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GOVERNMENT NOTICE

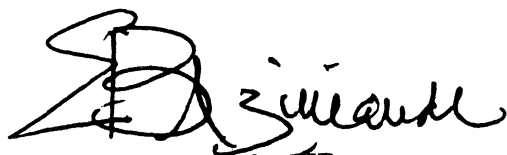
DEPARTMENT OF HIGHER EDUCATION AND TRAINING

No. 952

5 December 2013

HIGHER EDUCATION ACT, 1997 (ACT NO. 101 OF 1997)**THE REGULATIONS FOR THE ESTABLISHMENT OF A NATIONAL INSTITUTE
FOR THE HUMANITIES AND SOCIAL SCIENCES**

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby make Regulations in accordance with section 69, read with sections 38A, 38B and 38C of the Higher Education Act, 1997 (Act No. 101 of 1997) and publish the Regulations for the Establishment of a National Institute for the Humanities and Social Sciences, as set out in the Schedule. An explanatory memorandum is attached to provide for a policy framework which forms the rationale for the establishment of the National Institute for the Humanities and Social Sciences and is published as an Annexure to the Schedule.



Dr BE Nzimande, MP
Minister of Higher Education and Training

Date: 28/11/13

SCHEDULE**CHAPTER 1
DEFINITIONS****Definitions**

1. In these Regulations, any word or expression to which a meaning has been assigned in the Act bears the meaning so assigned and, unless the context indicates otherwise-

“African Pathway” means an open and dynamic initiative through which African scholars co-operate and collaborate to reflect on the past, the present and the future of this continent;

“Catalytic Project” means-

- (a) a research programme, which opens up new prospects and views for a Humanities and Social Science Scholarship;
- (b) to establish a network of researchers across the University system in South Africa, which may include a network of researchers and collaborations beyond the borders of South Africa; and
- (c) to assist the development of research in the Humanities and Social Sciences;

“DHET” means the Department of Higher Education and Training;

“Humanities and Social Sciences” means fields and disciplines including, but not limited to the Visual and Performing Arts, Journalism, Languages, Communication, Linguistics, Literature, Philosophy, History, Sociology, Religion, Theology, Psychology, Public Management and Services and the Social Sciences; and

“NIHSS” means the National Institute for Humanities and Social Sciences established in terms of section 38A of this Act and Regulation 2.

CHAPTER 2 ESTABLISHMENT, SCOPE OF APPLICATION

Establishment of NIHSS

2. (1) The National Institute for the Humanities and Social Sciences is hereby established as a juristic person, in accordance with the scope or application as contemplated in Regulations 2 and 3.
- (2) The physical location and official address of the NIHSS is First Floor, Block B, Empire Park, 55 Empire Road, Parktown Extension, Johannesburg.

Scope or Application of Regulations

3. The scope or application of the NIHSS will be to advance and coordinate scholarship, research and ethical practice in the fields of the Humanities and the Social Sciences within and through the existing public Universities and those to be established or declared in future as public Universities.

CHAPTER 3 GOVERNANCE

Governance

4. (1) The NIHSS is governed by a board.
- (2) The board consists of a chairperson and not more than 10 ordinary members with voting rights.
- (3) Notwithstanding the provisions of sub regulation (2), the board may from time to time, for a period not exceeding the term of office of the board, co-opt not more than 4 experts in relevant fields, who will not have voting rights.

Nomination and Appointment Process of Board members

5. (1) The nomination of chairperson, board members and co-opted members must be undertaken in such a manner as to ensure, insofar as is practically possible, that-

- (a) the functions of the national institute for humanities and social sciences in terms of this Act are performed according to the highest professional standards;
 - (b) the membership taken as a whole:
 - (i) is broadly representative of the higher education sector, including members drawn from among organisations representing academics, university management staff, appropriate government departments, the state research system and others with an interest in the humanities and social sciences;
 - (ii) has knowledge and understanding of, and is committed to higher education;
 - (iii) appreciates the role of the humanities and social sciences in contributing to the social and economic development in the country; and
 - (c) due attention is given to representivity on such relevant grounds as race, gender and disability.
- (2) At least six months before the expiry of the term of office of the members of the board, the chief executive officer of the NIHSS must-
- (a) invite nominations for the appointment of board members for the forthcoming term of office in publications which at least include the government gazette, from organisations and persons involved in higher education and training and the general public; and
 - (b) within two days of receiving a nomination, present it to the designated Deputy Director-General for Higher Education.
- (3) The Minister must consider the nominations contemplated in sub regulation (2), and from the persons so nominated, the Minister must appoint-
- (a) 10 members of the board; and
 - (b) the chairperson of the board, who may be from outside of the nominations received.
- (4) At least three of the members contemplated in sub regulation (3) (a) must be appointed from academic and management staff in public higher education institutions.
- (5) If the Minister receives no nominations or an insufficient number of nominations within the period specified in the invitation from the chief executive officer, the

Minister may appoint the required number of persons who qualify to be appointed in terms of this Act.

Vacation of office

6. A person ceases to be a member of the board if he or she-
- (a) resigns by giving written notice to the Minister;
 - (b) is absent from three consecutive meetings of the board unless there are exceptional circumstances which may be submitted in writing to the Board and accepted by the Board as a valid reason for the non-attendance;
 - (c) is declared insolvent;
 - (d) is removed from an office of trust by a court of law;
 - (e) is convicted of an offence involving dishonesty or an offence for which the sentence is imprisonment without the option of a fine; or
 - (f) is declared unfit to attend to his or her personal affairs by a court of law.

Filling of vacancies

7. If a member vacates his or her office, the resultant vacancy for the unexpired term of office, must be filled by nomination and appointment in accordance with regulation 5.

Terms of office of Chairperson and members

8. (1) The chairperson and appointed members of the board -
- (a) hold office for a renewable period of four years; and
 - (b) may only serve a maximum of two consecutive terms.
- (2) The term of office of co-opted members is determined by the board.

CHAPTER 4 FUNCTIONS

Functions

9. The functions of the NIHSS contemplated in section 38B(1) of the Act are to-
- (a) provide services to the higher education sphere within the Humanities and Social Sciences;
 - (b) advance learning within its specific scope or application by ensuring collaboration, co-ordination or collaboration and co-ordination of the work of higher education institutions; and
 - (c) advise the Minister on matters relating to its specific scope or application, or to higher education generally.

Additional Functions

10. Notwithstanding regulation 9, the NIHSS may in addition perform the following functions to-
- (a) promote the integrity, reputation and recognition of the humanities and social sciences within the higher education community, the science and technology community and society at large;
 - (b) advance post-graduate and under-graduate scholarship through a variety of innovations, including collaborative supervision of doctoral students by two or more Universities, which could include South African universities collaborating with universities outside South Africa;
 - (c) provide scholarship for post graduate students studying in the Humanities and Social Sciences;
 - (d) dynamise the fields of research and teaching in the Humanities and Social Sciences through a range of catalytic projects;
 - (e) establish and manage an African Pathways programme that will be about student and academic mobility;
 - (f) strengthen a student-centred culture in the higher education system and help create an environment where the critical, analytical and normative capacities of students are enhanced;

- (g) provide remedial and mentoring functions to Faculties in Universities;
- (h) advocate equity, justice and social responsibility;
- (i) advise the Minister on policy affecting teaching and research in the Humanities and Social Sciences; and
- (j) establish committees, subject to the provisions of Chapter 5.

CHAPTER 5 COMMITTEES

Committees

11. (1) The board must establish the following committees:
- (a) an executive committee;
 - (b) an academic committee;
 - (c) an international advisory committee;
 - (d) a finance committee; and
 - (e) an audit committee.
- (2) The board may establish any other committee as may be required for the NIHSS to perform its functions as contemplated in Chapter 4 of these regulations.

Delegations

12. (1) The board may delegate any of its functions under this Act, to any committee or person employed by the NIHSS.
- (2) A delegation by the board is subject to such conditions as the board may impose and must be in writing, must state the terms and conditions of the delegation and must be recorded.
- (3) Subject to any rights that may have vested as a consequence of the delegation, a delegation under sub regulation (1)-
- (a) does not divest the board of the function delegated and the board may at any time review, amend or set aside any decision made under the delegation;
 - (b) does not prevent the performance of the function by the board itself; and
 - (c) may be revoked by the board at any time.

Staff and conditions of service of employees

13. (1) The board may, subject to sub regulation (2) and on such conditions as it may determine, appoint employees as it deems necessary to enable the NIHSS to perform its functions.
- (2) The NIHSS must out of its own funds pay to its employees such remuneration, allowances, and other benefits as the board may determine.

Transitional arrangements

14. (1) The board will be fully constituted once all members of the board have been appointed.
- (2) The Director-General is responsible for the constitution of the first NIHSS board and must perform the functions of the Board until the Board is constituted.
- (3) The Director-General is responsible for the functions of the CEO until the CEO is appointed by the Board in terms of regulation 13.

Short title and commencement

15. (1) These regulations are called the Regulations for the Establishment of a National Institute for the Humanities and Social Sciences, 2013 and come into operation on date of publication.

ANNEXURE A

EXPLANATORY MEMORANDUM PROVIDING FOR THE FRAMEWORK AND MECHANISMS FOR THE ESTABLISHMENT OF THE NATIONAL INSTITUTE FOR THE HUMANITIES AND SOCIAL SCIENCES

Introduction

1. The creation of the National Institute for the Humanities and the Social Sciences (NIHSS) to dynamise these fields of study in South Africa's Higher Education system, has emerged out of a wide-ranging consultative process initiated by the Minister of Higher Education and Training, Dr Blade Nzimande in 2010. The Task Team appointed by him under the leadership of Prof Ari Sitas and Dr Sarah Mosoetsa was urged not only to deal with a perceived crisis in the Humanities and Social Sciences (HSS) in South African universities, but to also develop a Charter which crafted a vision about what role these fields could play in the post-Apartheid period.
2. The Report of the Task Team was completed by the end of June 2011. It was made available for public comment between October 2011 and February 2012. The Minister announced the acceptance of a number of the Charter Report's recommendations in May 2012. One of the key recommendations was the creation of a new and dynamic entity to redress the deficits in the Humanities and Social Sciences through the coordination of programmes, projects, collaborations and activities in the tertiary education landscape. The preferred model for such an entity was a National Institute, as Minister Nzimande indicated in his Budget Speech of February 2012.
3. The formation of such an Institute, though, had to await the Amendment to the Higher Education Act, 1997 (Act No. 101 of 1997) which created the enabling statutory framework for the establishment of Institutes in general. Act No. 23, Higher Education and Training Laws Amendment Act, 2012 has been promulgated on 19 December 2012 and enables the Minister, after consultation with the Council on Higher Education (CHE), to establish a national institute for higher education as a juristic person with a specific scope or application (Section 38A).
4. It furthermore (Section 38B) delineates an Institute's functions which over and above offering services to higher education of a defined scope, and "advance[s] learning within its specific scope or application by ensuring collaboration, co-ordination or collaboration and coordination of the work of higher education institutions", also advises the Minister on matters relating to its specific scope or application.
5. A Special Project was set up by the Minister to prepare for the establishment of the Institute and to begin the work that will be taken over by the NIHSS. This project was also headed by Prof Sitas and Dr Mosoetsa, working under the guidance of a Steering Committee of experts in the Humanities and Social Science and higher education more generally. As part of the process of establishing an Institute, Draft Regulations were prepared and published for public comments.

6. The public comments that were received in response to the Draft Regulations have been analysed and tabulated. The Department is encouraged by the response of major stakeholders in Higher Education and by the seriousness with which they have responded to them. The Department is also gratified that, in the main, the responses displayed a strong appreciation for the efforts to revitalise the HSS whilst at the same time engaging robustly with the draft regulations. Many of the comments, particularly those around language and process, required and have received legal clarification from DHET; some were read as statements rather than comments requiring responses; others, required consideration primarily from a policy perspective.
7. This last series of comments can be grouped broadly as follows:
 - (a) Issues related to its relationships to other institutions in the Higher Education and Science and Technology landscape. These issues included the following:
 - (i) concerns that the NIHSS appears to duplicate the functions of existing bodies such as the National Research Foundation (NRF), the Human and Social Science Research Council (HSRC) and the Academy of Science of South Africa (ASSAf);
 - (ii) concerns that the NIHSS will dictate or otherwise attempt to steer curriculum formation at HEIs;
 - (iii) the apparent duplication of the role of the Council on Higher Education (CHE) in advising the Minister;
 - (iv) the relationship of the NIHSS to private higher education institutions.
 - (b) Issues related to its relationship to government. These included:
 - (i) the NIHSS and its relationship to the Minister of Higher Education and Training;
 - (ii) the appointment of Board members and the Minister's discretion in this regard.
 - (c) Concerns about how the research priorities of the NIHSS were set.
 - (d) Questions about the appointment of staff, especially the Chief Executive Officer and the structures and functions of the NIHSS and funding of the Institute are addressed in the framework and mechanisms section contained in this memorandum.

8. The response of the Ministry to these concerns is as follows:

The relationship of the NIHSS to other institutions

- (a) The proposed NIHSS is envisaged as a complementary body to existing institutions, but one that focuses specifically on advancing and strengthening HSS disciplines in South African universities, including assisting them to realise their potential contribution to the ongoing project of post-colonial and post-apartheid nation-building, national development, the building of a democratic culture and the development of a strong tradition of progressive, empirical and theoretical research. There will also be a need for the Institute to embrace the influence of, and knowledge gained, in the various struggles for self-determination and freedom, especially in Africa and other countries of the Global South. In this regard, the NIHSS will seek to build relationships with academics outside South Africa. Naturally, some of the NIHSS' areas of research may coincide with the interests of other statutory institutions. Practically, the principle of complementarity requires ongoing sustained and regular consultation and cooperation with these institutions.
- (b) In addition, taking into consideration the mandates, roles and functions of stakeholders such as the NRF, ASSAf, HSRC and the CHE, it is the Department's view that our higher education and research system needs a differentiation based on a differentiation of visions, of focuses and priorities. The sector must be flexible enough to allow for pluralism and diversity of ideas, and be generous enough to accommodate competing priorities and visions, and still be able to cooperate. The key point is simply a diversity of visions that should be expressed within any well-functioning system.

The NIHSS and curriculum formation at HEIs

- (c) The Draft Regulations understandably give the impression that the NIHSS may attempt to drive curriculum formation at public HEIs, traditionally and legally within the purview of individual institutions. This was changed in the final regulations. The misunderstanding, however, arises in part from the fact that one of the roles of the NIHSS will be to promote, primarily through its catalytic projects programme and integrity linked interventions, a curriculum that is more grounded in its context and times and takes into account traditions other than the currently dominant Anglo-American tradition. This does not translate into dictating curriculum choices but is instead a focus on broadening the available options, promoting innovations in teaching and learning, and facilitating discussion and debate where necessary.

Duplication of the Council on Higher Education's mandate

- (d) The CHE has provided advice to the Minister which has been taken into account for these final regulations. The advisory role of the Institute will be limited to the area of the Humanities and Social Science (HSS) and it will not supersede the primacy of the CHE in this regard. Given the envisaged role that the NIHSS will play in coordinating its catalytic research, Doctoral Schools, African Pathways and integrity linked interventions, it positions itself at the leading edge of the HSS teaching, scholarship, and research, and is, as a result, ideally placed to offer advice in concert with the CHE.

The relationship of the NIHSS to private higher education institutions

- (e) The NIHSS, as an inclusive body, does not preclude a relationship with private institutions but, as a publicly funded body, its mandate is to focus on and support the public sector. Note that in all the above instances, the regulations do not predetermine the relationships that will exist. These will be established in the course of the work of the NIHSS.

The NIHSS and its relationship to the Minister of Higher Education and Training

- (f) The NIHSS emerges, in part, out of a realisation on the part of the Minister of Higher Education and Training that there are specific challenges that are faced by the HSS and that these challenges delimit the potential contributions of the HSS to society. The NIHSS is the vehicle that has been developed to address these concerns following widespread consultation (see Charter Report, June 2011), and is being established in accordance with the legislative framework following expert legal advice. The Minister therefore does not have, and is not accorded, powers beyond those in the Higher Education Act.

The research priorities of the NIHSS

- (g) The initial round of Catalytic Project themes were determined in the series of workshops that were held during the Charter consultation process (see Charter Report, June 2011) aimed at identifying and mapping imaginative solutions to specific gaps. There are of course many other areas that could be judged of great interest from the perspective of the social sciences and the humanities, and of course any mapping is provisional and remains open to possible criticism. The executive leadership of the Special Project and its Steering Committee felt, nevertheless, that the mapping was directly connected to collective identity concerns. The view was that each of the projects was valuable in its own terms and could, subject to appropriate organisation, provide the kind of catalytic benefits required. Once the NIHSS is operational, the next round will be awarded following an open call for proposals which will be assessed by an expert panel selected by the Board. This will include proposals emerging out of the current round of Catalytic Projects.

FRAMEWORK AND MECHANISMS FOR ESTABLISHING THE NIHSS

9. This memorandum seeks to provide the framework and mechanisms for establishing the NIHSS. It does so by addressing various issues that include:
- (a) the scope and application of the Institute in the Higher Education landscape
 - (b) its governance model
 - (c) its funding framework

The scope or application and additional functions of the Institute

10. The Institute's scope will be to enhance scholarship, research and ethical practice in the fields of the HSS within and through existing and future South African universities, the higher education system and within South African society in general. The Institute's activities will also include the African Pathways programme which aims to promote cooperation and collaboration among African scholars, South to South collaborations and joint-projects with distinguished institutions in Europe and North America.

11. The work of the Institute will be guided by the following principles:

- (a) The principle of cooperation between institutions and the establishment of communities of scholarship in South Africa, Africa and internationally;
- (b) The principle of norm-driven internationalisation (that is, international cooperation and collaboration will not be for its own sake, but on the basis of mutual respect and development);
- (c) The principle of social responsibility and equity as enshrined or implied in the Constitution; and
- (d) The principle of functional differentiation as opposed to resource differentiation.

12. The activities and aims of the institute will include the following:

Promoting the Integrity and Recognition of the HSS fields

- (a)(i) The Institute shall work actively (in consultation with the country's national professional associations and other relevant bodies involved in journal publications) on the international recognition of South African journals and the enhancement of the quality of local publications.
- (a)(ii) In promoting a culture of quality publishing in the country, it will extend such attention to the recognition of book publishing and the importance for the HSS fields of sustained book-length publication. Working Committees tasked with fulfilling this responsibility will be set up.
- (a)(iii) It shall also explore ways that will review performance contributions in the arts and in contributions of practice-linked knowledge in development initiatives; encourage innovations in digitality in distance education and the recognition of distinguished face-to-face teaching in the country's higher education system and in workplace and community education endeavours. Working Groups have been convened which are tasked with determining how these activities will be operationalised and linked to universities and colleges.

- (a)(iv) It will encourage international cooperation through a strengthening of Africa-wide and South-to-South cooperation and to augment the existing dynamic interactions with European and North American higher education institutions. Here again, the precise formulation of this intervention is currently being established through a working group set-up to explore and provide appropriate strategies. It will initiate Memoranda of Understanding for Research Pacts between national, provincial and local governments, the Human Sciences Research Council and the University system. All agreements will be subject to relevant laws and regulations.

Enhancing Post-graduate and Undergraduate Scholarship through a variety of innovations

- (b)(i) A key role will be the establishment (in cooperation with the South African Humanities Deans Association and the Education Deans Forum) of “Doctoral Schools” that involve the joint effort of Tertiary institutions within each province. Such Doctoral Schools will serve not only to increase the number of PhD scholars in the system, but to create communities of scholarship and enhance the creative and technical capacities of Doctoral graduates. Furthermore the Institute shall strive to encourage the circulation and tuition of Honours, Masters and PhD students and create a climate that encourages educational interactions between South African and foreign students, especially from this continent. Appropriate interactions outside or tangential to the Higher Education system are being explored currently.
- (b)(ii) It will assist also in Undergraduate HSS encounters and projects that address the quality of first year educational tuition and tutorship to redress the hardship experienced in many of our HEIs. Such assistance will only be initiated upon the request of public HEIs and/or on the advice and recommendation of the Board, the CHE, or the HEQC.

Dynamising the fields of Research and Teaching through a range of Catalytic Projects

- (c)(i) The Institute will take over, continue, and augment the array of Catalytic Projects which were initiated by the ministerial Special Project. The principle that any such project has to establish a network of researchers across the university system in South Africa and, if need be, non-profit research and educational institutions in the country is to be upheld.
- (c)(ii) The call for Catalytic Projects will be made annually by the National Institute and will be open to South Africa’s higher education sector or to international partnerships where the South African scholars are the research leaders or joint and equal partners. A peer review process will be coordinated by the Institute and the successful projects will be fully supported.
- (c)(iii) The Institute shall actively encourage the development of such networks and help them to apply for Centre of Excellence status within the NRF’s ambit. It will also provide support for strengthening applications for Research Chairs in the HSS.

Establishing and managing an African Pathways Programme of student and academic mobility

- (d)(i) The Institute shall strive to create an open and dynamic process through which African scholars cooperate, collaborate and assist each other to reflect on the past, present and future of this continent. This has been titled the African Pathways Programme by the Special Project and will be initiated in collaboration with the Council for the Development of Social Science Research in Africa (CODESRIA). Key to this is the establishment of a programme in which African students at Honours and Master's level in HSS can study for a semester across national boundaries in Africa – a continental version of the Erasmus/Socrates programmes of the European Union. Key to this too is developing policy frameworks for joint degrees within SADC and the broader continent.
- (d)(ii) The principle of a normative internationalisation ought to commit the Institute to establish within the mandate of BRICS and IBSA agreements, a broader range of study programmes. All the above together with very strong internationalisation drives in all universities in the country demands strong proactive work alongside international partners. The Institute's role will be very important on this swiftly globalising front.

Strengthening a student-centred culture in the higher education system and helping create an environment where the critical, analytical and normative capacities of students are enhanced

- (e) The underlying principles of ensuring access and equity and providing for equal and appropriate life chances in terms of throughput remain. To this end the Institute will advocate for and, where possible, provide resources for better support for students at undergraduate level. It will also encourage the provision of increased funding to PhD and Masters students that fall within its scope.

Providing remedial and mentoring functions where necessary

- (f) The Institute will establish a national mentoring programme involving distinguished Emeriti who would undertake some supervision of Masters and PhD students. Visiting professors from Africa, the African diaspora and other countries of the South will be asked to be available for a short time to contribute their knowledge and experience to the programme. These Emeriti would help to provide additional capacity and intellectual leadership at institutions that have indicated a need for this. Supplementary responsibilities will be added where possible as required. The Institute's role would be as primary host institution for the Emeriti as well as providing a central coordinating function.

Advocating Equity, Justice and Social Responsibility

- (g) The HSS has a responsibility to promote social and human ethical considerations as well as progressive developmental imperatives such as the need to overcome

unemployment, poverty and inequality. The Institute will support efforts to advance equity, justice and social responsibility in society as a whole, including within the higher education landscape. It will do this directly through the activities of the Institute, as well as indirectly through, for example, continued support of efforts to draw up an academic bill of rights.

The Institutional Governance Framework

13. The nomination and appointment process of Board members are outlined in Chapter 3 of the Regulations. The nomination and appointment process of Board members will be an open process whereby the NIHSS will invite organisations and the general public via a government notice to submit nominations for the Minister's consideration as contemplated in Section 5 of the Regulations.
14. The Board of the Institute will be the highest governance structure and will oversee all the work of the Institute. Board members will be appointed by the Minister of Higher Education, and will consist of a chairperson and not more than 10 ordinary members. The Minister will appoint a Board in accordance with the regulations (See Section 5 of the regulations).
15. The Board will have powers with respect to its own administration and management (while the administration and management of the NIHSS remains the responsibility of the Chief Executive Officer). The Board will have responsibility for the prudent fiscal management of the NIHSS, and will oversee its financial affairs, within the parameters of a budget that will be approved by the Minister.
16. The Board will appoint an Academic Committee, an International Committee, a Finance Committee, an Audit Committee and any other committee that the Board may deem necessary.
17. The Academic Committee will oversee the academic programmes of the Institute. It will be chaired by the Chief Executive Officer of the Institute or (when legitimately absent) by the Deputy Director of the Institute. It will be made up of no more than 9 external members - 3 elected from the leadership of Catalytic Projects by catalytic project leaders through a digital ballot administered by the Chief Executive Officer; 3 leading academics elected via the Doctoral Schools and 3 selected by the Directorate of the Institute (with the approval of the Governance Board) to balance out the disciplinary range of fields. All Academic Coordinators employed in the Institute (see below) will also be non-voting members of the Board.
18. The International Advisory Committee be chaired by the Chief Executive Officer of the Institute or (when legitimately absent) by the Deputy Director of the Institute. It will involve not more than nine distinguished international scholars appointed by the Board. At least six of these will be from various African, Latin American and Asian countries, including all the BRIC countries. The Board will determine its mode of meeting, budget and meeting procedures. Its role will be advisory.

The Management and Administration of the NIHSS

19. In order to facilitate leadership in the NIHSS, the Board will appoint a Chief Executive Officer of the NIHSS and the accounting officer in terms of the Public Finance Management Act.
20. The Board will also appoint other employees deemed necessary to enable the NIHSS to perform its functions. The Chief Executive Officer is responsible to the Board for executing the functions of the NIHSS in terms of the Higher Education Act and the decisions of the Board and must assign responsibilities and supervise the employees of the NIHSS.

Funding of the NIHSS

21. In accordance with Section 38G of the Higher Education Act, 1997 (Act No. 101 of 1997), the funds for the National Institute consist of:
 - a) money appropriated by Parliament;
 - b) donations or contributions;
 - c) interest; and
 - d) any other income received.
 22. State funding continues to be the main source of income for South Africa's higher education institutions and one of the fundamental assumptions in relation to the establishment of an Institute is that it should be viable and sustainable as a financial concern. No baseline funding from the university transfers is currently available to fund the activities for the NIHSS in 2014/15. Bridging funding for operating expenditure for the 2014/15 financial year will be provided in the interim from the DHET-NSF Grant.
 23. Funding projects and scholarships for a four year period will be provided through the National Skills Fund. The administration and transfer of these funds will be subjected to the Ministerial Special Project Team submitting a full and costed project proposal to the National Skills Fund. Baseline funding for the establishment of the NIHSS amounts to R23 828 822 for the 2015/16 financial year and will be institutionalised over the MTEF through the Ministerial Statement of University Funding.
 24. The NIHSS will be funded from the 2015/16 financial year through annual allocations appropriated by Parliament in terms of the Higher Education Act from National Treasury directed through the Department of Higher Education and Training in line with its Board approved annual operating budget. New activities, joint programmes and projects beyond the ambit of what has been outlined above have to be secured partially through fund-raising. Such fund-raising must be approved by the Governance Board and a clear mandate given to the Directorate of the Institute regarding such funding drives.
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