTEM**

A project to upgrade the University Enterprise Resource Planning (ERP) system, ITS, started at the beginning of the year to enhance functionality. Various business process improvements are being made for shared services, including systems for monitoring employee absenteeism, fleet management, and sports grounds maintenance.

The University has traditionally made use of SMS and e-mail platforms to communicate with students. However, these platforms are becoming ineffective in today's mobile society. ICT services is evaluating platforms and solutions to enhance communication with prospective and current students.

### **8.3 IDENTITY CREATION AND BRAND BUILDING**

Articulating our identity and brand through content that highlights the trajectory of the University, has been an intentional focus since the launch of the new name in 2017. In 2019, a number of supplements and publications were developed that focus on niche areas that strategically position and differentiate the University.

In May, two newspaper supplements appeared in the *Mail and Guardian*, one on the Mandela

Colloquium; and the second which showcased aspects of our transdisciplinary Ocean Sciences Strategy. We have also produced special publications for the faculties of Science and Law. We are working on publications on the faculties of Education and Health Sciences, as well as the Centre for Community Schools and Centre for Community Technologies.

Part of the brand articulation is making our identity come alive in web and digital platforms. To this end, the redesign of our website is well underway. The migration process will provide an opportunity to update and improve content on all the sites.

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

Additional funding injected into the higher education sector has occurred within a constrained national and global economy, with a national fiscus that is under pressure. Recognising that policy stability is urgently required, the DHET has requested the CHE to advise on a regulatory framework for future fee increases. This will require the collection and analysis of substantial data from higher education institutions to ensure that policy decisions are evidence based.

The University once again posted positive results during the 2018 financial year. Short-term austerity measures, additional operational subsidy, better than projected cash flow and resultant finance income, as well as the reduction in the cost of debt relief concessions for academically deserving but financially needy students, now funded through the NSFAS bursary programme, contributed to better than expected results.

The following financial indicators show that the University maintained a relatively healthy financial position from 2015 to 2018.

<b>Financial Indicators 2015 – 2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Council controlled: - State support income (State appropriations /total recurrent income)	44.68%	47.57%	47.89%	48.15%
Council controlled: - Own funding as % income (Other income/total recurrent income)	55.32%	52.43%	52.11%	51.84%
Council controlled: - Staff cost as % total recurrent expenses - Total Staff costs (Council controlled - AFS)/Recurrent expenditure (council controlled)	58.62%	59.00%	63.77%	60.87%
Council controlled: - Staff cost as % total recurrent income - Total Staff costs (Council controlled - AFS)/Recurrent income (council controlled)	54.56%	56.96%	56.69%	53.71%
Council controlled: - Net surplus as % including finance income	6.92%	3.47%	11.12%	11.76%
Council controlled: - Net surplus as % excluding finance income	1.27%	-3.37%	4.25%	5.12%
Student debt ratio: - Student Debtors before provision for doubtful debt/Total Tuition & Other Fees	12.17%	21.81%	17.64%	22.35%
Short Term Liquidity ratio (current assets/current liabilities)	8.36	7.31	8.28	10.30

<b>Financial Indicators 2015 – 2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure)	0.18	0.26	0.46	0.68
Sustainability ratio (Total NMU reserves) (Total NMU reserves / annual recurrent expenditure)	1.19	1.08	1.29	1.63
Post-retirement Liabilities (balance sheet)	R 23m	R35m	R61m	R68m

## 10. CONCLUSION

It is a privilege to lead a University recognised for its role in widening access to higher education for many students who may have otherwise never had the opportunity for higher education, many of whom are the first in their families to obtain a university qualification. As a management team, we wish to thank our dedicated academic and support staff who are deeply committed to providing all our students with an exceptional education, both within and beyond the classroom, to ensure that our graduates are ambassadors of the University and all that it stands for.

We also wish to express our appreciation to Council for exercising judicious stewardship and oversight, as we take the University to greater heights in the service of society.

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