

NELSON MANDELA
UNIVERSITY



Integrated
Annual
Report

2022



Our Vision

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

Our Mission

To offer a diverse range of life-changing educational experiences for a better world.

Our Values

Diversity

Excellence

Ubuntu

Social justice
and equality

Integrity

Sustainable
stewardship

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EXECUTIVE SUMMARY



Nelson Mandela University (hereafter referred to as “the University”) embraces the significant responsibility of embodying the legacy and ethos of our iconic namesake, in particular, his lifelong struggle for a non-racial, non-sexist, democratic society where all citizens are treated with respect and dignity. As a socially embedded higher education institution, the University continuously strives to promote the public good through humanising learning and teaching, innovative research and innovation, and transformative engagement.

Our strategic aspirations have been crafted against the global, continental, and national development goals articulated in the United Nations 2030 Sustainable Development Goals (SDGs), the African Union Agenda 2063, and the South African 2030 National Development Plan (NDP) respectively. This ensures that the University is poised to change the world by generating cutting-edge knowledge that contributes to sustainable futures.

Vision 2030 and Strategic Trajectories

Our Vision 2030 strategy positions the University to optimise distinctive strategic opportunities as it seeks to chart its future directions and game-changing differentiators. Sustainability

must continue to be foregrounded if we are to take the University confidently and boldly into the future, while transformation, an equally significant imperative, is addressed in a separate report which will serve as an annexure to this Annual Report.

During 2022, our strategic trajectories gained momentum, and these intellectual niches will continue to distinguish us as a dynamic African university in the service of society. Noteworthy highlights may be summarised as follows:

- Since its momentous launch in 2021, the **Medical School** has been making a tangible contribution to building expanded capacity for pro-poor and accessible healthcare service delivery in South Africa. It actively pursues partnerships on a local, regional, and national level to promote access to comprehensive health services as part of an integrated health and education innovation precinct on our Missionvale Campus. Accreditation has taken place successfully with the undergraduate medical programme being accredited for up to four years of training, bringing the goal of complete accreditation for the full six-year programme closer.
- The implementation of our **Ocean Sciences** strategy for 2021–2025 is evolving towards the University becoming a

premier destination of choice for ocean sciences nationally and on the African continent, particularly at postgraduate level. The University has developed a range of marine and maritime education and training, research, innovation, and engagement programmes to tap the potential of the blue economy for the benefit of local communities while preserving South Africa's rich marine biodiversity.

- **Revitalising the Humanities** is integral to the overall academic strategy of the University to reimagine the transformative potential of all disciplines in the quest to awaken transdisciplinary African scholarship and systems of thought. Alongside a focus on decoloniality, indigenous knowledges and interrogating Western hegemonies, the Faculty of Humanities has been pursuing strategic interventions to reposition and recentre the humanities and social sciences.
- **Transformative engagement** gives theoretical and practical guidance for how the University may achieve its transformation goals through scholarly engagement. The work of the Hubs of Convergence and Transdisciplinary Institute for Mandela Studies came to the fore in 2022 in supporting the core purpose and desired outcome of Vision 2030, namely, to address persistent social challenges such as inequality, poverty, and food insecurity as the University strives for socially just, sustainable futures.

- With gender inequality deeply embedded in the social fabric of South African society, **Women and Gender Studies** is an integral part of the University's contribution towards attitudinal and social transformation. This trajectory is significantly bolstered by the vital work taking place through our Centre for Women and Gender Studies (CWGS) and our DSI-NRF SARCHI Chair in African Feminist Imaginations.

Academic Excellence

As one of only six comprehensive universities in South Africa, the University embraces its distinctive academic identity and strives to widen student access for success, particularly for talented learners from socio-economically deprived backgrounds. Through strategy-aligned academic and enrolment planning, the University strives to offer a wide range of general formative and career-focused, vocational qualifications from certificate to doctoral levels with various articulation pathways to facilitate student mobility and progression.

As an institution geared towards broadening the frontiers of knowledge, the University's commitment to academic excellence is a strong foundation to develop socially

conscious graduates who serve as responsible global citizens and leaders in making a positive impact on society. We adopt an integrative approach to our three core academic missions to ensure that humanising learning and teaching approaches are informed by impactful research, innovation, and internationalisation as well as transformative engagement.

Transformative Institutional Culture

The University is widely recognised for its engaged scholarship which seeks to co-create pioneering, African-purposed solutions to complex planetary and societal challenges. As the broader matrix of inter- and transdisciplinary strategic imperatives takes shape, the new spirit of the University continues to emerge. There can be no doubt that the University is carving out a niche nationally, continentally, and internationally as an institution that has embraced its Mandela identity in an innovative manner that reflects and demonstrates its commitment to social embeddedness.

Organisational redesign processes continued to cascade across the University in 2022 and the entities, projects and programmes constituting the newly established Engagement and Transformation Portfolio have worked hard to establish new and revitalised affiliations, systems of working and means of accountability. Together, they represent a wide range of expertise, knowledge and

approaches to the scholarship and praxis of a transformative, engaged university.

The Institutional Culture Working Group (ICWG) seeks to activate the Statement of Commitment to an Inclusive Institutional Culture within the University. As part of this initiative, the ICWG mandated the development and offering of a short learning programme (SLP) to foster a transformative institutional culture at all levels of the University, with the pilot phase commencing in October 2022. This initiative will be mainstreamed as part of a broader range of institutional culture change programmatic interventions designed by the ICWG to foster a values-driven ethos.

Awareness building and training, as it relates to the institutional equality-related policy regime, is ongoing. Advocacy interventions implemented during the year under review focused on topics such as social inclusion, anti-discrimination, gender equality, and other relevant contemporary issues.

Student Life

During the first part of 2022, student life continued to be overshadowed by COVID-19 restrictions with very few students in residences or on campus and learning and teaching continuing largely online. However, the second six months saw a welcome return to campus-based activities, with various sporting, student leadership, and psycho-



social wellbeing programmes being re-introduced to enhance a vibrant student life. Online SRC elections were successfully introduced during the pandemic and 2022 saw an impressive voter turnout among students, indicating that this innovation is worth sustaining into the future.

As with the rest of the higher education sector, the University experienced increased demand from students for mental health services during 2022 and this calls for close monitoring and attention. In addition, efforts to address student hunger are an ongoing imperative, especially with a higher proportion of our students experiencing the impact of poverty. As part of the University's commitment to assisting students with accessibility challenges, Universal Accessibility and Disability Services (UADS) provided students with assistive devices and technologies, facilitated awareness and advocacy campaigns, and hosted training for students and staff on how best to support individuals living with a disability within the university environment.

Amid increasing levels of youth unemployment in South Africa, the University is distinguishing itself as a leader in facilitating student entrepreneurship. The University hosted the sixth national Entrepreneurship Development in Higher Education (EDHE) Lekgotla in 2022. With the theme focusing on #movetomarket, the Lekgotla emphasised

the importance of commercialising research, as well as positioning student entrepreneurs for active participation in the economy by entering the market with innovative products and services. To this end, while the Madibaz Youth Entrepreneurship Lab continued to provide a supportive ecosystem for new and existing youth entrepreneurs at the University, plans for the establishment of an Entrepreneurship Incubator are crystallising.

Infrastructure Development and Digitalisation

Numerous infrastructure projects costing a total of R736.5 million were due for completion in 2022 with excellent progress made across all seven campuses. The provision of quality student accommodation was enhanced with an increase in on-campus accommodation from 3 870 beds at the start of 2020 to 5 868 by the end of 2022.

Digital transformation is an imperative for all institutions of higher education, and the University is no exception. The University recognises the importance of preparing students, staff and stakeholders for rapid technological advancements and the future world of work. The scale and speed at which digitalisation has unfolded at Mandela University has been remarkable over the past three years,

with the development of systems to assist with flexible, technology-rich learning, teaching and assessment.

Substantial investments in digital transformation projects relating to e-assessment, a cloud migration strategy, and Wi-Fi densification have been integral to supporting excellence in our academic core missions and support services. This is underpinned by socially just, humanising and inclusive approaches, to ensure that no student or employee is left behind as a result of the digital divide.

Human Resources

After more than two years of working remotely due to the COVID-19 regulations, the University welcomed employees back to campus during 2022. The Human Resources division developed protocols to maintain health and safety, with the Occupational Health Centre offering a variety of staff wellness programmes, particularly needed after the emotional toll of the pandemic.

Efforts to diversify the demographic profile of academic and support staff continue unabated and are bearing fruit in ensuring that our employees are broadly representative of the economically active population regionally and nationally.

Sustainable Resource Mobilisation and Stewardship

In an era when the demand for natural resources has far outstripped supply and the planet is facing severe shortages of life-supporting resources such as water, there is a pressing need for sustainability to be prioritised. The University has various interventions in place to reduce our carbon footprint and advance responsible environmental stewardship.

South African higher education funding remains constrained while societal expectations of universities continue to increase. In this context, universities need to exercise judicious and responsible resource stewardship. The Sustainability and Institutional Viability Task Team (SIVTT) continues to implement interventions to enhance long-term financial sustainability through academic optimisation, improved efficiencies, and strategy-aligned resource mobilisation and budgeting.

Conclusion

As a well-governed and managed university, the University is committed to ensuring strategic continuity and consolidation at a time when universities and the sector are under sustained fiscal pressure and confronted with ever-increasing fluidity and uncertainty.

As we continue to cascade our Vision 2030 strategy into every domain of the University, our priorities over the next three years will include:

- Further advancing social embeddedness and responsiveness by facilitating convergence through the interplay between our academic and social projects.
- Deepening excellence in our strategic trajectories including the medical school, ocean sciences, revitalising the humanities, advancing transdisciplinary sustainability sciences, repositioning transformative engagement, and establishing the virtual academy to catalyse transversal digital transformation.
- Reviewing our academic programme portfolio, enrolment mix, modes of delivery, curriculum, and pedagogical approaches to ensure that Mandela University is a higher education institution of choice for talented students and employees.
- Pursuing inclusive student access for success as one of our key differentiators as a comprehensive university, including cultivating holistic and vibrant student life and development experiences that liberate the full potential and talent of our students.
- Addressing rising youth unemployment by implementing wide-ranging interventions to enhance graduate employability and student entrepreneurship.
- Deepening a values-driven, transformative institutional culture characterised by authentic stakeholder engagement and a well-developed institutional self-understanding of what it means to embrace an African identity.
- Positioning the University globally by expanding our internationalisation and partnership footprint, especially in Africa and with the global South.
- Improving efficiencies, agile systems and processes, adaptive institutional operating models, and modernised infrastructure that facilitate long-term financial sustainability and responsible resource stewardship.

1. STRATEGIC OVERVIEW

The Vision 2030 Strategic Plan for Nelson Mandela University outlines the University's vision, mission, values, educational purpose and philosophy, distinctive knowledge paradigm, desired graduate attributes, strategic focus areas and enablers. This is depicted below and the narrative that follows elaborates on each dimension.

1.1 Vision

To be a dynamic, African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

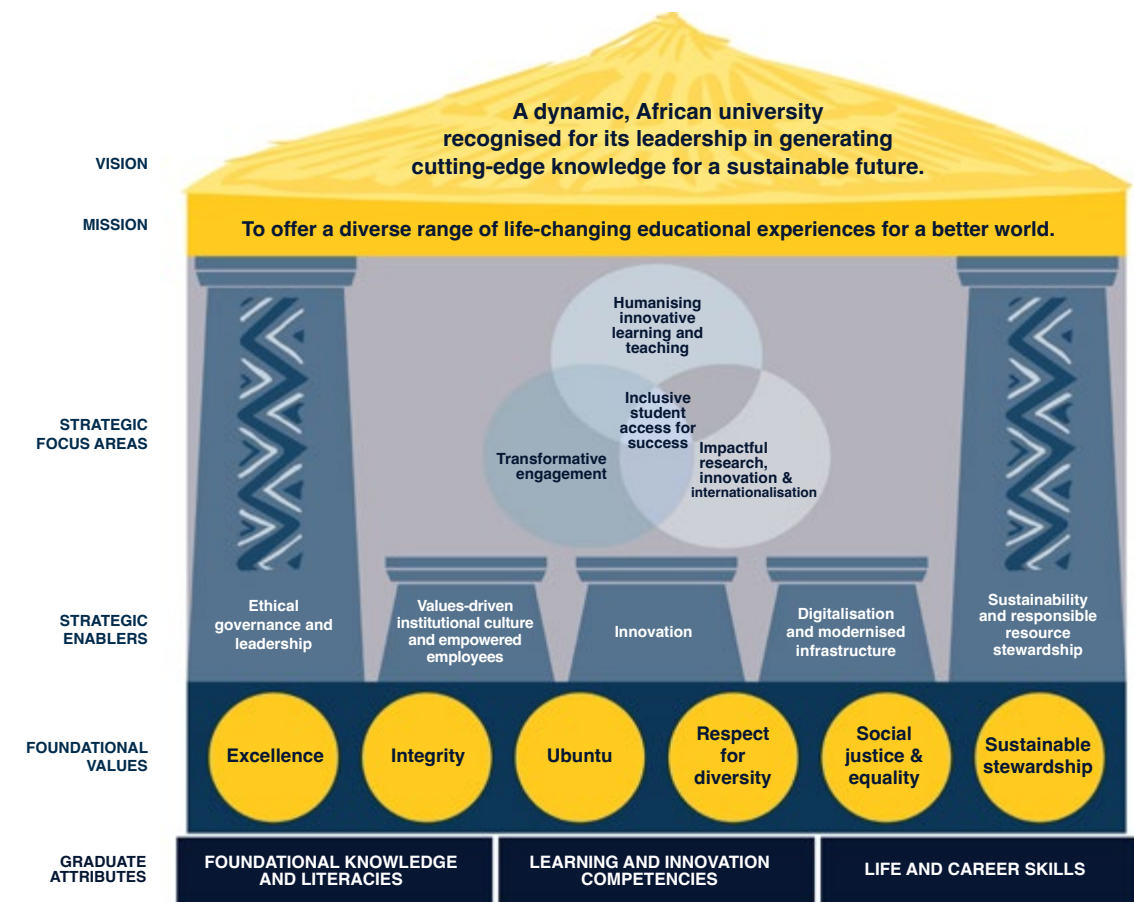
1.2 Mission

To offer a diverse range of life-changing educational experiences for a better world.

To achieve our vision and mission, we will ensure that:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables employees and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports a vibrant research, scholarship, and innovation culture.

VISION 2030 STRATEGIC FRAMEWORK



- We engage in mutually beneficial partnerships locally, nationally, and globally to enhance social, economic, and ecological sustainability.

1.3 Values

The Vision 2030 stakeholder engagement processes re-affirmed the importance of all students, employees and alumni living the University's core values. We therefore hold ourselves accountable to embodying our values as we execute our vision and mission, design of our academic programmes and curricula, engage in our academic core missions, deliver our professional, administrative and support services, and engage with our stakeholders.

1.3.1 Respect for Diversity

- We reflect and serve diverse regional, national, and global communities.
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and ideas are actively encouraged.



- We foster an environment in which diversity is appreciated, respected, and celebrated.
- We foster a culture that welcomes and respects diverse identities, heritages, and life experiences.

1.3.2 Excellence

- We encourage the pursuit of the highest levels of academic, civic, and personal achievement.
- We provide a supportive and affirming environment that enables our students, employees, and publics to reach their full potential.
- We pursue inclusive excellence by embedding equality of access and opportunity in our policies, processes, systems, and practices.
- We seek to foster a culture of intellectual and personal growth and lifelong learning.
- We promote, recognise and reward excellence in our teaching, learning, research, innovation, creative outputs, engagement, and service delivery.

1.3.3 Social Justice and Equality

- We are dedicated to the realisation of a socially just, democratic society that promotes equality for all irrespective of race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, physical and learning abilities, national origins, religion, conscience, belief, culture, and language.
- We encourage mutually beneficial, equalising partnerships and engagement with our core publics to co-create sustainable, innovative solutions to persistent societal and planetary challenges.
- We cultivate living, learning and work environments that enable students and employees to realise their full potential, without fear of discrimination, harassment, or violence.
- We develop our graduates as global citizens capable of developing and applying knowledge across multiple contexts to make meaningful contributions to advancing a socially just, equal society.

1.3.4 Ubuntu

- We are a people-centred, values-driven university that seeks to foster a compassionate and caring institutional culture.
- We respect the dignity of others and strive to be human-centred and relational.
- We recognise our mutual interdependence.
- We promote socially conscious and responsible citizenship.

1.3.5 Integrity

- We commit ourselves to the highest standards of personal honesty and exemplary moral character.
- We are dedicated to cultivating an atmosphere of trust.
- We take responsibility for our decisions, behaviours, actions, and the consequences thereof.
- We ensure the integrity of our policies, information, systems, and processes.



1.3.6 Sustainable Stewardship

- We are committed to environmental sustainability and recognise our responsibility to conserve, protect and sustainably manage natural resources for current and future generations.
- We promote the integration of sustainability into our governance, leadership, academic core missions, operations, as well as the design and maintenance of physical and digital infrastructure.
- We inspire students and employees to embrace responsible stewardship of all financial, human, infrastructural and environmental resources entrusted to them.

1.4 Statement of Commitment to an Inclusive Institutional Culture

Nelson Mandela University is committed to inclusive excellence and values that celebrate all forms of diversity. Diversity includes race, colour, culture, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, and/or class. We recognise that the University is both a contested and

generative space, supporting the concurrent existence of multiple perspectives and experiences.

Our mission, vision and values require us to engender an inclusive culture, free from bias, prejudice, discrimination, and hurtful conduct towards our students, employees, alumni, and other relevant stakeholders. We support educational experiences and conditions that encourage social inclusion and cohesion, contributing to a society based on democratic values, social justice, and fundamental human rights.

We denounce all forms of behaviour that conflict with our values. We are committed to eliminating all forms of discrimination and exclusion, including discrimination on the grounds of race, gender, sex, pregnancy, ethnic or social origin, colour, sexual orientation, age, disability, religion, consciousness, belief, and culture.

Embedding our values can be realised by:

- Fostering mutual respect, collaborative relationships, unambiguous communication, explicit understandings about expectations and critical self-reflection.

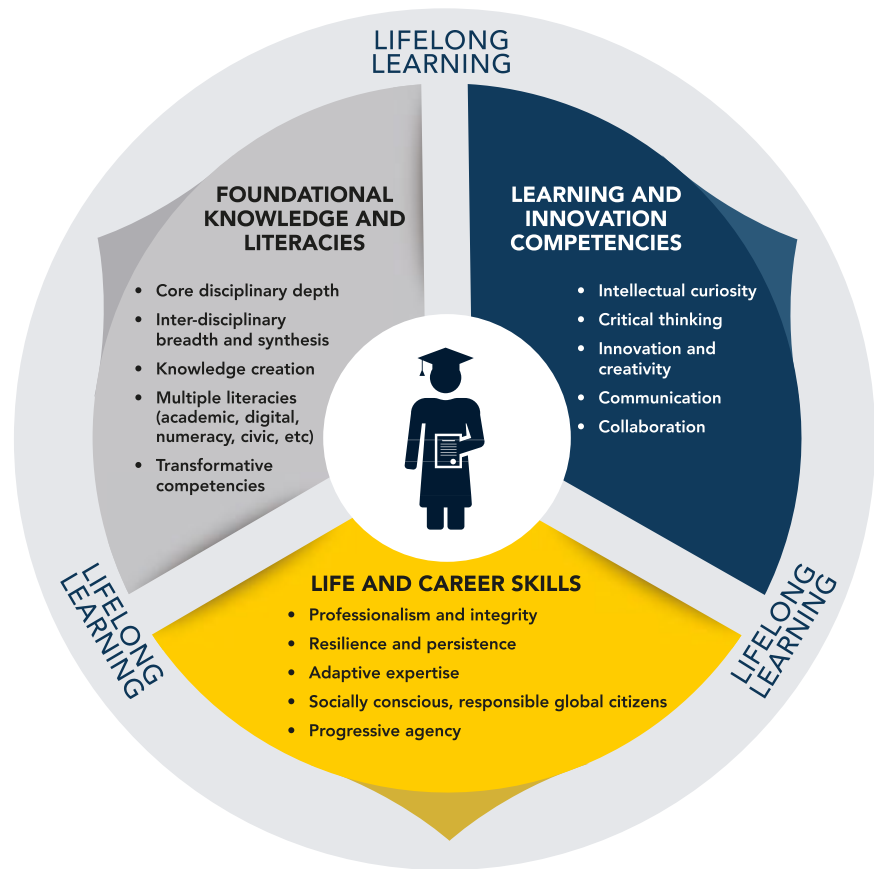
- Honouring freedom of expression, ideals of citizenry and civility of discourse, as fundamental to personal, professional, and organisational growth.
 - Challenging and dismantling systemic oppression.
 - Freely expressing who we are, our own opinions and points of view.
 - Fully participating in teaching, learning, work, and social activities.
 - Feeling safe from abuse, harassment, bullying and/or unfair criticism.
 - Providing effective leadership in the development, coordination, implementation, and assessment of a comprehensive range of programmes and services to promote diversity and understanding of differences.
 - Offering educational opportunities towards the development of socially responsible leaders who are willing to engage in discourse and decision-making that can lead to co-creative, transformational change within the University and our broader society.
 - Intentionally nurturing a culture of open-mindedness, compassion, and inclusiveness among individuals and groups.
 - Purposefully building teams and groups whose members have diverse cultures, backgrounds, and life experiences.
- Creating and maintaining opportunities for engagement, education and discourse related to issues of equity, diversity, and inclusion.
 - Providing effective reporting mechanisms to address any form of exclusion and discrimination at the University.

Cascading the *Statement of Commitment to an Inclusive Institutional Culture* is a critical enabler for realising the University's Vision 2030 strategic aspirations. To this end, the Institutional Culture Working Group (ICWG) commissioned a meta-analysis of the findings from previous research studies conducted on institutional culture, as well as from programmatic culture change interventions implemented at the University over the past decade (2010 to 2021). This qualitative study aimed to determine the extent to which efforts to foster a values-driven, transformative institutional culture at the University have been yielding the desired results. This analysis, and the recommendations flowing from it, are intended to create a baseline assessment of institutional culture at the University to identify areas of concern and opportunities that need attention in the immediate-, medium- and long-term.

Our vision, mission, values, and *Statement of Commitment to an Inclusive Institutional Culture* are the foundations

GRADUATE ATTRIBUTES

Through benefitting from a life-changing educational experience, Nelson Mandela University graduates will be known for demonstrating the following attributes:



on which the University cultivates graduates who are known for their social and environmental consciousness, visionary leadership, innovative and pioneering search for solutions to complex challenges, and the ability to adapt their knowledge and expertise in multiple settings through embracing lifelong learning.

1.5 Desired Graduate Attributes

Graduate attributes are the high-level knowledge, skills, qualities, and understandings that a student should gain because of the learning and experiences they engage with while at the university. These attributes equip graduates for lifelong personal development, learning and to be successful in society and shape the contribution they can make to their profession and as citizens. Within a rapidly changing global context, graduates need to be flexible and adaptive to manage uncertainty, ambiguity, and unpredictability, as opposed to only acquiring a fixed set of skills that prepare them narrowly for the world of work.

The Vision 2030 Strategy makes provision for generic, cross-cutting graduate attributes beyond the curriculum. These attributes outline the highly valued skills, mindsets and

attitudes that equip graduates to grapple with challenges and adapt to new environments quickly and effectively. Moreover, students with these generic attributes are better able to apply their skills in diverse contexts and find ways to innovate by applying the depth of knowledge acquired through their core discipline and/or profession, while also embracing inter- and transdisciplinary thinking to solve complex problems and challenges.

The key categories within which our generic graduate attributes have been identified and conceptualised include the following:

- **Foundational knowledge and literacies** represent how graduates apply core disciplinary and interdisciplinary knowledge to everyday tasks. Knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks. Foundational literacies serve as the basis upon which graduates need to build more advanced competencies and character qualities. This includes numeracy and various literacies such as scientific, linguistic, digital, financial, cultural, and civic literacy.
- To meet the challenges of the 21st century, students also need to be equipped with transformative competencies to shape a better, more sustainable future. These include:
 - Creating new value means innovating to shape better lives, such as developing new knowledge, insights, ideas, techniques, strategies, and solutions, and applying them to problems.
 - Reconciling tensions implies the acquisition of a deeper understanding of opposing positions, developing arguments to support their own position, and finding practical solutions to dilemmas and conflicts.
 - Taking responsibility is connected to the ability to reflect upon and evaluate one's own actions, experience, and education to achieve personal, ethical, and societal goals.
- **Learning and innovation competencies** are increasingly being recognised as the skills that distinguish graduates who are prepared for complex life and work environments in the 21st century. Such competencies include intellectual curiosity, critical thinking, creativity, communication, and collaboration.
- **Life and career skills** need rigorous attention to ensure that graduates are equipped to confidently navigate life and work environments in the globally competitive information age. Such skills include professionalism and integrity, resilience and persistence, adaptive expertise, and exercising progressive agency to bring about constructive change.

The University acknowledges the importance of students exercising their own agency in advancing their personal development and growth while they are studying at the University. As part of Vision 2030, our intention is to articulate a broad framework of generic graduate attributes, which can be customised and elaborated on by faculties

and professional support divisions to address the specific learning and teaching requirements of various disciplines and professions.

1.6 Distinctive Knowledge Paradigm

Nelson Mandela University adopts a distinctive knowledge paradigm guided by the following principles:

- The University as an open society of students and employees committed to generating knowledge that has a liberating effect on our world.
- Application of ethical knowledge to advance social justice, the public good and a sustainable future for our planet and all its inhabitants.
- Freedom of expression and thought in speech, writing and all art forms.
- Advancement of disciplinary depth while embracing collaborative inter- and transdisciplinary approaches to address complex and intractable challenges.

1.7 Educational Purpose and Philosophy

We strive to be in the service of society through our learning and teaching, research, innovation, and engagement. To achieve this, we:

- Commit to liberating the full human potential of our employees and students in the pursuit of responsible, democratic global citizenship.

- Advance the frontiers of knowledge to contribute to a socially just and sustainable future in the service of society.
- Adopt innovative, humanising pedagogies and practices that affirm diverse knowledge paradigms and world views.
- Inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- Are known for our values-driven, inclusive institutional culture that encourages all members of the University community to contribute optimally to the vibrancy of intellectual discourse and the respectful contestation of ideas.
- Place students at the centre of all we do to enable them to deploy their agency during their studies and in their future lives as alumni.
- Seek to address the grand challenges confronting society and the planet through the co-creation of sustainable solutions with all our publics.

As an elaboration of our values, distinctive knowledge paradigm and educational purpose and philosophy, we recognise that an inclusive institutional culture is a foundational enabler of excellence in all its manifestations.

1.8 Strategic Focus Areas

The cultivation of sought-after and highly valued graduates depends largely on the pursuit of excellence in the University's core academic missions. The University seeks



VISION 2030 STRATEGIC FOCUS AREAS



to offer holistic curricular and co-curricular living and learning experiences that create an enabling, inclusive, and supportive environment for students to succeed in life and work. To this end, our core academic missions are not pursued as independent silos but are integrated to ensure that humanising learning and teaching approaches are informed by impactful research, innovation, and internationalisation, as well as transformative engagement.

The four academic missions constitute the strategic focus areas (SFAs) of Vision 2030, namely:

- **SFA 1:** Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.
- **SFA 2:** Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.
- **SFA 3:** Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.
- **SFA 4:** Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom.

The success of the University in pursuing excellence in our strategic focus areas is dependent upon various enablers

that create the conditions for success. As a result, institutional strategies, systems, processes, and practices need to continuously adapt to ensure that strategic continuity and change are held in delicate balance. Such an enabling environment will also ensure that the University is a destination of choice for talented students and employees.

1.9 Strategic Enablers

The following strategic enablers were identified as foundational pillars for the realisation of the strategic aspirations underpinning Vision 2030.

1.9.1 Ethical Governance and Leadership

The University aims to enhance organisational effectiveness through ethical governance and leadership. We strive to nurture current and future leaders who consistently promote service before self for the greater good of the University and society. The University fosters an ethos of care as the cornerstone of academic and service excellence.

1.9.2 Values-driven Institutional Culture and Empowered Employees

The University encourages students and employees to consistently live the values of excellence, ubuntu, integrity, social justice and equality, environmental and resource stewardship, and respect for diversity. We aim to attract, retain and nurture talented, diverse, and high-performing



employees by cultivating a values-driven, transformative institutional culture that promotes social inclusion, a sense of belonging and holistic well-being. The University invests in continuing professional development and lifelong learning opportunities for employees to unlock talent and create pathways for development and growth.

1.9.3 Enabling Innovation

The University aspires to be a vibrant innovation hub that convenes diverse stakeholders to co-create transformative solutions to address perennial societal and planetary challenges. In so doing, the University seeks to foster a culture of innovation where our students, employees and partners can collaboratively engage in scientific, technological, and creative discovery that advances the frontiers of knowledge and promotes the public good.

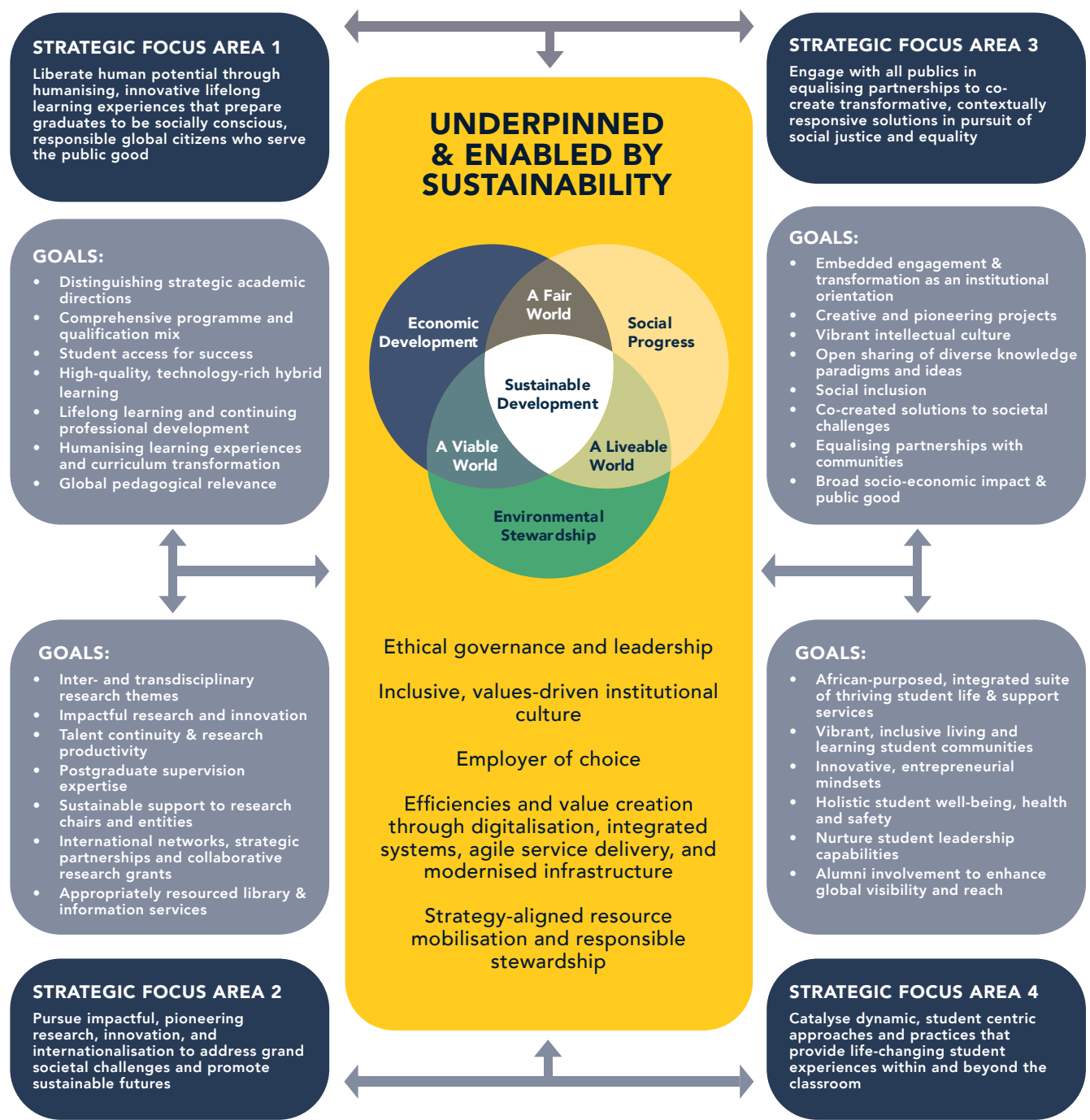
1.9.4 Digitalisation and Modernised Infrastructure

The University strives for efficient service delivery, sustained value creation and agile decision making through the digitalisation of systems and processes, including investing in integrated information technology, networks, applications, and business intelligence platforms. Modernised physical infrastructure is flexibly designed and optimally utilised to foster a vibrant living, learning, and working experience for all students and employees across all campuses.

1.9.5 Sustainability and Responsible Resource Stewardship

Innovative resource mobilisation and diversification is especially crucial in a context of ever-increasing costs and a shrinking national fiscus. The University recognises the need for responsible resource stewardship and cost-effectiveness to promote long-term financial sustainability. We furthermore strive to deepen our commitment to reducing our carbon footprint through harnessing the potential of renewable energies, waste reduction and recycling, and guardianship of our unique campus ecosystems and biodiversity.

In cascading and operationalising our Vision 2030 strategic trajectory over the next decade, it is imperative that there is an institutional monitoring, evaluation, and reporting (MER) framework to inform the key performance indicators (KPIs) used to monitor, evaluate, and report on progress in implementing strategy. This framework is premised on a core philosophy that strives to promote student access for success through excellence in the core academic missions of learning, teaching, research, innovation, internationalisation, and transformative engagement. These core missions are buttressed and supported by transversal interventions to advance transformation and promote institutional sustainability. This is diagrammatically depicted below.



2. GOVERNANCE

2.1 Council Leadership

Chairperson of Council

Ambassador Nozipho January-Bardill

Ambassador Nozipho January-Bardill has extensive experience in the public, private, educational, and non-governmental sectors. She is an independent non-executive director of Mercedes Benz SA, the MTN Foundation, and two NGOs, Tshwaranang Legal Services and Phenduka Literacy. Her company Bardill and Associates advises companies on integrating race, gender and sustainable development into their business strategies and building cultures to end sexual harassment, bullying and GBV.

Ambassador January-Bardill serves on the Board of Trustees of the United Nations Voluntary Fund for Technical Assistance and the Implementation of the Universal Periodic Report (UPR) in the office of the UN High Commissioner for Human Rights. She has served as SA's Ambassador to Switzerland, Lichtenstein and the Holy See as well as Deputy Director General, responsible for Human Resources and the Foreign Service Institute in the South African Department of Foreign Affairs. She was interim Chief of Staff and special advisor to UN Women and the UN Environmental Programme (UNEP) respectively.



Deputy Chairperson of Council

Ms Michelle Mbaco

Ms Michelle Mbaco holds a Bachelor of Commerce and Master's in Development Studies from Nelson Mandela University, and served as Vice-President of the Alumni Association until September 2022. An educator by profession, she taught before serving as an official in the Department of Education and later worked at the ANC Parliamentary Caucus as a Senior Manager in the Office of the Chief Whip.

Currently a consultant in the training and development sector, Ms Mbaco is a Trustee on the Board of the Raymond Uren Educational Trust and serves as a member of the Accreditation Committee of the Council for Quality Assurance in General and Further Education, UMALUSI.



2.2 Executive Management

The University Executive Management Committee (MANCO), in cooperation with Council and Senate, is responsible for the strategic management and administration of Nelson Mandela University. MANCO members include:

Vice-Chancellor (VC)

Professor Sibongile Muthwa

Professor Sibongile Muthwa holds a PhD from the School of Oriental and African Studies, University of London, an MSc in Development Policy and Planning from London School of Economics and Political Science, a Bachelor of Arts Honours in Social Work (Wits), and Bachelor of Arts in Social Work (Fort Hare).

Prof Muthwa has a distinguished career in South Africa and the United Kingdom where she has worked in both development and public sector institutions as well as in academia. Between 2010 and 2017, she was the Deputy Vice-Chancellor for Institutional Support at Nelson Mandela University, before being appointed to the Vice-Chancellor position on 1 January 2018.

Between 2004 and 2010, she served as Director General of the Eastern Cape Provincial Government. Before joining Government, she was Director of the University of Fort Hare Institute of Government.

Prof Muthwa is a member of the Presidential Human Resource Development Council of South Africa. She also previously served as a Trustee of South African Women in Dialogue (SAWID). She is a former Commissioner and Deputy Chairperson of the Financial and Fiscal Commission of South Africa. She is the current Chairperson of Universities South Africa (USAf), a membership organisation representing South Africa's 26 public universities.



Deputy Vice-Chancellor: Engagement and Transformation (DVC: E&T)

Professor André Keet

Professor André Keet currently holds the Research Chair for Critical Studies in Higher Education Transformation and is the Deputy Vice-Chancellor for Engagement and Transformation at Nelson Mandela University. He is a former Visiting Professor at the Centre for Race, Education and Decoloniality in the Carnegie School of Education at Leeds Beckett University, UK, and the 2018 Marsha Lilien Gladstein Visiting Professor of Human Rights at the University of Connecticut, US.

He served as Director and Deputy Chief Executive Officer of the South African Human Rights Commission (SAHRC) and on the Commission for Gender Equality before joining the university sector. Since entering the higher education field, Professor Keet has held professorial positions at the universities of Pretoria, Fort Hare, and Free State. He has served as a transformation advisor and practitioner in various capacities in the sector.

Professor Keet's research and postgraduate supervision focus on radical approaches to the study of higher education, such as critical and abolitionist university studies.



Deputy Vice-Chancellor: Learning and Teaching (DVC: L&T)

Professor Cheryl Foxcroft

Professor Cheryl Foxcroft holds a PhD in Psychology from the former University of Port Elizabeth. She has been in the employ of Nelson Mandela University since 1982 and rose through the academic ranks in Psychology to become a full Professor in 1997. At the time of the merger, she moved into a management role at the University and was the Dean: Learning and Teaching until the end of 2019. From January 2020 she took up the position of DVC: Learning and Teaching.

Prof Foxcroft is a longstanding member of the Admissions Committee of USAf and served on the task team that developed the admissions requirements for higher education studies based on the National Senior Certificate. She is a reviewer for the Higher Education Quality Committee, has been a member of Umalusi's research forum and served two terms on the Council of the Port Elizabeth TVET College. She has published widely in the fields of student access for success and psychological assessment.



Deputy Vice-Chancellor: Research, Innovation and Internationalisation (DVC: RII)

Dr Thandi Mgwebi

Dr Thandi Mgwebi holds a PhD in Medical Cell and Developmental Biology from the University of Cape Town (UCT), a Management Development Programme Certificate from the University of Stellenbosch Business School, and a postgraduate qualification in tertiary education management from the University of Melbourne, Australia.

She completed her postdoctoral research fellowship at the Institute of Infectious Diseases and Molecular Medicine, UCT. Before taking the position of DVC: Research, Innovation, and Internationalisation in 2020, Dr Mgwebi was DVC: Research and Innovation at the Tshwane University of Technology and, before that, Director of Research and Professor at the University of the Western Cape.

An advocate for science, Dr Mgwebi is also founding Director of the Southern African Systems Analysis Centre, an initiative of the Department of Science and Innovation, the NRF and the International Institute of Applied Systems Analysis.



Deputy Vice-Chancellor: People and Operations (DVC: P&O)

Mr Lebogang Hashatse

Mr Lebogang Hashatse holds a Master's in Media Studies from Edith Cowan University in Perth, Australia, a Bachelor of Arts Honours in Media Studies, Politics and Industrial Sociology, and a Bachelor of Journalism and Media Studies, both from Rhodes University. Mr Hashatse joined Nelson Mandela University in February 2015 as the Senior Director: Communication and Stakeholder Liaison.

From 2009 to January 2015, he was the Director of Communications and Marketing at Rhodes University. Prior to his tenure at Rhodes University, he held senior management positions in the corporate and parastatal sectors.



Executive Director: Finance (ED: F)

Mr Michael Monaghan

Mr Michael Monaghan is a registered member of the South African Institute of Professional Accountants. He holds a Bachelor of Commerce Honours degree in Accounting from the University of South Africa and completed his undergraduate Bachelor of Commerce degree at the former University of Port Elizabeth, now Nelson Mandela University.

After completing his articles, he spent a short while in the private sector before joining the University in 2000. He rose through the ranks of finance and took over the role of Executive Director Finance, acting for a year in this position before being formally appointed in 2016.



Secretary to Council Registrar

Mr Edgar De Koker

Mr Edgar De Koker holds a Master's Degree in Public Administration (University of Warwick, UK), a Bachelor of Arts Honours in Public Administration (UNISA), and a Bachelor of Arts degree in Public Administration (University of Cape Town). He has held various positions which include Deputy Registrar: Secretariat and Policy Management at the University of the Western Cape and Control Committee Secretary at Parliament of South Africa.



Dean of Students

Mr Luthando Jack

Mr Jack holds a Master's Degree in Commerce with a specialisation in Leadership Studies (University of KwaZulu-Natal), a Bachelor of Philosophy in Information and Knowledge Management (Stellenbosch University), a Bachelor of Technology degree in Public Management from the former Port Elizabeth Technikon, and a National Diploma in Public Management and Administration from Eastern Cape Technikon.

Prior to his appointment at Nelson Mandela University, Mr Jack held various positions including that of Chief Operations Officer for the Eastern Cape Socio-Economic Consultative Council, a public entity of the Office of the Premier responsible for Development Planning and Applied Policy Research.



Advisory members

The following members served in an advisory capacity on the Management Committee:

- Mr Sizwe Nyenyiso, Senior Director: Internal Audit
- Professor Heather Nel, Senior Director: Institutional Strategy
- Ms Nandi Sishuba, Executive Director: Human Resources
- Dr Denver Webb, Senior Director: Strategic Resource Mobilisation and Advancement

Permanent invitee

The following member served as permanent invitee to the Management Committee:

- Dr Laura Best, Executive Support to the Vice-Chancellor (until September 2022)

3. ACADEMIC SIZE AND SHAPE PERFORMANCE REVIEW



3.1 Vision 2030 Performance Indicator Framework

Nelson Mandela University's academic size and shape targets constitute the basis for monitoring and evaluating progress at institutional level in relation to key performance indicators (KPIs) such as student enrolments, student success, instructional staff headcounts and qualification profile, and research outputs.

Monitoring achievement is based on the targets set in the Annual Performance Plan 2022 (APP 2022). The Vision 2030 Institutional Monitoring, Evaluation and Reporting Framework was approved by the Management Committee (MANCO) on 18 May 2022 and the subsequent revised, Vision 2030-aligned, version was approved on 17 May 2023. However, this framework was not finalised when the APP 2022 was compiled since Vision 2030 was only approved by MANCO and Council in March 2021. The targets set in the APP 2022 were therefore aligned with the Department of Higher Education and Training (DHET) indicators at the time of compilation.

In this report an expanded list of key performance indicators is included to align with the Vision 2030 strategic focus areas (SFAs), as well as selected strategic enablers (SEs) and sustainability indicators. Targets for indicators not included in the APP 2022 have been extrapolated based on historical data trends and anticipated future developments. In a few cases, it was not meaningful or feasible to set targets for certain indicators (for example, staff turnover).

3.2 Annual Performance Report: Performance Indicators

The University pursues a sustainable growth strategy in terms of student enrolments, staff capacity, financial resources, and infrastructural facilities.

As a comprehensive university, the balance between diploma and degree enrolments, as well as between under- (UG) and postgraduate (PG) enrolments is closely monitored. Furthermore, enrolment targets are informed by various strategic considerations, such as the distinctive academic mandate and identity of a comprehensive university; the student intake profile; current and emerging research capabilities; the qualifications profile and research outputs of academic staff, and academic planning and curriculum renewal across all faculties.

DHET Performance Indicators

Table 1 provides an overview of the student access and success, staff profile, and research output indicators that all universities are required by DHET to report on, accompanied by their associated targets for 2022. This will be complemented by a comprehensive analysis of additional quantitative indicators to monitor and evaluate progress in respect of the Vision 2030 SFAs and sustainability indicators, which can be assessed quantitatively. There is a particular focus on those relating to learning and teaching, student access for success, research and internationalisation, and institutional sustainability (financial and environmental).

| KEY PERFORMANCE AREA | HEMIS 2020 AUDITED | HEMIS 2021 AUDITED | HEMIS 2022 2ND SUBMISSION | YEAR ON YEAR CHANGE | 2022 TARGET | ACTUAL VERSUS TARGET VARIANCE |
|------------------------------------------------------------------------|--------------------|--------------------|---------------------------|---------------------|-------------|-------------------------------|
| A. Access | | | | | | |
| Headcount totals | | | | | | |
| First-time entering undergraduates | 5 295 | 5 916 | 8 563 | 44.7% | 6 580 | 30.1% |
| Headcount enrolments | 29 286 | 29 735 | 32 347 | 8.8% | 30 736 | 5.2% |
| Headcount enrolments (Foundation Provisioning) | 2 088 | 2 388 | 3 292 | 37.9% | 2 698 | 22.0% |
| Headcount enrolments total UG | 25 367 | 26 134 | 28 717 | 9.9% | 26 908 | 6.7% |
| Headcount enrolments total PG | 3 731 | 3 441 | 3 417 | -0.7% | 3 668 | -6.8% |
| Occasional Students | 188 | 160 | 213 | 33.1% | 160 | 33.1% |
| Enrolments by major field of study | | | | | | |
| Science, Engineering, Technology | 10 358 | 10 421 | 10 987 | 5.4% | 10 998 | -0.1% |
| Business/management | 9 495 | 9 501 | 10 915 | 14.9% | 9 713 | 12.4% |
| Education | 2 314 | 2 254 | 2 179 | -3.3% | 2 297 | -5.1% |
| Other humanities | 7 119 | 7 559 | 8 266 | 9.4% | 7 728 | 7.0% |
| Distance education enrolments | 13 | 16 | 20 | 25.0% | 17 | 17.6% |
| B. Success | | | | | | |
| Graduates UG | 5 921 | 6 025 | 6 104 | 1.3% | 6 093 | 0.2% |
| Graduates PG | 1 421 | 1 242 | 1 269 | 2.2% | 1 476 | -14.0% |
| Success rate | 85% | 84% | 81% | -3.6% | 82% | -1.2% |
| Undergraduate output by scarce skills | | | | | | |
| Engineering | 387 | 381 | 402 | 5.4% | 399 | 0.6% |
| Life and physical sciences | 215 | 256 | 193 | -24.5% | 222 | -12.9% |
| Animal and human health | 408 | 406 | 345 | -15.0% | 420 | -17.9% |
| Teacher education * | 451 | 493 | 374 | -24.1% | 465 | -19.6% |
| Scarce skills success rate | 90% | 88% | 84% | -4.6% | 88% | -4.6% |
| *Includes PGCE - See below for breakdown of teacher education outputs. | | | | | | |
| Teacher Education | | | | | | |
| B Ed | 321 | 395 | 257 | -34.9% | 331 | -22.4% |
| PGCE | 130 | 98 | 117 | 19.4% | 134 | -12.7% |
| Total | 451 | 493 | 374 | -24.1% | 465 | -19.6% |
| C: Staff profile | | | | | | |
| Percentage of staff with doctoral degrees | 45% | 47% | 45% | -3.5% | 46% | -1.4% |
| Number of NGAP staff | 14 | 17 | 19 | 11.8% | 16 | 18.8% |
| Ratio of FTE students to FTE instructional or research staff | 28:1 | 27:1 | 29:1 | 7.4% | 28:1 | 3.6% |
| D. Research output | | | | | | |
| Publication units per FTE staff | 0.7 | 0.7 | *0.7 | 0% | 0.8 | -12.5% |
| Research Master's graduates | 249 | 224 | 218 | -2.9% | 265 | -17.7% |
| Doctoral graduates | 80 | 96 | 82 | -14.6% | 85 | -3.5% |
| Publication units | 576 | 581 | *561 | -3.4% | 565 | -0.7% |

Table 1: Overview of KPIs required by the Department of Higher Education and Training (DHET)

* This data is preliminary. Final data will only be available by the end of 2023 once DHET has reviewed the publication output units for books, chapters in books and conference proceedings.

*** Key:**

- Target met or exceeded
- Trend needs to be monitored
- Target not met and corrective action required
- Data not final

Vision 2030 Quantitative Performance Indicators

The various Vision 2030 SFAs and sustainability indicators which can be assessed quantitatively are outlined below with an indication of the data trends for each.

Strategic Focus Area 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.

3.2.1 Performance Indicator 1: Total headcount enrolments by qualification type and level

As indicated in Table 2, UG enrolments grew at a high rate of 4.5% on average per annum from 2019 to 2022.

In 2022, the University experienced an unprecedented growth in enrolments from 29 735 to 32 347 (8.8% increase), because of a first-time entering UG intake of 8 563, which was 30.1% above the APP 2022 target of 6 580. The sharp increase in the number of first-time entering students has placed a strain on the available resources of the University, such as lecturing venues and the student transport system. In addition, the overall student: staff full-time equivalent (FTE) ratio increased from 27:1 to 29:1, which was 3.6% higher than the target ratio of 28:1.

Considering these factors, the University has set lower first-time entering (FTEnt) UG enrolment targets for 2023 in the revised Mid-Term Review Enrolment Plan for 2023 to 2025. This will help to ensure that the quality of learning and teaching is not adversely affected by enrolment growth. In total, the University had an average annual growth rate of 3.1% in headcount enrolments over the 2019 to 2022 period, which can mainly be attributed to the high growth in UG enrolments.

Enrolments increased for all UG qualification types from 2019 to 2022, especially for advanced diplomas, which were introduced to replace the former BTech degrees that were phased out in alignment with the Higher Education Qualifications Sub-Framework (HEQSF) requirements. Advanced diplomas grew on average by 24.9% per annum over this period. Despite this, advanced diploma enrolments for 2022 numbered 1 753 compared to the APP 2022 target of 1 819, which was 3.6% below the target.

With enrolments in new programmes beginning to stabilise, the growth rates should become more in line with the overall UG growth rates. The enrolments in UG diplomas increased on average by 7.2% over the 2019 to 2022 period, and the 2022 enrolments of 12 320 were 12.2% above the target of 10 980. A possible explanation for this is that the University is enrolling higher percentages of students from quintile 1-3 schools. These students are coming from a deprived schooling environment and poor socio-economic areas, and higher proportions of these incoming students qualify for diploma studies.

UG degree enrolments grew at an average annual rate of 0.9% over the 2019 to 2022 period. This growth rate is much lower than that of the diplomas but can be explained by the fact that BTech degrees were phased out during this period and replaced by advanced diplomas. The UG

| Qualification Type | 2019 | 2020 | 2021 | 2022 Actuals | APP 2022 targets | % Deviation from 2022 targets | Average annual growth rate 2019-2022 |
|---------------------------|---------------|---------------|---------------|---------------|------------------|-------------------------------|--------------------------------------|
| UG Diploma or Certificate | 10 011 | 10 077 | 10 650 | 12 320 | 10 980 | 12.2% | 7.2% |
| Advanced Diploma | 900 | 1 538 | 1 751 | 1 753 | 1 819 | -3.6% | 24.9% |
| UG Degree | 14 237 | 13 752 | 13 733 | 14 644 | 14 109 | 3.8% | 0.9% |
| Total UG | 25 148 | 25 367 | 26 134 | 28 717 | 26 908 | 6.7% | 4.5% |
| PG Diploma | 654 | 647 | 500 | 527 | 588 | -10.4% | -6.9% |
| Honours | 814 | 761 | 770 | 829 | 833 | -0.5% | 0.6% |
| Master's | 1 872 | 1 741 | 1 556 | 1 491 | 1 632 | -8.6% | -7.3% |
| Doctoral | 632 | 582 | 615 | 570 | 615 | -7.3% | -3.4% |
| Total PG | 3 972 | 3 731 | 3 441 | 3 417 | 3 668 | -6.8% | -4.9% |
| Occasional | 370 | 188 | 160 | 213 | 160 | 33.1% | -16.8% |
| Grand total | 29 490 | 29 286 | 29 735 | 32 347 | 30 736 | 5.2% | 3.1% |

Table 2: Total headcount enrolments by qualification type and level, 2019-2022

degree enrolment figure of 14 644 in 2022 was 3.8% higher than the target of 14 109. In total, UG enrolments grew at an average annual rate of 4.5% over the 2019 to 2022 period, with 28 717 enrolments compared to the target of 26 908, which was 6.7% above the target.

Postgraduate enrolments remain disappointing. These have declined from 3 972 in 2019 to 3 417 in 2022, an average decline of -4.9% per annum and 6.8% below the target of 3 668 (see Figure 1). Enrolments across all PG qualifications were below the targets. The PG diploma enrolments of 527 were 10.4% below the target of 588 and have been declining at an average annual rate of 6.9%. Honours enrolments in 2022 (829) were only 0.5% below the target of 833 and showed a slight growth of 0.6% from 814 to 829 over the 2019 to 2022 period.

The decline in Master's enrolments is most concerning, shrinking at an average annual rate of 7.3% over this period, moving from 1 872 in 2019 to 1 491 in 2022. The 2022 enrolment of 1 491 was 8.6% below the target of 1 632. Doctoral enrolments declined by 3.4% on average per annum over the same period, from 632 in 2019 to 570 in 2022 which was 7.3% below the APP 2022 target of 615. Reasons for PG enrolment declines at PG level include the following:

- The financial support available to PG students does not cater for the number of academically eligible, financially needy students wishing to pursue PG studies, especially those who received NSFAS funding at UG level.
- Restricted supervisory capacity remains one of the most important impediments to an increase in PG enrolments. This is caused largely by the retirement of senior academics with doctoral qualifications.

- Declines in international student enrolments, worsened by the COVID-19 pandemic, also contributed to the decline in PG enrolments.

The University is developing various targeted strategies to stimulate PG enrolment growth. Among these, efforts are being made to secure external funding for PG students through fellowships offered by the NRF, but these opportunities are highly competitive. To mitigate this, the strategic resource mobilisation endeavours of the University will be geared towards securing additional third-stream funding for PG scholarships and bursaries.

In Science, Engineering and Technology (SET) fields, PG funding is further constrained due to laboratory and research running costs exceeding the external grants awarded by national funding agencies. This negatively affects the implementation of these research projects, as well as the recruitment of PG students by grant holders.

Evidence also shows that PG students are increasingly mobile and will often make the choice of where to study based on the research focus area and the reputation of a research professor. To address this, the University intends to enhance the marketing of our PG degrees around our defined institutional research themes, our research "champions" (such as the SARChI chairs and NRF-rated researchers), and the niche areas of our research and engagement entities. Furthermore, various programmes are in place to improve the PG qualifications profile of academic staff and to attract talented scholars with PhDs and PG supervision experience to the University. Appointing research associates, Honorary, Emeritus, Ad Personam, Visiting and Adjunct (HEAVA) professors and postdoctoral fellows will also contribute to expanding the PG supervisory pool.

FIGURE 1: AVERAGE ANNUAL GROWTH RATE BY QUALIFICATION TYPE 2019 - 2022

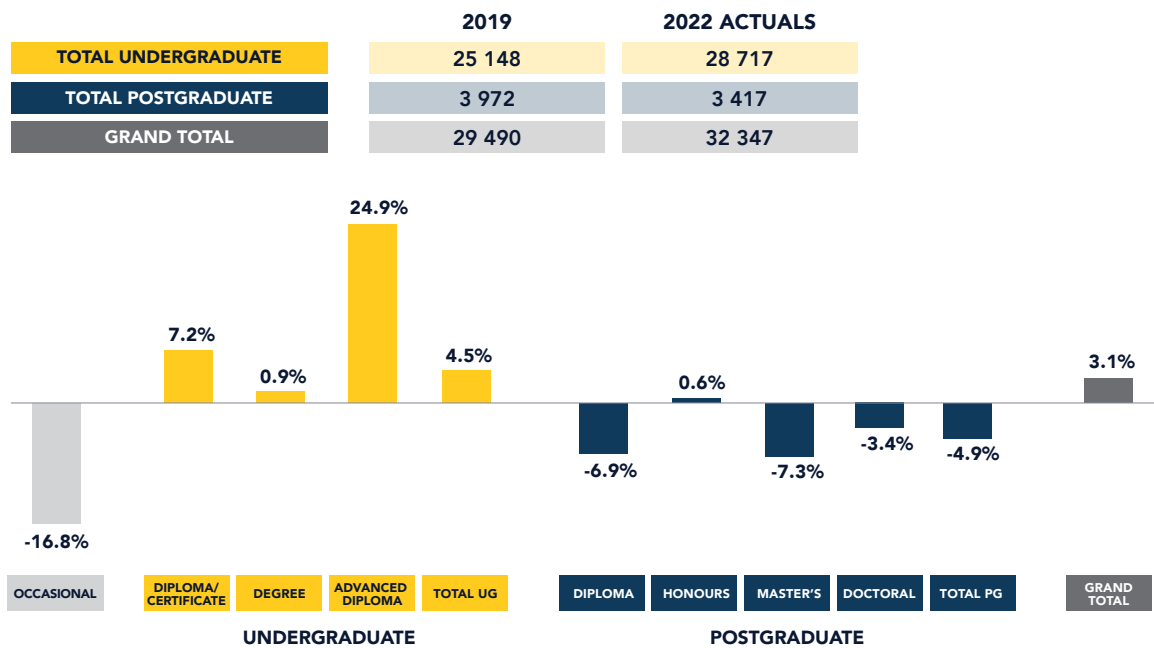
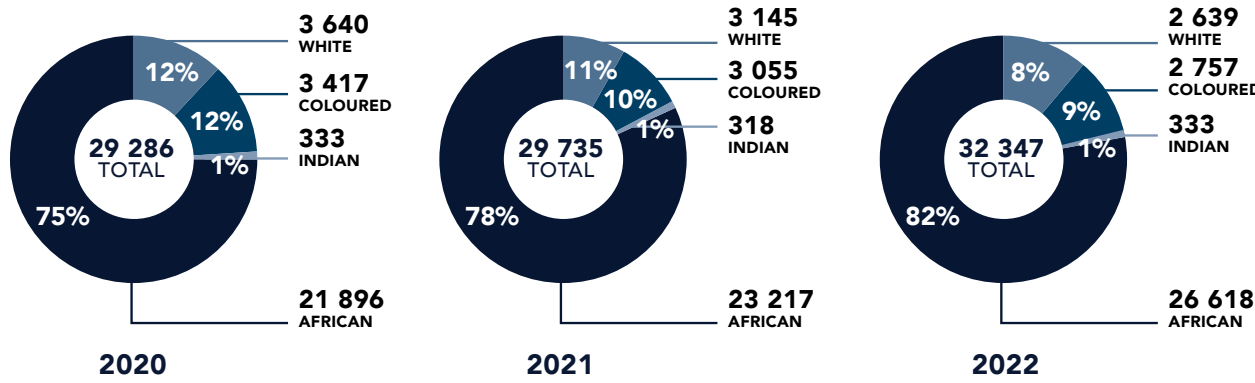


FIGURE 2: STUDENT HEADCOUNT ENROLMENTS BY POPULATION GROUP* 2020 - 2022



*Population group categories are reported in alignment with the Employment Equity Act.

*Note: Throughout this report, population group is reported on using the classifications prescribed in the Employment Equity Act.

3.2.2 Performance Indicator 2: Demographic profile of students

As can be seen from Table 3, the demographic profile of our student population is changing rapidly. Black (African, Coloured, Indian) students increased from 25 646 enrolments in 2020 to 29 708 enrolments in 2022, while white students continued to decline from 3 640 in 2020 to 2 639 in 2022.

Figure 2 indicates that African students increased from 75% in 2020 to 82% of total enrolments in 2022, while white students decreased from 12% in 2020 to 8% in 2022. Coloured students decreased from 12% in 2020 to 9% in 2022, while Indian student enrolments remained stable at 1%.

| Population Group | 2020 | 2021 | 2022 |
|------------------|--------|--------|--------|
| African | 21 896 | 23 217 | 26 618 |
| Coloured | 3 417 | 3 055 | 2 757 |
| Indian | 333 | 318 | 333 |
| White | 3 640 | 3 145 | 2 639 |
| Grand Total | 29 286 | 29 735 | 32 347 |

Table 3: Total headcount enrolments by population group, 2020-2022

Female enrolments continued to increase from 15 722 in 2020 to 18 475 in 2022, with male enrolments also increasing from 13 564 in 2020 to 13 872 in 2022 (see Table 4).

| Gender | 2020 | 2021 | 2022 |
|--------|--------|--------|--------|
| Female | 15 722 | 16 431 | 18 475 |
| Male | 13 564 | 13 304 | 13 872 |
| Total | 29 286 | 29 735 | 32 347 |

Table 4: Total headcount enrolments by gender, 2020-2022

Figure 3 shows that female enrolments continued to increase from 54%, as a proportion of total enrolments, in 2020 to 57% in 2022, while male enrolments decreased from 46% to 43%. The continued decline in the percentage of male enrolments is of concern. The University is striving to improve the enrolment of male students and address their poor academic performance compared to female students.

The profile of the student intake has also been changing rapidly over recent years as it relates to the percentage of students coming from quintiles 1 to 3 schools, which are the most resource deprived. Table 5 shows that the intake from quintile 1 to 3 schools increased from 44% in 2019 to 65% in 2022. The high increase in students from these

FIGURE 3: STUDENT HEADCOUNT ENROLMENTS BY GENDER 2020 - 2022

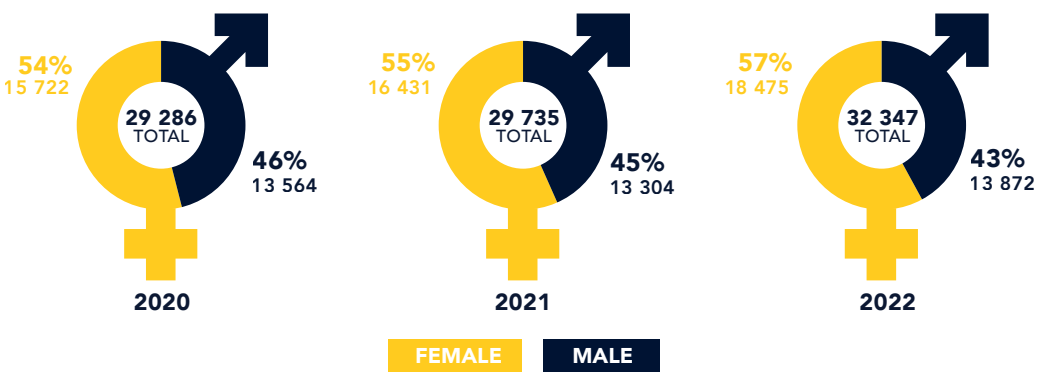
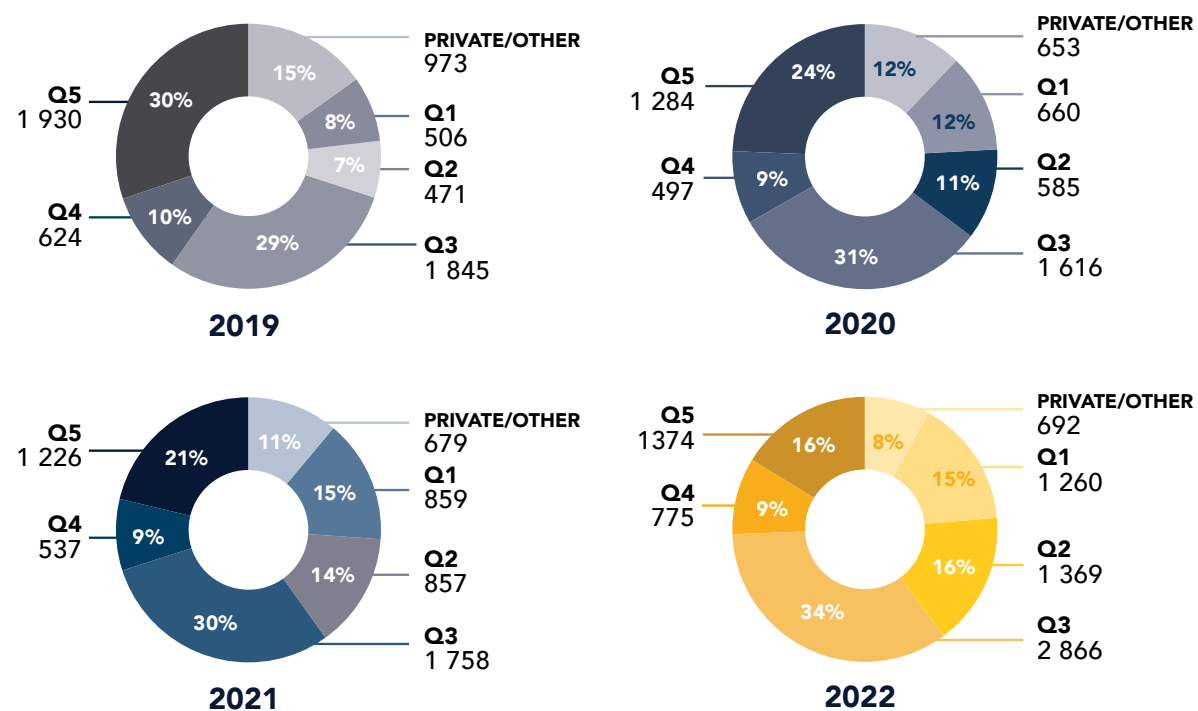




FIGURE 4: SCHOOL QUINTILE PROFILE OF FIRST-TIME ENTERING STUDENTS (MATRICULANTS) 2019 - 2022

Schools in South Africa are classified into five categories, called quintiles. Quintiles 1 to 3 (Q1-3) schools cater for the poorest and have been declared no-fee schools, while quintiles 4 to 5 schools (Q4-Q5) are situated in more advantaged areas.



NOTE: International students are excluded.

schools requires that holistic, wraparound support services must expand to ensure that these students achieve their full academic potential irrespective of their socio-economic background.

| | 2019 | 2020 | 2021 | 2022 |
|------------------|------|------|------|------|
| Private or Other | 15% | 12% | 11% | 8% |
| Quintile 1 | 8% | 12% | 15% | 15% |
| Quintile 2 | 7% | 11% | 14% | 16% |
| Quintile 3 | 29% | 31% | 30% | 34% |
| Quintile 4 | 10% | 9% | 9% | 9% |
| Quintile 5 | 30% | 24% | 21% | 16% |

Table 5: School quintile profile of first-time entering students (matriculants), 2019-2022

Drawing a higher percentage of students from more disadvantaged backgrounds has resulted in a rapid increase in foundation provisioning (extended programmes) enrolments from 2 088 in 2020 to 3 292 in 2022. Table 6 below indicates that the 2022 foundation enrolments were 22% above the target of 2 698. Foundation programme enrolments increased by 26% on average per annum from 2020 to 2022. The consistent growth in these programmes is encouraging since research has shown that expanded foundation provisioning contributes to student access for success.

| Headcount enrolments (foundation provisioning) | | | | | |
|------------------------------------------------|-------|-----------------|-------------|-------------------------------|--------------------------------------|
| 2020 | 2021 | APP 2022 target | 2022 Actual | Actual versus target variance | Average annual growth rate 2020-2022 |
| 2 088 | 2 388 | 2 698 | 3 292 | 22% | 26% |

Table 6: Foundation programme headcount enrolments, 2020-2022

Figure 5 below indicates that the percentage of differently abled students has increased slightly from 1.1% in 2021 (327) to 1.18% in 2022 (383 in 2022).

The University strives to ensure that all campus facilities are accessible to students with disabilities and every reasonable

attempt is made to provide students with assistive devices and technologies and the accommodations they require. To create an inclusive and enabling environment for differently abled students, Universal Accessibility and Disability Services (UADS) offers the following services:

- Reasonable accommodation by providing concessions for tests and examinations; facilitating examination venues suitable for differently abled students; scribes on request; accessible transport and student housing; adaptive technology; referrals to available student funding, and universal design and accessible infrastructure.
- Awareness and sensitisation by arranging awareness campaigns, advocacy, and counselling on disability-related issues, and orientation for incoming, differently abled students.
- Braille Transcription Services for tests and examinations, and adaptive text arrangements and other accessible formats for blind students.

3.2.3 Performance Indicator 3: Student enrolments by major field of study

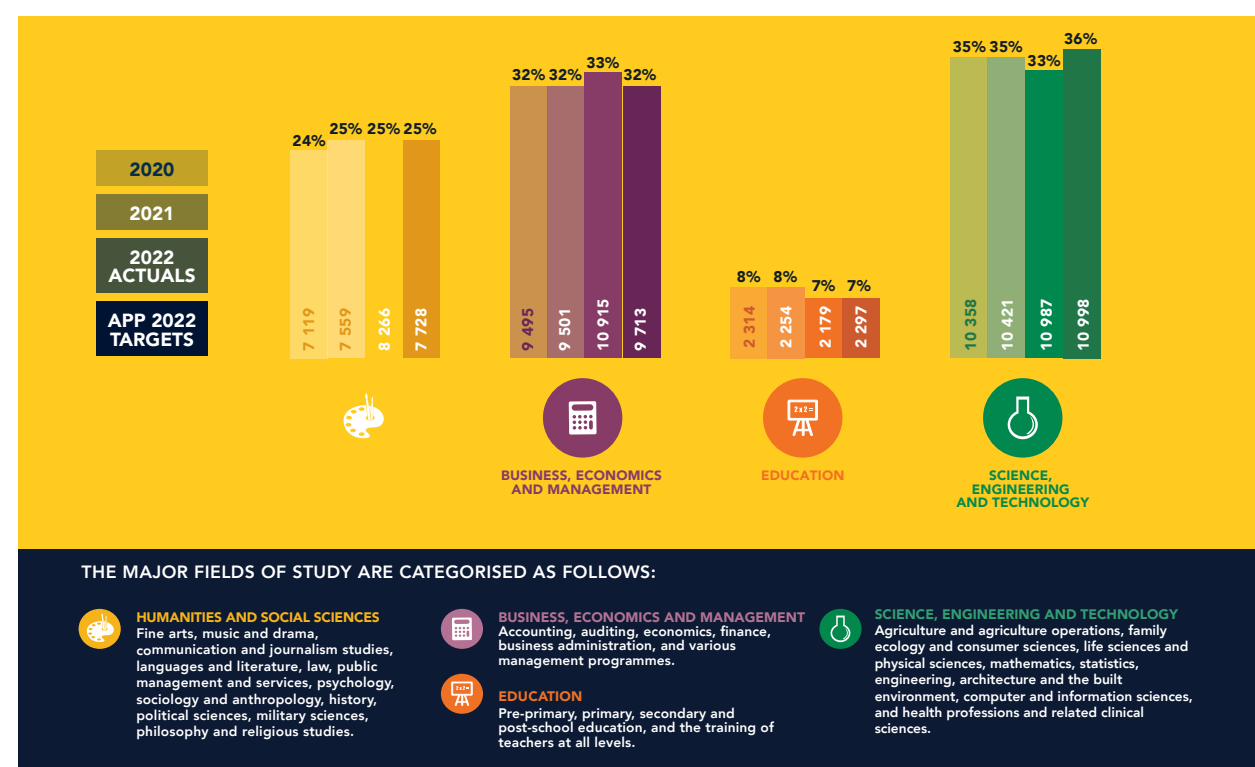
In 2020, most students at the University were enrolled in science, engineering, and technology (SET) (35%), followed by business and commerce (32%). Other humanities programmes constituted 24% of enrolments and education 7%. By 2022, business and commerce represented 33% of enrolments, largely attributed to sharp increases in enrolments in the UG diplomas in this field. Enrolments in other humanities also increased from 24% in 2020 to 25% in 2022, with a concomitant decline in education enrolments from 8% in 2020 to 7% in 2022.

Similarly, enrolments in SET declined from 35% in 2020 to 33% in 2022 (see Figure 6). The declines in SET as a percentage of the total enrolments is not a real decline in numbers (as numbers increased from 10 358 in 2020 to 10 987 in 2022) but the share of the total decreased due to the significant increases in enrolments in business and commerce, and humanities programmes.

FIGURE 5: PERCENTAGE OF DIFFERENTLY ABLED STUDENTS 2021 - 2022



FIGURE 6: PERCENTAGE DISTRIBUTION OF HEADCOUNT ENROLMENTS BY MAJOR FIELD OF STUDY 2020 - 2022



Due to the large FTEnt intake in 2022, class sizes and student: staff FTE ratios in business and commerce increased at a concerning rate. The planned lower FTEnt intake for 2023 is intended to rectify this situation. This is likely to change the percentage enrolment distribution in the various major fields of study.

Since 2020, the University has been admitting students via the Applicant Score (AS) admissions criteria. There were concerns that this might lead to a reduction in the number of applicants accepted by the University, but this has not transpired.

By 10 March 2021, 18 888 first-year students had been finally (13 596) or provisionally (5 292) accepted to study at the University, about 2 500 more than in 2020. By October 2022, 17 147 FTEnt students were admitted.

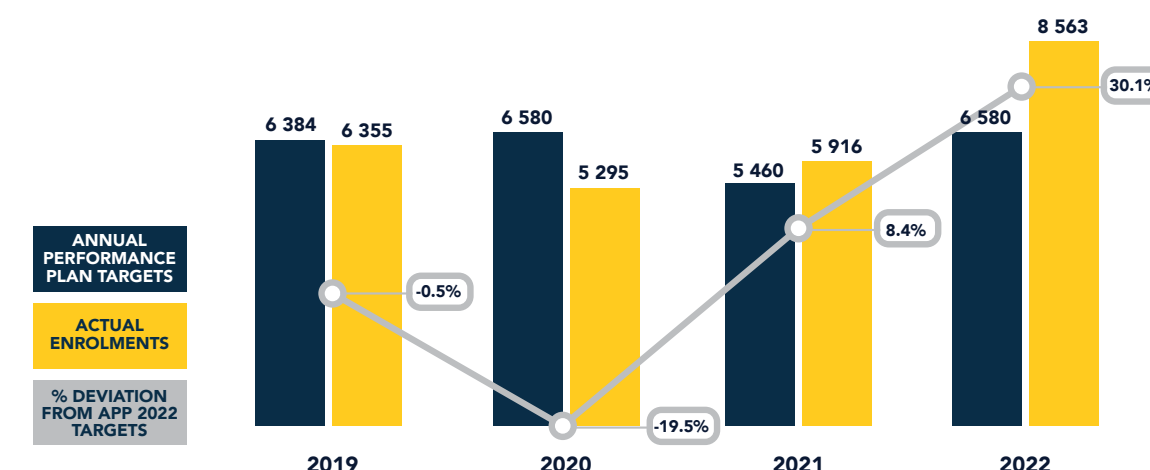
Translating these acceptances into registrations proved to be the greater challenge as only 5 295 first-year students registered in 2020 and 5 916 in 2021. This highlights the ongoing challenge of large numbers of finally accepted applicants who do not register.

An Enrolment Management Committee (EMC) was established in 2021 to recommend strategies to address this trend, with a view to implementing the proposed solutions for the 2022 intake. Five transversal workstreams were established that addressed a range of issues affecting the intake, including the admissions process, financial and accommodation issues, IT support and integration, communication and marketing, and the orientation programme for the new intake. The 2022 registration numbers (8 563) indicate that many of the challenges had been addressed through the EMC.

| Major field of study | 2020 | 2021 | APP 2022 targets | 2022 actuals | % Deviation from 2022 targets |
|-------------------------------------|---------------|---------------|------------------|---------------|-------------------------------|
| Science, Engineering and Technology | 10 358 | 10 421 | 10 998 | 10 987 | -0.1% |
| Business and Commerce | 9 495 | 9 501 | 9 713 | 10 915 | 12.4% |
| Education | 2 314 | 2 254 | 2 297 | 2 179 | -5.1% |
| Other Humanities | 7 119 | 7 559 | 7 728 | 8 266 | 7.0% |
| Total | 29 286 | 29 735 | 30 736 | 32 347 | 5.2% |

Table 7: Headcount enrolments by major field of study, 2020-2022

FIGURE 7: FIRST-TIME ENTERING STUDENT ENROLMENTS RELATIVE TO TARGETS 2019-2022



3.2.4 Performance Indicator 4: Actual versus approved teaching input units

At an overarching level, the actual teaching input units of the University in 2019 were 50 937 compared to the approved funded teaching input units of 54 265. This was 6.1% below the approved target, which falls outside the acceptable deviation range of 2%. In 2020 and 2021, the deviations worsened, with 2020 actual teaching inputs (49 435) falling 8.8% below the target of 54 194, and the 2021 actual teaching inputs (48 439) falling 12.9% short of the approved funding units of 55 594.

Preliminary data for 2022 indicates a 10% shortfall of actual teaching input units compared to the approved teaching input units of 56 717. These trends, depicted in Figure 8, had a negative impact on the teaching input subsidy allocation to the University and were mainly due to the non-achievement of our PG enrolment targets.

The University will continue to implement wide-ranging strategies to reverse these concerning trends. Considering the non-achievement of PG enrolment targets over recent

years, the University has set lower targets for PG enrolments for the period 2023 to 2025 than those in the original 2020 to 2025 enrolment plan. This will lead to lower teaching input unit targets than those based on the previous enrolment plan.

3.2.5 Performance Indicator 5: Student success rates in coursework modules

The student success rate is defined as the percentage of enrolled credits successfully completed. According to the APP 2022, the 2022 student success rate target for both coursework and research modules was 82%. As can be seen in Figure 9 (on the next page), the success rate increased from 79% in 2019 to 85% in 2020, and then declined to 84% in 2021. This is quite a remarkable achievement within the context of the complex learning and teaching challenges posed by the COVID-19 pandemic throughout 2020 and 2021. The reason for the high success rates during the pandemic may be due to continuous assessment being widely implemented, where students were given multiple opportunities for assessment due to the challenges experienced with the rapid transition to emergency remote learning.

FIGURE 8: ACHIEVEMENT OF THE APPROVED TEACHING INPUT UNIT (TIU) TARGETS 2019 - 2022

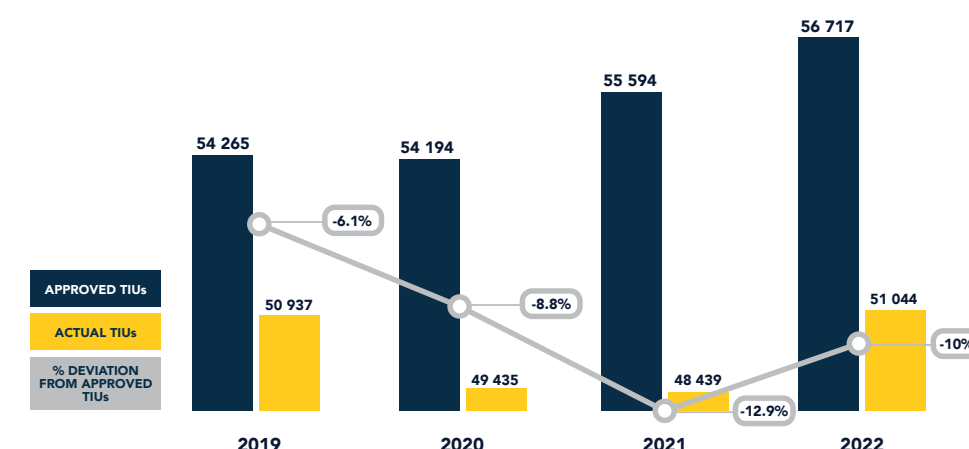
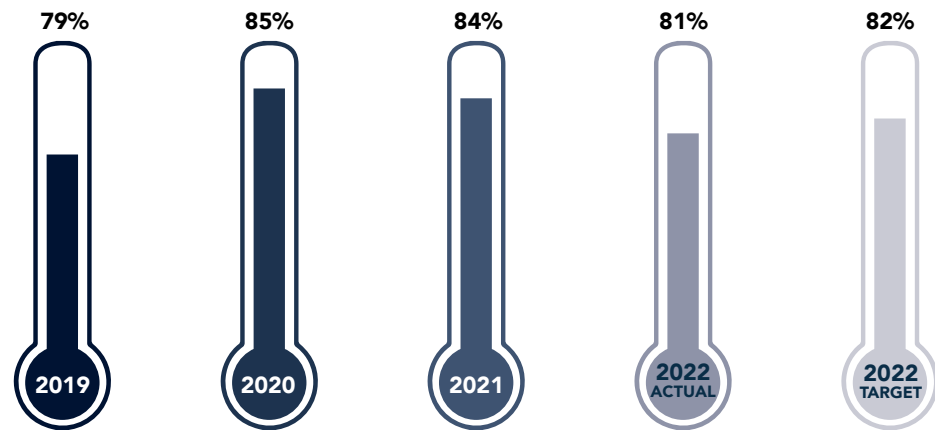


FIGURE 9: SUCCESS RATE FOR ALL COURSEWORK MODULES 2019 - 2022



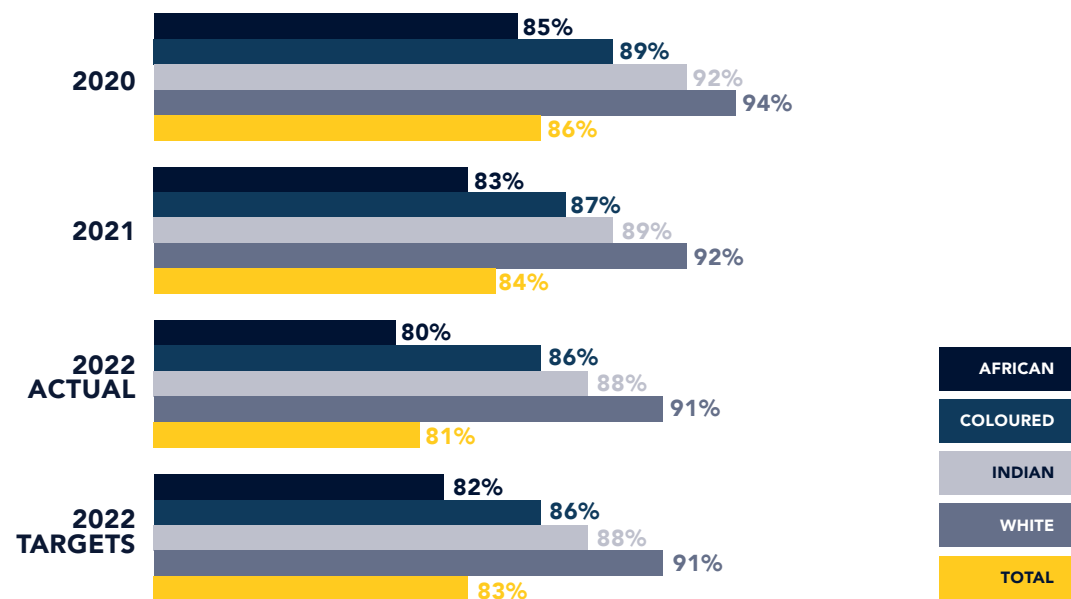
At this stage, it is uncertain whether the University will be able to maintain this high success rate and a slightly lower target of 82% was set for 2022. The University achieved a success rate of 81% in 2022, which was 1% below the target. In many instances, students did not complete the full curriculum in 2020 and the academic year rolled over to 2021, shortening the 2021 academic year, which probably impacted on the 2021 and 2022 success rates.

In the APP 2023, the success rate indicator was expanded to include disaggregated data for coursework modules according to population group, gender, FTEnt status, and NSFAS-funded students. The success rate for coursework modules is normally higher and, in the APP 2023, a target of 83% for 2022 was set for these modules (see Table 8 and Figure 10). The student success rate in coursework modules increased from 79% in 2019 to 86% in 2020 but decreased

slightly to 84% in 2021. A slightly lower target of 83% was set for coursework modules for 2022, and the University achieved a success rate of 81%.

The difference in success rate between students of the various population groups remains a matter of concern with an 11% achievement gap between white (91%) and African students (80%). As indicated in Figure 10, the success rate of African students was 2% below target, while the success rate of all the other population groups was on target. It is foreseen that it will still take a few years to narrow this achievement gap, especially since more African students from socio-economically deprived schools (quintiles 1 to 3) are enrolling at the University. However, the University will continue to provide student support to academically vulnerable students to maximise their opportunities for success.

FIGURE 10: STUDENT SUCCESS RATES IN COURSEWORK MODULES BY POPULATION GROUP 2020 - 2022



| Population group | 2020 | | | 2021 | | | 2022 Actual | | | 2022 Targets | | |
|------------------|------|-----|-------|------|-----|-------|-------------|-----|-------|--------------|-----|-------|
| | F | M | Total | F | M | Total | F | M | Total | F | M | Total |
| African | 88% | 81% | 85% | 86% | 78% | 83% | 84% | 75% | 80% | 85% | 77% | 82% |
| Coloured | 91% | 86% | 89% | 89% | 84% | 87% | 88% | 82% | 86% | 88% | 83% | 86% |
| Indian | 93% | 90% | 92% | 91% | 86% | 89% | 90% | 85% | 88% | 90% | 85% | 88% |
| White | 96% | 92% | 94% | 95% | 89% | 92% | 94% | 88% | 91% | 94% | 88% | 91% |
| Total | 89% | 83% | 86% | 87% | 80% | 84% | 85% | 77% | 81% | 86% | 79% | 83% |

Table 8: Success rate in coursework modules by population group and gender, 2020-2022

In terms of gender, Figure 11 indicates that female students had a much higher success rate (85%) in 2022 compared to male students (77%) and this trend is consistent for all population groups. The performance gap between female and male students increased from 6% in 2020, to 7% in 2021, and 8% in 2022. The overall success rate of females (85%) was 1% below the target of 86% and the overall male success rate (77%) was 2% below the target of 79%.

In 2020, during the first year of the COVID-19 pandemic, FTEnt students achieved a lower success rate of 83% compared to the institutional average of 86% for all students (see Figure 12). This can probably be attributed to new first-year students not having access to the typical campus experiences and in-person academic support in 2020, both of which are important in assisting students to transition successfully into higher education.

FIGURE 11: STUDENT SUCCESS RATES IN COURSEWORK MODULES BY GENDER 2020-2022

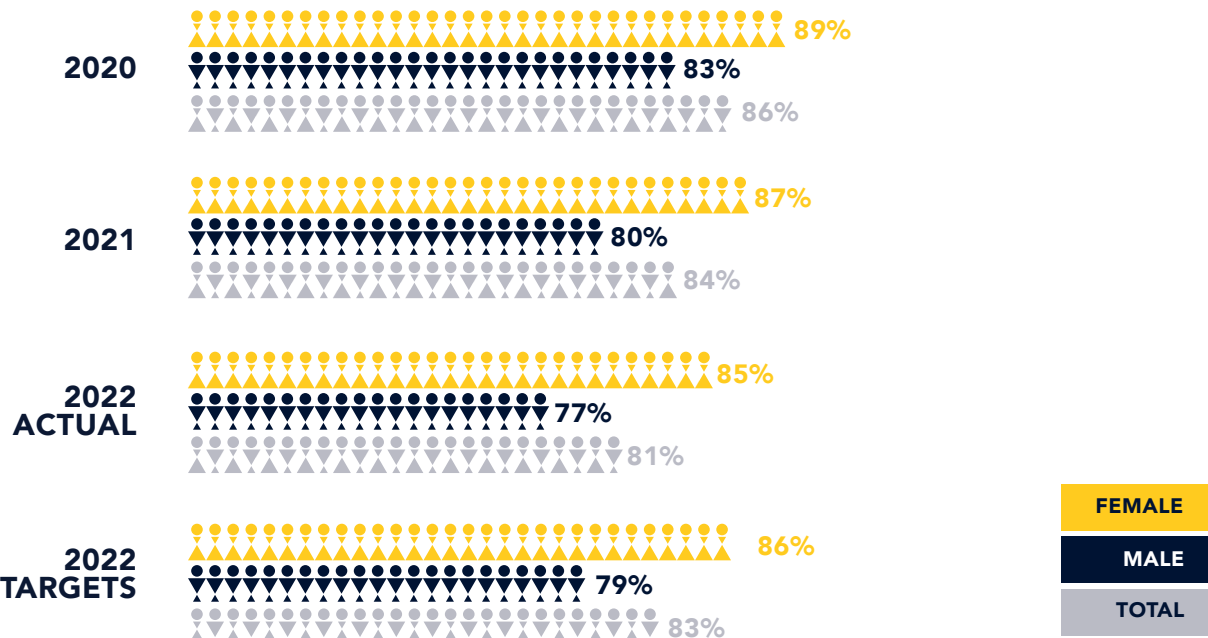
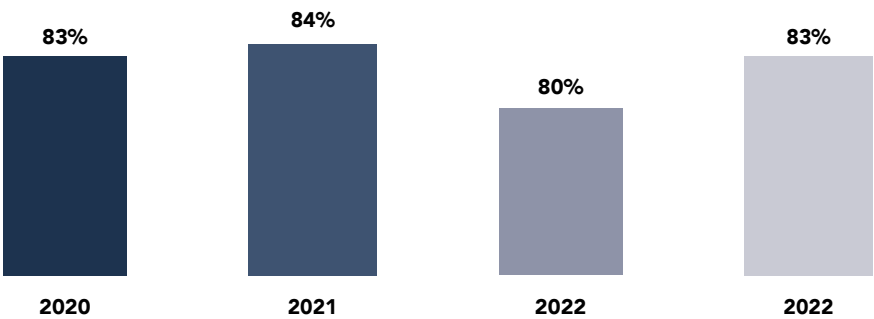


FIGURE 12: SUCCESS RATE OF FIRST-TIME ENTERING UNDERGRADUATE STUDENTS 2020 - 2022

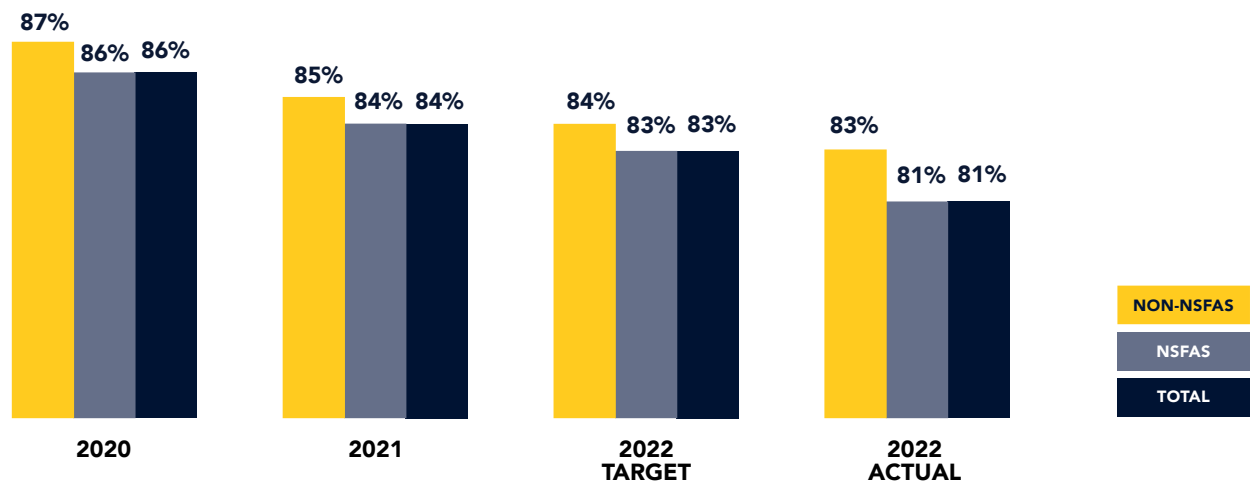


The pandemic significantly disrupted the core academic missions in 2020 and 2021. At the same time, however, the crisis also catalysed innovative solutions that included increased use of technology-rich learning and teaching. Interestingly, in 2021 (see Figure 12), FTEnt students had the same success rate of 84% for coursework modules as the average for all students in 2021. This can possibly be attributed to the improved support provided, based on the lessons learnt from transitioning to emergency remote learning in 2020.

The target for 2022 was informed by the intention to maintain the success rate of FTEnt students at the same level as the average for the University which was 83% for coursework modules (82% for coursework and research modules). In 2022, FTEnt students had a success rate of 80%, 1% below the success rates of all students. With the high intake of FTEnt students (8 563) in 2022, the University had significantly exceeded the target of 7 000. This placed a strain on the student: staff ratio and student support services, which probably had a negative impact on the success rate of first-time entering students.

For 2020 and 2021, the success rate of NSFAS-funded students was 1% lower than the success rate for students not funded by NSFAS (see Figure 13). In 2022, the success rate of NSFAS-funded students was 2% lower than the success rate for students not funded by NSFAS and 2% below the target of 83%. This difference is probably due to the impact of the socio-economically deprived backgrounds of many NSFAS students, as well as the challenges experienced in the sector with the administration of NSFAS funding.

FIGURE 13: SUCCESS RATE OF NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS) FUNDED STUDENTS 2020 - 2022



3.2.6 Performance Indicator 6: Student retention rates

Cohort analyses show that the highest percentage of dropouts are experienced during, and at the end of, the first year of study. It is thus vital to track the retention of FTEnt students and intervene timeously to assist them to succeed academically. As indicated in Table 9, the percentage of 2019 first-time entering students who returned the following year was 85.5%. This improved to 91% for the 2020 FTEnt students and to 91.1% for the 2021 FTEnt students who returned the following year to continue their studies.

| Percentage of first-time entering students who registered the following year | | | | |
|------------------------------------------------------------------------------|-------|-------|-------------|-------------|
| 2019 | 2020 | 2021 | 2022 Target | 2022 Actual |
| 85.5% | 91.0% | 91.1% | 91.5% | 90.0% |

Table 9: Retention of first-time entering undergraduate students, 2019-2022
**Note: Students enrolled for a Higher Certificate and who graduated at the end of the year were left out of the calculation as well as occasional students who did not return*

The lower percentage of the 2019 FTEnt students returning in 2020 can be attributed to the advent of the pandemic. In 2022, 90% of FTEnt students who did not graduate with a Higher Certificate in their first year returned. This was slightly below the target of 91.5% but still considerably higher than the retention rate of 85.5% in 2019.

The University has a wide range of programmes to support student success and retention, coordinated under the umbrella of the Learning and Teaching Collab. These are discussed in more detail in the Report of the Chairperson of Senate.

| Qualification type | 2019 | 2020 | 2021 | 2022 Actuals | APP 2022 targets | % Deviation from the 2022 target | Average annual growth rate 2019 to 2022 |
|--------------------|-------|-------|-------|--------------|------------------|----------------------------------|-----------------------------------------|
| UG Diploma or Cert | 2 340 | 2 472 | 2 265 | 2 634 | 2 366 | 11.3% | 4.0% |
| Advanced Diploma | 373 | 860 | 1 069 | 981 | 1 089 | -9.9% | 38.0% |
| UG Degree | 2 804 | 2 587 | 2 691 | 2 489 | 2 638 | -5.6% | -3.9% |
| Total UG | 5 517 | 5 919 | 6 025 | 6 104 | 6 093 | 0.2% | 3.4% |
| PG Diploma | 353 | 420 | 267 | 305 | 363 | -16.0% | -4.8% |
| Honours | 561 | 516 | 540 | 577 | 621 | -7.1% | 0.9% |
| Masters | 422 | 405 | 339 | 305 | 397 | -23.2% | -10.3% |
| Doctoral | 97 | 80 | 96 | 82 | 95 | -13.7% | -5.4% |
| Total PG | 1 433 | 1 421 | 1 242 | 1 269 | 1 476 | -14.0% | -4.0% |
| Grand Total | 6 950 | 7 340 | 7 267 | 7 373 | 7 569 | -2.6% | 2.0% |

Table 10: Number of graduates per annum, 2019-2022 and 2022 targets

3.2.7 Performance Indicator 7: Student graduation rates

The number of graduates directly depends on student graduation and throughput rates. In the 2020 to 2025 Enrolment Plan, the University estimated 8 002 graduates. In hindsight, this was too high given that the University did not achieve the enrolments projected in the previous enrolment plan. In view of this, the University revised graduate output targets in the 2023 to 2025 Mid-Term Enrolment Plan.

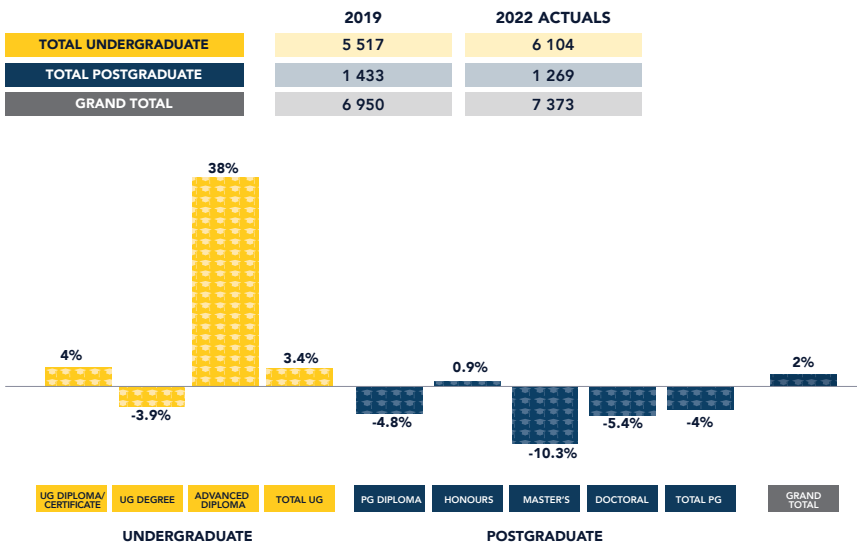
In 2022, the University had 6 104 UG graduates compared to the APP 2022 target of 6 093, which was slightly higher (0.2% or 11 graduates) than the target (see Table 10). The 2022 target for graduates in PG programmes was 1 476, but the University only produced 1 269 graduates, which was 14%, or 207 graduates, below the target. The targets for the various qualification types were introduced in the APP 2023 to align with Vision 2030 as mentioned before.

This can be attributed mainly to the high increase in graduates in the advanced diplomas introduced to replace

the BTech degrees being phased out. Graduates in advanced diplomas increased by 38% on average per annum from 373 in 2019 to 981 in 2022. The high growth in graduates in the advanced diplomas is expected to stabilise in future now that these qualifications are established. Graduates in certificates, diplomas and degrees grew at an average annual growth rate of 4% over this period, from 2 340 in 2019 to 2 634 in 2022. The phasing out of BTech degrees explains the decline in graduates in degrees. Graduates in degree programmes declined from 2 804 in 2019 to 2 489 in 2022, at an average rate of 3.9%.

Due to the decline in PG enrolments, the number of PG graduates declined by 4% on average per annum from 2019 to 2022, with the highest average annual decline seen in Master's graduates (-10.3%) and doctoral graduates (-5.4%). Graduates in PG diplomas also declined on average by 4.8% per annum. Honours graduates increased slightly from 561 in 2019 to 577 in 2022 (16 more graduates) with an average annual growth rate of 0.9% (see Figure 14 below).

FIGURE 14: AVERAGE ANNUAL GROWTH RATE IN GRADUATES 2019 - 2022



| Scarce skills field | 2019 | 2020 | 2021 | 2022 Actuals | APP 2022 targets | % Deviation from the 2022 target | Average annual growth rate 2019 to 2022 |
|----------------------------------|------|------|------|--------------|------------------|----------------------------------|-----------------------------------------|
| Engineering | 433 | 387 | 381 | 402 | 399 | 0.6% | -2.5% |
| Life and Physical Sciences | 200 | 215 | 256 | 193 | 222 | -12.9% | -1.1% |
| Animal and Human Health Sciences | 506 | 408 | 406 | 345 | 420 | -17.9% | -12.0% |
| Teacher Education | 408 | 451 | 493 | 374 | 465 | -19.6% | -2.9% |
| B Ed | 308 | 321 | 395 | 257 | 331 | -22.4% | -5.9% |
| PGCE | 100 | 130 | 98 | 117 | 134 | -12.7% | 5.4% |
| Success rate in scarce skills | 86% | 90% | 88% | 84% | 88% | -4.6% | |

Table 11: Number of graduates in scarce skills fields per annum, 2019-2022

In view of actual enrolment trends, the University has had to constantly lower the targets set in the original 2020 to 2025 Enrolment Plan for UG outputs in the scarce skills fields, except for initial teacher education, which had a good growth rate until 2021 (increased by 21% in total from 2019 to 2021). In 2022, however, this declined to 374 which was 19.6% below the target of 465. The average annual growth rate in graduates in all the scarce skills fields of study was negative over the period 2019 to 2022. The PGCE, part of initial teacher training, was the only qualification showing a growth rate (5.4%) on average per annum from 2019 to 2022 (see Table 11 and Figure 15).

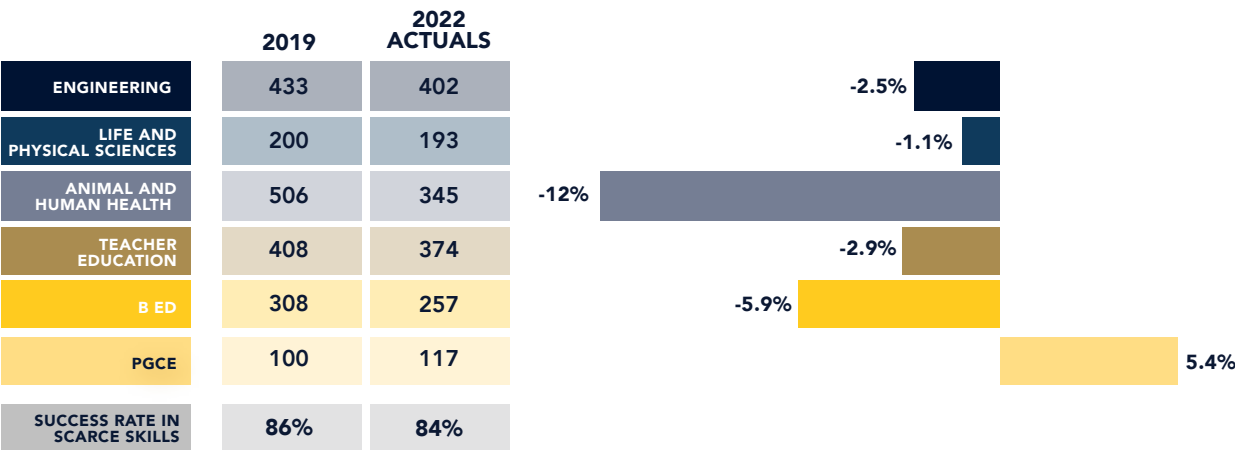
In 2022, graduates in life and physical sciences declined to 193 which was 12.9% below the target of 222, while the University produced 402 engineering graduates, as compared to the target of 399. The University continues to find it difficult to substantially increase enrolments and graduate outputs in engineering due to the poor Mathematics and Physical Science results of applicants, especially those coming from quintile 1 to 3 schools in the Eastern Cape. Competition for high-performing school-leavers with Mathematics and Physical Science has

intensified with the introduction of the NSFAS fee-free bursary scheme as these students may choose to study at any university in the country. There is a concerted effort in the Faculty of Engineering, the Built Environment and Technology (EBET) to improve student success to increase the number of students who complete their qualifications.

The Faculty of Health Sciences has historically produced more graduates than the targets, although in recent years the number of graduates in animal and human health sciences has been declining sharply. In 2022, there were only 345 graduates compared to the target of 420, which was 17.9% below the target. The discontinuation of certain qualifications in pharmacy and nursing with historically high enrolments, due to professional accreditation challenges, led to a sharp decline in enrolments and graduates in the human health sciences. The new MBChB programme will improve the situation but will only produce the first graduates in 2026.

As indicated in Table 11 above, the success rate in the scarce skills fields was 84% in 2022, which was higher than the success rate of 81% for the University yet much lower than

FIGURE 15: AVERAGE ANNUAL GROWTH RATE IN GRADUATES IN SCARCE SKILLS FIELDS 2019 - 2022



| Level | Average annual growth rate 2019-2022 | |
|---------------------|--------------------------------------|-------------|
| | Headcount enrolments | Graduates |
| Total undergraduate | 4.5% | 3.4% |
| Total postgraduate | -4.9% | -4.0% |
| Total | 3.1% | 2.0% |

Table 12: Average annual growth in enrolments relative to graduates, 2019-2022

the APP 2022 target of 88%. Students in the scarce skills fields generally achieve higher success rates than students in other fields of study due to the higher admission criteria for these qualifications. This also points to the fact that the non-achievement of scarce fields targets is not necessarily due to lower student success rates, but rather due to the non-achievement of enrolment targets in these fields.

The under-performance in graduates in the scarce skills fields points to the need for targeted and integrated student recruitment strategies to attract talented students to pursue these qualifications at the University. Efforts to expand the national footprint of the University have started to bear fruit and need to be strengthened further given the heightened competition for top-performing school leavers, especially those with Mathematics and Physical Science. There are other endeavours aimed at increasing FTEnt enrolments, including wide-ranging interventions to improve the quality of Mathematics and Science teaching and learner performance in schools.

The average annual growth rate in enrolments compared to graduates gives an indication of graduate efficiency. If the number of graduates grows at a higher level than the number of enrolments over the same period, it indicates that the graduate efficiency is improving (that is, graduates

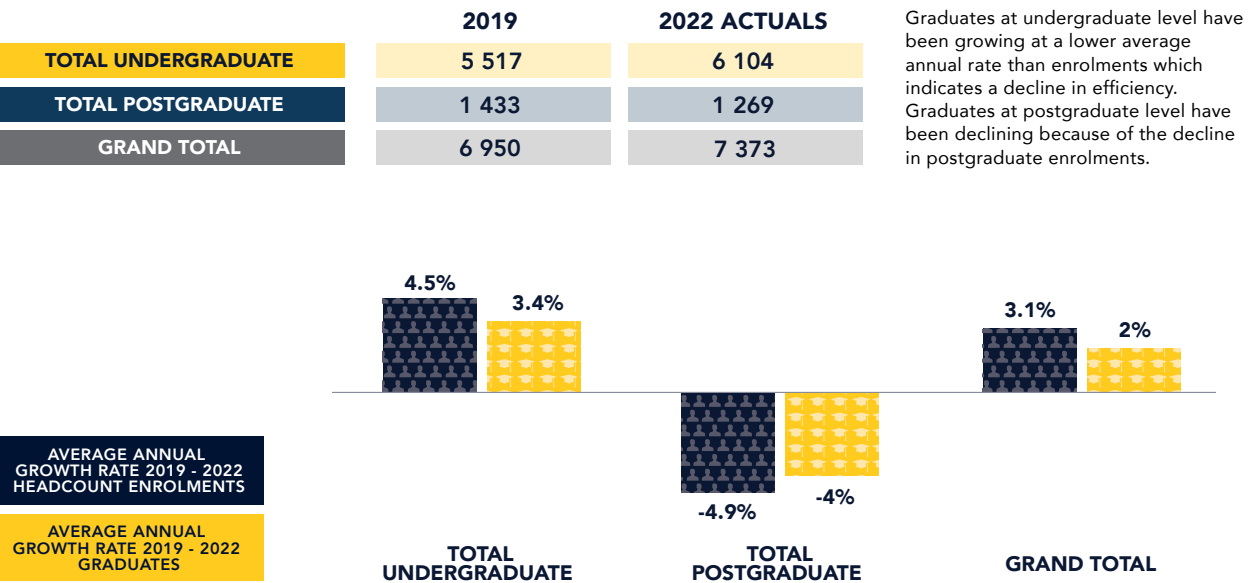
are produced at a higher rate than the rate of increase in enrolments).

Table 12 and Figure 16 show that, at UG level, the average annual growth rates of enrolments versus graduates from 2019 to 2022 enrolments grew on average by 4.5% per annum while UG graduates grew on average by 3.4% per annum. This points to a decline in graduate efficiency at UG level. At PG level, the opposite can be observed. Enrolments declined on average by 4.9% per annum, while graduates declined on average by 4.0% per annum over the period 2019 to 2021, mainly due to the sharp decline in PG enrolments.

3.2.8 Performance Indicator 8: Student throughput rates

Throughput rates are an important indicator of student success and can be defined as the percentage of students of an FTEnt cohort who graduate over a period. The University normally analyses the percentage who graduate within minimum time (MT), which is the minimum number of years needed to complete the qualification. Historical data show that a large proportion of students also graduate within two years after the minimum time and we therefore also include minimum time plus one year (MT+1) and two years (MT+2).

FIGURE 16: AVERAGE ANNUAL GROWTH RATES IN ENROLMENTS RELATIVE TO GRADUATES 2019 - 2022



Graduates at undergraduate level have been growing at a lower average annual rate than enrolments which indicates a decline in efficiency. Graduates at postgraduate level have been declining because of the decline in postgraduate enrolments.

Tables 13 and 14 provide an overview of throughput rates for the 2015 and 2016 cohorts by qualification type compared to the institutional targets and national averages for the 2016 cohort.

Given that 72% of UG students who were enrolled in first degree, diploma and certificate programmes in 2022 were NSFAS funded, and that the rule is to graduate in MT+1, it is important to note the difference between those who complete in MT+1 and MT+2, because these students will be without financial support from NSFAS if they complete their qualification after MT+1.

An additional 10% of three-year diploma students and an additional 8% of three-year degree students graduated in year M+2. There was an additional 7% of four-year degree students that graduated in year M+2 from the 2016 first-time entering cohort. This will need to be continuously monitored given the negative implications for student throughput and graduate outputs if students do not qualify for NSFAS funding in their final year of study.

At PG level, Master's and doctoral candidates take much longer to complete and the University considers a minimum time of three years as acceptable for these qualifications, while also including those who have completed in six years. The University performed slightly better with research Master's and PhDs than the national averages. University throughput rates for research Master's students were 50% in MT and 62% in MT+3 compared to the national averages of 43% and 61% respectively. The throughput rate for PhDs was 20% in MT and 48% in MT+3, compared to the national averages of 17% and 51% respectively.

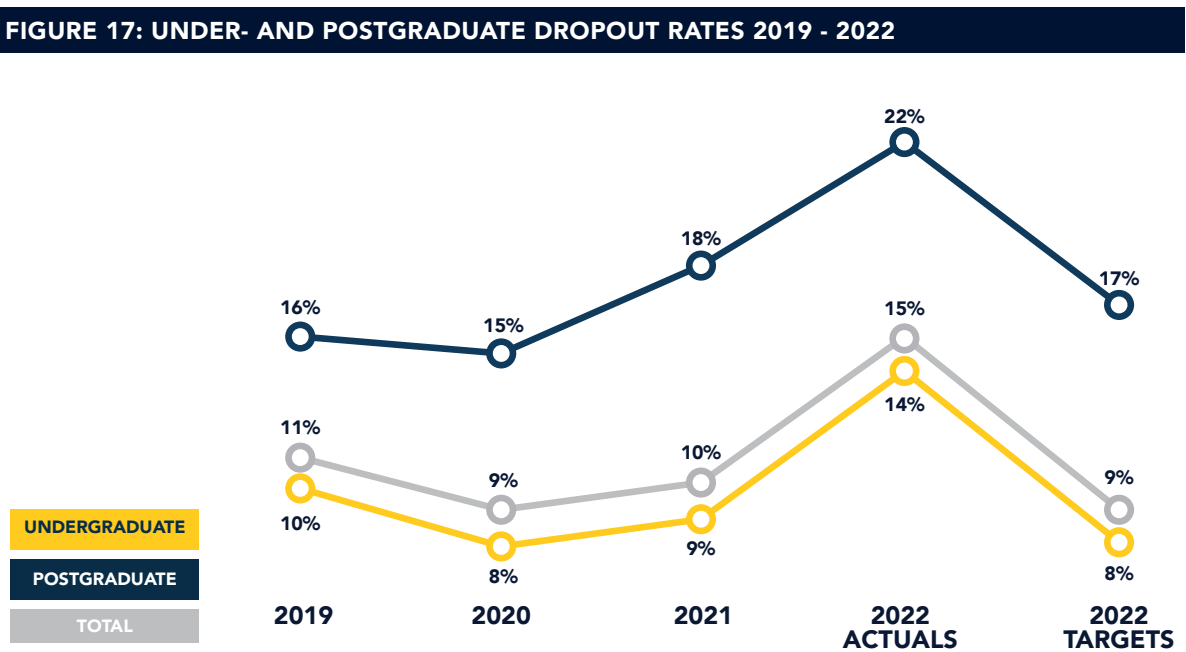
The percentage of graduates is cumulative. The throughput rates for the 2016 first-time entering cohorts by qualification type are shown in Table 14. This shows that the University's throughput rates for one-year UG certificates and three-year diplomas are above the national averages, but the opposite pertains for three- and four-year degrees. This could be because 72% of our UG degree students are NSFAS-funded (2022) in programmes that qualify for NSFAS funding and these students have a lower success rate (81% in 2022) than non-NSFAS students (83% in 2022).

| Qualification Type | Nelson Mandela University | | | | Targets: Nelson Mandela University | | | |
|-------------------------------|---------------------------|------|------|------|------------------------------------|------|------|------|
| | (2015 cohort) | | | | (2016 cohort) | | | |
| | MT | MT+1 | MT+2 | MT+3 | MT | MT+1 | MT+2 | MT+3 |
| 1-year UG certificates (MT=1) | 68% | 79% | 80% | | 69% | 80% | 81% | |
| 3-year diplomas (MT=3) | 28% | 45% | 54% | | 29% | 46% | 55% | |
| 3-year degrees (MT=3) | 28% | 45% | 53% | | 29% | 46% | 54% | |
| 4-year degrees (MT=4) | 46% | 59% | 65% | | 47% | 60% | 66% | |
| PG Diplomas (MT=1) | 65% | 80% | 83% | | 66% | 81% | 84% | |
| Honours (MT=1) | 60% | 81% | 84% | | 61% | 82% | 85% | |
| Coursework Master's (MT=3) | 39% | | | 58% | 40% | | | 59% |
| Research Master's (MT=3) | 46% | | | 60% | 47% | | | 61% |
| PhDs (MT=3) | 44% | | | 69% | 45% | | | 70% |

Table 13: Throughput rates for the 2015 first-time entering cohorts and targets for the 2016 first-time entering cohorts by qualification type

| Qualification Type | Actuals: Nelson Mandela University (2016 cohort) | | | | National average excluding UNISA (2016 cohorts) | | | |
|-------------------------------|--------------------------------------------------|------|------|------|-------------------------------------------------|------|------|------|
| | MT | MT+1 | MT+2 | MT+3 | MT | MT+1 | MT+2 | MT+3 |
| 1-year UG certificates (MT=1) | 60% | 71% | 74% | | 19% | 42% | 56% | |
| 3-year diplomas (MT=3) | 25% | 41% | 51% | | 25% | 43% | 52% | |
| 3-year degrees (MT=3) | 31% | 46% | 54% | | 31% | 50% | 59% | |
| 4-year degrees (MT=4) | 46% | 60% | 67% | | 46% | 62% | 68% | |
| PG Diplomas (MT=1) | 66% | 80% | 83% | | 60% | 78% | 82% | |
| Honours (MT=1) | 64% | 83% | 86% | | 61% | 78% | 82% | |
| Coursework Master's (MT=3) | 43% | | | 60% | 46% | | | 64% |
| Research Master's (MT=3) | 50% | | | 62% | 43% | | | 61% |
| PhDs (MT=3) | 20% | | | 48% | 17% | | | 51% |

Table 14: Throughput rate targets for the 2016 first-time entering cohorts and national averages for the 2016 cohorts by qualification type



Postgraduate diplomas had a throughput rate of 66% in MT, increasing to 83% in MT+2, which was higher than the national averages of 60% and 82% respectively. The throughput rate in MT for honours degrees was 64% and 86% in MT+2, which was also higher than the national averages (MT=61%, MT+2=82%). However, the throughput rates for the University's Coursework Master's (MT=43%, MT+3=60%) were lower than the national averages (MT=46%, MT+3=64%). This is probably related to the time taken to complete the treatise if candidates are employed full-time.

Figure 17 provides an overview of the percentage of students who dropped out from one academic year to the next without completing their qualification for the period 2019 to 2022. The first observation is that the dropout rates at PG level are much higher than those at UG level which is concerning since this has been contributing to the decline

in PG graduate efficiency. While the onset of the coronavirus pandemic and the consequent decline in the economy could have contributed to this trend, the University needs to investigate this phenomenon and develop strategies to support and retain PG students.

The dropout rates at both UG and PG levels have increased drastically from 2021 to 2022. At UG level, it increased from 9% to 14%. At PG level, it increased from 18% to 22%. The large intake of first-time entering students in 2022 and the decline in success rate would have contributed to this. As indicated earlier, the University has lowered the FTEnt intake targets for the years 2023 to 2025 to prevent unfavourable learning and teaching conditions. The University will also be undertaking research to better understand the concerning increase in the dropout rates of PG students to develop informed strategies to reverse this trend.

Strategic Focus Area 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.

3.2.9 Performance Indicator 9: Average time to completion for coursework and research Masters’ and PhDs

A further indicator of student success for Master’s and doctoral (M&D) graduates is the average number of years graduates take to complete their degree. It is generally acceptable for a Master’s graduate to take three years to complete and for a doctoral graduate to take five years.

Table 15 indicates the average number of years M&D graduates took from 2019 to 2022 to complete their degrees.

As can be seen in Table 15 and Figure 18, the average number of years taken by coursework Master’s graduates at the University declined from 3.4 years in 2019 to 2.9 years in 2022, which is a marked improvement and it is now slightly below the expected norm of 3 years. The average number of years taken by research Master’s graduates at the University increased from three years in 2019 to 3.4 years in 2022 which is now above the expected norm of three years.

The average number of years taken by doctoral graduates declined from 5.2 years in 2019 to 4.9 years in 2022 for

the period 2018 to 2021, which is just below the expected period for completion.

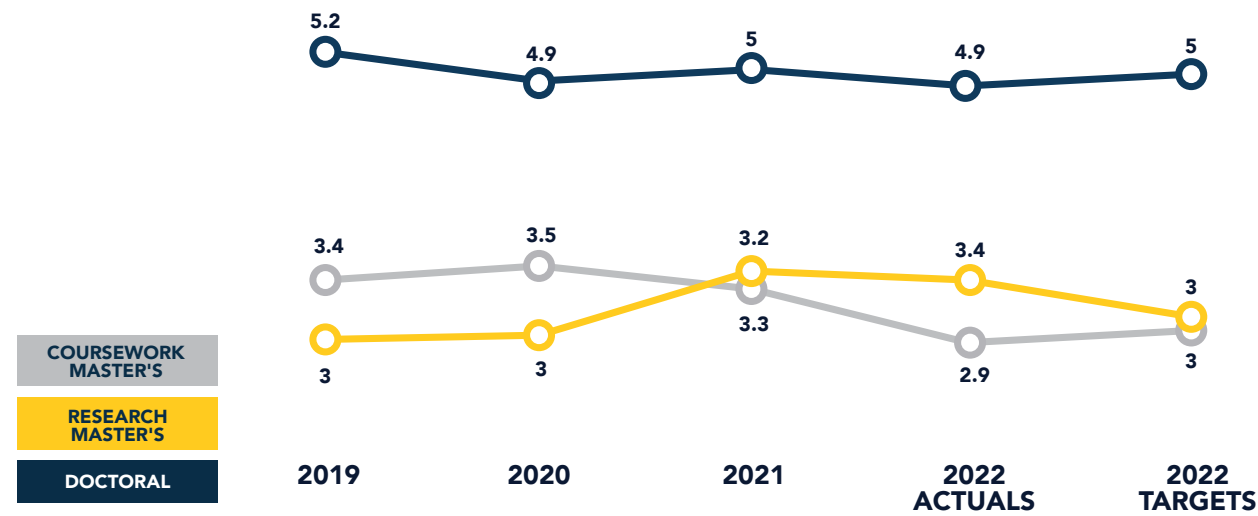
Reasons for Master’s coursework students taking longer than the average or expected time to graduate in certain faculties may include the following:

- Postgraduate students registered on a part-time basis usually take longer to graduate, especially those employed full-time while pursuing their studies.
- Limited PG supervisory capacity in some faculties is exacerbated by retirements, resignations and many more junior academic staff appointed while still in the process of obtaining their PhDs. This results in a heavier PG supervisory workload for the remaining senior academic staff who must take on more PG students, which may have a knock-on effect in respect of these students taking longer to complete their qualifications.
- Ethics clearance and approval processes for Master’s and doctoral studies need to be streamlined and digitalised to improve the turnaround times as PG students often experience this as a bottleneck.

| | Year of graduation | | | | |
|---------------------|--------------------|------|------|--------------|--------------|
| | 2019 | 2020 | 2021 | 2022 Actuals | 2022 Targets |
| Coursework Master’s | 3.4 | 3.5 | 3.2 | 2.9 | 3.0 |
| Research Master’s | 3.0 | 3.0 | 3.3 | 3.4 | 3.0 |
| Doctoral | 5.2 | 4.9 | 5.0 | 4.9 | 5.0 |

Table 15: Average time to completion for coursework and research Master’s and PhDs, 2019-2022

FIGURE 18: AVERAGE NUMBER OF YEARS TO GRADUATE FOR MASTER'S AND DOCTORAL STUDENTS 2019 - 2022



| Qualification Type | Funding Weight | 2020 | | 2021 | | 2022 | | 2022 Targets | |
|--------------------------------------------------------------------|----------------|------------------|---------------------------|------------------|---------------------------|------------------|---------------------------|------------------|---------------------------|
| | | Teaching Outputs | Weighted Teaching Outputs | Teaching Outputs | Weighted Teaching Outputs | Teaching Outputs | Weighted Teaching Outputs | Teaching Outputs | Weighted Teaching Outputs |
| UG Certificates and Diplomas (1 year) | 1 | 699 | 350 | 478 | 239 | 735 | 368 | 550 | 257 |
| UG Certificates and Diplomas (3 years) | 1 | 1 774 | 1 774 | 1 787 | 1 787 | 1 899 | 1 899 | 1 920 | 1 796 |
| UG Bachelor's Degrees (3 years) | 1 | 1 351 | 1 351 | 1 549 | 1 549 | 1 502 | 1 502 | 1 666 | 1 558 |
| UG Bachelor's Degrees (4 years or more) NQF 7/8 | 2 | 935 | 1 403 | 999 | 1 499 | 891 | 1 337 | 1 074 | 1 508 |
| UG B Tech (1 Year) | 2 | 301 | 452 | 142 | 213 | 96 | 144 | 76 | 107 |
| UG Advanced Diplomas (1 Year) NQF7 | 1 | 730 | 365 | 971 | 486 | 864 | 432 | 1 111 | 520 |
| PG Certificate in Education (1 Year) NQF7 | 1 | 130 | 65 | 98 | 49 | 117 | 59 | 131 | 62 |
| Honours Degrees/PG Diploma (1 Year) | 1 | 936 | 468 | 807 | 404 | 882 | 441 | 932 | 436 |
| Non-Research Master's Degrees and Diplomas | 1 | 156 | 78 | 115 | 58 | 87 | 44 | 109 | 127 |
| Total | | 7 012 | 6 304 | 6 946 | 6 282 | 7 073 | 6 224 | 7 569 | 6 368 |
| Permanent Academic Staff | | | 683 | | 702 | | 719 | | 719 |
| Weighted teaching output units per permanent academic staff member | | | 9.2 | | 8.9 | | 8.7 | | 8.9 |

Table 16: Weighted graduate output units per permanent academic staff member, 2020-2022

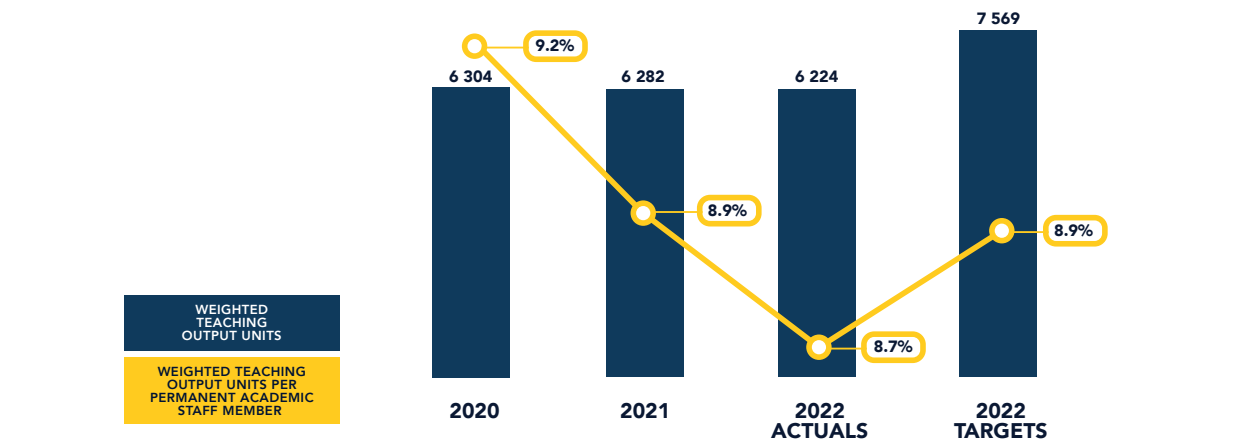
3.2.10 Performance Indicator 10: Weighted graduate outputs per permanent academic staff member

The weighted graduate outputs are calculated by applying the relevant funding weight to each graduate in each qualification type with the weight for the Higher Education Funding Framework used to calculate the

teaching output subsidy. The funding weight for each qualification type is indicated in the second column of Table 16 above.

The weighted teaching output units per permanent academic staff member are calculated by dividing the weighted teaching outputs by the number of permanent

FIGURE 19: WEIGHTED TEACHING OUTPUT UNITS PER PERMANENT ACADEMIC STAFF MEMBER 2020 - 2022



academic staff. This ratio provides a measure of the average graduate productivity per permanent academic staff member. Figure 19 shows that the ratio declined from 9.2 in 2020 to 8.9 in 2021. A target of 8.9 was set for 2022 but the actual weighted teaching output ratio per permanent academic staff member was 8.7. This output ratio was declining from year to year and this can be attributed to the decline in PG and international students.

3.2.11 Performance Indicator 11: Weighted research outputs per permanent academic staff member

The weight for research publications and Master's research outputs is one, while doctoral graduates are weighted by three to calculate the weighted research output units. The weighted research output units per permanent academic staff member provides a measure of the average research productivity.

The ratio declined from 1.6 in 2020 to 1.4 in 2022, which was below the target of 1.5 for 2022 (see Table 17).

It is of concern that the number of research Master's graduates at Nelson Mandela University has been declining over a number of years due to the decline in enrolments since 2017, as noted earlier. Declines in international PG enrolments also contributed to fewer Master's graduates in PG programmes.

Research Master's graduates at the University declined from 262 in 2019 to 249 in 2020, and further declined to 224 and 218 in 2021 and 2022 respectively. The drop in numbers from 2020 to 2022 (31 fewer research Master's units) constitutes a decline of 11.7%, and is 17.7% below the target of 265.

Over the period 2019 to 2022, international PG Master's enrolments declined by 12.4% on average per annum, from 153 in 2019 to 103 in 2022, and South African Master's enrolments declined by 6.9% on average per annum

| | 2020 | 2021 | 2022 Actuals | 2022 APP targets |
|--------------------------------------------------------------------|-------|-------|--------------|------------------|
| Research publication units | 576 | 581 | *561 | 565 |
| Masters' research units | 249 | 224 | 218 | 265 |
| Doctoral (Weighted) | 240 | 288 | 246 | 255 |
| Total weighted research output units | 1 065 | 1 092 | 1 025 | 1 085 |
| Permanent academic staff | 683 | 702 | 719 | 719 |
| Weighted research output units per permanent academic staff member | 1.6 | 1.6 | 1.4 | 1.5 |
| Publication units per permanent academic staff member | 0.84 | 0.83 | 0.78 | 0.79 |

Table 17: Weighted research output units per permanent academic staff member, 2020-2022 and revised 2022 targets

*This data is preliminary. Final data will only be available by the end of 2023 once DHET has reviewed the publication output units for books, chapters in books and conference proceedings.

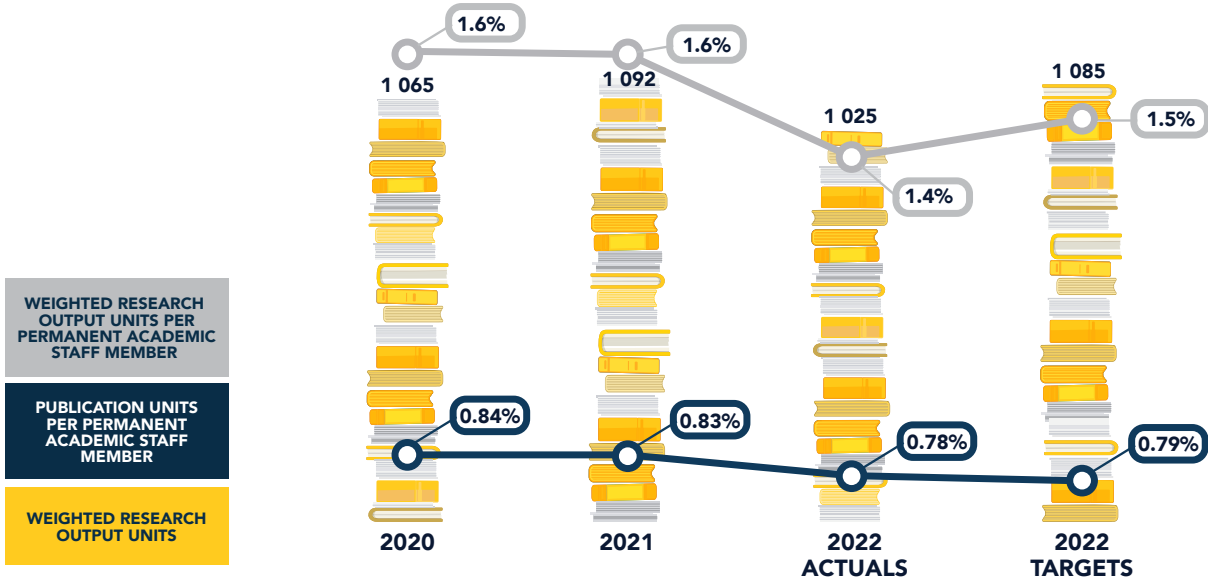
over this period, from 1 719 in 2019 to 1 388 in 2022. The decline in international enrolments was exacerbated by the COVID-19 pandemic. Successive COVID-19 lockdowns also triggered a sharp decline in economic activity in South Africa, leading to a widespread reduction in household incomes which could have impacted negatively on the affordability of students continuing with PG studies.

PhD weighted research output units increased by 20% from 240 to 288 from 2020 to 2021, but then declined to 246 in 2022. Doctoral graduates at the University increased from 80 in 2020 to 96 in 2021, a 20% increase but then declined to 82 in 2022 which was three graduates below the target of 85. Doctoral enrolments declined at an average annual rate of 9.8% from 632 in 2019 to 570 in 2022. The number of international doctoral graduates declined from 40 in 2019 to 23 in 2022, at an average rate of 16.8% per annum.

The fact that such a large percentage of students at the University depend on NSFAS funding, which is not available at PG level, means that a large proportion of students wanting to progress from UG to PG level cannot do so. Furthermore, many of these students qualify for bursaries and scholarships which they cannot take up to register for PG studies due to historic debt.

A further challenge is that many senior academics with doctoral qualifications have retired from the University, which has had a negative impact on PG supervisory capacity across all faculties. The percentage of academic staff with doctoral qualifications was 45% in 2022 (see Figure 21 on Page 46). Furthermore, there is often a mismatch between the fields in which prospective PG students want to pursue their studies and the available supervisory capacity in these fields. Many academic staff appointed in recent years still need training and development before they take up PG supervision responsibilities.

FIGURE 20: WEIGHTED RESEARCH OUTPUT UNITS PER PERMANENT ACADEMIC STAFF MEMBER 2020 - 2022



3.2.12 Performance Indicator 12: Number and percentage of postgraduate students by population group and gender

Table 18 indicates that the number of Black (African, Coloured, Indian) PG student enrolments declined from 3 037 in 2020 to 2 823 in 2022, which constitutes a decline of 7.6%. White PG student enrolments declined from 694 in 2020 to 594 in 2022, which represents a decline of 14.4%.

Female students constitute a higher percentage of PG enrolments than males. Female PG enrolments declined from 2 017 in 2020 to 1 924 in 2022, a 4.6% decline in total, while male PG enrolments declined from 1 714 in 2020 to 1 493 in 2022, representing a decline of 12.9%.

Table 21 indicates that the percentage of female PG enrolments increased from 54% in 2000 to 56% in 2022, while the percentage of male PG enrolments declined from 46% in 2020 to 44% in 2022.

| Qualification Type | 2020 | | | 2021 | | | 2022 | | |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Black | White | Total | Black | White | Total | Black | White | Total |
| PG Diploma | 551 | 96 | 647 | 428 | 72 | 500 | 472 | 55 | 527 |
| Honours | 619 | 142 | 761 | 612 | 158 | 770 | 683 | 146 | 829 |
| Master's | 1 435 | 306 | 1 741 | 1 271 | 285 | 1 556 | 1 219 | 272 | 1 491 |
| Doctoral | 432 | 150 | 582 | 468 | 147 | 615 | 449 | 121 | 570 |
| PG Total | 3 037 | 694 | 3 731 | 2 779 | 662 | 3 441 | 2 823 | 594 | 3 417 |

Table 18: Number of Black* postgraduate students, 2020-2022

* Black includes African, Coloured, and Indian (A, C, I)

| Qualification Type | 2020 | | | 2021 | | | 2022 | | |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Black | White | Total | Black | White | Total | Black | White | Total |
| PG Diploma | 85% | 15% | 100% | 86% | 14% | 100% | 90% | 10% | 100% |
| Honours | 81% | 19% | 100% | 79% | 21% | 100% | 82% | 18% | 100% |
| Master's | 82% | 18% | 100% | 82% | 18% | 100% | 82% | 18% | 100% |
| Doctoral | 74% | 26% | 100% | 76% | 24% | 100% | 79% | 21% | 100% |
| PG Total | 81% | 19% | 100% | 81% | 19% | 100% | 83% | 17% | 100% |

Table 19: Percentage of Black* postgraduate students, 2020-2022

* Black includes African, Coloured, and Indian (A, C, I)

| Qualification Type | 2020 | | | 2021 | | | 2022 | | |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| PG Diploma | 337 | 310 | 647 | 260 | 240 | 500 | 285 | 242 | 527 |
| Honours | 496 | 265 | 761 | 504 | 266 | 770 | 539 | 290 | 829 |
| Master's | 902 | 839 | 1 741 | 836 | 720 | 1 556 | 817 | 674 | 1 491 |
| Doctoral | 282 | 300 | 582 | 296 | 319 | 615 | 283 | 287 | 570 |
| PG Total | 2 017 | 1 714 | 3 731 | 1 896 | 1 545 | 3 441 | 1 924 | 1 493 | 3 417 |

Table 20: Number of female postgraduate students, 2020-2022

| Qualification Type | 2020 | | | 2021 | | | 2022 | | |
|--------------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| PG Diploma | 52% | 48% | 100% | 52% | 48% | 100% | 54% | 46% | 100% |
| Honours | 65% | 35% | 100% | 65% | 35% | 100% | 65% | 35% | 100% |
| Master's | 52% | 48% | 100% | 54% | 46% | 100% | 55% | 45% | 100% |
| Doctoral | 48% | 52% | 100% | 48% | 52% | 100% | 50% | 50% | 100% |
| PG Total | 54% | 46% | 100% | 55% | 45% | 100% | 56% | 44% | 100% |

Table 21: Percentage of female postgraduate students, 2020-2022

3.2.13 Performance Indicator 13: International student enrolments

Internationalisation is an important vehicle through which the University delivers on its academic missions and transformation agenda. However, the pandemic has seen a significant decline in international student enrolments across the globe. The University has needed to extend its communication efforts to international students, and this was championed by the International Office (IO) in 2021. The IO also designed an online orientation programme for study-abroad and exchange students to assist them with navigating international student mobility challenges due to COVID-19 restrictions, such as facilitating the process of extending visas for international students whose visas expired during lockdowns.

As indicated in Table 22, occasional international student enrolments declined from 87 in 2020 to 63 in 2021, but then increased to 130 in 2022. Undergraduate student enrolments declined from 705 in 2020 to 578 in 2022. At PG level, international student enrolments declined from 359 in 2020 to 331 in 2022. Total international student enrolments declined from 1 151 in 2020 to 1 039 in 2022.

In 2020, 2.7% of the total student enrolments were from SADC countries (excluding South Africa), and this declined to 2.2% in 2022. The percentage of students from other African countries was 0.8% of total student enrolments in 2020, which declined to 0.5% in 2022. Enrolments from other foreign countries made up 0.5% of total student enrolments in 2020, declining to 0.4% in 2021. This increased to 0.5% again in 2022 (see Table 23).

Due to a variety of challenges linked to the pandemic, the number of international study-abroad and exchange students who travel to South Africa and spend a semester at the University has declined significantly since 2020. More than 130 international study-abroad and exchange students had to cancel their enrolment for the second semester of 2022, leading to a revenue shortfall of R1.4-million. A programme for reviving the Semester Study Abroad and short learning programmes (SLPs) as important sources of the University's third-stream revenue base is currently being developed. Vigorous international marketing, profiling and visibility initiatives are supporting this.

In view of the decline in PG enrolments and graduate outputs, as well as the sharp decline in international enrolments, the University has established a dedicated PG and internationalisation task team under the auspices of the institutional Enrolment Management Committee. This task team will focus on analysing the trends across the spectrum of PG and international enrolments and factors affecting these, with a view to developing strategies and interventions to reverse these trends.

Postgraduate student training (students recruited from various African countries) and supervision of postdoctoral fellows, with a few collaborative partnerships with universities in other African countries, is helping to grow our footprint in Africa. This is an area that will require focused attention in the immediate future.

| Level | Origin | Headcount enrolments | | |
|---------------------|---------------|----------------------|---------------|---------------|
| | | 2020 | 2021 | 2022 |
| Occasional | Other African | | 1 | |
| | Other foreign | 82 | 60 | 126 |
| | SADC excl SA | 5 | 2 | 4 |
| | International | 87 | 63 | 130 |
| | South African | 101 | 97 | 83 |
| Occasional total | | 188 | 160 | 343 |
| Undergraduate | Other African | 100 | 79 | 60 |
| | Other foreign | 39 | 30 | 26 |
| | SADC excl SA | 566 | 538 | 492 |
| | International | 705 | 647 | 578 |
| | South African | 24 526 | 25 378 | 28 139 |
| Undergraduate total | | 25 231 | 26 025 | 29 295 |
| Postgraduate | Other African | 120 | 110 | 102 |
| | Other foreign | 26 | 26 | 20 |
| | SADC excl SA | 213 | 217 | 209 |
| | International | 359 | 353 | 331 |
| | South African | 3 508 | 3 197 | 3 086 |
| Postgraduate total | | 3 867 | 3 550 | 3 748 |
| Total | Other African | 220 | 190 | 162 |
| | Other foreign | 147 | 116 | 172 |
| | SADC excl SA | 784 | 757 | 705 |
| | International | 1 151 | 1 063 | 1 039 |
| | South African | 28 135 | 28 672 | 31 308 |
| Grand total | | 29 286 | 29 735 | 33 386 |

Table 22: Headcount enrolments by South African, SADC, African and international origins, 2020-2022

| | 2020 | 2021 | 2022 |
|-------------------|-------|-------|-------|
| Other African | 0.8% | 0.6% | 0.5% |
| Other foreign | 0.5% | 0.4% | 0.5% |
| SADC excluding SA | 2.7% | 2.5% | 2.2% |
| South African | 96.1% | 96.4% | 96.8% |

Table 23: Percentage of international student enrolments according to origins, 2020-2022

| | 2020 | 2021 | 2022 |
|------------------------------------|------|------|------|
| % International UG students | 3.1% | 2.7% | 2.4% |
| % International PG students | 9.3% | 9.9% | 9.7% |
| % International UG and PG students | 3.9% | 3.6% | 3.2% |

Table 24: Percentage undergraduate and postgraduate international enrolments (SADC, African and international origins), 2020-2022

Strategic Focus Area 4: Catalyse dynamic, student-centric approaches and practices that provide life-changing student experiences within and beyond the classroom

3.2.14 Performance Indicator 14: Number of on-campus and accredited off-campus residence beds and occupancy rates

Research has shown that students who live in student accommodation on campus, even for just one year, achieve better academic outcomes during their degree. This has been attributed to students being closer to classes, academic staff, and facilities such as the library, which enable them to be more engaged. Students who live on campus generally participate in more campus activities, take advantage of campus resources such as academic support services including mentoring, advising, personal and academic counselling, career workshops, faculty mentors, and the like.

Access to technology is extremely important for students and, in general, high-speed connectivity (including wireless), computer laboratories, and similar services are more readily available, at a lower cost, to those living on campus. It is thus important that on-campus accommodation be made available to as many students as possible, with a specific focus on FTEnt students to support academic success.

In 2022, 12% of all students were staying in on-campus student accommodation and a further 39% were in accredited off-campus student accommodation, with a total of 51% of enrolled students housed in student accommodation. In 2022, 16% of FTEnt students were staying in on-campus student accommodation and a further 19% in accredited off-campus student accommodation. A total of 35% of FTEnt students were staying in

on- and off-campus student accommodation (see Table 25 below).

The occupancy rate is the number of residence registrations as a percentage of the available beds. Table 26 shows that, in 2022, the occupancy rate for both on-campus beds and accredited off-campus beds was 88%. The University is working on improving the occupancy rates of residences through improved processes and systems.

3.2.15 Performance Indicator 15: Total permanent academic and PASS staff according to gender, population group, disability, and nationality

The current situation of no increases in the subsidy allocation in real terms may not allow the University to appoint many, if any, new staff members. Table 27 shows that the permanent academic and Professional, Administrative and Support Services (PASS) staff complement increased from 2 528 in 2020 to 2 542 in 2021 and further increased to 2 577 in 2022.

Permanent academic staff increased from 683 in 2020 to 702 in 2021 and further increased to 719 in 2022. The average annual growth rate over the period 2020 to 2022 was 1% for permanent PASS staff and 2.6% for permanent academic staff compared to 5.1% for students. This led to an increase in the student: staff ratios but, as indicated earlier, the University plans to decrease the first-time entering intake and slow down the growth in student enrolments, which will improve learning and teaching conditions.

| Residences | 2022 | | | |
|----------------------------|---------------------------|--------------------------------------------------|-----------------------------------------|--------------------------------------------------------------|
| | Total registered students | % Total student numbers in student accommodation | Registered first-time entering students | % Total number of first-time entering students in residences |
| On-campus beds | 3 833 | 12% | 1 376 | 16% |
| Accredited off-campus beds | 12 882 | 39% | 1 655 | 19% |
| Total | 16 715 | 51% | 3 031 | 35% |

Table 25: Percentage of students living in on- and off-campus student residences in Gqeberha and George

| Residences | 2022 | |
|----------------------------|---------------|------------------|
| | Beds | % Occupancy rate |
| *On-campus beds | 4 378 | 88% |
| Accredited off-campus beds | 14 721 | 88% |
| Total | 19 099 | 88% |

Table 26: Number of on- and accredited off-campus residence beds and occupancy rate

*Construction of student accommodation, underway on North Campus in Summerstrand, is expected to provide an additional 972 beds by March 2023.

| Gender | 2020 | % | 2021 | % | 2022 | % |
|------------------|--------------|-----|--------------|-----|--------------|-----|
| Female | 1 475 | 58% | 1 494 | 59% | 1 525 | 59% |
| Male | 1 053 | 42% | 1 048 | 41% | 1 052 | 41% |
| Total | 2 528 | | 2 542 | | 2 577 | |
| Population group | 2020 | % | 2021 | % | 2022 | % |
| African | 1 317 | 52% | 1 352 | 53% | 1 402 | 54% |
| Coloured | 450 | 18% | 457 | 18% | 462 | 18% |
| Indian | 84 | 3% | 87 | 3% | 89 | 3% |
| White | 677 | 27% | 646 | 25% | 624 | 25% |
| Total | 2 528 | | 2 542 | | 2 577 | |
| Disability | 2020 | % | 2021 | % | 2022 | % |
| | 66 | 3% | 66 | 3% | 69 | 3% |
| Nationality | 2020 | % | 2021 | % | 2022 | % |
| South African | 2 473 | 98% | 2 489 | 98% | 2 521 | 98% |
| International | 55 | 2% | 53 | 2% | 56 | 2% |
| Total | 2 528 | | 2 542 | | 2 577 | |

Table 27: Total permanent academic and PASS staff according to gender, population group, disability, and nationality, 2020-2022

As depicted in Table 28, changes in the demographic profile of permanent academic staff from 2020 to 2022 were as follows:

- Females increased from 51% in 2020 to 53% in 2022, while males decreased from 49% in 2020 to 47% in 2022.
- Black (African, Coloured, Indian) academic staff increased from 51% in 2020 to 57% in 2022, while the percentage of white academic staff declined from 49% in 2020 to 43% in 2022.

- 3% of academic staff reported a disability for the years 2020 to 2022.
- The percentage of international academic staff remained at 6% over the same period.

Considerable progress has been made with diversifying the demographic profile of staff to become more representative of the economically active population.

| Gender | 2020 | % | 2021 | % | 2022 | % |
|------------------|------------|-----|------------|-----|------------|-----|
| Female | 349 | 51% | 366 | 52% | 380 | 53% |
| Male | 334 | 49% | 336 | 48% | 339 | 47% |
| Total | 683 | | 702 | | 719 | |
| Population group | 2020 | % | 2021 | % | 2022 | % |
| African | 202 | 30% | 224 | 32% | 248 | 34% |
| Coloured | 111 | 16% | 120 | 17% | 121 | 17% |
| Indian | 35 | 5% | 37 | 5% | 39 | 6% |
| White | 335 | 49% | 321 | 46% | 311 | 43% |
| Total | 683 | | 702 | | 719 | |
| Disability | 2020 | % | 2021 | % | 2022 | % |
| | 18 | 3% | 19 | 3% | 19 | 3% |
| Nationality | 2020 | % | 2021 | % | 2022 | % |
| South African | 640 | 94% | 659 | 94% | 676 | 94% |
| International | 43 | 6% | 43 | 6% | 43 | 6% |
| Total | 683 | | 702 | | 719 | |

Table 28: Permanent academic staff according to gender, population group and disability, 2020-2022

3.2.16 Performance Indicator 16: Highest qualification of academic staff

The highest qualification of staff with doctoral degrees is of particular importance since it correlates with the supervisory capacity for PG students as well as the research outputs of the University. As part of efforts to promote long-term sustainability, the University has leveraged funding from the NRF and DHET to ensure that academic employees receive the support and training needed to obtain higher qualifications.

The University continues to face challenges relating to a small pool of candidates in scarce skills disciplines. Faculties

which are affected have a growing group of early career academics (ECAs) who need to be nurtured and developed to become the next generation of academic leaders. In total, the percentage of permanent academic staff with doctoral degrees increased from 45% in 2020 to 47% in 2021 but declined again to 45% in 2022 (see Figure 21). The relatively low percentage of academic staff with doctoral degrees restricts the PG supervisory capacity of the University.

3.2.17 Performance Indicator 17: Research chairs and NRF-rated researchers

As a comprehensive university, the institution seeks to promote the convergence of inter- and transdisciplinary

“blue sky” and applied research, including concerted efforts to revitalise the humanities while consolidating our strengths in science, engineering, and technology to foreground the scholarly contributions of all fields of study.

| | 2020 | 2021 | 2022 |
|-----------------------|------|------|------|
| Research Chairs | 13 | 16 | 16 |
| NRF Rated Researchers | 90 | 85 | 92 |

Table 30: Number of research chairs and NRF-rated academic staff, 2020-2022

The University currently hosts 16 research chairs, and the demographic profile is disaggregated in Table 31. The University’s Research and Innovation Strategy sets a target of six new research chairs between 2020 and 2024 and 50% of this target had been achieved by 2021.

| Demographic profile of research chairs | Number | % |
|----------------------------------------|--------|------|
| Black (A, C, I) female | 4 | 25% |
| Black (A, C, I) male | 4 | 25% |
| White female | 3 | 19% |
| White male | 5 | 31% |
| Total | 16 | 100% |

Table 31: Demographic profile of research chairs

The University has 92 NRF rated researchers. The rating system remains one of the key indicators of research stature in the South African national system of innovation. The University also benefits from the scholarly contributions of 465 research associates and 136 HEAVA professors.

3.2.18 Performance Indicator 18: Staff turnover by population group and gender

A further important strategic enabler is the fostering of an inclusive, values driven institutional culture to position the University as an employer of choice for talented and empowered employees. Staff turnover can be used as an

indicator of the competitiveness of the University as an employer of choice.

As can be seen in Table 32, the academic staff turnover (excluding retirements) decreased from 4.0% in 2020 to 3.3% in 2021, but then increased to 4.9% in 2022. It is important that the University examines why staff leave the institution to inform strategies to retain talented employees. It is also important to monitor remuneration and conditions of service regularly, and compare with other universities, to remain competitive as an employer of choice.

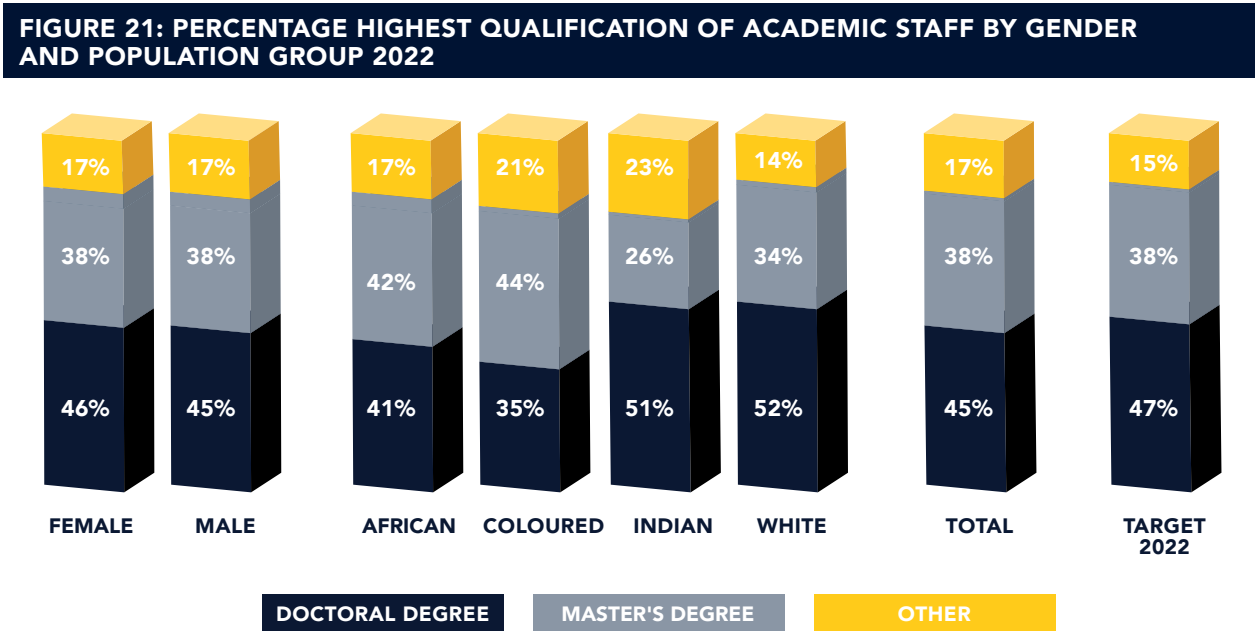
In 2020, white academic staff had the highest turnover (1.8%), but in 2021, Black (African, Coloured, Indian) academic staff had the highest turnover (2%). In 2022, the turnover of Black staff increased considerably to 3.6%, which is of concern as it impacts negatively on diversifying the demographic profile of academic staff.

Table 33 shows that the turnover rate for PASS staff from 2020 to 2021 has been much higher than for academic staff over the same period. In 2020, the percentage turnover of PASS staff was 4.3%, increasing to 4.7% in 2021, with a further increase to 5% in 2022. In 2021, the turnover rate for Black PASS staff was 3% compared to 1.7% for white PASS staff. In 2022, the turnover rate for Black PASS staff increased to 3.5% and this will need to be monitored since it impacts on the attainment of the University’s employment equity targets.

The main reasons for employee turnover through resignations included: opportunities for career growth and personal development; personal and/or family circumstances; as well as improved compensation and benefits. The University is reviewing its Total Reward System and developing an Integrated Talent Management System and Succession Planning Policy to enhance staff retention efforts.

| Highest Qualification | 2020 | | | | | | | |
|-----------------------|--------|------|-------|---------|----------|--------|-------|-------|
| | Female | Male | Total | African | Coloured | Indian | White | Total |
| Doctoral degree | 164 | 151 | 315 | 81 | 41 | 19 | 174 | 315 |
| Master’s degree | 128 | 123 | 251 | 84 | 50 | 8 | 109 | 251 |
| Other | 57 | 60 | 117 | 37 | 20 | 8 | 52 | 117 |
| Total | 349 | 334 | 683 | 202 | 111 | 35 | 335 | 683 |
| Highest Qualification | 2021 | | | | | | | |
| | Female | Male | Total | African | Coloured | Indian | White | Total |
| Doctoral degree | 175 | 153 | 328 | 95 | 43 | 20 | 170 | 328 |
| Master’s degree | 132 | 127 | 259 | 91 | 53 | 9 | 106 | 259 |
| Other | 59 | 56 | 115 | 38 | 24 | 8 | 45 | 115 |
| Total | 366 | 336 | 702 | 224 | 120 | 37 | 321 | 702 |
| Highest Qualification | 2022 | | | | | | | |
| | Female | Male | Total | African | Coloured | Indian | White | Total |
| Doctoral degree | 174 | 152 | 326 | 101 | 42 | 20 | 163 | 326 |
| Master’s degree | 143 | 130 | 273 | 104 | 53 | 10 | 106 | 273 |
| Other | 63 | 57 | 120 | 43 | 26 | 9 | 42 | 120 |
| Total | 380 | 339 | 719 | 248 | 121 | 39 | 311 | 719 |

Table 29: Highest qualification of academic staff by population group and gender, 2020-2022



| Academic staff total | 2020 | 683 | 2021 | 702 | 2022 | 719 |
|----------------------|------------|------------|------------|------------|------------|------------|
| Academic staff exits | 2020 Exits | Turnover % | 2021 Exits | Turnover % | 2022 Exits | Turnover % |
| African | 11 | 1.6% | 10 | 1.4% | 18 | 2.5% |
| Coloured | 4 | | 4 | 0.6% | 5 | 0.7% |
| Indian | | | | | 3 | 0.4% |
| White | 12 | 1.8% | 9 | 1.3% | 9 | 1.2% |
| Total exits | 27 | 4.0% | 23 | 3.3% | 35 | 4.9% |

Table 32: Turnover of academic staff (excluding retirements) by population group, 2020-2022

| PASS staff total | 2020 | 1 845 | 2021 | 1 840 | 2022 | 1 858 |
|------------------|------------|------------|------------|------------|------------|------------|
| PASS staff exits | 2020 Exits | Turnover % | 2021 Exits | Turnover % | 2022 Exits | Turnover % |
| African | 32 | 1.7% | 35 | 1.9% | 49 | 2.6% |
| Coloured | 7 | 0.4% | 13 | 0.7% | 15 | 0.8% |
| Indian | 3 | 0.2% | 7 | 0.4% | 2 | 0.1% |
| White | 38 | 2.1% | 32 | 1.7% | 27 | 1.4% |
| Total exits | 80 | 4.3% | 87 | 4.7% | 93 | 5.0% |

Table 33: Turnover of PASS staff (excluding retirements) by population group, 2020-2022

| Academic staff total | 2020 | 683 | 2021 | 702 | 2022 | 719 |
|----------------------|-----------|-------------|-----------|-------------|------------|-------------|
| Academic staff exits | 2020 | Turnover % | 2021 | Turnover % | 2022 Exits | Turnover % |
| Female | 10 | 1.5% | 14 | 2.0% | 19 | 2.6% |
| Male | 17 | 2.5% | 9 | 1.3% | 16 | 2.2% |
| Total exits | 27 | 4.0% | 23 | 3.3% | 35 | 4.9% |

Table 34: Turnover of academic staff (excluding retirements) by gender, 2020-2022

| PASS staff total | 2020 | 1 845 | 2021 | 1 840 | 2022 | 1 858 |
|--------------------|-----------|-------------|-----------|-------------|------------|-------------|
| PASS staff exits | 2020 | Turnover % | 2021 | Turnover % | 2022 Exits | Turnover % |
| Female | 35 | 1.9% | 41 | 2.2% | 46 | 2.5% |
| Male | 45 | 2.4% | 46 | 2.5% | 47 | 2.5% |
| Total exits | 80 | 4.3% | 87 | 4.7% | 93 | 5.0% |

Table 35: Turnover of PASS staff (excluding retirements) by gender, 2020-2022

It is important to monitor and project retirements (based on staff records) to ensure vacancies are filled timeously. Staff who retire, particularly highly qualified academic staff, leave an impact on faculty PG student supervisory capacity in their fields of study. In 2020, 0.9% of Black academic staff members retired compared to 0.7% of white academic staff members. In 2021, 1% of Black and white academic staff retired. In 2022, 0.4% of Black academic staff and 1.4% of white academic staff retired (see Table 36).

In 2020, 0.5% Black PASS staff members and 0.3% white PASS staff members retired. In 2021, the retirement rate for Black PASS staff members was 0.6% and for white PASS staff

members 0.4%. In 2022, 0.9% of Black PASS staff retired and 0.6% of white PASS staff retired (see Table 37).

The actual and projected retirements of academic staff show that higher percentages of male staff members have retired or will retire over this period. The total retirement rate for academic staff increased from 1.6% in 2020 to 1.8% in 2022 (see Table 38).

From Table 39, it is clear that, in 2020, equal percentages of female and male PASS staff members retired (0.4%) while, in 2022, 0.9% female and 0.6% male PASS staff members retired.

| Academic staff total | 2020 | 683 | 2021 | 702 | 2022 | 719 |
|--------------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|
| Academic retirements | 2020 | As a % of total | 2021 | As a % of total | 2022 | As a % of total |
| African | 6 | 0.9% | 3 | 0.4% | 2 | 0.3% |
| Coloured | | | 4 | 0.6% | 1 | 0.1% |
| Indian | | | | | | |
| White | 5 | 0.7% | 7 | 1.0% | 10 | 1.4% |
| Total retirements | 11 | 1.6% | 14 | 2.0% | 13 | 1.8% |

Table 36: Academic staff retirements by population group, 2020-2022

| PASS staff total | 2020 | 1 845 | 2021 | 1 840 | 2022 | 1 858 |
|--------------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|
| PASS retirements | 2020 | As a % of total | 2021 | As a % of total | 2022 | As a % of total |
| African | 8 | 0.4% | 10 | 0.5% | 10 | 0.5% |
| Coloured | 2 | 0.1% | 2 | 0.1% | 5 | 0.3% |
| Indian | | | | | 2 | 0.1% |
| White | 5 | 0.3% | 8 | 0.4% | 11 | 0.6% |
| Total retirements | 15 | 0.8% | 20 | 1.1% | 28 | 1.5% |

Table 37: PASS staff retirements by population group, 2020-2022

| Academic staff total | 2020 | 683 | 2021 | 702 | 2022 | 719 |
|----------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|
| Academic retirements | 2020 | As a % of total | 2021 | As a % of total | 2022 | As a % of total |
| Female | 2 | 0.3% | 4 | 0.6% | 6 | 0.8% |
| Male | 9 | 1.3% | 10 | 1.4% | 7 | 1.0% |
| Grand total | 11 | 1.6% | 14 | 2.0% | 13 | 1.8% |

Table 38: Academic staff retirements by gender, 2020-2022

| PASS staff total | 2020 | 1 845 | 2021 | 1 840 | 2022 | |
|--------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|
| PASS retirements | 2020 | As a % of total | 2021 | As a % of total | 2022 | As a % of total |
| Female | 7 | 0.4% | 4 | 0.2% | 17 | 0.9% |
| Male | 8 | 0.4% | 16 | 0.9% | 11 | 0.6% |
| Grand total | 15 | 0.8% | 20 | 1.1% | 28 | 1.5% |

Table 39: PASS staff retirements by gender, 2020-2022

3.2.19 Performance Indicator 19: Support for hybrid, technology-rich and fully online educational delivery

Nelson Mandela University has been using Moodle as a Learning Management System (LMS) since 2008. In many courses, the University already had a hybrid approach to learning and teaching, but this was significantly accelerated with the onset of the COVID-19 pandemic in 2020. To compare the activity rates of students and academic staff on the LMS, the activity rate was calculated of unique users

logged into the Moodle system in March of each year. This was assessed as a percentage of the total number of students and permanent academic staff (see Table 40 below).

As can be seen from Table 40 and Figure 22, the activity rate increased steeply from 2019 to 2022, from 77.1% to 96.8% because of the rapid migration to emergency remote learning during the pandemic. This points to rapid improvements in technology-rich approaches to learning.

| Number of unique users logged into the Moodle system in March annually | 2019 | 2020 | 2021 | 2022 |
|--------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|
| Users logged in during March each year | 23 262 | 24 914 | 27 668 | 32 013 |
| Student headcount enrolment | 29 490 | 29 286 | 29 735 | 32 347 |
| Permanent academic staff | 678 | 683 | 702 | 719 |
| Total students and permanent academic staff | 30 168 | 29 969 | 30 437 | 33 066 |
| Percentage of users logged in as a percentage of total number of students and permanent academic staff | 77.1% | 83.1% | 90.9% | 96.8% |

Table 40: Activity rates of students and academic staff on learning management system, 2019-2022

FIGURE 22: PERCENTAGE OF USERS LOGGED IN TO THE LEARNING MANAGEMENT SYSTEM AS PERCENTAGE OF TOTAL STUDENTS AND PERMANENT ACADEMIC STAFF 2019 - 2022

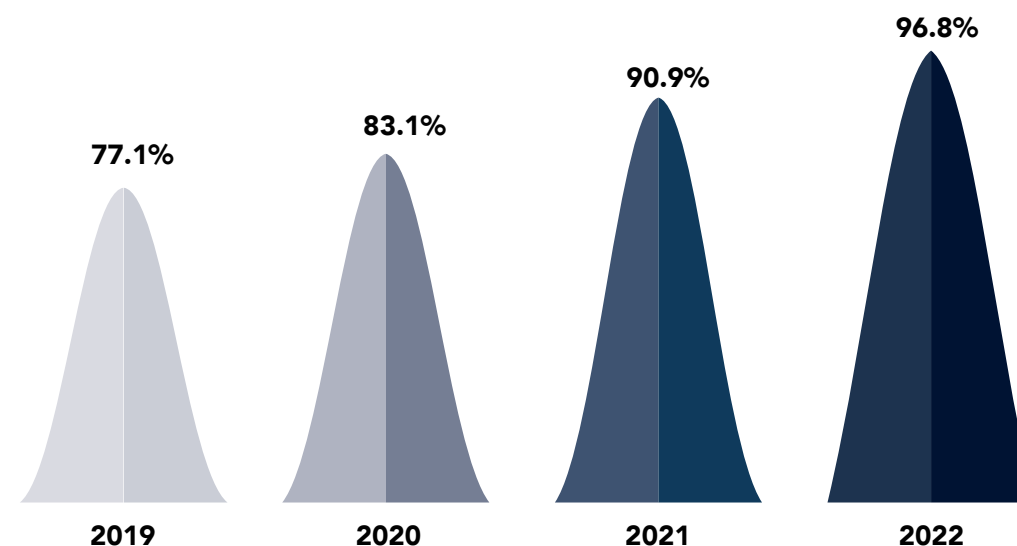


FIGURE 23: SPEND ON ACCESS TO MOBILE DEVICES AND CONNECTIVITY 2021 - 2022



Related to this, uneven access to and ownership of devices remains a social justice challenge that the University has been addressing systematically, stepping up the provision of data and increasing spend on access to mobile devices. This investment peaked in 2020 and 2021 due to the pandemic and, despite the gradual return to campus for learning and teaching, remained fairly steady for 2022, as depicted in Figure 23.

The steep increase in the use of the LMS is illustrated by the following data that compares interactions in March of each year. Interactions are online learning activities on the LMS such as submitting a quiz or an assignment or responding to a discussion forum. The number of interactions was:

- March 2019: 5 734 712
- March 2020: 5 294 206
- March 2021: 7 253 286
- March 2022: 24 655 028

Students increasingly made use of the LMS to access learning materials, interact with lecturing staff, and participate in continuous or e-assessments and this is reflected in the sharp increases in usage statistics from 2020 to 2022. The LMS has become the primary technology platform for the delivery of LT. There is general consensus amongst LT professionals that COVID has sped up digital learning adoption by between five to ten years and this is borne out by the figures above. On average, the University has approximately 32 000 unique users (learners and academic staff) logging into Moodle at an average of 2.5 times everyday. This equates to 2.4 million logins per month.

3.3 Conclusion

An analysis of the University's academic size and shape indicates that it is important to continually monitor trends

against strategy-aligned indicators to assess areas for improvement and to devise evidence-based strategies to address these. On a positive note, the University experienced significant growth in its FTE enrolments in 2022, which shows that the University's recruitment efforts bore fruit over the difficult period of 2021 through to early 2022. Furthermore, the increased proportions of Black, NSFAS-funded students from quintile 1-3 schools highlights that Nelson Mandela University's drive to increase access to learners from previously disadvantaged backgrounds is yielding the desired outcomes.

In addition to the above, the University is making remarkable progress in respect of digital transformation as reflected in the rapid advances in the uptake of technology-rich approaches to learning and teaching. There has also been a pleasing increase in on-campus residential accommodation in 2022, enabling the University to offer more students the benefits of living on campus.

Concerning trends include the increase in the student: staff FTE ratio from 27:1 to 29:1, as well as the slight decrease in the percentage of permanent academic staff with doctoral degrees from 46% to 45%. The non-achievement of targets in postgraduate enrolments and graduate outputs also requires attention and targeted strategies to reverse these trends.

The intention of the University is to improve postgraduate and international enrolments through interventions designed and implemented under the auspices of the cross-functional Enrolment Management Committee. Furthermore, the institution will continue investing in developing the next generation of socially diverse, early career academic staff to obtain their doctoral qualifications so that they are equipped to supervise postgraduate candidates and produce quality research outputs.

4. REPORT OF THE CHAIRPERSON OF COUNCIL



4.1 Statement of Governance

The Council, established in terms of Section 27(4) of the Higher Education Act, 1997 (Act 101 of 1997) as amended, is the highest decision-making body of the University and is responsible for the good order and governance of the institution. In practical terms, the Council is responsible for, inter alia:

- Governing the University in accordance with the relevant statutory requirements and with due regard to generally accepted governance principles and practices
- Determining the overall strategic direction of the University
- Overseeing the proper management of the financial resources and assets of the University
- Adopting the vision, mission and value statements of the University
- Approving and monitoring the implementation of institutional policies and structures
- Identifying and monitoring the risks relevant to the University
- Monitoring the transformation process at the University
- Adopting its own rules, including the Code of Conduct for members of Council, in terms of which it conducts its activities.

4.2 Council and Council Committees

4.2.1 Composition of Council

The composition of Council, as contemplated in paragraph 5 of the Statute, provides for membership of external members as well as employees and students of the University. The external members of the Council constitute

more than 60% of its membership and are appointed for a four-year term. The majority of the external members are appointed on account of their competencies in fields such as governance, finance, law, human rights, business and higher education and training. Unless appointed *ex officio*, internal members are appointed to Council for a three-year term, and students are appointed for one year. This diverse composition yields positive and constructive interactions at meetings.

The figure below provides an overview of Council committees.

4.2.2 Council Committees

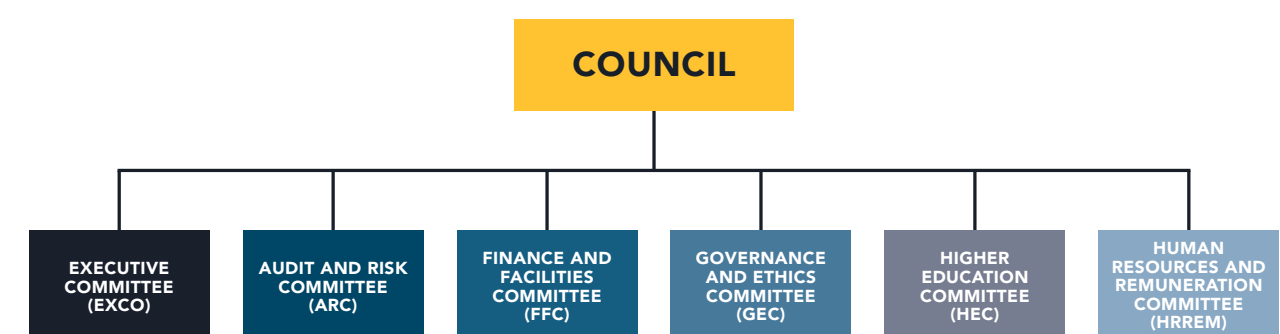
Council has established various committees to assist it in the execution of its functions and these are listed below.

4.3 Executive Committee (EXCO)

Composition

The Committee consists of:

- The Chairperson of the Council, who is the chairperson of EXCO: Ms January-Bardill
- The Vice-Chairperson of the Council: Mr S Mhlaluka³ (until 30 June 2022) and Ms M Mbaco (from 29 September 2022)
- The chairpersons of the other five Council committees contemplated below (except for those chaired by the Chairperson and Vice-Chairperson of Council):
Mr J Samuels
Mr S Mhlaluka³
Adv B Tlhakung¹
Mr D MacLean¹
Mr L Mosana
Ms R Van Wyk
- The Vice-Chancellor: Prof S Muthwa



2022 Members of Council

After Chairperson and Vice-Chairperson, 2022 members of Council are presented in alphabetical order by name, with their field of knowledge/experience and manner of appointment below.



Chairperson of Council
Ambassador Nozipho January-Bardill
Governance/HR
Ministerial Appointee



Vice-Chairperson of Council
Ms Michelle Mbaco
Public Sector Matters
Appointed in terms of
Par 5(3)(b) of the Statute



Dr Claudia Beck-Reinhardt
Public and Development
Sector Matters
Ministerial Appointee



Mr Khwezi Blose
Public Sector Matters
Appointed in terms of
Par 5(3)(b) of the Statute



Judge Nambitha Dambuza
Law and Human Rights and
Inclusion, Civil Society
Appointed in terms of
Par 5(3)(a) of the Statute



Mr Mziwabantu Dayimani
Law and Human Rights,
Corporate Governance, Human
Resources, Strategy Development
Appointed in terms of
Par 5(3)(a) of the Statute



Prof Cheryl Foxcroft
Deputy Vice-Chancellor:
Learning and Teaching



Mr Lebogang Hashatse
Deputy Vice-Chancellor:
People and Operations



Ms Sibongile Jongile
Finance Management, Strategy
Development, People Development,
Public Administration, Governance,
Organisational Change
Appointed in terms of
Par 5(3)(a) of the Statute



Prof Lis Lange
Higher Education Transformation,
Institutional Planning,
Strategy Development
Appointed in terms of
Par 5(3)(a) of the Statute



Adv Boitumelo Linchwe-Tlhakung
Law and Human Rights
Appointed in terms of
Par 5(3)(a) of the Statute



Mr Donald MacLean
Finance
Appointed in terms of
Par 5(3)(a) of the Statute



Dr Monde Mayekiso
Environmental Affairs, Strategy
Formulation and Implementation,
Compliance and Project
Management, Strategic Leadership
Appointed in terms of
Par 5(3)(a) of the Statute



Dr Thandi Mgwebi
Deputy Vice-Chancellor
Research, Innovation
and Internationalisation



Prof Nomalanga Mkhize
Academic employee elected
by such employees



Mr Luvuyo Mosana
Public Sector Matters
Ministerial appointee



Ms Sibongile Muthwa
Vice-Chancellor



Ms Zanele Nyoka
IT Transformation, Strategic Vendor
Management, IT Enablement
Appointed in terms of Par 5(3)(a)
of the Statute



Ms Lynette Roodt
Employee, other
than an academic
employee, elected
by such employees



Mr Joseph Samuels
Educational Policy, Qualifications
Frameworks, Standards
Setting, Quality Assurance,
Adult and Community Education
Appointed in terms of with
Par 5(3)(a) of the Statute



Rev Madika Sibeko
Civil Society
Ministerial Appointee



Mr Simpiwe Somdyala
Public Sector Matters
Ministerial Appointee



Prof Darelle van Greunen
Senate Member
appointed by Senate



Ms Rene van Wyk
Finance (Accounting, Auditing),
Operations and General Management
Appointed in terms of
Par 5(3)(a) of the Statute



Functions and powers

The Executive Committee:

- (a) The Executive Committee may co-opt one or more members of the Management Committee in an advisory capacity without voting rights.
- (b) The members contemplated in sub-paragraph (b) are:
- (c) The Executive Director: Finance
- (d) The Executive Director: Human Resources.
- (e) The Executive Committee makes recommendations to the Council on:
 - (i) The Statute and the Rules of the University
 - (ii) The broad organisational structure of the University
 - (iii) Strategic matters, including medium- and long-term strategic plans of the University
 - (iv) Council's performance objectives on recommendation of the Governance and Ethics Committee
 - (v) The delegation document of the University
 - (vi) The following matters related to Council's membership and functioning:
 - (a) Determines the knowledge and experience required of members to be appointed to the Council in terms of paragraph 5(3)(a) and (b) of the Statute
 - (b) Recommends to the Council the appointment of the members contemplated in paragraph 5(3)(a) of the Statute in accordance with the procedure determined in paragraph 4
 - (f) Annually reviews the size, demographics,

knowledge and experience profile of the Council and recommends any amendments in this regard to the Council

- (vii) Any matters falling outside the ambit of the other Council committees.
- (g) The Executive Committee:
 - (i) May make decisions on behalf of the Council on matters of an urgent nature, provided that any such decisions be ratified by the Council at its next meeting
 - (ii) Has, in terms of its delegated authority, final decision-making powers in respect of matters determined in the delegation document of the University
 - (iii) May advise the Council on any matter which it deems expedient for the effective and efficient management of the University and must, at the request of the Council, advise the Council on any matter within the mandate of the Executive Committee
 - (iv) Provides strategic coordination in between Council meetings
 - (v) Deals with matters referred by other Council committees for its input
 - (vi) Convenes, if deemed necessary, joint sittings of Council committees
 - (vii) Approves the conditions of service of the Vice-Chancellor and matters related thereto as contemplated in the delegation document
 - (viii) Performs such other functions as the Council may determine.

4.4 Governance and Ethics Committee

Composition

The Committee consists of:

- (a) One member of Council, elected by Council as the chairperson of the Committee: Mr J Samuels³
- (b) At least three members elected by Council on account of their knowledge and experience in governance practices:
 - Mr M Dayimani²
 - Mr K Blose
 - Ms S Jongile
 - Prof M Singh³
 - Ms M Mbaco
 - Prof D van Greunen³
- (c) The Vice-Chancellor: Prof S Muthwa

Functions and powers

The Governance and Ethics Committee:

- (a) The Governance and Ethics Committee has final decision-making powers in respect of matters pertaining to the induction of newly appointed Council members and makes recommendations to the Council on:

- (i) The Rules of the Council, including the Code of Conduct for members of the Council
 - (ii) The establishment of the committees of the Council
 - (iii) The dissolution of the committees of the Council after consultation with such committees
 - (iv) The training of members of the Council, if required
 - (v) The annual setting and assessment of the achievement of the performance objectives of the Council
 - (vi) The annual self-assessment of the Council and the annual assessment of the achievement of the set performance objectives of the Council.
- (b) The Governance and Ethics Committee makes recommendations to Council on matters of an ethical and social nature, in general, inclusive of:
 - (i) Any corporate governance and ethics policies, practices, processes and guidelines
 - (ii) Ongoing developments and best practices in corporate governance and ethical issues affecting the University
- (iii) Oversight and reporting on:
 - (i) Organisational ethics
 - (ii) Responsible corporate citizenship
 - (iii) Sustainable development
 - (iv) Stakeholder relationships.



- (c) The Governance and Ethics Committee:
 - (i) Recommends Council's performance objectives to the Executive Committee each year
 - (ii) May advise the Council on any governance and ethics matter which it deems expedient for the efficient and effective performance of the Council
 - (iii) Must, at the request of the Council, advise the Council on any matter within its mandate
 - (iv) Performs such other functions as the Council may determine.

on such conditions as determined in the Rules of Council:
Ms N Sishuba

Functions and powers

The Human Resources and Remuneration Committee:

- (a) The Human Resources and Remuneration Committee:
 - (i) Makes recommendations to the Council on human resource and remuneration policy matters and conditions of service applicable to employees in relation to senior management employees, excluding the Vice-Chancellor, in particular, and employees other than senior management employees in general
 - (ii) Makes recommendations to the Executive Committee on annual salary increases for employees, including any performance-based increments or bonus payments, where applicable
 - (iii) Makes recommendations to the Executive Committee on specific remuneration packages of members of senior management, excluding the Vice-Chancellor
 - (iv) Addresses reviews of the salary structure of the University and makes the relevant recommendations to the Executive Committee.
- (b) The Human Resources and Remuneration Committee:
 - (i) May advise the Council on any matter which it deems expedient for the effective and efficient management of human resources and remuneration matters
 - (ii) Performs such other functions as the Council may determine.

4.5 Human Resources and Remuneration Committee

Composition

The Committee consists of:

- (a) One member of Council, elected by Council as the chairperson of the Committee: Mr S Mhlaluka³, Adv B Tlhakung
- (b) The Chairperson of the Finance and Facilities Committee of Council and at least two other members of such committee: Mr D MacLean¹, Mr M Odayar and Mr L Hashatse
- (c) At least three members elected by Council on account of their expertise and experience in human resource management and remuneration matters:
 - Judge N Dambuza²
 - Mr Mr Dayimani²
 - Ms S Jongile
 - The Vice-Chancellor: Prof S Muthwa
- (d) One or more members of the Management Committee



4.6 Finance and Facilities Committee

Composition

The Committee consists of:

- (a) One member of Council, elected by Council as the chairperson of the Committee:
Mr D MacLean¹
- (b) At least three members elected by Council on account of their knowledge and expertise in financial management and management of physical infrastructure:
Mr M Lorgat
Mr S Mhlaluka³
Mr M Odayar
Mr S Somdyala
Ms Z Nyoka
- (c) The Vice-Chancellor: Prof S Muthwa
- (d) One or more members of the Management Committee on such conditions as determined in the Rules of Council:
Mr L Hashatse
Mr M Monaghan

Functions and powers

The Finance and Facilities Committee:

- (a) The Finance and Facilities Committee makes recommendations to the Council on matters relating to the financial and facilities management of the University, including but not limited to:
 - (i) The three-year rolling plan of the University as it relates to financial matters
 - (ii) Financial policy matters
 - (iii) The annual budget of the University
 - (iv) The financial implications for the University in respect of a loan or overdraft agreement; the purchasing of immovable property; a long-term lease of immovable property; the construction of a permanent building or other immovable infrastructural development and maintenance of, and alterations to, infrastructure exceeding an amount as determined from time to time by the Council
 - (v) The tuition fees, residence fees and any other fees payable by students
 - (vi) The accommodation fees payable by employees
 - (vii) Resource allocations
 - (viii) The writing off of bad debts exceeding an amount as determined from time to time by the Council
 - (ix) The management accounts
 - (x) Ad hoc allocations outside the approved annual budget [not] exceeding amounts as may be determined by the Council
 - (xi) Annual assessment of budget surpluses for redistribution to the Endowment Fund of the Nelson Mandela University Trust.
- (b) The Finance and Facilities Committee:
 - (i) May advise the Council on any matter which it deems expedient for the efficient and effective

financial and facilities management of the University

- (ii) Must, at the request of the Council, advise the Council on any matter within the mandate of the Committee
- (iii) Performs such other functions as the Council may determine.

4.7 Audit and Risk Committee

Composition

The Committee consists of:

- (a) One member of Council elected by Council as chairperson, provided that the Chairperson of Council is not eligible for election as chairperson of the Committee:
Ms R Van Wyk
- (b) At least three other members elected by the Council on account of their knowledge and experience of the audit function:
Mr L Billings
Mr M Mawasha
Ms P Mzizi
Mr S Ncume⁶
Adv B Linchwe-Tlhakung
Mr S Zamisa

The Vice-Chancellor, the external auditor of the University, the heads of Internal Audit and Risk Management and those members of the Management Committee as determined in the Rules of Council may be invited to attend meetings of the Committee as non-voting members.

Functions and powers

The Audit and Risk Committee is appointed by Council to assist Council in discharging its oversight responsibilities. The Committee oversees the financial reporting process to ensure the balance, transparency and integrity of reports and published financial information. The Committee performs the functions and exercises the powers prescribed in the Charter of the Audit and Risk Committee.

The overall purpose and objectives of the Committee are to review:

- (a) The effectiveness of the University's internal financial control and risk management system(s)
- (b) The effectiveness of the internal audit function
- (c) The independent audit process including recommending the appointment and assessing the performance of the external auditor
- (d) The University's process for monitoring compliance with laws and regulations affecting financial reporting
- (e) The process for monitoring compliance with the University's Code of Conduct applicable to staff members
- (f) The oversight for the governance of information technology.



4.8 Higher Education Committee

Composition

(a) The Higher Education Committee of the Council consists of:

- (i) One member of the Council, elected by the Council as the chairperson of the Committee: Mr L Mosana
- (ii) The Vice-Chancellor: Prof S Muthwa
- (iii) At least three members elected by the Council on account of their knowledge and experience in higher education:
Ms HB Khan⁵
Ms M Mbaco¹
Prof M Singh³
Dr C Beck-Reinhardt
Prof L Lange⁴
- (iv) The Deputy Vice-Chancellors of Learning and Teaching and Research, Innovation and Internationalisation:
Prof C Foxcroft⁶
Dr T Mgwebi
- (v) The Senior Director: Strategic Resource Mobilisation and Advancement to attend meetings in an advisory capacity, without voting rights:
Dr D Webb

Functions and powers

The Higher Education Committee:

- (a) The Higher Education Committee makes recommendations to the Council on:
 - (i) Higher education policy and related issues pertinent to the successful functioning of the University and achievement of its vision, mission and strategic goals
 - (ii) Other national policy issues pertinent to the successful functioning of the University and achievement of its vision, mission and strategic goals
 - (iii) Global trends in knowledge and production thereof that may have pertinence to the successful functioning of the University and achievement of its vision, mission and strategic goals
 - (iv) Any higher education related policy and strategic innovations that may make a significant impact on improving the capacity of the University to fulfil its core mandate
 - (v) Academic positioning and engagement matters related to the strategic intentions of the University, including international partnerships.
- (b) The Higher Education Committee performs such other functions as the Council may determine to champion the strategic priorities of the University.

All committees are formally constituted, with terms of reference and most of their membership comprising external members of Council. In terms of the Rules of Council, external members of Council with the appropriate skills and experience chaired all these committees.

During the period under review, all matters served at Council committees were implemented in accordance with the University's delegation of decision-making authority document. Council held four ordinary meetings and one special meeting during 2022 with attendance at these meetings averaging 86%. Council minutes of the five meetings are available as supplementary information.

4.9 Attendance of Council committee meetings by external consultants

The following external consultants attended meetings of Council committees during 2022 to address specific items:

| | |
|--------------|----------------------------------------------------------------|
| ARC: | 2 March 2022 |
| Mr S du Toit | Nexia SAB&T |
| Mr Y Moosa | Nexia SAB&T |
| Item: | External Audit Progress Report for the year 31 December 2021 |
| ARC: | 2 March 2022 |
| Mr M Biggs | Ernst & Young |
| Item: | Ad hoc certificates for donors and research projects |
| HRREM | 3 March 2022 |
| Mr D Munton | Alexander Forbes |
| Item: | Nelson Mandela University Retirement Fund Risk Benefit Renewal |
| ARC | 6 June 2022 |
| Mr S du Toit | Nexia SAB&T |
| Mr Y Moosa | Nexia SAB&T |
| Item: | Update on the External Audit Progress |
| Special ARC | 20 June 2022 |
| Mr S du Toit | Nexia SAB&T |
| Mr Y Moosa | Nexia SAB&T |
| Item: | External Auditors Report to Management |

Key:
¹ Members whose terms came to an end during 2022 and were re-appointed (Adv Linchwe-Tlhakung, Mr MacLean, Ms Mbaco, Prof Van Greunen (Senate Representative))
² Members who were appointed from 01 April 2022 (Judge Dambuza and Mr Dayimani)
³ Members whose term came to an end on 30 June 2022 (Mr Mhlaluka, Prof Singh, Mr Chauke, Dr Mzilikazi)
⁴ Members who were appointed from 01 July 2022 (Prof Lange, Prof Mkhize)
⁵ Member whose term came to an end on 31 March 2022 (Ms Khan)
⁶ Members whose term came to an end on 31 December 2022 (Prof Foxcroft, Mr Ncume)

| | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------|
| Special ARC | 26 August 2022 |
| Mr S du Toit | Nexia SAB&T |
| Mr Y Moosa | Nexia SAB&T |
| Item: | Audit Report for the year ended December 2021 and Nelson Mandela University Management Report for the year ended December 2021 |
| ARC | 7 September 2022 |
| Mr S du Toit | Nexia SAB&T |
| Mr Y Moosa | Nexia SAB&T |
| Item: | Higher Education Management Information Systems (HEMIS) Audit for 2021 |
| HRREM | 10 November 2022 |
| Mr D Munton | Alexander Forbes |
| Item: | Nelson Mandela University Retirement Fund |

4.10 Remuneration of Councillors

External Council members received honoraria for participation in meetings in accordance with University policies. The honoraria for 2022 were reviewed by Council and approved as follows: Chairperson of Council – R2 000; Vice-Chairperson of Council and Chairpersons of Council Committees – R1 700; External Members of Council and Council Committees – R1 500.

4.11 Substantive matters considered by Council

4.11.1 Matters of Significance Considered by Council During 2022

Below is a list of substantive matters that were considered by Council during 2022. Detailed resolutions are contained in the various minutes of Council meetings.

Council members' expiry of terms of office during 2022 (This excludes members by virtue of designation and constituency)

- Ms HB Khan was appointed to Council in accordance with 5(3)(a) of the Statute
- Adv B Linchwe-Tlhakung was appointed to Council in accordance with 5(3)(a) of the Statute
- Mr D MacLean was appointed to Council in accordance with 5(3)(a) of the Statute
- Ms M Mbaco was appointed to Council in accordance with 5(3)(b) of the Statute
- Mr S Mhlaluka was appointed to Council in accordance with 5(3)(a) of the Statute
- Prof M Singh was appointed to Council in accordance with 5(3)(a) of the Statute

Appointment of Council members

- Adv B Linchwe-Tlhakung was re-appointed to Council in accordance with 5(3)(a) of the Statute



- Mr D MacLean was re-appointed to Council in accordance with 5(3)(a) of the Statute
- Ms M Mbaco was re-appointed to Council in accordance with 5(3)(b) of the Statute
- Judge N Dambuza was appointed in accordance with 5(3)(a) of the Statute
- Mr M Dayimani was appointed in accordance with 5(3)(a) of the Statute
- Prof L Lange was appointed in accordance with 5(3)(a) of the Statute

Appointment of Council Committee members

- Ms HB Khan was appointed to Senate
- Mr M Mawasha was re-appointed to the ARC
- Adv B Linchwe-Tlhakung was re-appointed to the ARC
- Mr L Billings was re-appointed to the ARC
- Mr G Zamisa was re-appointed to the ARC
- Mr D MacLean was re-appointed as a member of the FFC and re-appointed as Chairperson of the FFC, and thereby to EXCO and HRREM
- Adv B Linchwe-Tlhakung was re-appointed as a member of the HRREM and appointed as HRREM Chairperson, and thereby to EXCO
- Ms M Mbaco was re-appointed to the GEC and the HEC
- Mr M Dayimani was appointed to the GEC and the HRREM
- Judge N Dambuza was appointed to the HRREM
- Dr C Beck-Reinhardt was appointed to the HEC
- Prof L Lange was appointed to the HEC and the HDDC

Resignation as Council members

- Dr N Maphazi resigned as a member of Council
- Mr M Mawasha resigned as a member of the Audit and Risk Committee

Amendments to the Statute, Rules of the University and Delegation Document

- Nil

Renewal of the Vice-Chancellor's Contract

- The renewal of the Vice-Chancellor's contract for a further term was approved

Re-election of the Chancellor

- The re-election of the Chancellor for a further term of office was approved

Election of Vice-Chairperson of Council

- The appointment of the Vice-Chairperson of Council was approved

Narrative Component of the Integrated Annual Report 2021

- The Narrative Component of the Integrated Annual Report for 2021 was approved

Consolidated Audited Annual Financial Statements (AFS) for the year ended 31 December 2021, inclusive of the Audit Report and Summary of Subsidiary and Associate Entities

- The Consolidated Audited AFS for 2021 was approved

2021 Transformation Report

- The Transformation Report (annexure to the Integrated Annual Report) for 2021 was approved

2023-2025 Mid-Term Review on Enrolment Planning

- The Mid-Term Review on Enrolment Planning 2023-2025 was approved

2023 Annual Performance Plan

- The 2023 Annual Performance Plan was approved

Institutional Budget

- The 2023 Institutional Budget was approved

Integrated Transformation Plan 2023-2027

- The Integrated Transformation Plan 2023-2027 was approved

DHET Governance Indicators Scorecard

- The Governance Indicators Scorecard (Council's Performance Assessment) for 2021 was approved

Honoraria for Members of Council and Council Committees

- The adjustment of honoraria for Members of Council and Council Committees was approved

Senior Management appointments approved by Council

- The appointment of the following senior management positions on five-year, fixed-term contracts were approved:
 - Executive Dean: Engineering, the Built Environment and Technology
 - Senior Director: People and Institutional Capability

New policies approved by Council

- Management of Medical Aid/Insurance Policy

Revisions to substantive policies approved by Council

- Retirement Policy
- Long Service Awards Policy
- Whistleblowing Policy
- Risk Management Policy
- Student Representative Council Constitution
- Investment Policy
- Integrated Policy for the Promotion of Equality and the Prevention and Protection against Unfair Discrimination
- The Sexual Harassment and Sexual Offences Policy
- The Racism and Racial Discrimination Policy
- The Gender Equality Policy

Reports from the Vice-Chancellor

- The Vice-Chancellor provided an overview of strategic matters at every Council meeting

Naming and re-naming of University Buildings

- The name Kwa Yem-Yem for the usage on buildings housing food outlets was approved

Induction and workshops

- Workshops:
 - The Council Strategic Planning Session was held on 29 March 2022

- The Council Strategic Reflection Session was held on 30 November 2022
- Induction:
 - The Council Induction was held on 1 June 2022

4.12 Statements of Council

4.12.1 Statement on Code of Conduct

The Rules of Council, including a Code of Conduct for Council members, are primarily based on the Higher Education Act of 1997, the Institutional Statute and the principles outlined in the King IV Report on Corporate Governance for South Africa, where applicable. The purpose of the Code of Conduct for Council members is to establish agreement on standards of morally acceptable behaviour within Council; to guide ethical decision-making; to strengthen commitment to the University; and to enhance the reputation of Council among stakeholders of the University.

The Code regulates, inter alia, conflicts of interest, prohibited activities and transgressions of the Code. In addition, the University's core values commit all staff and students to act with integrity, requiring ethical, professional behaviour and acting in an accountable and transparent manner.

4.12.2 Statement on Conflict Resolution

The employees and students of the University are guided by various policies to address and resolve any grievances relating to their working and/or learning experiences. These policies include:

- Employee disciplinary procedure and code
- Grievance procedure
- Picketing rules
- Student disciplinary code
- Conditions for holding student demonstrations or protest action within the University
- Student's academic grievance policy and procedure.

In addition to the above, labour disputes between management and organised labour are guided by the respective Collective Agreements between the University and the two recognised unions as well as the relevant legislation, including the Labour Relations Act (1995).

4.12.3 Statement on Worker and Student Participation

Nelson Mandela University is a people-centred institution that supports the establishment of sound relationships with internal and external publics. The Council and management of the University are committed to cooperative governance and staff and students serve on the official decision-making structures of the University such as Council, Senate, and Institutional Forum, as well as key Management and Senate committees. In accordance with the Recruitment and Selection Policy of the University, appointment committees included representatives of organised labour and students throughout 2022.



4.12.4 Statement on Effective Ethical Leadership and Corporate Citizenship, Governance of Risk, Governance of Information Technology, Compliance with Laws, Codes, Rules, and Standards

The University is committed to ensuring effective ethical leadership and corporate citizenship; governance of risk; governance of information technology; and compliance with laws, codes, rules, and standards. As such, the Council established the Audit and Risk, as well as the Governance and Ethics Committees, to deliver on these mandates.

Audit and Risk Committee

The Audit and Risk Committee (ARC) assists Council in carrying out its responsibilities by, inter alia, reviewing the key risks to the University, as well as considering and monitoring the risk management process and plan.

The ARC assists the Council in discharging its mandated oversight responsibilities in respect of financial reporting; risk management; internal controls; ICT governance; compliance; assurance; fraud management, and reviewing the annual report.

A comprehensive ARC Charter outlining its role and responsibilities constitutes an Annexure to the University's Rules of Council. This Charter is reviewed annually, and any required amendments are recommended to Council via the Audit and Risk Committee.

Governance and Ethics Committee

The Governance and Ethics Committee makes recommendations to Council on matters of an ethical and social nature, inclusive of any governance and ethics policies, practices, processes, and guidelines, as well as

ongoing developments and best practices in governance and ethical issues affecting the University. The Committee provides oversight of and reports on organisational ethics, responsible corporate citizenship, sustainable development, and stakeholder relationships.

4.12.5 Statement on Sustainability

The King IV Report on Corporate Governance (2016: 26) defines sustainability as follows: *“development that meets the needs of the present without compromising the ability of future generations to meet their needs”*. This does not confine sustainability to the economic viability of the organisation, the natural environment or social responsibility. Rather, it refers to an integrated approach that includes these and other considerations.

The overarching focus of any sustainability imperative is to ensure that the University's decisions to support its academic offerings, research agenda, engagement and partnerships, resource mobilisation and deployment, and operations across all campuses are focused on ensuring a fair, liveable and viable world for all.

Public universities in South Africa and globally are grappling with high levels of uncertainty amid concerns that government budgets are increasingly constrained. Against this backdrop, the long-term sustainability of the University has always been, and will continue to be, a critical condition for success, particularly in view of the ever-changing higher education landscape in this country and globally.

University management is cognisant of the importance of resource stewardship and the fine balance between promoting the financial and environmental sustainability of the University, while also enhancing the wellbeing of



employees, students, and external stakeholders. This includes the ongoing wage/salary negotiations for 2022/23. Budget constraints have, in turn, also affected institution-wide projects such as Organisational Redesign and Harmonisation of Remuneration and Benefits.

A Sustainability and Institutional Viability Task Team (SIVTT) was established by executive management to plan, coordinate, oversee and report on various initiatives undertaken to promote long-term sustainability, as mandated by Council. This includes optimising the academic core missions, improving efficiencies and cost-effectiveness especially as it relates to support services, and embracing strategy-aligned resource mobilisation and budgeting.

In support of technology-rich learning, teaching and research, the University has embarked on a digital transformation trajectory to increasingly enable flexible modes of working and learning as a critical dimension of advancing sustainability. As is the case annually, the 2022 budget directives, as approved by MANCO and FFC, informed our strategic approach to financial planning and constructing the 2022 budget.

Universities also have a responsibility to be role models in terms of environmental and social sustainability. This is viewed as an integral part of the University's contribution to achieving the UN Sustainable Development Goals, Africa Agenda 2063, and the National Development Plan. Given the significance of promoting sustainability, the efforts of the University to promote economic, social, and environmental sustainability are explored in greater detail elsewhere in this report, in the chapter on Sustainability.

4.12.6 Statement on Transformation

Nelson Mandela University seeks to advance social justice, equality, and inclusion in pursuit of a better life for all. In keeping with the Constitution, the University aims to cultivate an affirming, enabling and welcoming environment for employees, students, and stakeholders by recognising the human potential in each individual irrespective of race, gender, religion, sexual orientation, culture, or political ideology.

The Council-approved Transformation Conceptual Framework conceptualises transformation as a fundamental pre-condition for sustainability, excellence, and continuous institutional renewal. The University defines transformation as *"...an integrated process of continuous institutional renewal in all aspects of its functionality (academic, administrative and support services), in an ongoing effort to represent excellence, through diversity, with the aim of achieving its vision and mission towards providing liberating education."* (Transformation Conceptual Framework, 2010: 3).

The University pursues transformation holistically across the following dimensions:

- The core academic missions of learning, teaching, research, innovation, internationalisation and engagement
- Institutional culture
- Demographic profile of staff and students
- Institutional systems and processes.

The collective senior management, led by the Vice-Chancellor, assumes responsibility for leading transformation interventions designed to achieve the goals outlined in the Institutional Transformation Plan (ITP) across all executive portfolios and faculties.

Key themes of the revised ITP will feed into the conceptualisation and implementation of catalytic programmatic interventions designed to foster a transformative and affirming institutional culture at all levels of the University and on all campuses. This includes the critical role of arts, culture, symbols, rituals, naming, heritage, and language in fostering social inclusion.

The wide-ranging and commendable efforts of the University in advancing transformation are elaborated on in the Transformation Report included as an annexure of this report.



4.12.7 Statement of Commitment to an Inclusive Institutional Culture

The Institutional Culture Working Group (ICWG) seeks to activate the Statement of Commitment to an Inclusive Institutional Culture within the University. As part of this initiative, the ICWG mandated the development and offering of a short learning programme (SLP) to foster a transformative institutional culture at all levels of the University, with the pilot phase commencing in October 2022. This SLP will be institutionalised in 2023 as part of a process to mainstream programmatic interventions, which cultivate a values-driven ethos across all faculties and support service divisions.

Gender justice is an important part of the institutional culture of the University, particularly as gender-based violence (GBV) continues to be one of the most profound and intractable problems confronting the wider South African society. The University's SARChI Chair in African Feminist Imaginations and the Centre for Women and Gender Studies (CWGS) generate research of immense significance to the lived experience of many women in South Africa today, advancing gender equality and transformation.

Nelson Mandela University has clearly signalled in policy, practice, and example that it places zero tolerance on all forms of discrimination, including gender-based violence and harm.

4.13 Performance of Council

Council fulfilled its oversight role in 2022 by considering reports from, among others, the executive Management Committee (MANCO) via the respective Council committees. In doing so, Council complied with the relevant laws and regulations, exercised responsible stewardship, and was committed to the principles of integrity, accountability, transparency, and fairness.

In accordance with generally accepted governance principles, the roles of the Chairperson of Council and the Vice-Chancellor are separated. The Chairperson of Council is elected from among the external members of Council and is eligible for re-election. The Registrar is the Secretary to the Council and Council committees.

Council formally assessed its performance for 2022 to determine how effectively it met its responsibilities as the governing body of the University. This review was based on the following objectives, as stipulated in the Governance Indicators Scorecard for Councils of South African Higher Education Institutions:

- Strategic leadership, vision, mission, context and transformation, and risk management and sustainability
- Governance of the core functions of teaching and learning, research, and engagement
- Governance of resources: Financial, human, equipment, and infrastructure

- Governance of institutional accountability, including public reporting.

In exercising its governance and oversight roles, Council robustly evaluates the institution's progress towards achieving its mission and strategic aspirations. The outcome of Council's performance assessment for 2022 was positive and is available as supplementary information.

The Vice-Chancellor provides quarterly reports to Council which outline the progress made by various portfolios of the University in achieving institutional strategic priorities outlined in Vision 2030. These include:

- Strategic trajectories towards implementing Vision 2030, including the Medical School, Ocean Sciences and Revitalising the Humanities
- Distinctive educational purpose and philosophy that contributes to student access for success
- Engaged, innovative scholarship culture that generates knowledge recognised for its contribution to sustainability
- Enhancing student living and learning experiences
- Transformational institutional culture that promotes diversity and social cohesion
- Enabling systems and infrastructure that promote an exceptional experience for students, staff and key stakeholders
- Enhancing long-term financial sustainability through effective resource mobilisation and responsible resource stewardship.

These narrative reports are accompanied by data-rich infographic information aligned with the following quarterly themes:

- Quarter 1: Student access and enrolments
- Quarter 2: Student success and graduate outputs
- Quarter 3: Transformation
- Quarter 4: Sustainability and stewardship

4.14 Vision 2030 and Strategic Trajectories

As part of its oversight role, Council continuously evaluates the legislative frameworks and macro-environmental context within which the University operates to assess the impact of national policy provisions on institutional strategy. In 2022, the University's Vision 2030 Strategy, a roadmap for planning and decision-making for the current decade, cascaded throughout the institution.

Council has mandated key strategic trajectories that include the University's Medical School which opened in 2021, developing its Ocean Sciences Campus, and fostering intellectual renewal and transdisciplinarity through revitalising the humanities. These are explored in more detail in the next section.

4.15 Conclusion

The University has maintained continuity and stability despite multiple challenges that permeate South African society, the African continent, and the globe. These challenges range from deep inequalities and persistent poverty to youth unemployment, the digital divide, as well as energy, water, and food insecurity. In 2022, these were compounded by the lingering effects of the COVID-19 pandemic on the national and global economy.

It thus remains imperative to develop and implement appropriate strategic and operational responses to promote continuity in an ever-evolving, volatile context. To this end, the University is carving out a niche internationally, continentally, and nationally, as an institution that has embraced its comprehensive identity in an innovative manner that demonstrates its commitment to sustainability, transformation, social embeddedness, and stewardship in keeping with the legacy and ethos of its iconic namesake.

Ambassador Nozipho January-Bardill
Chairperson: Council

5. STRATEGIC TRAJECTORIES



The University's Vision 2030 Strategy strives to differentiate Nelson Mandela University nationally and globally by pushing forward the frontiers of knowledge through humanising learning and teaching, innovative research, innovation and internationalisation, and transformative engagement. Vision 2030 highlights distinctive intellectual niches and strategic opportunities being leveraged by the University as it seeks to achieve inclusive excellence. These strategic trajectories include the medical school, ocean sciences, revitalising the humanities, transformative engagement, women and gender studies, and digital transformation.

5.1 Medical School

The momentous launch of our Medical School in 2021 was an exciting opportunity to make a tangible contribution to building expanded capacity for pro-poor and accessible healthcare service delivery in South Africa. In essence, the University aims to position health education to be more responsive to our country's health needs through a community-based approach. This educational philosophy aspires to graduate socially conscious medical doctors who can compete globally, but who also have a deep passion to change the lives of poor communities through an emphasis on prevention of disease and promotion of health care.

Our Faculty of Health Sciences embraces an interprofessional education and collaborative practice (IPECP) model that builds bridges between primary health care disciplines. In this, future doctors train alongside nurses, radiographers, psychologists, environmental health practitioners, pharmacists, emergency medical care practitioners, and other health professions. Together they offer holistic and integrated health care with a multidisciplinary approach to health problems and solutions by promoting healthier lifestyles and community engagement.

The medical programme is intentionally anchored on our Missionvale Campus in Gqeberha to engender urban renewal and regeneration for the benefit of surrounding communities.

The Medical School has been actively pursuing partnerships on a local, regional, and national level to promote access to comprehensive health services as part of an integrated health and education innovation precinct on this campus. Our medical programme is playing a part in changing the educational landscape of the western part of the Eastern Cape, by providing access to many aspirant medical professionals who otherwise would have had to leave their home base at greater expense to study farther afield.

It is pleasing that 49 of the first cohort of 50 MBChB students who started in 2021 progressed to their second year of study in 2022. The commendable pass rate of 98% is remarkable given that, to entrench a high standard, assessment processes were externally moderated. In 2022, the University welcomed the second first-year cohort of 80 students. The recent selection of 100 first-year students for 2023, our third intake, confirms the effective marketing and popularity of the MBChB programme as more than 7 000 high-quality applications were received. There is also a sizeable waiting list which will ensure a full uptake of all available places.

The undergraduate medical programme was successfully accredited for up to four years of training, inclusive of the first clinical rotation in the fourth year of study. This brings the goal of complete accreditation for the full six-year programme closer.

The programme development team is progressing swiftly with developing the MMed programmes. Remuneration does, however, remain a challenge in attracting suitable candidates for key clinical positions. To this end, we will continue with our efforts to mobilise resources for the medical school from diverse sources of revenue, both public and private.

Mandela University hosted the Society of Rhinoplasty Surgeons of South Africa (SORSSA) Congress in November 2022, which included international experts. In addition, Nelson Mandela University was afforded the opportunity to collaborate with the International Narcotics Control Board (INCB) to launch its annual report in March 2022. The INCB is an independent and quasi-judicial monitoring body that implements the United Nations international drug control conventions. The Executive Dean of Health Sciences has been serving on the Board since May 2020 and will continue to do so until 2025. The significance of this is that the University is once again being positioned at the forefront of tackling global health challenges. These examples of strategic partnering will increase the visibility of the medical school internationally and stimulate further professional relationships.

5.2 Ocean Sciences

By establishing the first dedicated Ocean Sciences Campus in South Africa in 2017, the University signalled its aspiration to be the higher education institution of choice for ocean sciences nationally and on the African continent. Our vision is that this campus will house transdisciplinary clusters of research chairs and entities, postgraduate students, postdoctoral fellows, visiting scholars and other partners



who are working collaboratively to address grand challenges confronting our oceans and coastal communities.

This strategic trajectory has seen the University develop a range of marine and maritime education and training, research, innovation, and engagement programmes to support the blue economy in Africa. The result is that the University can claim to be one of the foremost destinations at which to study ocean sciences on this continent, particularly at a postgraduate level. Ocean sciences span the three interdependent spheres of sustainability, as it promotes sustainable livelihoods for coastal communities by tapping into the economic potential of the oceans while preserving marine biodiversity and ecological integrity for the benefit of future generations.

Our Infrastructure Services and Space Optimisation team has made excellent progress in constructing flexibly designed, state-of-the-art facilities on the Ocean Sciences Campus. Construction projects in 2022 included the extension of laboratories, office space, a dive tank, and the Science Centre with a state-of-the-art Digital Dome. The latter project is due for completion in 2023.

In October 2022, the University hosted participants of the United Nations Group of Experts on the Scientific Aspects of Marine Environmental Protections (GESAMP) workshop on the *"Potential role of atmospheric deposition in driving ocean productivity in the Southwest Indian Ocean"*. We also

hosted the final day of the Western Indian Ocean Marine Science Association (WIOMSA) symposium in October, with 750 participants taking part in Special Sessions on the Ocean Sciences Campus.

5.2.1 Institute for Coastal and Marine Research (CMR)

The Institute for Coastal and Marine Research (CMR) fulfils a coordinating role for transdisciplinary coastal sciences research at local, regional, national, and international scale, involving internal and external collaborators and stakeholders. It has strong collaborative links with national and international research partners which include regional institutions in the Southwestern Indian Ocean in domains such as marine ecology, oceanography, climate change, the blue economy, law of the seas, and ocean cultures.

The CMR is leading the development of the South African Master's qualification in Ocean Science (SAMOS) in collaboration with seven other South African universities (University of Cape Town; University of the Western Cape; Cape Peninsula University of Technology; Stellenbosch University; Rhodes University, and University of KwaZulu-Natal), and several international universities (University of Brest and Montpellier in France, Kiel in Germany, and Bergen in Norway). This unique, international and transdisciplinary Master's programme is designed to include focus areas such as the blue economy and climate change. The six-month coursework component will be based at our Ocean



Sciences Campus, while the 18-month research project could be undertaken across any of the other South African universities or in Europe.

In November, the CMR met a delegation from Germany's Oldenburg University to discuss the expansion of our existing collaboration, as well as a possible roadmap for the next decade which will serve as the implementation plan going forward. New projects in 2022 have included the NRF/DSI-funded project SeaMap; investigating the hydrological and geobiological drivers of modern supratidal microbialites funded by the Deutsche Forschungsgemeinschaft (DFG), and a collaboration with Oldenburg's Helmholtz Institute for Functional Marine Biodiversity (HIFMB) on seagrass as pollutant filters funded by GIZ (Meerwissen).

As an outflow of collaboration with HIFMB since 2017, the Lower Saxony Ministry of Science and Culture in Germany has announced that it will fund an exchange programme from January 2021-December 2023.

In other international initiatives, the CMR also hosted an Italy-South Africa bilateral workshop, organised by the Italian embassy, in December with a focus on the theme of "Green Solutions and Marine Biodiversity for Sustainable Blue Growth".

5.2.2 FishFORCE

Nelson Mandela University and the Open University of Mauritius have partnered to establish a Fisheries Law Enforcement Academy (FishFORCE), signing a memorandum of understanding at the start of June 2022. This adds to the academies already established by FishFORCE in Namibia, Mozambique, Tanzania, and Kenya.

Over the past five years, the University has established itself as a world leader in the training of fisheries law enforcement agencies and in research and advocacy aimed at combating organised crime in the fisheries environment. FishFORCE, a partnership between the University, the national Department of Forestry, Fisheries and Environment (DFFE), and the Norwegian Ministry of Foreign Affairs, enjoys buy-in from Interpol, the African Union and the UN Office on Drugs and Crime.

5.2.3 Marine Robotics Unit

The Marine Robotics Unit (MRU) has designed a prototype surface autonomous vessel (SAV) that is being tested for operational conditions. A transdisciplinary group of researchers from engineering, physics and zoology designed the prototype to survey little-researched shallow reef and estuarine environments. MRU researchers are also

collaborating with the Advanced Mechatronics Technology Centre (AMTC) to build an ocean glider to replace the use of research vessels. This glider carries sensors that measure water temperature, salinity, and fluorescence, and can also be used to calibrate satellite data. It can cover hundreds of kilometres at sea using very little energy from its rechargeable battery pack.

The MRU researchers are also collaborating with the South African Institute for Aquatic Biodiversity (SAIAB) on video data analysis. Together they are developing a computer model that can identify fish species, count them, and create a numerical model of what the abundance is.

5.3 Revitalising the Humanities

Revitalising the humanities continues to take firmer shape with an ever-growing intellectual culture aimed at enhancing analytical rigour, vibrancy, and cohesion. To be human, and to cultivate humanity, is a key strategic imperative for our University as we awaken African scholarship, epistemologies and systems of thought in our drive to decolonise the curriculum and co-create new indigenous systems of knowledge with our publics.

Alongside a focus on decoloniality, indigenous knowledges and interrogating Western hegemonies, the Faculty of Humanities has been pursuing strategic interventions to reposition and recentre the humanities and social sciences. As part of this, the Faculty is engaged in recurriculating the BA undergraduate degree programme to ensure that this sought-after general formative qualification contributes to cultivating critically conscious, socially aware graduates.

The revitalisation of the humanities received a significant boost in 2022 with the National Institute for the Humanities and Social Sciences (NIHSS) awarding a research grant of R4m to the SARCHI Chair in Identities and Social Cohesion, Professor Andrea Hurst, to support the appointment of eight postdoctoral fellows over a two-year period.

Cross-disciplinary collaboration was highlighted by the Inaugural Archbishop Thabo Makgoba Development Trust Lecture at Nelson Mandela University on 19 May 2022. South African businesswoman and Mandela University 2021 honorary doctorate recipient, Dr Gloria Serobe, was invited to anchor a critical conversation around value-based leadership followed by responses from three young academics. The latter engaged with Dr Serobe to unpack the value of ethical leadership in the face of the challenges being experienced in South Africa.

Other transformative work within this trajectory included three memorial public lectures to honour Sizwe Kondile, Raymond Mhlaba, and Dr Phyllis Ntantala and Prudence Mabele. The first two lectures were organised through the relaunched Raymond Mhlaba Centre, and the third by the

Centre for Gender and Women Studies and the SARCHI Chair on African Feminist Imaginations, in collaboration with the University of Fort Hare. All lectures addressed the themes of origins, culture, heritage, and memory, as well as ethical governance and leadership.

The Faculty of Humanities' Curriculum Conversations, drawing from the priority theme of *African Vernacular Archive and Heritage Studies*, are ongoing. In July, the Faculty presented a transdisciplinary conversation on 200 years of the isiXhosa written word in the Eastern Cape in collaboration with the NIHSS.

In addition to the above three strategic trajectories, the University has deepened its focus on the following key areas of development: transformative engagement, women and gender studies and digital transformation.

5.4 Transformative Engagement

The establishment of a new executive management portfolio rooted in the interplay between engagement and transformation in 2020 has been fundamental to the overall institutional transformation project. As part of this trajectory, the University has responded to the call to become immersed and embedded in society so that it may engage authentically and productively with prevailing socio-economic, environmental, cultural, and political challenges. There is a conscious effort to draw together internal and external stakeholders to unlock the knowledge and praxes that will enable us to co-create solutions to complex problems. This includes inviting staff and students to participate in a broad range of scholarly and programmatic activities and projects, exposing them to internal and external stakeholder-communities and facilitating the organic emergence of transdisciplinary and transversal collaboration.

5.4.1 Transdisciplinary Institute for Mandela Studies

The launch of the Transdisciplinary Institute for Mandela Studies (TIMS) in 2019 is among several initiatives geared to facilitate and sustain institutional awareness of critical Mandela scholarship to advance the meaning of Mandela. Signing a Memorandum of Understanding (MoU) with the Nelson Mandela Foundation has served to catalyse and advance this scholarly endeavour.

The Advancing Critical University Studies across Africa (ACUSAfrica) Colloquium in November included a TIMS panel discussion, titled *Radical Openness*. This engaged in a critique of the social figure of Mandela, focusing on the effect that institutional names have on tertiary institutions and their interconnectedness with institutional culture. Including young voices in the conversation with senior scholars, it provided an opportunity to uncover contradictions around the Mandela name as part of thinking about a critical university practice.





5.4.2 Hubs of Convergence

The Hubs of Convergence (HoC) are a key part of repositioning engagement at Nelson Mandela University by endeavouring to co-create physical spaces where the University meets with its immediate communities to engage on common platforms to find solutions to problems affecting them. Through their programmatic work, the HoC strive to show how convergence between the University and community is part of co-creating a socially-just world. Using a beehive model, the six hubs work in the areas of: individual and collective wellness; food sovereignty; gender-based violence (GBV); community-based economic initiatives; community-driven projects; and knowledge, communication, and application.

Contributing to a transformative institutional culture, the Nelson Mandela University Food Systems programme has established a diverse, transdisciplinary working group comprising over 50 members across departments, faculties, units, and entities. The programme has created a space to explore and evolve a productive and collaborative transdisciplinary programme across knowledge fields and functional areas of the University.

5.5 Women and Gender Studies

With GBV one of the most intractable challenges confronting South Africa, Nelson Mandela University's Centre for Women and Gender Studies (CWGS) was established to promote attitudinal and social transformation through women's empowerment and gender equality and equity. The centre also hosts the DSI-NRF SARCHI Chair in African Feminist Imaginations, which studies the creative arts,

popular culture, and other expressions of African feminist energies. In March 2022, the Centre celebrated the national recognition of the *Female Fear Factory* authored by Chair incumbent Prof Pumla Gqola, which was awarded the HSS Best Non-Fiction Monograph at the NIHSS Awards.

The Centre's mandate is to mainstream gender in teaching and to promote scholarly engagements that transform attitudes towards gender transformation. One of its ongoing projects is the development of two postgraduate degrees in gender studies.

To ensure an institutional culture that is progressive, collaborative, and enriching for both students and staff, the Centre, and the Chair host scholarly engagements through the *Author Friday* series. The series provides academic staff, students, and external stakeholders from various South African universities with a platform to engage in feminist and social justice conversations to promote social and attitudinal transformation and strengthen partnerships.

In August, the University collaborated with the University of Fort Hare (via the SARCHI Chair in Genders, Sexualities and Queer Studies) to host the historic "*Let's Hear Them Speak*" Inaugural Joint Public Lecture in honour of Dr Phyllis Ntantala and Prudence Mabele (noted in brief above). With Dr Mamphela Ramphela and Lebogang Ramafoko as the keynote speakers, the lecture bridged generational gaps and highlighted the importance and legacy of South African women's voices and intellectual contributions to the country's socio-political activist movements and academic, political, cultural, and public spaces.

In 2022, CWGS was finalising a draft Gender Strategy, outlining the gender transformation practices and gender mainstreaming policies that are present, and lacking, in South Africa's higher education sector and, more specifically, at the University. To this end, the Centre was instrumental in establishing a cross-functional Gender Transformation Strategy Working Group (GTWG) to assist in advancing the objectives set out in the Institutional Transformation Plan (ITP).

5.6 Digital Transformation

Education systems worldwide have undergone a challenging structural transformation triggered by the widespread adoption of emergency remote learning during the COVID-19 pandemic. This shift potentially can reduce costs and expand access, but students and employees who lack the digital tools, online access, and knowledge to participate are at risk of being excluded. In a deeply unequal society such as South Africa, it is imperative for higher education institutions to prioritise access for all to enabling digital technologies and data connectivity.

University funding has been channeled to networking and connectivity infrastructure, improving e-readiness of teaching and learning venues across all campuses, enhancing datacentre resilience and efficiency, as well as cybersecurity initiatives and projects to improve information security. This has been significantly bolstered by more than

R131m infrastructure and efficiency funding allocated to the University by the DHET over the next three years.

Universities are highly dependent on universal access to affordable broadband and mobile devices, digital literacy, and digitalised systems as critical preconditions for the successful adoption of fully online, blended or hybrid learning at scale. There has been a shift from basic training in the use of digital tools for emergency remote learning to more advanced training incorporating instructional design and assessment of learning.

Responding to the imperative of digital transformation will require transversal efforts to tap into a spirit of innovation to devise transformational and sustainable solutions that are responsive to the needs of South African society as it prepares for the future world of learning and work.

The above strategic trajectories of Nelson Mandela University continue to develop in ways that serve to further differentiate the institution in providing a valued inter- and transdisciplinary academic project marked by excellence. The goal at the heart of each area listed above is to serve the public good by providing life-changing educational experiences and generating cutting-edge knowledge that contributes to more socially just and sustainable futures. These distinctive intellectual niches will position the institution as a dynamic African university in the service of society.



6. SUSTAINABILITY REPORT

The drive for sustainability is non-negotiable in an era where the demand for natural resources has far outstripped supply and the planet is increasingly confronted with climate change, pollution, and severe shortages of life-supporting natural resources such as fresh water. Higher education institutions are being called upon to chart future directions that contribute to addressing these social, economic, and environmental sustainability challenges. The University's Vision 2030 strategic aspirations position the institution to contribute to advancing sustainable futures in a balanced and integrated manner to promote a fair, liveable, and viable world.

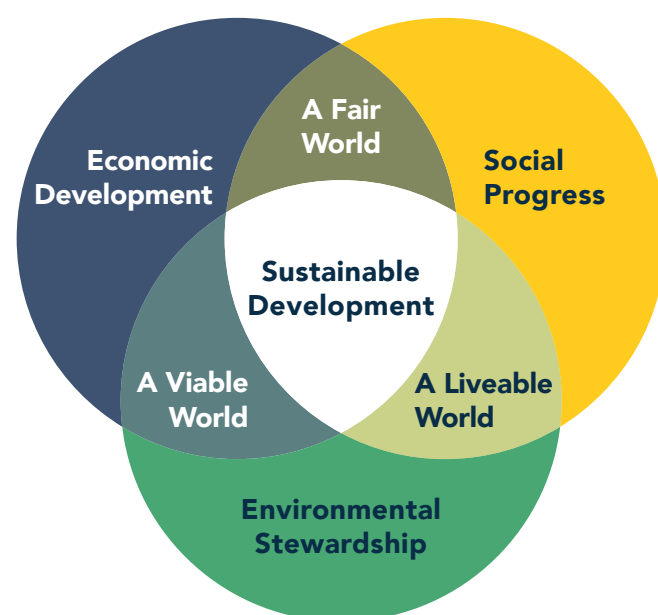
Universities in South Africa are increasingly called upon to participate more actively in addressing the developmental needs of the African continent, with specific reference to the United Nations Sustainable Development Goals (SDGs), the African Union Agenda 2063, and South Africa's National Development Plan. Societal expectations of higher education institutions to demonstrate social responsiveness and impact are simultaneously increasing, particularly in developing nations.

In this regard, it has been gratifying for the University to be recognised by the Times Higher Education (THE) Impact Rankings, which assess the performance of universities in contributing to the SDGs. In 2022, THE ranked the University

fifth in South Africa, with the universities of Johannesburg, Cape Town, Pretoria, and the Witwatersrand the top four ranking universities respectively. The University's highest ranking was for SDG 14 *Life Below Water*, thereby positioning the institution as the only university in South Africa to rank for this SDG. The University also ranked among the top four universities in the country for Partnerships (SDG 17) after the University of Cape Town, the University of Pretoria, and the University of Johannesburg.

This, among other factors, confirms the institution's commitment to being an engaged university by contributing to sustainable social and economic development in pursuit of the public good. To further these gains, the University is in the process of developing a transdisciplinary sustainability sciences hub that will serve to position the institution as a champion in this domain with a uniquely African focus.

As universities collectively reshape the post-pandemic future, they seek to undertake four missions as effectively as possible, namely, to: provide teaching and learning for their students; undertake transformative research and scholarship; promote impactful engagements with society; and serve as hubs of innovation and entrepreneurship for sustainable and progressive change. In addition, an implicit fifth mission – the duty of care – is crucial and this is characterised by humanistic and ecological values to



promote the sustainability of our species, societies, and nature (Zezele, 2020).¹

A sustainable university can be defined as: *"a higher educational institution, as a whole or as a part, that addresses, involves and promotes, on a regional or a global level, the minimisation of negative environmental, economic, societal, and health effects generated in the use of their resources in order to fulfil its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable lifestyles."* (Velasquez, Mungia, Platt & Taddei, 2006: 812).² The future vibrancy of higher education institutions rests on a shared commitment to responsible stewardship of vital resources to promote long-term wellbeing and leave a sustainable legacy for future generations.

5.7 Social Sustainability

Embedding sustainability within universities requires a co-creation model whereby the efforts of all stakeholders are integrated through a transdisciplinary approach, seeking to address global development needs through the transition to responsible sustainability and stewardship practices. The concept of co-creation can be defined as a creative process that is carried out simultaneously by two or more persons, providing a collective dimension that encourages transformation to achieve a mutually valued result.

¹ <https://www.universityworldnews.com/post.php?story=20221005212508683>

² <https://www.sciencedirect.com/science/article/pii/S0959652606000199>

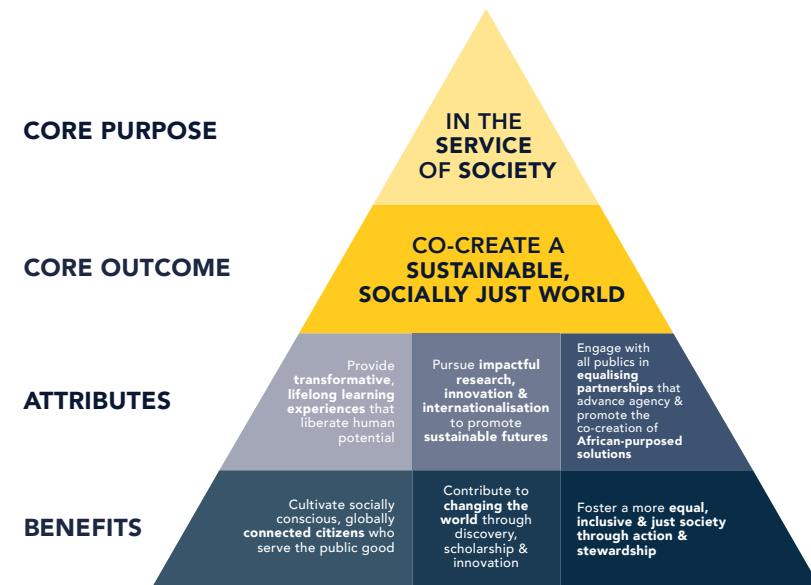
By changing the way people behave and by involving them in the process of embracing sustainability, the results are more likely to be impactful.

For a university, social sustainability requires that the institutional vision, mission, values, and strategic goals remain socially responsive and promote the public good. A socially sustainable society is one that is just, equal and in which all citizens live a decent life in freedom. This is a crucial dimension of strategic differentiation for the University and our six core values serve as a compass for our decisions and actions. These values include social justice and equality, ubuntu, respect for diversity, excellence, integrity, and stewardship and sustainability, all of which embody the identity of our namesake Nelson Rolihlahla Mandela. These values propel us to reposition and advance the praxes of an engaged, transformative university to enhance social responsiveness.

5.7.1 Social Responsiveness and the Public Good

The University's Vision 2030 calls for engagement with all publics in equalising partnerships to co-create socially responsive solutions in pursuit of sustainable futures. The establishment of an executive portfolio for Engagement and Transformation (ETP) confirms the University's commitment to reimagine, reposition, and reframe its character as an engaged, responsive university. This is embedded in the Vision 2030 core messages as a key attribute of the University as depicted in Figure 24 on the next page.

FIGURE 24: VISION 2030 CORE MESSAGES



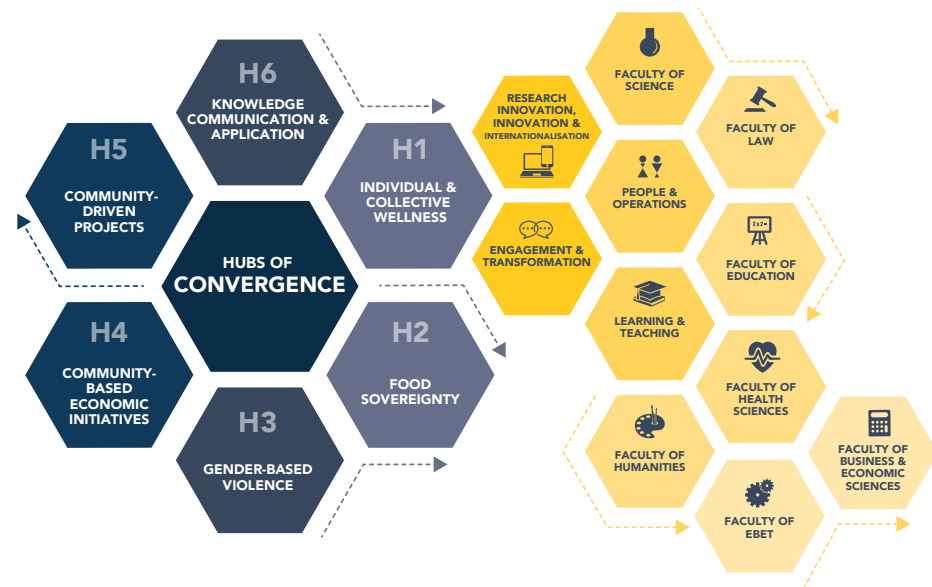
To this end, the University community is involved in close to 250 engagement projects and activities across academic faculties, entities, and fields of knowledge. The broad areas of engagement include agriculture and food security; arts, culture, and sport; education; environment; enterprise development; health; HIV/AIDS; housing and living conditions; social justice; social and community development; safety and security; and training and development.

The Hubs of Convergence (HoC) were created to provide an outward focus by ensuring that communities benefit from the intellectual and other assets of the University while also contributing their wisdom to the co-creation of African-purposed solutions to societal challenges. Figure 25 below

provides an overview of the six hubs which have been established and how these interface with various faculties and other portfolios.

Conceptually, the University has reorganised various transdisciplinary projects into thematic hubs. These hubs are spaces in which University entities and faculties co-construct programmes in collaboration with stakeholder communities across civil society at large. The hubs function in a manner which is mindful that socially engaged scholarship is best derived from an authentic process of learning with others in practice; that it embraces the uncertainty embedded in "not knowing" and is supportive of multiple forms of knowledge output to drive social inclusion and cohesion.

FIGURE 25: HUBS OF CONVERGENCE



5.7.2 Promotion of Equality and Social Inclusion

The University embraces the significant responsibility to embody the legacy and ethos of the late Nelson Mandela, our iconic namesake, and in particular his lifelong struggle for a non-racial, non-sexist, democratic society where all citizens are treated with respect and dignity. We view transformation as the advancement of inclusivity and fostering an affirming institutional culture that welcomes and respects diverse identities, heritages, and life experiences. The University is committed to diversity and social inclusion and, as has been noted the Report of the Chair of Council, we take a zero-tolerance approach towards any form of discrimination.

The Transformation Office produces quarterly reports on Equality Promotion and Social Inclusion, including GBV matters. These highlight ongoing interventions towards equality promotion and social inclusion awareness and advocacy. Training programmes and workshops in 2022 covered a wide range of topics, such as bullying in the University environment, redistribution strategies and approaches to drive social change, creating a more inclusive institutional culture, disability rights, gender issues, LGBTQIA+ pride awareness, and many others. Specific GBV interventions continue throughout the academic year, including multiple talks and seminars as well as first responder and self-defence training sessions.

The #MustFall movement confronted the higher education sector with the inaccessibility of university spaces in terms of high tuition fees and a lack of transformation in the curriculum, staff demographic profiles, and institutional

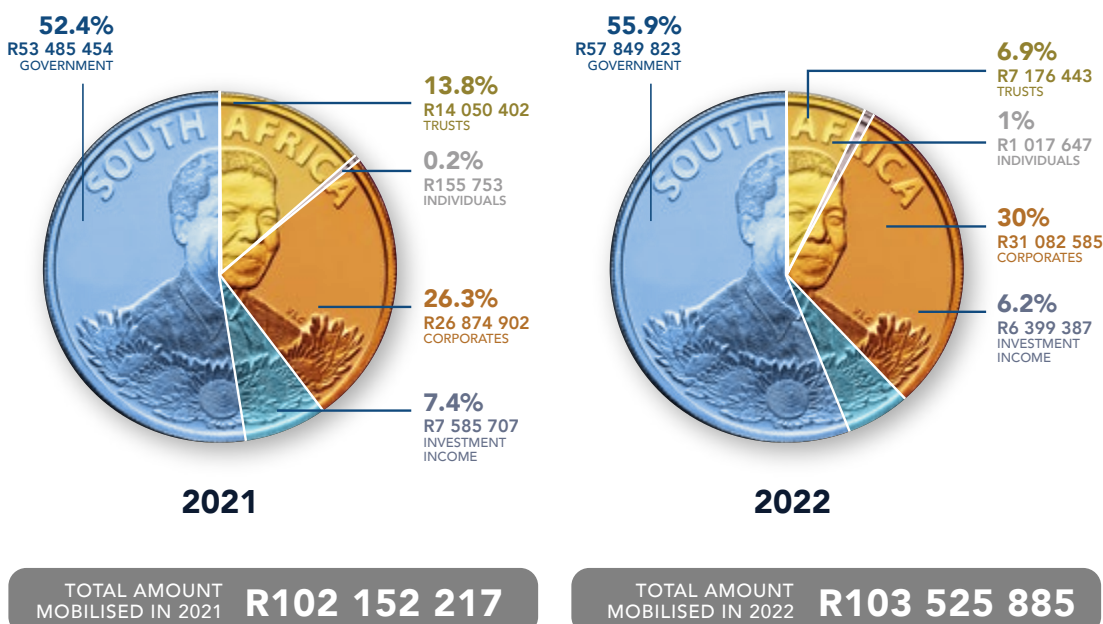
cultures of universities. Nelson Mandela University heeded this call by co-creating the Social Consciousness and Sustainable Futures (SCSF) course with students to reimagine what a collaborative and inclusive curriculum would look like. The University offers the SCSF course to all first-year students on a voluntary basis. This foundational course focuses on themes exploring what it means to be human; land, environment, food; economy, technology, Constitutional rights, ethics, entrepreneurship, and leadership. In so doing, students grapple with the social issues tied to justice, fairness, freedom, sustainability, dignity, and recognition.

5.8 Economic Sustainability

The financial sustainability of the South African higher education sector will remain a critical priority in the immediate to short-term future, until such time that economic recovery interventions bear fruit. Universities are confronted with declining government subsidy and tuition fee income, coupled with escalating costs and ever-increasing demands for holistic support to promote student access for success. This calls for bold and innovative responses that are underpinned by responsible financial probity and stewardship.

The future of the higher education funding framework has a marked impact on financial planning at an institutional level, and the University needs to be innovative in mobilising, allocating and using resources in alignment with institutional strategy. The University has, to date, been able to sustain its financial integrity through ethical resource stewardship and dedicated resource mobilisation efforts. Successive annual

FIGURE 26: FUNDING MOBILISED THROUGH THE NELSON MANDELA UNIVERSITY TRUST IN 2022



reports, which contain the audited financial statements of the institution, indicate that the University has maintained a relatively healthy financial position.

From Figure 26, it is clear that the Nelson Mandela University Trust, of which Nelson Mandela University is the sole beneficiary, is key to soliciting donations and management investment assets to benefit the University. Commercial companies either partly or fully owned by the University such as Innovolve, Propella and the Nelson Mandela University Investment Company (Pty) Limited, also create value that can be used to support the mission of the University.

It is nonetheless imperative to diversify sources of income so that the University is not as reliant on government subsidy, the National Student Financial Aid Scheme (NSFAS), and tuition fee income for long-term financial sustainability. To this end, the University has developed an institutional Resource Mobilisation Strategy to set out a series of integrated, multi-pronged and coordinated strategic interventions. This is premised on four strategic pillars, namely, innovative resource generation; maximising government funding and fees; responsible resource stewardship, and ramping up commercial ventures. These will, over five years, raise the resources needed to implement our Vision 2030 strategic trajectories and to enhance financial sustainability in the medium- to long-term.

5.8.1 Bursaries and Scholarships

The mobilisation of resources for bursaries and scholarships enables financially needy, academically deserving students to access quality higher education and thereby broaden

student access for success in alignment with the University's social justice imperatives.

As the proportion of incoming students from quintile 1 to 3 schools continues to grow at the University, the number of students funded by NSFAS is also increasing. The University views this as a positive trend it aligns with its transformation agenda while also promoting financial sustainability since the revenue from tuition fees is guaranteed to be recovered.

Bursary funding has been a major focus of alumni donations, but this has shifted since the introduction of the new pro-poor NSFAS funding criteria. The focus is now on mobilising funding for "missing middle" and postgraduate student bursaries. However, the University is receiving an almost negligible amount in the form of alumni donations (see Figure 27 below) and needs to increase this exponentially to make any significant impact on the financial sustainability of the University. To this end, a new institutional online fundraising platform was launched in September 2022, which will allow for better reporting relating to alumni and other donations to the University. Donations made via the online platform are deposited into the University Trust bank account and this allows for tax certificates to be issued to qualifying donors.

5.8.2 Sustainability and Institutional Viability Task Team (SIVTT)

Executive management established a Sustainability and Institutional Viability Task Team (SIVTT) under whose auspices various sustainability interventions are guiding resourcing and investment priorities at institutional level. These include academic optimisation, improving



efficiencies, and promoting strategic-aligned resource mobilisation and budgeting.

Academic optimisation

An implicit dimension of a focused differentiation strategy is not only defining what the University will invest in as key strategic differentiators, but also clearly identifying what no longer serves the institution well and needs to be discontinued. In this regard, a careful analysis needs to be conducted of the University's current and desired programme and qualification mix (PQM) to identify gaps and assess the extent to which our academic offerings are relevant and sufficiently equip graduates for the future world of work.

With the number of young Africans projected to increase to 42% of the world's youth by 2030 and doubling the current numbers of African youth by 2055, African countries must invest in youth economic opportunities for a more prosperous future for all. Enhancing youth employability and entrepreneurship initiatives in the short term will reduce poverty, foster social inclusion, and harness Africa's demographic dividend. This is especially imperative in South Africa where the level of inequality remains persistently the highest in the world with a Gini coefficient of 0.63 in 2022.

Furthermore, the advancement of artificial intelligence and disruptive technology are rapidly changing the future of work and the knowledge, skills and attributes required of

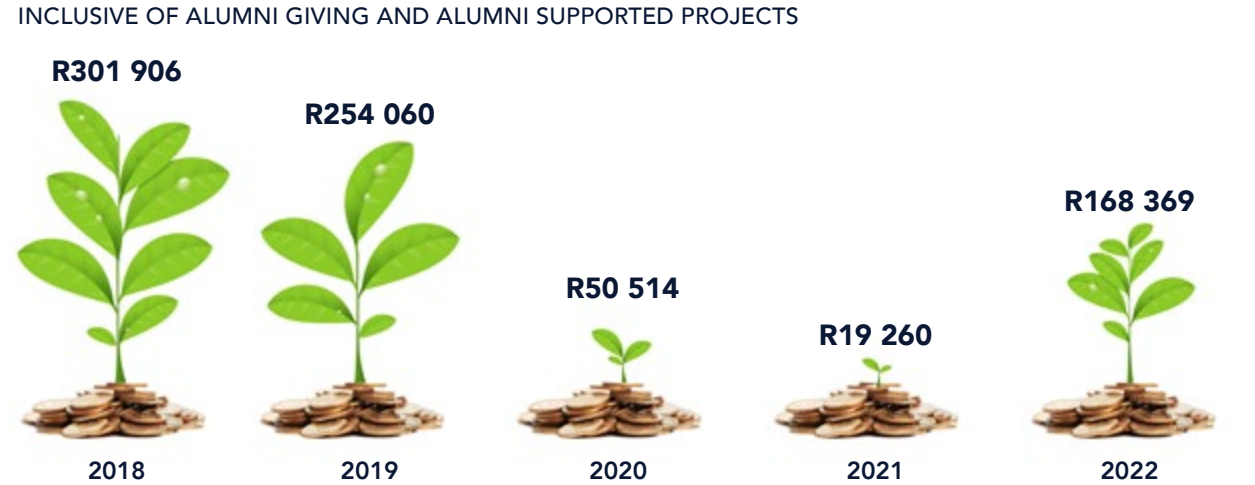
university graduates to thrive in the 21st century workplace. This requires the higher education sector to be innovative and dynamic in responding to these advancements. The University must ensure that it develops graduates as responsible citizens who can contribute to sustainable socio-economic development through sought-after qualities such as critical thinking, creative problem solving, adaptive expertise, and an ethic of care.

Although graduate employability is systematically tracked and students are prepared for the world of work, the University also recognises the importance of equipping those students who want to become self-employed. This is nurtured through various student entrepreneurship programmes that the University implements, as outlined in the Vice-Chancellor's Report.

Improving efficiencies and digital transformation

As part of digital transformation, a further dimension of sustainability requiring attention is exploring what proportion of the University's academic programme offerings can be offered through fully online, technology-rich, and flexible modes of delivery. This is with a view to catering for markets such as school leavers, as well as employed adults and professionals seeking opportunities for upskilling and lifelong learning. In this respect modernised infrastructure and access to digital technologies, mobile devices and data connectivity will require an upfront investment to promote a seamless transition to flexible modes of learning and teaching.

FIGURE 27: ALUMNI DONATIONS: 2018 - OCT 2022



*Excludes alumni donations to the Convergence Fund (2020-2021) which were made directly into the Trust account. Future alumni donations (from 2022) will be made via a new donation platform linked to the Trust account which will allow alumni donors to receive tax certificates.
**The University's online donation platform was launched on 2 September 2022 - <https://www.mandela.ac.za/giving-to-mandela-university>

Universities are expected to keep pace with these transitions to deliver on evolving expectations that include quick pivots to quality online and hybrid learning, touch-of-a-button convenience, and affordability. The “digital divide” refers to uneven access to information and communication technologies (ICT) in societies and is particularly pronounced on the African continent. The University seeks to narrow the digital divide by ensuring that student and employee access to mobile devices, digital technologies and data connectivity is progressively scaled up over time as resource availability permits.

As an integral part of efforts to improve operational efficiencies, the University is continuously exploring strategies to transition progressively towards sustainable operating models. This requires a wide-ranging review of all University projects, services and activities designed to improve operational efficiencies and reduce costs through smarter ways of working. This includes assessing current and historical expenditure trends and implementing cost saving measures to enhance allocative efficiencies.

Strategy-aligned budgeting and sustainable resource stewardship

In response to the prevailing environmental and economic challenges, the University will review the resource allocation model (RAM) and promote responsive, strategy-aligned budgeting. In so doing, the University will reimagine and implement pioneering approaches to budgeting and resource stewardship that support the sustainable delivery of our Vision 2030 strategic trajectories and core academic missions.

Furthermore, through the process of cascading Vision 2030, members of executive management have developed five-year strategic plans which will increasingly inform the annual budgeting process and provide the parameters for strategy-aligned resource mobilisation and budgeting at institutional level.

5.8.3 Infrastructure Development and Digitalisation

The University's Infrastructure Services and Space Optimisation (ISSO) division is well positioned to leverage opportunities related to utilities and facilities. The University has seen significant infrastructural growth and today has 277 buildings in use with a footprint of approximately 315 000m², spread across seven campuses in Gqeberha and George. Infrastructure management, delivery, and maintenance, in addition to staff costs, is a significant cost and expenditure area that offers opportunities for realising efficiencies and contributing to both financial and institutional sustainability.

University facilities with the potential to generate revenues must be evaluated to establish the extent to which they can realise their revenue earning potential, and this includes determining whether capital expenditure is warranted or

not. Campus optimisation business plans are ongoing, as are management frameworks for sports, conferencing, and other facilities.

The Department of Higher Education and Training (DHET) has reviewed its infrastructure funding priorities to foreground digital transformation, including enriching and augmenting classroom experiences using technology. Today's “smart campus” integrates technology and traditional infrastructure to achieve optimal use of space for growth and development.

Sustainability encompasses every aspect of the University's ecosystem and, in an environment of increasing budgetary constraints, it is essential to ensure that all resources are used as efficiently as possible. Responsible planning needs to meticulously manage construction and maintenance budgets. Further contributing to economic and social sustainability, it is a University requirement that local small-, medium- or micro-sized enterprises (SMMEs) are hired and that local artisans are trained on the job as part of all building and installation processes.

Sustainability in campus operations includes an assessment of energy and water consumption, greenhouse gas emissions, waste reduction and management, catering, transport, landscaping and horticulture, transformative procurement and green purchasing, enterprise development, accessibility for people with disabilities, green buildings, and campus safety and security. All of these have the potential to generate cost reductions and savings.

Greening operations furthermore require a review of the multi-campus governance and management model to assess the optimal mix of academic programmes and support services on each campus. This will promote the equivalence of educational and campus life experience across multiple geographical locations. The sustainable management of utilities, such as electricity and water, is covered in detail in the following section.

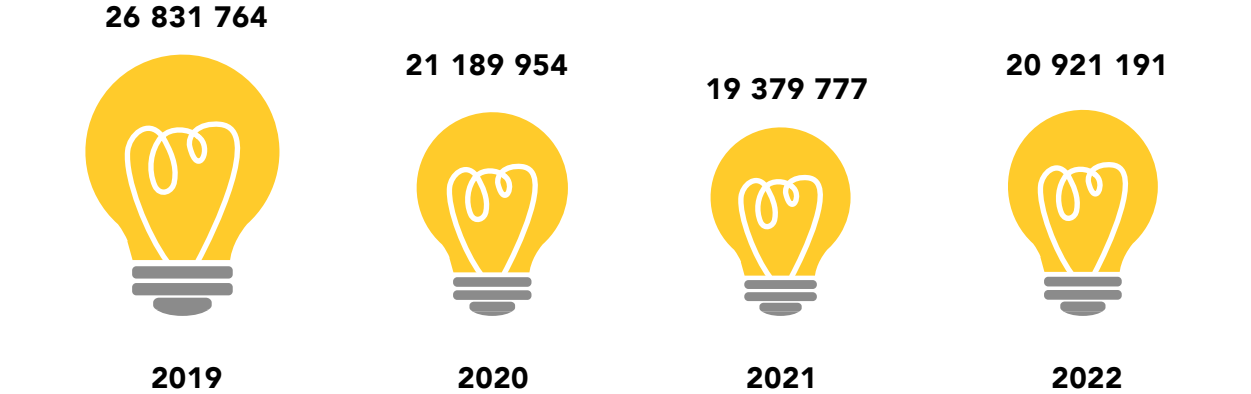
5.9 Environmental Sustainability

In advancing environmental sustainability, the University works with students, staff, and our neighbouring communities to:

- Responsibly integrate campuses within their social, economic, and environmental location
- Equalise resource distribution across all campuses
- Environmentally enhance all campuses
- Ensure buildings and spaces are purposeful, productive, and stimulating environments
- Enable sustainable deployment, use and management of resources and campuses.

Due to the impact of the COVID-19 pandemic, most students and staff were learning and working remotely for the greater

FIGURE 28: ENERGY (KWH) CONSUMED ON ALL CAMPUSES 2019 - 2022



part of the period 2020 to 2022. As a result, data related to environmental sustainability for this period are not yet available. However, with more people on campus post-lockdown, water and energy consumption did rise over the second half of 2022. At the same time, the seven-year drought in Nelson Mandela Bay reached a tipping point where the dam levels from which the Summerstrand area and several of our campuses draw water, dropped to less than 10% in 2022.

The University faces unprecedented challenges with regards to business continuity and the provision of basic services like water and electricity. In both the Nelson Mandela Bay Metro and the surrounding areas of George, we face water restrictions. The Metro also faces the tangible possibility of Day Zero, when water ceases to flow to consumers.

The severity of loadshedding has also affected operational and academic activities, especially for students living in on- and off-campus residences. This will require ongoing

expenditure on back-up power generation and investments in renewable energy.

A communication campaign aimed at encouraging staff and students to reduce the consumption of water and energy on campus has been activated. In addition, an external communication campaign is using social media and direct communication to reach prospective students, as well as a more general audience through opinion editorials in mainstream media.

5.9.1 Responsible Energy Management

Nelson Mandela University is committed to responsible energy management to meet its commitment to reducing CO² emissions, increasing energy efficiency, energy conservation, and renewable energy supply. Following the adoption of the renewable energy strategy, the University has approved the installation of solar-photovoltaic (PV) panels on all seven campuses over and above the existing 1 megawatt (MW) solar plant on South Campus, completed in 2019 at a cost of R16.5m. An investment proposal is under

FIGURE 29: ENERGY CONSUMPTION (kWh) PER CAMPUS 2022

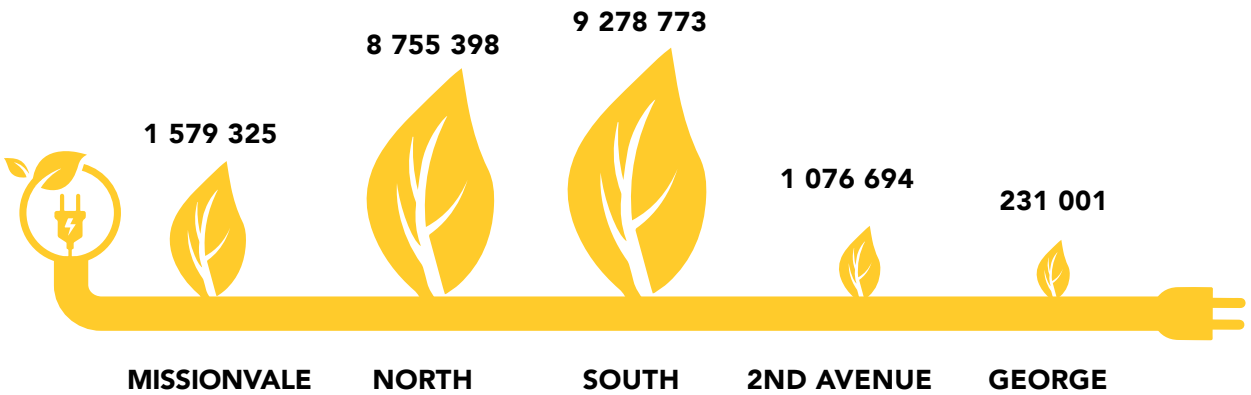
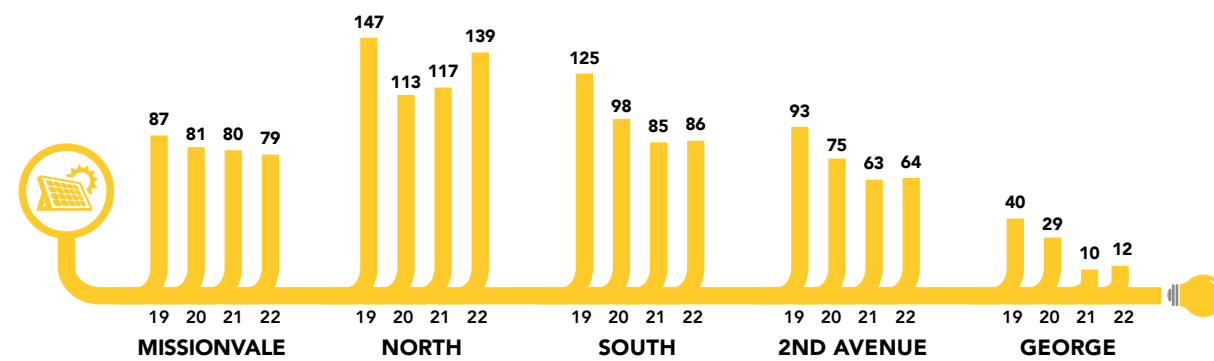
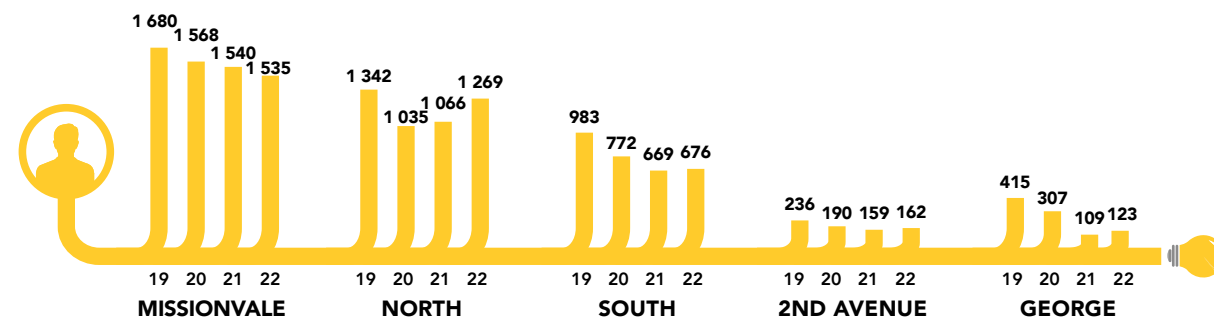


FIGURE 30: ELECTRICITY USAGE 2019 - 2022

ELECTRICAL CONSUMPTION MEASURED IN KWH PER TOTAL GROSS M²



ELECTRICAL CONSUMPTION MEASURED IN KWH PER STUDENT



NOTE: Historic data for both Bird Street and Ocean Sciences have not been accurate and will be refined for inclusion in future statistics.

consideration to support the installation of solar plants at a total cost of R65m with a potential saving of R583.2m over the 25-year period. High quality imported Tier 1/A-grade panels, which are durable for 20 to 25 years are used.

In addition to solar-PV, over the past few years the University has considerably stepped up its energy-saving initiatives and is keeping pace with technology changes such as LED lighting, which is 60% more efficient than traditional lighting. Geysers have been replaced with heat pumps in 90% of the residences, and, budget permitting, 100% will have heat pumps or solar geysers within the 2023 year. Heat pumps in the residences contribute an energy saving of 66%.

| Campus | 2022 Consumption kWh | 2022 Green energy kWh | % Green Energy |
|-------------|----------------------|-----------------------|----------------|
| Missionvale | 15 790 325 | | |
| North | 8 755 398 | | |
| South | 9 278 773 | 1 544 235 | 17% |
| 2nd Avenue | 1 076 694 | | |
| George | 231 001 | | |

Table 41: Green energy generated as percentage of total energy consumption

| Campus | 2019 kWh/m² | 2020 kWh/m² | 2021 kWh/m² | 2022 kWh/m² |
|-------------|-------------|-------------|-------------|-------------|
| Missionvale | 86.7 | 80.9 | 79.5 | 79.3 |
| North | 146.8 | 113.2 | 116.6 | 138.8 |
| South | 124.8 | 98.0 | 84.9 | 85.8 |
| 2nd Ave | 93.3 | 75.2 | 62.9 | 64.2 |
| George | 39.5 | 29.2 | 10.4 | 11.7 |

Table 42: Electrical consumption measured in kWh per total gross m²

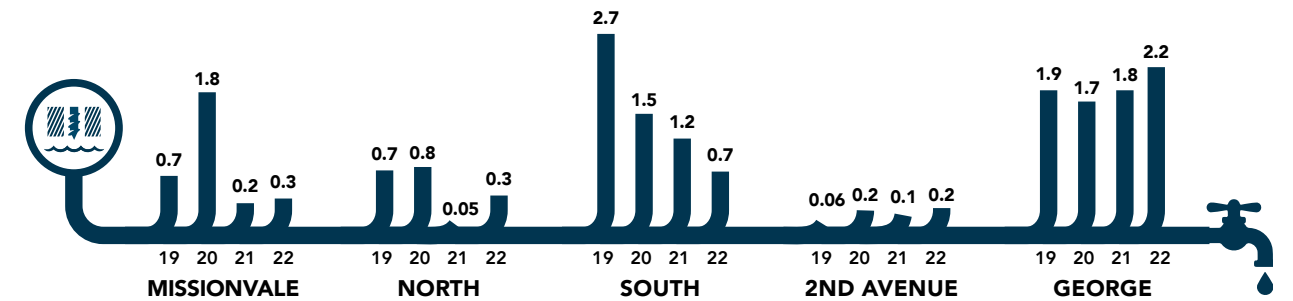
| Campus | 2019 kWh/student | 2020 kWh/student | 2021 kWh/student | 2022 kWh/student |
|-------------|------------------|------------------|------------------|------------------|
| Missionvale | 1 680 | 1 568 | 1 540 | 1 535 |
| North | 1 342 | 1 035 | 1 066 | 1 269 |
| South | 983 | 772 | 669 | 676 |
| 2nd Ave | 236 | 190 | 159 | 162 |
| George | 415 | 307 | 109 | 123 |

Table 43: Electrical consumption measured in kWh per student

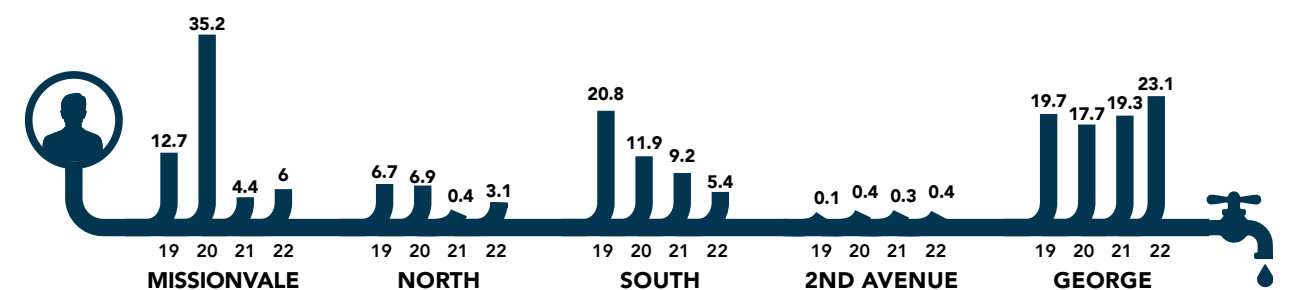
Most campuses saw increases in power usage in 2022 due to the increase in students and staff on campus post-COVID, starting from March and April 2022.

FIGURE 31: WATER USAGE 2019 - 2022

WATER CONSUMPTION MEASURED IN KILO LITERS PER M² OF USABLE SPACE FOR EACH CAMPUS



WATER CONSUMPTION MEASURED IN KILOLITRES PER STUDENT



Responsible campus planning includes designing all new residences in a manner that advances sustainability to comfortably accommodate a high number of people in a smaller area and include energy- and water-efficient systems.

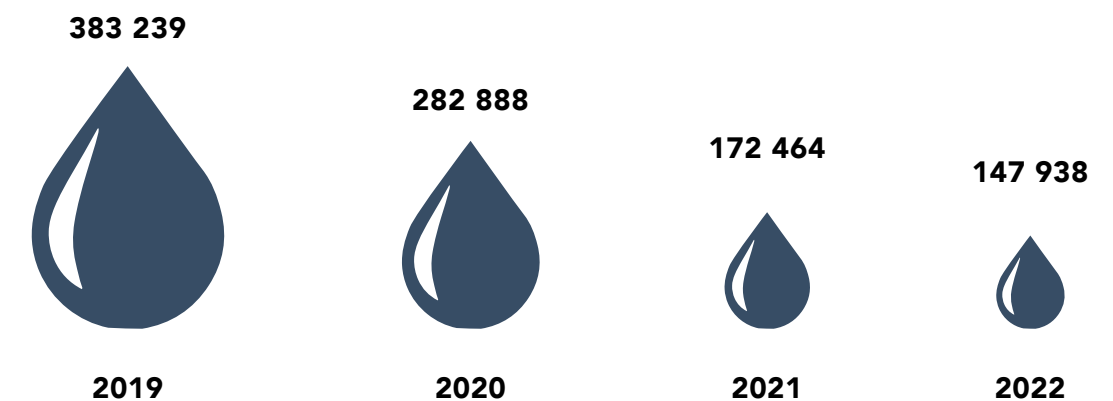
The Nelson Mandela Bay Business Chamber has invited many large energy users in the metro to form an energy cluster aimed at attracting and engaging a large-scale energy project of 250MW. This would provide renewable energy to the metro based on many individual power purchase agreements. Through this initiative, the metro could have a basis to negotiate with Eskom that the metro be excluded from load shedding.

Over and above loadshedding, the University may be able to have renewable energy penetration of 70% to 80% into our overall energy consumption. The energy purchased through the power purchase agreement established by the cluster would be cheaper than the Eskom rates. It also would have a consistent year-on-year increase, contrary to the increases experienced in the past five to ten years.

5.9.2 Responsible Water Conservation

The ongoing drought and the monthly drop in the combined dam levels require that the University continues to use water wisely. A new Water Emergency Management Team comprising water scientists and technical support staff

FIGURE 32: KILOLITRES WATER CONSUMED ON ALL CAMPUSES 2019 - 2022





works closely with the Nelson Mandela Bay Municipality Disaster Management Command Centre and the Business Chamber Water Task Team.

At great, but necessary, cost the implementation of the institutional water management and risk mitigation plan has been accelerated. The plans are predominantly focused on the Summerstrand (Ocean Sciences, North, South and Second Avenue) campuses as these are in an area classified as a red zone for municipal water supply during the peaks of the water crisis.

In anticipation of the progressive and drastic reduction of water supply, a three-pronged water emergency management and sustainability strategy has been implemented on all campuses since June 2021. This includes:

- Technology and the implementation of water saving systems
- Reducing the use of potable municipal water by finding and using other sources of water, such as boreholes and return effluent (RE) water
- Promoting behavioural change to encourage people to use less water.

Each campus has been surveyed with regards to the capacity of water required, the impact of load-shedding on water provision, the existence of an alternative water source, and the availability of potable water. These assessments have led to campus-specific solutions being put in place. In 2022, the University slowly moved from a crisis towards medium- and long-term installations that would be able to provide us with water during periods of no water on campus. It is also looking at the use of alternative sources going into the future.

The outcomes of the yield and quality from the boreholes indicate that Second Avenue Campus can operate entirely from the existing borehole. Similar scenarios will also play out in the new residence blocks being completed on North Campus, other buildings on this campus, and the Ocean Sciences Campus.

South Campus, by far our largest campus by area, is a concern as it houses the largest group of student residences as well as the highest registered student and staff population. In 2022, RE water from the wastewater treatment works at the Cape Recife plant was used to irrigate our sports fields but could also be used to help provide basic water on

South Campus. A small filtration and chlorination plant was installed to provide roughly 200 000 to 250 000 litres of filtrated and chlorinated water per day. The system installed has been working relatively well but, due to the quality of water received, it could be a high risk to distribute this water within the South Campus water reticulation.

It is pleasing to note that the only campus with a decrease in water usage per square metre and per student, is South Campus. This is attributed to several factors, such as greater water conservancy drives; less large-scale construction; no potable irrigation; isolation of reticulation which has in the past experienced major burst pipes; amendments internally in departments related to water usage, and the residence community decreasing its usage.

As can be seen from the water usage illustration on page 81, campuses with residences housing students tend to use more water, namely our Summerstrand South and George Campuses. Summerstrand North Campus usage is queried, however, due to long-term issues with the replacement of the water meter. The trend on the George Campus of using the most water per square metre of assignable space, and kilolitres per student will be monitored closely going forward.

The University is doing everything it can to ensure that students and staff continue to enjoy a sustainable water supply, and alternative water sources are being sought to ensure campuses are water secure to the greatest extent possible. Plans to maintain ongoing minimum levels of water supply for drinking, cleaning ablution blocks, and

showering in student residences have included several interventions. They include installing more than 168 water tanks, 152 water metres, 150 flush valves, six boreholes producing approximately 630 000 litres per day, and an RE water management system that helps to reduce the use of potable municipal water for the gardens.

5.9.3 Carbon Footprint and Waste Management

The University has initiated a sustainable Waste Management Strategy (WMS), which requires accelerated action in respect of the following:

- The optimisation of the current waste management operations
- Ensuring that our in-house waste management and engagement work is developed and refined to serve as a blueprint for similar projects in our city and region
- Identifying new areas of focus combined with possible projects to lead the University's waste management and recycling path.

Towards the end of 2021, the University completed a Greenhouse Gas Emissions Study. This study considers the various greenhouse gas emission categories as per the SANS 14064-1. These categories relate to direct and indirect emissions (imported energy, transport, products, and other sources).

As can be expected, it is clear from the carbon footprint infographic (Figure 34) that the pre-COVID-19 years of 2018 and 2019 had higher emission levels per annum than in 2020

FIGURE 33: M³ OF WASTE TO LANDFILL PER M² FOR ALL UNIVERSITY CAMPUSES 2019 - 2022

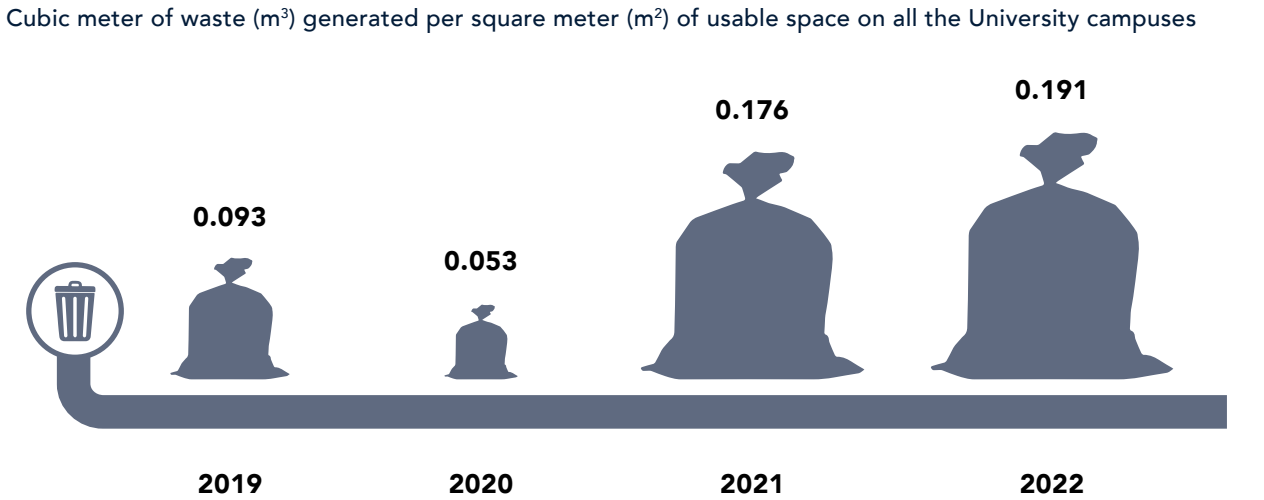


FIGURE 34: CARBON FOOTPRINT 2018 - 2021

| | CATEGORY 1: DIRECT GHG EMISSIONS AND REMOVALS tCO2e | CATEGORY 2: INDIRECT GHG EMISSIONS FROM IMPORTED ENERGY tCO2e | CATEGORY 3: INDIRECT GHG EMISSIONS FROM TRANSPORTATION tCO2e | CATEGORY 4: INDIRECT GHG EMISSIONS FROM PRODUCTS USED BY AN ORGANISATION tCO2e | CATEGORY 5: INDIRECT GHG EMISSIONS ASSOCIATED WITH THE USE OF PRODUCTS FROM THE ORGANISATION tCO2e | CATEGORY 6: INDIRECT GHG EMISSIONS FROM OTHER SOURCES tCO2e |
|---------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 2018 | 5 590 | 27 148 | 33 914 | 464 | | 8 079 |
| 2019 | 6 644 | 25 686 | 34 639 | 558 | | 7 418 |
| 2020 | 4 614 | 18 389 | 12 566 | 396 | | 4 225 |
| 2021 | 5 726 | 19 099 | 10 152 | 272 | | 14 087 |
| 2021 | | | | | | |
| STAFF | 5 804 | 5 804 | 5 804 | 5 804 | 5 804 | 5 804 |
| STUDENTS | 30 178 | 30 178 | 30 178 | 30 178 | 30 178 | 30 178 |
| M ² GROSS USABLE SPACE | 227 709 | 227 709 | 227 709 | 227 709 | 227 709 | 227 709 |
| TCO2E PER STAFF MEMBER | 0.99 | 3.29 | 1.75 | 0.05 | | 2.43 |
| TCO2E PER STUDENT | 0.19 | 0.63 | 0.34 | 0.01 | | 0.47 |
| TCO2E PER M ² USABLE SPACE | 0.03 | 0.08 | 0.04 | 0.00 | | 0.06 |

tCO2e: Tonnes (t) of carbon dioxide (CO2) equivalent (e). The tCO2e related to each of the SANS categories.
NOTE: The data for the carbon footprint is only available up until 2021.

and 2021. Further carbon emissions studies will generate future comparisons with 2021, and permit benchmarking.

Figure 33 indicates that the cubic metre waste per square metre of assignable space for 2019, in relation to the 2021 and 2022 figures, is quite low. As expected, in relation to the lack of activity on site, 2020 had extremely low figures. However, 2021 had relatively high figures due to the safety regulations associated with COVID-19, in relation to the waste generated due to extra cleaning, types of catering, and ways of operating in residences.

Unfortunately, the upward trajectory of waste to landfill seems to have grown in 2022. Major waste contributors include activities around the residences and kitchens. Strategic waste management actions in the future should focus on decreasing the use of single-use elements (such as plastics and food containers) to decrease the amount of waste to landfill to at least 2019 figures in the coming years.

In line with the increased volumes of students and staff on campus in 2022, the number of paper copies produced by the University increased by almost a third (see Figure 35). Although the University has moved to electronic platforms for many of its functions, the examination process and related academic operations still require printing, as required by professional accreditation bodies. However, every effort will be made to reduce the volume of reprographics as part of the University's commitment to environmental sustainability.

In addition to the above, the University also makes a significant contribution to environmental sustainability through the management of the nature reserve and the

University's extensive grounds. This includes the Nelson Mandela University Private Nature Reserve which wraps around the Summerstrand South Campus and extends to the first row of dunes above the ocean's high-water mark. At 640ha, it is the largest nature reserve of all the tertiary institutions in South Africa. The nature reserve is open to the public which also contributes to social sustainability and wellness. As part of its open space management, the University's Maintenance Services partners with a range of sustainable wildlife initiatives.

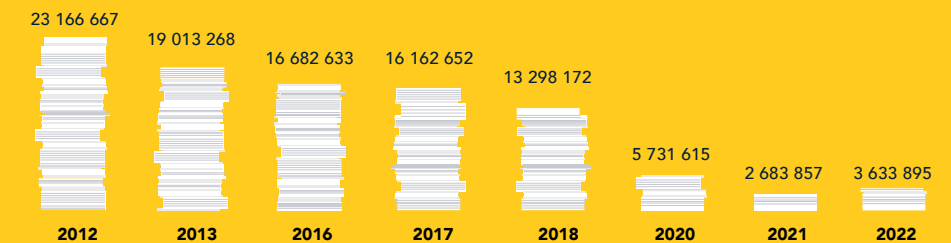
Furthermore, the George Campus is the University's catalyst for the sustainability sciences and the green economy, a living and learning hub where systems can be researched and tested before being mainstreamed. It is situated on 85ha of unfenced forestry plantations. This campus foregrounds energy and sustainability drives, including harvesting rainwater and recycling organic plant waste for the gardens.

5.10 Conclusion

In pursuit of a holistic approach to sustainability, education is a crucial component in increasing awareness of environmental degradation and the significant risks that climate change poses to communities across the globe. Through our communication and marketing, the University is raising its profile nationally and internationally on all aspects of sustainability, including earth sciences, freshwater and ocean sciences, and food security. With the collective support of students, employees, surrounding communities and external stakeholders, Nelson Mandela University remains steadfastly committed to the ideals and objectives of sustainability, within the institution and beyond.

FIGURE 35: REPROGRAPHICS FROM 2012 - 2022

PAGES PRINTED PER YEAR



In line with the increased activity, students and staff on campus, the number of academic copies increased by almost a third in 2022. Although the University has moved onto electronic platforms for many of its functions, the examination process and related operations still require printing, as required by professional accreditation bodies.

FIGURE 36: FUNDING FOR ENVIRONMENTAL SUSTAINABILITY PROJECTS

RECEIVED FROM THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

PHOTOVOLTAIC SOLAR INSTALLATIONS ACROSS ALL CAMPUSES:

R65 000 000

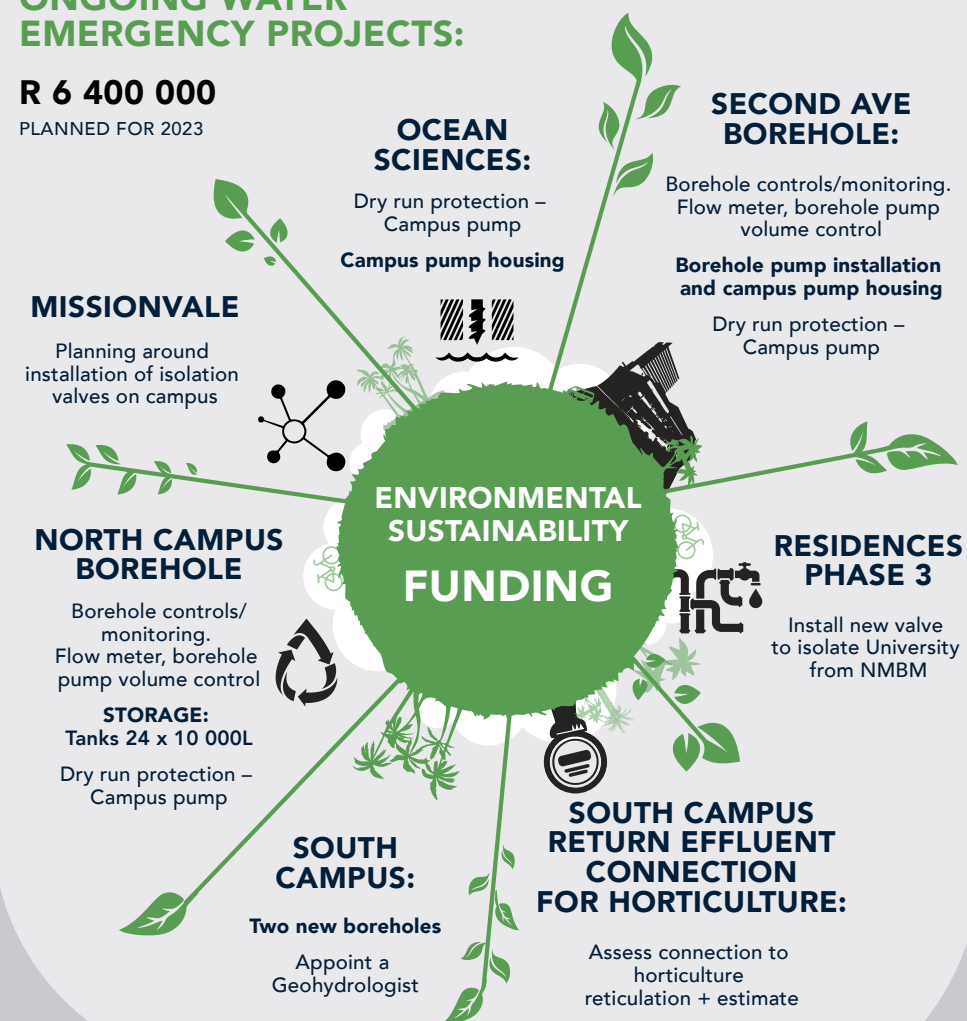
PLANNED FOR INSTALLATION 2023/24



ONGOING WATER EMERGENCY PROJECTS:

R 6 400 000

PLANNED FOR 2023



7. REPORT OF THE VICE-CHANCELLOR



Universities globally are being called upon to approach their core academic missions in ways that best respond to the intractable challenges that face humanity and the planet. In South Africa, and on our continent, we are increasingly expected, as a dynamic African university, to address societal development needs through decolonised forms of knowledge. As a centrepiece of Vision 2030, the University strives to reposition transformative engagement as an embedded orientation to learning, teaching, research, innovation, and internationalisation. Through this integrative approach to scholarship, Mandela University seeks to engage in equalising partnerships with societal stakeholders to advance the co-creation of pioneering African-purposed solutions.

Turning to 2022, as Nelson Mandela University embarked on a third academic year in a world deeply disrupted by the coronavirus pandemic, the wellbeing and safety of

our students and staff remained paramount. As the year unfolded and the threat of the virus lessened, the University was able to reintroduce face-to-face activities on and around all its campuses while taking all necessary and prudent health and safety measures.

Outlined below is an overview of key imperatives that informed University strategy and operations during the year under review.

6.1 Strategic Planning

6.1.1 Vision 2030

Various strategic milestones have been reached over the past five years since our historic renaming in 2017 to Nelson Mandela University. The development and implementation of our Vision 2030 strategy is foremost among these, with the core purpose of the University being in the service of society as we strive to contribute to creating a sustainable, socially just world. As a key milestone in cascading institutional strategy, all executive management





members developed five-year strategic plans during 2022, which will collectively inform strategy implementation, risk management, resource mobilisation, as well as institutional monitoring, evaluation, and reporting.

Key pillars of Vision 2030 are expressed as strategic trajectories, which include the medical school, ocean sciences, revitalising the humanities, transformative engagement, women and gender studies, and digital transformation. Progress in relation to each of these is outlined in the chapter on Strategic Trajectories.

South Africa's higher education sector, as with the broader national and international economy, has been under significant pressure which makes sustainability even more urgent. The previous chapter reports on our comprehensive drive towards promoting sustainability, while the equally important dimension of transformation is addressed in a separate annexure to this report.

Further critical strategic enablers that support our Vision 2030 intentions include promoting ethical governance and leadership, empowering employees to embrace the

future world of work, creating an environment conducive for innovation, accelerating digital transformation, and ensuring the optimal utilisation of modernised and flexibly designed infrastructure. The focus of this report will be to reflect on the measures implemented by the University to create an enabling environment for the promotion of excellence in our core academic missions.

6.2 Student Life and Development

As a student-centric university, the institution strives to nurture students holistically and, in so doing, liberate their full potential as socially conscious, responsible global citizens.

6.2.1 Student Governance

The SRC for 2022 was formally constituted after the second online SRC elections took place in November 2021. Relevant departments were invited to present their policies, processes, and procedures to the SRC in January and February as part of an SRC induction programme and a two-day leadership capacity development programme was also developed for the SRC. The SRC was successfully invested and sworn into office on 19 April 2022.

The 2022 elections for the 2023 Student Representative Council (SRC) were held online and saw 52% of the student population voting. This is the most expansive voting turnout ever experienced at the University, which dispels the notion of youth apathy.

The Democratic Alliance Student Organisation (DASO) won 39.4% of the votes, with the South African Student Congress (SASCO) achieving 32.9%, followed by the Economic Freedom Fighters Student Command (EFF SC) with 23.1%. The SRC constitution has been reviewed to respond to digital SRC elections protocols, a move that is expected to be institutionalised.

6.2.2 Student Entrepreneurship and Development

Student entrepreneurship continues to be a flagship at the University as part of our multi-stakeholder approach to consolidate and advance the employability of our graduates. In recognition of the University's leading work in this field, Entrepreneurship Development in Higher Education (EDHE) asked the University to host its 2022 National Lekgotla from 18 to 22 July 2022. This event reflected on strategies to empower students, youth, and entrepreneurs to contribute to socio-economic transformation in priority sectors.

The annual EDHE Intervarsity is another platform for innovative ideas for business development at regional and national level. The University's internal competition on 26 May saw six out of 95 entrants qualify to represent the University at the Eastern Cape regional competition. In August, staff members attended the launch of Student Entrepreneurship Week at the University of Venda, which included capacity-building workshops.

A multi-disciplinary stakeholder team has been established to drive the establishment of an Entrepreneurship Incubator, with the support of the Small Enterprise Development Agency (SEDA). This is envisaged to be a one-stop support ecosystem for student entrepreneurs at Mandela University.

6.2.3 Student Life

Various sporting, leadership and psycho-social programmes have been revived and introduced to enhance a vibrant student life. This includes a Men's Conference entitled *Ndingunmntu Nam* ("I am a human being too") and the establishment of student water champions who raise awareness regarding water saving imperatives and strategies.

The Madibaz YouthLab Imbadu Dialogues were launched in 2022 to deepen a culture of dialogue on complex social issues facing students. Themes so far have included: leadership and activism in a modern society; re-imagining quality; realistic and impactful engagement; reflecting on the philosophy, values, and praxis of President Mwalimu Julius Nyerere in creating an education system for African renewal; and reconstructing the decaying moral fibre of society.

6.2.4 Student Health and Wellness

Student Health Services (SHS) spearheads initiatives to enhance the health and wellbeing of students. Basic health services are offered at the University's five clinics across a range of domains such as sexual, reproductive and adolescents' health; non-communicable disease monitoring; communicable disease management; comprehensive HIV services; family planning services; treatment of minor and chronic diseases; nutritional services, and management of emergency services.

With the threat of COVID-19 still looming large at the start of 2022, students were requested to upload their vaccination certificate at registration to assess vaccination rates of the student community. Mobile vaccination opportunities were made available at registration venues. For the remainder of the year, vaccination facilities were decentralised from the hub at North Campus and continued to be available as and when needed.

As the year progressed and the National State of Disaster ended, transitional COVID-19 prevention measures remained in place. The online COVID-19 screening app was adapted to be more user friendly and University clinic screening continued, as did on-campus COVID-19 testing. A team of compliance officers operated across the Gqeberha campuses to ensure ongoing adherence to COVID-19 protocols.

However, 2022 brought other health challenges to the fore and the University faced increasing demand for mental health services, both face-to-face and virtually. The mental health of our students continues to be of deep concern,

especially as an increase in attempted suicides has been reported to Emthonjeni Student Wellness (ESW).

Fostering students' mental wellbeing requires collaborative partnerships with the University's internal and external stakeholders. To this end, ESW applies an integrative approach and works with Student Health Services, Universal Accessibility and Disability Services (UADS), faculties, Student Housing, the Transformation Office, and external health facilities in promoting student wellbeing. Successful referral to local medical facilities is enhanced by collaborative relationships developed with professionals at these facilities.

ESW offers services to address challenges such as crisis intervention, hospitalisation, stress-related conditions, suicidal ideation, gender-based violence, substance use and abuse, anxiety, and depression.

Over the pandemic, an online booking system was activated to improve student access to psycho-social services. ESW has reduced its waiting period to 30 days, with at risk students prioritised for quicker intervention. Psychologically at-risk students are referred to on-site services and assigned



counsellors for psychological emergencies. ESW also engages students through alternative pathways while they wait for individual sessions. Other preventive strategies include making available short videos on suicide prevention and substance abuse.

In addition, psycho-educational workshops on different topics are presented face-to-face and virtually on a weekly basis at on- and off-campus residences. A peer-to-peer approach uses peer helpers to extend the reach and minimise stigma associated with seeking assistance through accessing psycho-social programmes and services.

Nonetheless, student demand for psychological services has significantly increased and has outpaced staff capacity. There is a clear need to scale up psychotherapeutic interventions, as well as individual counselling support for matters related to gender-based violence (GBV). ESW does provide individual and ongoing counselling support for GBV-related trauma. Further GBV initiatives include awareness-raising activities conducted in collaboration with the Transformation Office, including group counselling and the *Singamadoda* (Promoting Positive Masculinity) initiatives. Trained peer helpers facilitated several workshops and webinars and continued to support GBV-related counselling.

In collaboration with other portfolios, the Department of Student Housing has hosted ongoing discussions in the residences on GBV, substance abuse, water preservation,

LGBTQIA+, leadership, mental wellness, and other issues. Various residences collaborated with the Madibaz YouthLab by hosting joint events that included speakers at book launches and discussions with students to enhance vibrancy within the residences as living and learning spaces.

6.2.5 Student Nutrition

Student hunger continues to be a challenge and the demand for nutritional packs has increased. This has led to the rapid depletion of stock with nutritional packs being issued to students used up within a week of being issued. A corporate funder was approached and supplied with a short-term proposal for immediate food relief for the rest of the 2022 academic year, which significantly supported students with nutritious food.

Our Food Systems Programme seeks to explore upscaling and coordinating food-related interventions. Recognising and responding to student hunger has been prioritised not only as a social ill, but also as an integral dimension of promoting student success. With an increasing number of our students reliant on NSFAS and who have no other source of funding, it is imperative that the University intervenes wherever it is practically possible to ensure that the nutritional needs of students are met.

6.2.6 Student Accommodation

Although primarily a non-residential institution, the University increased its on-campus accommodation from 3 870 beds at the start of 2020 to 5 868 by the end of 2022. Of



our 32 347 students, close to 60% are NSFAS beneficiaries, who rely on this source of funding for accommodation. This has made it even more important to increase the amount of affordable, quality accommodation on campus.

All new residences are designed with sustainability as a priority, and those on North Campus have been designed with a dual system so that toilets can be flushed with Return Effluent (RE), borehole water, or any other alternative source. The goal is to convert four more residences on South Campus to RE in 2023: Solomon Mahlangu, the Postgraduate Student Village, Lilian Ngoyi and Claude Qavane.

6.2.7 Universal Accessibility and Disability Services

The Universal Accessibility and Disability Services (UADS) is committed to assisting students with accessibility challenges achieve access for success. In 2022, UADS launched the *In Our Shoes* campaign to raise awareness on wheelchair use and accessibility on campus. The three-day initiative audited all residences on North, Second Avenue and South campuses. It revealed that the only residence fully accessible for students who are using wheelchairs is the Postgraduate Student Village (PGSV), which has the potential of isolating first-year students from their peers.

The unit also introduced two learning interventions to assist students with learning difficulties. The purpose is to provide mentoring and coaching support before, during and upon exiting university among these students.

In 2022, UADS provided training for staff from ICT and LIS as well as laboratory coordinators on how to use adaptive

technology for students with a visual impairment. The idea is for these employees to transfer their understanding to others who will need assistance on how to use these devices in their respective venues.

UADS also developed a video aiming to provide visually impaired students with information about the availability and use of assistive devices. This will be used during the Special Schools community engagement programme to recruit visually impaired students to the University.

UADS has hosted sessions to introduce more than 100 staff and students to sign language to promote inclusion. It also collaborated with Career Services to provide work readiness workshops to students with disabilities who recently graduated.

With effect from July 2022, the Reasonable Accommodations Committee approved applications for reasonable academic accommodations for 20 students. These will assist students with disabilities to be on par with their peers when writing assessments.

6.2.8 Madibaz Sport

Madibaz Sport developed and implemented a comprehensive Recruitment Strategy over 2021 and the first part of 2022 to ensure that the objectives of its transformation plan are met. The recruitment of students who are talented both academically and in sport is the key objective, assisted by sport bursaries awarded according to strict criteria. During 2022, a total of 210 sport bursaries were allocated to deserving candidates, funded from various sources.





The return to campus has revived student participation in all sporting codes and the intent is to build a database of external stakeholders with whom Nelson Mandela University can forge viable strategic partnerships to promote the viability of all sporting codes. To this end, Madibaz Sport secured a three-year extension of the SPAR sponsorship for the netball team and, on the George Campus, a Discovery sponsorship of R100 000 was secured towards hosting a half-marathon race.

6.3 People and Operations

6.3.1 Advancing Mandela: Five Years On

Under the banner of *Advancing Mandela: Five Years On*, Communication and Marketing has supported various faculties and divisions in publicising and celebrating the fifth anniversary of being renamed Nelson Mandela University. The year-long programme was launched with an institution-wide event and publication marking the inauguration of a series of new names for faculty buildings in Gqeberha and George.

Starting from July 2022, the Engagement and Transformation Portfolio (ETP) rolled out six months of programmatic and scholarly work as part of the five-year name change celebrations. This will seek to mobilise the Mandela name in favour of the social justice, transformation and sustainability work being done across the University. As an example, the

Transdisciplinary Institute for Mandela Studies (TIMS) and the Nelson Mandela Foundation (NMF) collaborated on developing a programme for the celebration of Mandela Month in July and the five-year renaming anniversary.

The Nelson Mandela University Food Systems (NMUFS) Programme hosted international Mandela Day and Mandela Month 2022 in support of the NMF and in collaboration with multiple external stakeholder-communities. At the launch, the Vice-Chancellor committed to planting 300 000 indigenous trees in the Eastern Cape, which the NMUFS will help to facilitate in partnership with the NMF.

6.3.2 Communication and Marketing

The University's Communication and Marketing department won an international Digital Communication Award, coming in third place for its autumn graduation online campaign. This celebrated the University's first fully in-person graduation ceremonies in 2022 after two years of conducting graduation sessions online due to COVID-19 regulations.

News relating to the University's 2022 graduation ceremonies was viewed several million times across broadcast, print and social media platforms, generating approximately R7.8m worth of coverage. On social media, stories were shared on Facebook, Twitter, Instagram, YouTube, and LinkedIn with the

graduation hashtags garnering significantly more views than in previous years. The most popular video clip, aired on Facebook, reached 1.45m people.

Student recruitment efforts have been redoubled, with Communication and Marketing partnering with faculty deans to visit KwaZulu-Natal, Limpopo, and different parts of the Eastern Cape to expand the University's geographic footprint. This was complemented by the University's Science for Society philosophy and programme, which was shared by the Faculty of Science as part of National Science Week activities. The Faculty of Business and Economic Sciences also increased its student recruitment presence through targeted communications.

6.3.3 ICT and Digital Transformation

Support for flexible, technology-rich learning and teaching (LT)

Vision 2030's aspiration is for the University to offer a responsive, blended mix of in-person and online learning and teaching, which may vary across courses, depending on student and lecturer capabilities. While some programmes were offered fully online in 2022, others adopted a blend of content taught online and in-person, mask-to-mask, and through experiential learning (for example, laboratory and studio work, practical sessions, and clinical training).

While close to half (45%) of all learning programmes remained online, the first semester of 2022 saw a marked increase in mask-to-mask (M2M) learning and teaching activities on campus. Greater use was made of pre-recorded, and at times virtual, lectures followed by flipped

classroom and discussion-based approaches for on-campus lectures and small-group tutorials. Assessments were still largely proctored in on-campus venues, with some piloting of e-assessments in supervised on-campus and accredited off-campus venues.

This flexible, technology-rich approach was underpinned by a humanising philosophy to ensure that no student was left behind. Quality advancement interventions largely focused on enhancing the equivalence of learning experiences across the different modes of LT and e-assessments.

Our immersive experience of online LT and assessment over the past three years has taught us that we constantly need to enhance the digital and technological competencies of staff and students to teach and learn in virtual spaces. We also need to ensure that students have access to devices and connectivity so that they can engage in online learning activities. Lecturers, in turn, need to familiarise themselves with the technology available online and in venues, and how to optimally use it.

Furthermore, it has been necessary to devote attention to the design of online learning materials and activities. Expanding tutorials, supplemental instruction sessions and simulated work experiences into virtual spaces worked well and is likely to continue.

We acknowledge that, while shifting LT online enabled students to take greater responsibility for regulating their learning, the academic staff workload is of concern, as many lecturers found it difficult to have downtime when learning occurs 24/7. Other challenges included developing a



timetable to cater for on-campus and virtual classes; finding spaces on our campuses where students can work on online activities, attend virtual classes, and charge their devices, and boosting Wi-Fi density to accommodate the increased demand for connectivity.

Students who learn online require a laptop or desktop computer, smartphone, reasonably stable internet connection, and a place to effectively learn remotely online. Students who do not have access to all these requirements need to be in Gqeberha or George to use the University's general and specialised computer labs and Wi-Fi on campus, and in accredited off-campus student residences, so that they can engage in online learning.

To this end, more learning and teaching venues are being technology enabled to facilitate lectures being streamed across multiple venues simultaneously. The base technology has been installed in 51 venues with a further investment in seven mobile Zoom-enabled video-conferencing units, including the upgrading of some seminar rooms for hybrid learning, as well as a studio designed for recording lectures and presentations. An additional R3m was allocated at the beginning of 2022 to repurpose spaces and designate these as high-end "smart" venues. The University will be providing an additional 15 hybrid-ready venues before the start of the 2023 academic year.

The Moodle learning management system (LMS) was upgraded and upscaled in February 2022 to cater for

increased usage. This was the first step towards automating many manual processes related to student access and it will contribute to a seamless digital journey from registration into the virtual classroom.

Various assessment activities are included in the continuous assessment approach which has been adopted in many modules during COVID-19. A declaration relating to academic honesty needs to be completed by students and staff when accessing the Moodle LMS. This has been rolled out across the institution and has proven to be useful in student disciplinary hearings relating to academic dishonesty.

Reflections on the lessons learnt are being captured on an ongoing basis and will guide refinements and innovations going forward. The high-level 2023 academic delivery plan was approved by all the governance structures in August and September 2022. In a nutshell, there will continue to be a range of responsive mixes of campus-based and online LT activities along the blended learning continuum.

For further details of LT at Nelson Mandela University in 2022, refer to the Report of the Chairperson of Senate.

Digital Transformation Strategy

The development of a Digital Transformation Strategy is progressing well. Automation to improve the Student Access Value Chain is also underway and the University Mobile App has been upgraded to include additional functionality.



The University continues to enable student participation in flexible learning through a focus on data provision, Wi-Fi densification, and the expansion of uncapped Wi-Fi on campus. The project of connecting accredited off-campus residences to the University grid covers 74 residences and more than 9 000 students have benefitted. For the benefit of Health Sciences students, the University's Eduroam Wi-Fi and connectivity infrastructure has been extended to Livingstone and Dora Nginza hospitals.

The student digital device scheme has now issued more than 14 700 laptops since its launch in 2019 with a further 3 000 NSFAS funded first-time entrants issued with a laptop in 2022. On our George Campus, assistance has been extended in the form of loan devices for students unable to access the campus. We estimate that 80% of our students now have access to a suitable personal device, as corroborated by participation in online learning and teaching platforms. This is supplemented by over 3 800 PCs in computer laboratories across all campuses.

Cybersecurity remains a real threat because of increased digitalisation and remote working, and efforts to safeguard University information resources continue to be a priority.

6.3.4 Infrastructure

Numerous infrastructure projects costing a total of R736.5m were due for completion in 2022. Major construction projects that have transformed the campus landscape included the new 1 800-bed student residences on the Summerstrand South and North campuses. The new Transportation Hub is now operational and the new entrance from Strandfontein Road to South Campus has been opened as part of the envisaged "closed campus" project.

The University is seeing excellent progress across all campuses with construction projects such as refurbishments on our Ocean Sciences campus, as well as the Science Centre and Digital Dome. Furthermore, the University and partners have invested more than R114m in upgrades to buildings for the Medical School on Missionvale Campus.

We will need to continue in this vein to ensure that we optimally utilise the Infrastructure and Efficiency Grant funding to support student enrolment growth. Poor expenditure by universities is the biggest risk to infrastructure programmes across the entire PSET system but, fortunately, the University has performed well over the years in terms of infrastructure delivery.

Focused management of the Missionvale, Second Avenue and Bird Street campuses is beginning to bear fruit, with the maintenance backlog being steadily cleared. This covers a wide range of laboratories, lecture venues and offices. Staff members from these three campuses, led by the Senior Director, meet on a monthly and quarterly basis to resolve cross-cutting challenges.

As highlighted in the previous section on Sustainability, the University has put emergency measures in place to mitigate and manage the ongoing water crisis and power outages in the Nelson Mandela Bay Metro. The focus has now shifted to integrating these into medium- to long-term institutional sustainability plans, which will involve using more boreholes and reclaimed (return effluent) water, as well as installing photovoltaic (PV) farms on each campus. The increased use of alternative sources of water and energy, and the implementation of an efficient energy management system for the remainder of our campuses, are gradually transforming the way utilities are managed. Institutional power outage mitigation plans are furthermore being revised to minimise disruption and inconvenience for staff, students, and stakeholders.

6.3.5 Human Resources

Our Human Resources division developed protocols for approval by management of a planned, managed, and safe return to campus at the start of 2022. The Safe Campus Coordinating Team (SCCT) ensured that lecture venues and staff office spaces were COVID-19 compliant. This was coupled with enhancing online booking and tracking systems to automate as many processes as possible.

The University is committed to enhancing social justice through interventions that foster an affirming, transformative institutional culture. The work of the Institutional Culture Working Group (ICWG) has been a key part of cascading the University's Statement of Commitment to an Inclusive Institutional Culture, which is a critical enabler for realising the University's Vision 2030 strategic aspirations.

To this end, the IGWG commissioned a meta-analysis of the findings from previous research studies on this subject,

as well as from programmatic culture change interventions implemented at the University over the decade 2010 to 2021. This qualitative study aimed to determine the extent to which efforts to foster a values-driven, transformative institutional culture at the University have been yielding the desired results. This analysis, and the recommendations flowing from it, are intended to create a baseline assessment of our institutional culture.

A Vision 2030 Leadership at all Levels short learning programme (SLP) was piloted towards the end of 2022. This is part of our drive to nurture current and future leaders who consistently promote service before self for the greater good of the University and society.

While our Employment Equity Plan seeks to increase the proportions of designated groups, there is a consistent challenge with under-representation at occupational levels 3 and 4 (that is, professional, specialist and mid-management, and skilled, junior management and supervisory positions). With the approval of new sectoral equity targets, the University will be required to prepare a new five-year employment equity plan in line with the revised Employment Equity Act amendments and sectoral targets.

Human Resources, working in collaboration with line managers, has focused on reducing the turnaround time to fill vacancies. In addition, the Sustainability and Institutional Viability Task Team (SIVTT) is reviewing and analysing student: staff ratios, the cost of employment, and workloads as part of its mandate to improve efficiencies and promote long-term sustainability. Not only are staff-related costs the largest component of total institutional costs, but system inefficiencies can also impede staff performance and productivity.

The University is exploring strategies to right-size the ratios between academic staff and students, and between academic and support staff, including benchmarking within the higher education sector. This will help to ensure that staff compensation is competitive, staff costs are contained, and operations are efficient.



Staff wellbeing

The work of SIVTT noted above contributes to the University's efforts to attract and retain talent. This includes moves to automate work and administrative processes, as well as inculcating a transformative, inclusive institutional culture that fosters social solidarity and a sense of belonging for all students and staff.

The HR Division has launched a variety of leadership and management training and development programmes to increase the capacity, depth, and competencies in management and leadership tiers, allowing for improved performance and productivity, as well as effective people management.

Staff wellbeing is an ongoing priority for the University and the Occupational Health Centre provides a variety of staff wellness programmes, such as Wellness@Work, which was accessed by 684 employees in 2022. This was particularly needed after the emotional toll that more than two years of COVID-19 pandemic had taken on the nation's emotional wellbeing, including the adjustment of returning to campus in September 2022 after varying periods of working from home.

The realisation of our integrated talent management framework will result in a proactive approach to attracting, developing, and retaining talent as an employer of first choice for high-performing employees. This will assist the University to realise its strategic objectives and enhance its performance delivery.

6.4 Sustainable Resource Mobilisation and Stewardship

The SIVTT working groups have been designing interventions to promote long-term sustainability, including the key areas of academic optimisation, improved efficiencies, and strategy-aligned resource mobilisation, budgeting, and resource stewardship.

As part of Vision 2030, the University is pursuing sustainability as an integral part of its strategic positioning nationally and globally. To this end, the Vice-Chancellor shared the unique story of Nelson Mandela University and its African-purposed solutions for global challenges on Africa Day (25 May). This virtual engagement was hosted by the King Baudouin Foundation in the United States (KBFUS), a "philanthropy architect" that serves as a bridge between American donors

Amount spent on Human Resource Development for the period 1 January – 31 October 2022

| | |
|-------------------------------------------------------|------------|
| VARIOUS SHORT LEARNING PROGRAMMES (as per ProSkill C) | R4 571 299 |
| SHARED SERVICES INTERVENTIONS | R648 652 |
| UNIVERSITY CAPACITY DEVELOPMENT GRANT | R1 387 695 |



Table 44: Human resource development spend

and a conduit for non-profit organisations abroad. During this engagement, the University's vision was foregrounded with an emphasis on forging partnerships with like-minded stakeholders to co-create sustainable solutions to vexing global challenges such as unemployment, poverty, and inequality.

In August 2022, the University introduced new integrated online fundraising platforms for national and international resource mobilisation. These facilities will directly promote sustainability and enable the University to provide life-changing educational experiences within and beyond the classroom.

The new institutional *Giving to Mandela* donation page allows donors to choose to donate both once-off and/or on a recurring basis to a category of projects from a drop-down menu of approved institutional fundraising projects. The "My Contribution" Alumni Fund is an important component of the package of possible projects to support, as it is a discretionary fund to advance University and Alumni Association programmes.

The Alumni Association engages with more than 127 757 graduates spread around South Africa and internationally, from all our founding institutions. By the end of December 2022, the University had awarded a total of 171 289 qualifications, highlighting how many of our graduates have more than one qualification. The Alumni Association is an important role player to promote the interests, image, and reputation of the University, with alumni representing the global footprint of the University through their individual and collective efforts.

B-BBEE remains high on the University's agenda. Certification was issued on 15 December 2022 for the

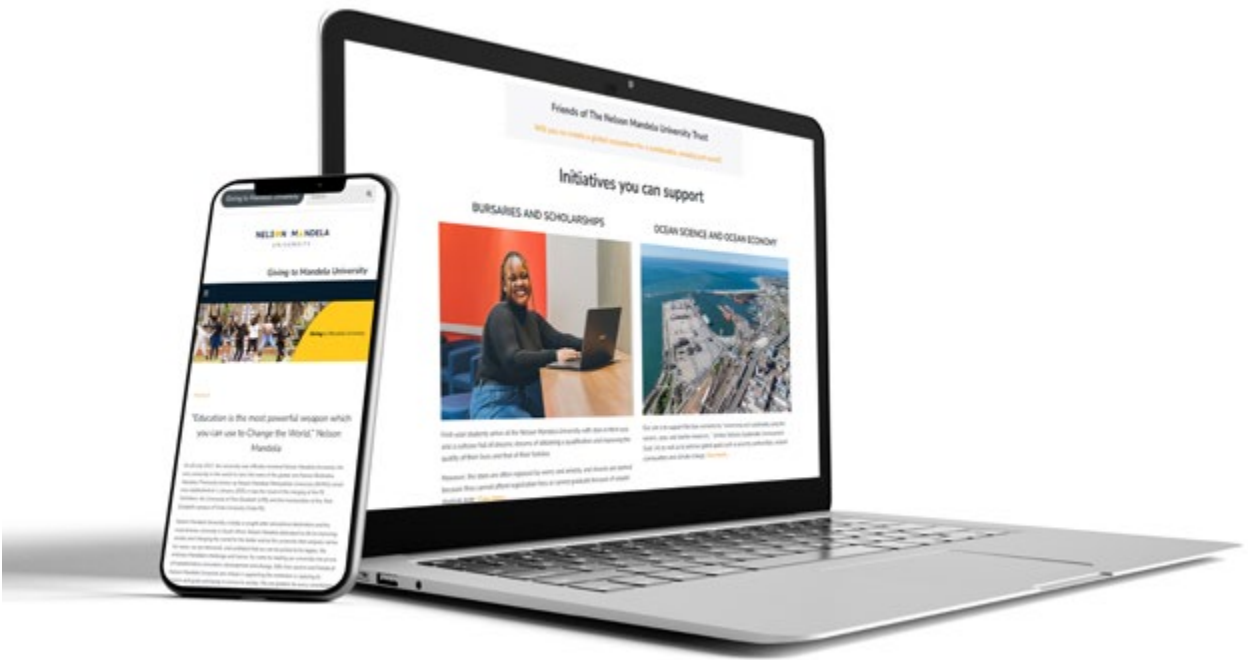
latest verification, with a final score of Level 7 discounted to Level 8. After involvement of a B-BBEE consultant, a re-evaluation is likely to bring the University's final score near a Level 6, discounted to a level 7. An in-depth exercise is being conducted to ensure that the University harnesses other initiatives that may qualify for enterprise development to avoid the discounting. The current B-BBEE certificate expires on 14 December 2023.

6.5 Conclusion

Despite the range of uncertainties facing the higher education sector nationally and globally, several concrete actions have been taken by Nelson Mandela University to achieve our Vision 2030 aspirations during 2022. Among these, the University has consistently applied a social justice lens to planning and decision-making, to ensure that we do not perpetuate or amplify existing inequalities or disadvantages through our actions.

In 2022, the easing of national lockdown restrictions led to a gradual resumption of campus life and in-person learning and teaching, while the University implemented various measures to respond to the ongoing complexities of the water crisis and disrupted electricity provision due to load shedding. Within this context, we pay tribute to our students, employees, communities, and other stakeholders who continue to partner with the University in ensuring that we continue to offer quality living, learning, and working experiences as we strive to promote the public good. We also would like to thank Council for its judicious oversight and steering of the University as we chart a sustainable and deeply transformative path towards the future.

Professor Sibongile Muthwa
Vice-Chancellor



8. REPORT OF THE CHAIRPERSON OF SENATE



The University is widely recognised for its engaged, innovative scholarship, which seeks to co-create pioneering solutions to a broad spectrum of societal challenges in collaboration with key publics. We adopt an integrative approach to our core academic missions to ensure that humanising learning and teaching approaches are informed by impactful research, innovation, and internationalisation as well as transformative engagement.

We therefore strive to cultivate graduates who are responsible citizens and independent thinkers who take the initiative to apply their knowledge to tackle global challenges such as climate change, water, and food insecurity, as well as unequal access to quality healthcare and sustainable livelihoods. As one of only six comprehensive universities in South Africa, the University furthermore optimises its strategic niche in its approach to progressive scholarly inquiry by promoting inter- and transdisciplinary research, both theoretical and applied, in contributing towards sustainable futures.

Through benefitting from a life-changing educational experience at our institution, we want our graduates to develop the knowledge, skills and attributes needed for success in a complex and rapidly changing world. This includes fostering an inclusive and affirming intellectual culture, which encourages the creative contribution of all staff and students in the renewal of the curriculum and the academy.

8.1 Learning and Teaching

8.1.1 Institutional Audit

The University underwent an Institutional Audit by the South African Council on Higher Education (CHE) in 2022, predominantly focused on how to promote quality advancement in learning and teaching (LT). This included developing a reflective Self-Evaluation Report (SER) to address the various focus areas and standards set out by the CHE, which was submitted to the CHE before an external audit panel visited the University in the third quarter. The outcome of this audit is important since those universities deemed by the CHE to have stable, mature quality systems in place could be granted the opportunity to approve their own academic programmes rather than submitting these for external accreditation.



We view our institution's quality management system, including its design and implementation, as effective in supporting and advancing quality in our core academic functions. The University has an intentional focus on student success through the development initiatives and support available, the nature of our curricula, our humanising approach to learning facilitation, and broad range of co-curricular activities. This fosters a supportive learning environment conducive to student success and helps to develop students who are ready for life and work in the 21st Century. As part of its mandate, the University enrolls high proportions of students from quintiles 1 to 3 schools. Drawing a higher percentage of first-time entering (FTEnt) undergraduate



students from more disadvantaged schooling backgrounds has led to a rapid increase in support interventions designed to facilitate the transition of these learners into higher education studies to enable them to achieve their fullest academic potential.

Given the need to keep students and staff safe during the pandemic, 65% of programmes were delivered in 2022 using flexible, technology-rich modes of delivery. The point must be made that poor network coverage and data connectivity, especially in rural areas, is a national problem that needs to be addressed. Sustainable solutions to the present data costs of providing all students with 30GB of data each month are being sought.

8.1.2 LT Collab Student Development and Support

The LT Collab provides a range of academic and personal development initiatives including success coaching and a range of peer facilitated learning initiatives.

Increasing emphasis is also being placed on the critical role of writing and reading development and multilingualism in enhancing student learning and academic success. The development of a revised language policy for Mandela University is being informed by intensive engagements with staff and students from every faculty and division to

determine what types of language support need to be provided. Language and writing support currently provided to students includes multilingual glossaries and tutorials, writing respondents and consultants, academic writing support interventions, as well as an app (Refer Easy) for academic writing and referencing.

Student access and success are a continuous journey encompassing a holistic approach to academic achievement, student life, career success and self-actualisation. The activities outlined below were initiatives of the Learning Development Cluster within the LT Collab.

First-Year Success

First-Year Success (FYS) aims to support access and transition from secondary education into the University. This has several focus areas, namely: pre-university connection, VC's and faculty welcome ceremonies, faculty academic and social orientation, and FYS orientation Thrive@Mandela.

Using these platforms, the FYS team began interacting with provisionally accepted students from September 2021, and records indicate that more than 30 000 students accessed these platforms from the beginning of January to the middle of February 2022. The 2022 FYS programme assisted over 4 900 first-time entering students to adapt to the rigours of university studies.

Student Success Coaches

The Student Success Coaches (SSC) have seen more than 500 students interacting with coaches on 1 186 occasions with the four most frequent topics dealt with being academic progress, time management, goal setting, and learning skills. Most of the interactions (64%) were held online.

The prime focus of SSC has moved from access to student success to support the transition of first-year students into the university environment. Academics also monitor student engagement in learning through analysing activity on the Moodle Learning Management System (LMS) module site.

Research conducted in the first quarter of 2022 supports inclusive student access for success by flagging potential risks among the first-year cohort of students based on school quintile grouping and matric results mapped against admissions requirements. Sharing this information with faculties and learning and teaching development units promotes the early identification of potentially vulnerable students who would benefit the most from targeted developmental support.

Supplemental Instruction

Supplemental Instruction (SI) continues to be a flagship programme with 93% of the modules that implemented SI in 2021, no longer being considered at risk in 2022. Research has indicated that SI is an impactful intervention in enhancing student academic performance in high-risk, gateway modules.

The high improvement rates are significant, with 71% of these modules showing pass rates of 70% or higher. Initial

SI Leader Training, which took place in February, was conducted online for all Gqeberha-based SI leaders and mask-to-mask in George.

Academic Lifeskills Management

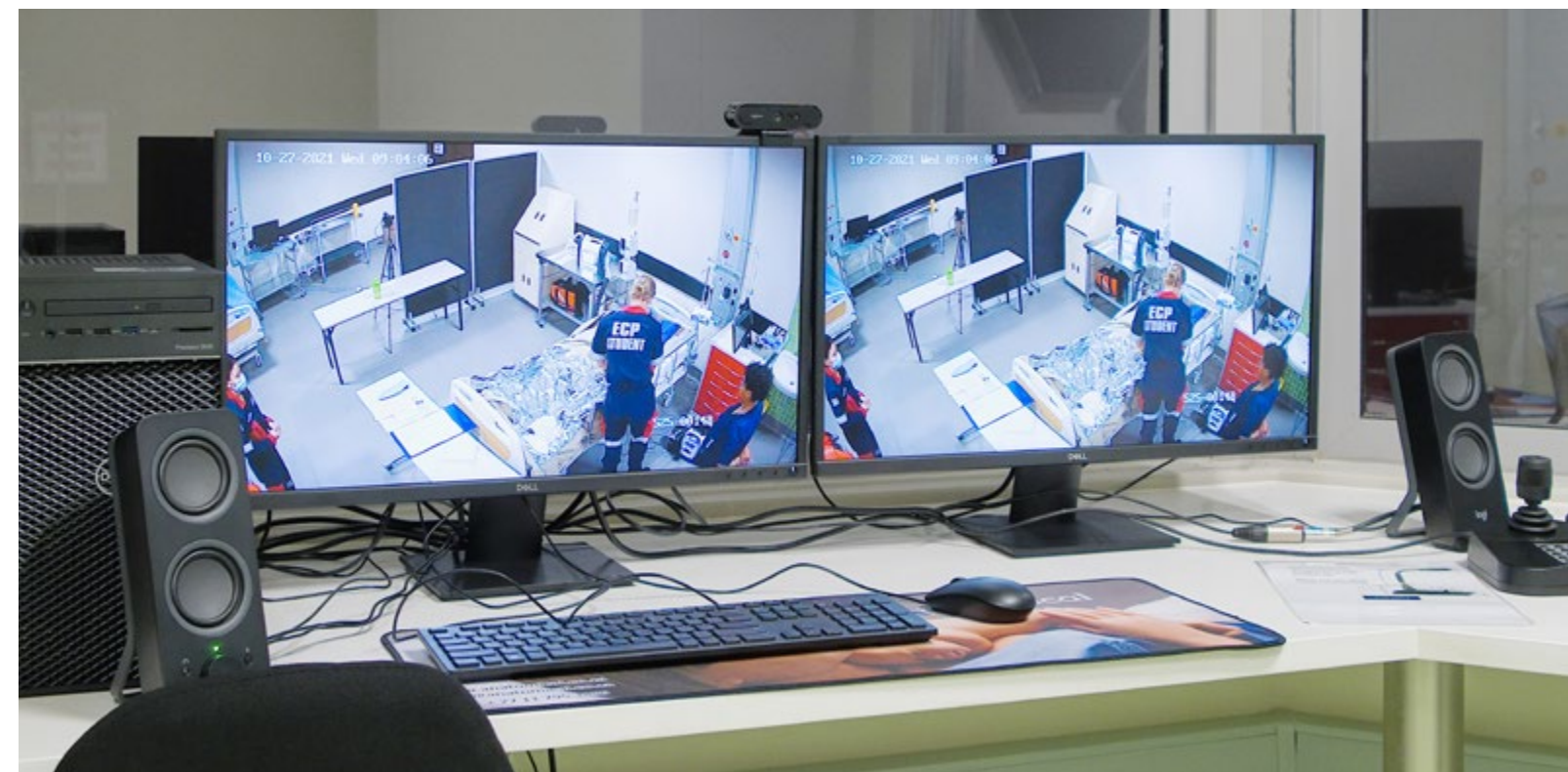
Academic Lifeskills Management (ALM) targets the extended programme students and supports them in transitioning into the University through life skills that augment their academic studies.

Digital Learning Experience Design (LXD)

With the rapid transition to flexible, technology-rich learning, the Digital Learning Experience Design and Innovation cluster (LXD) in the LT collab is responsible for all physical access to the digital learning platforms and systems of the University. The LXD cluster provides support in the production of "how-to" resources, training webinars, and designing communications to alert students and staff to the digital access processes.

The LXD activated the Intelliboard analytics platform in July. This platform provides real-time analytics in the form of fully customisable dashboards that can present different information to users. To enable proactive learning, students are also provided with a dashboard to monitor their progress online.

Two LXD staff members of the LT Collab travelled to Germany to provide Moodle training to members of the DAAD-funded Digi-Face project, for which Mandela University is the project's online learning coordinator. Digi-Face comprises 15 university centres of excellence from 11 African countries.



8.1.3 Teaching Development

At Nelson Mandela University, the foundations of Teaching Development (TD) are anchored in transformative LT to instill critical and reflective thinking in both staff and students.

The advent of COVID-19 sped up the development of socially-just assessment practices, directly aligned with the University's commitment to a humanising pedagogical philosophy. In the context of continuous assessment which, where feasible, is the University's preferred option, students are offered more than one assessment opportunity, which significantly enhances academic performance. Staff development initiatives included investing time in drafting and finalising guidelines for continuous assessment.

Academic staff are provided with a range of opportunities to develop their teaching practice as part of efforts to actively engage students in learning. Regular writing retreats also continue to be arranged across all faculties to encourage academic writing and boost research outputs. There are numerous additional TD initiatives, as outlined below.

Beginning Your Journey

The academic induction programme, Beginning Your Journey (BYJ), focuses on empowering newly appointed academics and postgraduate assistants to enable student success through their learning, teaching and assessment practices. In total, 65 academics from all seven faculties joined the BYJ programme in 2022, actively engaging

with topics such as multilingualism and the evaluation of teaching, and assessment techniques.

Early Career Academics Advancement Programme

Offered collaboratively across the LT Collab and Research Development, the Early Career Academics Advancement Programme (ECAAP) facilitated workshops with themes focusing on transformation of higher education in South Africa and the decolonisation of learning and teaching in the University context. A two-day in-house symposium for ECAAP was held in October with the theme *Responding to new and post COVID-19 learning and teaching in a VUCA (volatile, uncertain, complex, and ambiguous) academic world.*

Curriculum Development

Curriculum transformation and changing approaches to assessment are key priorities in the LT portfolio. Under the leadership of LXD in this portfolio, Coursetune, a curriculum mapping tool, has been procured to accelerate the curricularisation of the University's first fully online programmes.

Regular consultations are convened with Learning Programme Coordinators and academics engaged in curriculum design and development throughout the year. In 2022, the TD team continued to assist in building the capacity of academics to approach various aspects of recurriculation.



A project to develop the University's first fully online qualifications in partnership with Higher Education Partners South Africa (HEPSA) is gaining momentum with a team of seven academics, supported by LXD, working on developing a basket of online qualifications ranging from Advanced Certificates to Masters' degrees. The activation of these programmes will constitute the start of the Virtual Academy and position the University as a sought-after provider of online learning offerings.

Teaching Enhancement Programme

Lecturing staff benefit from the Teaching Enhancement Programme (TEP), which provides ongoing workshops and consultations on topical issues such as curriculum development, academic literacies and multilingualism, assessment of student learning, blended learning, teaching large classes, and developing a teaching portfolio.

8.2 Research, Innovation, and Internationalisation

8.2.1 Research

Research outputs and NRF rating

Despite the various challenges navigated by academic staff during the pandemic, the research output of Nelson

Mandela University has been on an upward trajectory for the past four years. The National Research Foundation (NRF) is the largest national funder and, in February 2022, a total of 65 progress reports were submitted to the NRF for the established researcher programmes. The year saw a pleasing increase in applications for NRF ratings with nine of the 20 applications new, while the rest were for re-evaluation. The rating system remains one of the key indicators of research stature in the South African national system of innovation.

The University has 92 NRF-rated researchers, of whom 17 (20%) are Black and 28 (33%) women. Diversifying the demographic profile of the established and rated researchers remains a priority.

Academic staff and postgraduate support

Through the University Capacity Development Grant (UCDG) funded by the Department of Higher Education and Training (DHET), the Office of Research Development runs a series of research capacity development workshops for staff, postdoctoral fellows, and registered postgraduate students. Research capacity development and support interventions are designed and implemented in collaboration with faculties to monitor postgraduate student progress and provide targeted support when

this is needed. For example, the Unit for Statistical Consultation (USC) offers ongoing training and monthly three-day quantitative research workshops were presented throughout the academic year.

The University has leveraged funding from the NRF and DHET to ensure that academic staff receive the support and training needed to attain higher degrees. Targeted funding to support emerging academics is also offered through the DHET-funded UCDG, which has been awarded for the new 2021-2023 funding cycle. A new cohort of grant recipients was approved through the course of the 2022 academic year.

New Generation of Academics Programme

The University has been allocated a budget of over R865m over three years by the DHET, starting in 2022, for the New Generation of Academics Programme (nGAP). This programme makes a valuable contribution to the development of young academic staff with doctoral qualifications. A highlight over the review period was that two more academics obtained their doctoral degrees in April, bringing the total of nGAP doctoral graduates to three.

Active recruitment is underway to fill four nGAP vacancies, which will increase the University cohort to 21. The cohort currently consists of 17 Black academics, of whom 10 are women.

Black Academics Advancement Programme

The Black Academics Advancement Programme (BAAP) currently funds seven academics, five of whom are women. These grant holders are committed to postgraduate student training to augment supervisory capacity.

Thuthuka Grants

The Thuthuka funding instrument is a further key NRF intervention aimed at supporting emerging researchers. In 2022, there were 18 active Thuthuka grant holders at Nelson Mandela University, of whom 78% were black and 56% were women.

Postgraduate and Research Funding

Externally sourced income generated from research contracts has remained stable over the last five years and generally accounts for about 3.3% of the University's annual income. For 2022, NRF-awarded grants (including bursaries and fellowships) were valued at R42.6 million.

As of 31 October 2022, 600 Honours, 502 Master's and 228 Doctoral scholarships had been awarded postgraduate scholarship funding from Council, the NRF and other external funders. The total of 1 330 awards comprises 85% Black (African, Coloured, Indian and Asian) students, and 67% of the award-holders are women. Of the 858 students who took up the awards, 82% were Black and 65% women.

Over the review period, 137 postdoctoral and research fellowships were awarded, of which 68% were black and

39% women. Going forward, it will be important to increase the proportion of women who take up these opportunities.

Research Entities

There are currently 22 research entities, consisting of three institutional entities, 12 centres based in faculties, one faculty-based institute, as well as six research units, also based in faculties. These entities contribute significantly to the University research outputs, postgraduate training, as well as generating external research income.

The work of entities is well aligned with the six institutional research themes, university strategic objectives and the United Nations (UN) Sustainable Development Goals (SDGs). With regards to growing the African footprint, this is currently primarily achieved through postgraduate student training (students recruited from various African countries) and supervision of postdoctoral fellows in collaboration with universities in other African countries.

Research Chairs

The University hosts 16 research chairs, with two of the most recently appointed contributing to the revitalisation of the humanities, and a third linked to the Medical School. Future endeavours will focus on growing the pool of research chairs with an emphasis on those who are funded externally or by industry.

Our research chairs contribute significantly to financial sustainability, with more than R40m in research income generated in 2022. This figure excludes additional income these chairs generate through research publications, postgraduate student enrolments, and graduate outputs.

Distinguished Professors

A total of seven professors at Nelson Mandela University, recognised as leading national and international scholars in their fields, have received the prestigious title of Distinguished Professor in recognition of their dedication and commitment. They are professors Paul Watts, Darelle Van Greunen, Ilse Truter, Andre Calitz, Janine Adams, Danie Hattingh and Graham Kerley.

Honorary doctorates

In 2022, the University awarded three honorary doctoral degrees to prominent individuals who have made significant contributions to society namely, Mr Sindiso Mfenyana in the Faculty of Business and Economic Sciences, Ms Noxolo Grootboom in the Faculty of Humanities and Prof Lungile Pepeta (posthumous) in the Faculty of Health Sciences.

Times Higher Education Impact Rankings

Nelson Mandela University's growing reputation as a leading Ocean Sciences hub was recognised with a top place nationally in the Life Below Water category in the international 2022 Times Higher Education Impact Rankings. The University also fared well in four other categories in the rankings, which assesses the global performance of institutions against the various UN SDGs.



8.2.2 Library and Information Services

Nelson Mandela University is reimagining library and information services (LIS) for the future in line with our Vision 2030 strategic intentions. There has been an increased number of researchers and students using online sources, with fewer using the library space for research. Library service models have been transitioning toward providing self-service, online and independent access to information for users, as well as online training. In response to these changing user needs, LIS has an active mobile app where users access services and resources 24/7, wherever they are.

LIS is also working collaboratively with ICT services on a chatbot, which will be embedded in the library's website. The chatbot will be the virtual gateway to the library by providing users with personalised information without needing to visit the library in person.

Due to the accelerated call for access to information in digital formats, LIS spends 80% of its budget on electronic information resources. This shift in expenditure has propelled LIS to explore the sustainable management of financial resources through partnerships and free Open Educational Resources (OERs).

The University has purchased Get-It-Now, an article delivery service developed by the Copyright Clearance Centre for academic institutions. This solution complements the institution's Inter Library Loans services by providing

full-text articles from journals that no library subscribes to. Other digital developments include the provision of training in the Figshare repository platform and the use of the LibGuides content management system, which includes research support tools.

Our library became an active member of the Libraries Very Interested in Sharing (LVIS) group of the global Online Computer Library Centre (OCLC) in September 2022. Members provide items at no charge to other LVIS members; hence our users will no longer have to pay for articles that are not available in Southern African libraries and can only be supplied by international partner libraries who are also members of the LVIS group.

8.2.3 Innovation

The University aspires to be a vibrant innovation hub where diverse stakeholders co-create transformative solutions to address perennial societal and planetary challenges. In so doing, we seek to foster a culture of innovation where our students, employees and partners can collaboratively engage in scientific, technological, and creative discovery that advances the frontiers of knowledge and promotes the public good.

Innovention

The University's internationally recognised institute for chemical technology, InnoVenton, continues to advance sustainability with its microalgae project, which uses algae

to mitigate harmful carbon dioxide emissions from factory flue gas, and then harvests the algal biomass to form coal briquettes trademarked as Coalgae®. This pioneering microalgae-to-energy project is proving to be a highly versatile eco-solution by cleaning up the atmosphere and serving as a source of renewable energy by producing a low-smoke, long-lasting fuel for households.

eNtsa

As an internationally recognised innovation hub, eNtsa (Innovation through Engineering Institute) focuses on engineering design, component, and material testing, prototyping and industrial research and development. eNtsa specialises in several advanced engineering fields to generate innovation-based solutions and provides specialised technical industry training. It is widely recognised for its pioneering contribution to the field of friction welding and the associated development of the analysis of metal turbines and high pressure/high-temperature pipes. These techniques, currently used at both Eskom and Sasol, are crucial to energy security in South Africa. eNtsa is also contributing to socio-economic development by providing subsidised engineering support for small and medium businesses in the manufacturing sector.

Centre for Rubber Science and Technology

The Centre for Rubber Science and Technology (CRST) provides services to the automotive sector including fault-finding analytics, failure analysis, and technical support (materials and processing). Its research and development focuses on effective recycling of waste materials, such as tyres, plastics, and biomass.

The CRST team has assisted start-up businesses such as AET AFRICA, an award-winning company in Dimbaza (Eastern Cape), with an energy-saving geyser sleeve invention, in the various production processes. The team also assisted Ibhayi Dental Solution in Kariega to develop an innovative polymer-based mouth gum guard as dental protection in sporting activities.

Renewable Energy Research Group and Mandela Autonomous Operations Group

The innovative work of the Renewable Energy Research Group (REG) and Mandela Autonomous Operations Group (MAO) are notable initiatives in the Faculty of Engineering, the Built Environment and Engineering. Their Vertical Take-off and Landing (VTOL) aircraft leverages the advantages of two different types of motors and uses them in a unique manner, which has been patented. The first two prototypes demonstrate that autonomous, unmanned flights to and from confined areas over distances of 100km with payloads as high as 100kg, will soon be feasible.

Yebo Physics

In the Faculty of Science, the Yebo Physics Team has created a unique online support service for students where learners can connect via YouTube voice call-ins and chat. The Yebo Tutor livestream channel runs daily, offering free quality



education, with Yebo Physics connecting learners to tutors for real time interactive help anywhere, anytime. The impact of the initiative extends far beyond the University, with learners and viewers from all over the world subscribing and joining their channel.

FOREST21

Nelson Mandela University has been invited to take part in the international Problem-Based Learning as part of the FOREST21 project. FOREST21 strengthens the capacity of South African universities to produce exceptional talent for climate-smart forestry through student-centric approaches and problem-based learning. The Forestry Department on the George campus is the custodian of this project and our Campus Principal for the George Campus, Dr Kaluke Mawila, was nominated as the first Chair of the Advisory Board.

8.2.4 Internationalisation

The International Office (IO) supports internationalisation initiatives that address the University's mandate to serve local and global communities through pioneering and transformative scholarship and innovation.

African Engagements and Partnership Programme (AEPP)

As part of leveraging opportunities to build relations and respond to the goals of the African Union Agenda 2063, the University embarked on strategic engagements across the African continent over the course of 2022. A delegation of 13 executive, academic and support staff took part in

the Vice-Chancellor's Africa Engagements and Partnership Programme (AEPP), starting in East Africa with engagements at universities in Ethiopia, Uganda, and Kenya from 25 June to 2 July 2022.

Memoranda of Understanding (MoU) have been signed with Salale University, Addis Ababa University, Ethiopian Civil Service University, Addis Ababa Science and Technology University, Makerere University, and the University of Nairobi. Recruitment of, and marketing to, prospective international students was also a significant focus of the programme.

The IO is now working on the next phases of this initiative, which will cover the West, Central and Southern African regions of the continent as part of driving a deliberate agenda which prioritises African scholarship and indigenous knowledges.

Northern Europe, America, Australia and Asia

Nelson Mandela University is an active participant in global research networks, alliances, and associations such as the South Africa Sweden Universities Forum (SASUF) and Global Challenges University Alliance (GCUA). During 2022, the Vice-Chancellor also led a delegation to the United States to explore possible collaboration with the University of Maryland, Rutgers University, Columbia University, the Obama Foundation, and the National Museum of African American History amongst others.

In addition, the Deputy Vice-Chancellor: Research, Innovation and Internationalisation participated in the Australia Africa Universities Network's (AAUN) forum hosted by Australian National University on 28-29 October 2022. AAUN is a strategic link for Nelson Mandela University to forge sustainable collaborations with Australian universities and a platform to link emerging and experienced researchers.

To promote and sustain the works of the Centre for Women and Gender Studies (CWGS), Dr Babalwa Magoqwana visited Japan as part of the research fellowship with Okayama University as part of the UNCTAD-STI Young Female Scientist Programme. This involved building partnerships with more than five universities in Japan while giving seminars and guest lectures in Doshisha University-Japan Society for African Studies; the Japanese Network for the African Studies; and sociology and anthropology undergraduate students in Okayama University.

The NRF Chair in African Feminist Imaginations, Professor Pumla Gqola, has also been engaged in several international engagements to launch and discuss her book, *Female Fear Factory*, with scholars based in Canada, Germany, and France.

The IO is establishing the Collaborative Online International Learning (COIL), which is a virtual exchange where faculty members in any discipline use online technology to





facilitate sustained student collaboration thereby enhancing intercultural competence. The IO is exploring implementing COIL with the resuscitated partnerships emanating from the African footprint project.

International student recruitment

Despite the decline in international student enrolments precipitated by the COVID-19 pandemic, there were important lessons learned and various strategies identified that will counter some of the losses and galvanise the improvement of international student recruitment.

Several international student recruitment strategies were implemented as in 2022, including the Vice-Chancellor's AEPP initiative cited above. This will serve to contribute to internationalisation, including the advancement of research and recruitment of students from those previously unchartered parts of the continent, while also revitalising our relationships with countries and regions where we have traditionally drawn the bulk of our students. This will also serve to encourage intra-Africa student and staff mobility initiatives that are key for the international exposure of our postgraduate students and emerging researchers.

The IO hosted a hybrid workshop on immigration issues within higher education from 21 to 22 July 2022. More than 50 representatives from 20 South African universities, as well

as Visa Facilitation Services (VFS) Global and Home Affairs officials, attended. Participants raised ongoing concerns regarding the steady decline of international student enrolments nationally and the need to eliminate bottlenecks.

A programme for reviving the Semester Study Abroad and short learning programmes as important sources of University's third-stream revenue base was initiated by the IO in the second quarter of 2022. This was supported through the implementation of vigorous international marketing, university profiling and visibility initiatives in collaboration with other internal stakeholders such as the Communication and Marketing division and the Strategic Resource Mobilisation and Advancement Office.

8.3 Engagement and Transformation

The five-year strategic plan of the Engagement and Transformation Portfolio (ETP) is an invitation for continuous critical reflection and conversations to make collective sense of what a dynamic African university in the service of society might look like, and how it can be advanced through the work of this portfolio. The ETP started the academic year with a two-day *Celebrating and Re-Imagining Engagement* colloquium on 7 and 8 February 2022, which included the launch of the Engagement Forum to co-create ideas in partnership with our stakeholder communities. This

was followed by the first Transformation Indaba to review performance against the current Institutional Transformation Plan (ITP) 2018-2022 and to initiate the development of the next five-year ITP in alignment with Vision 2030.

8.3.1 Engagement Office

Dr Bruce Damons was appointed as the new Director of the Engagement on 1 April. The Engagement Office plays a key role in repositioning engagement through notable projects some of which are outlined below.

COVID-19 Coordinating Committee

With the lifting of the COVID-19 regulations and the national state of disaster coming to an end in 2022, the COVID-19 Coordinating Committee (CCC) was dissolved and reconceptualised. The lessons learnt from the excellent work of the CCC are being integrated into the engagement matrix and will continue to play themselves out within various projects across the University.

Hubs of Convergence

The Hubs of Convergence (HoC) are equalising spaces that seek to critically engage with our multiple stakeholder communities. Key areas of focus in 2022 included individual and organisational wellness, food sovereignty, gender-based violence, developing local economies, and support for community-based organisations.

Through transversal linkages across the University, the six "hubs" in the HoC are making significant strides. Hub 1 focuses on individual and collective wellness by exploring community-driven responses to substance abuse. It is also focusing on the social value of sports, arts, and culture in promoting wellness. Under Hub 2, the HoC is confronting the issue of student hunger through community-based food systems, such as the Sol Plaatje vegetable garden.

While Hub 3 focuses on gender-based violence, Hub 4 engages in community-based economic Initiatives, such as the sewing project, in collaboration with 12 community schools and the Centre for the Community School (CCS). The HoC has partnered with the Zwide community farming project under Hub 5 to focus on supporting the community to produce healthy food in a safe and sustainable way.

The HoC documents its interventions through the work of Hub 6, which encompasses knowledge communication and application. In addition, the HoC research team has established a Community of Practice (CoP) and developed an international network with Living Education Theory professors from the University of Cumbria, UK.

The HoC are facilitating, coordinating, and supporting the roll-out of the End Period Poverty Programme at the University through a multi-layered approach that seeks to join interested groups towards driving awareness of, and responding to menstrual health and hygiene-related issues. This includes collaborating with the Mina Foundation and

the Gift of the Givers to distribute 1 000 menstrual cups at the University.

The HoC has also partnered with the Umphanda Foundation, which aims to assist and support autistic learners, and communities who have a stake in the development of various approaches to understanding the condition.

Continuing Education

The Continuing Education Unit commenced with the five-year Short Learning Programme (SLP) renewal process in July. As part of this review, a strategic conversation will be initiated to reconceptualise SLPs as a sustainable source of third-stream income. A larger institution-wide conversation on positioning SLPs will be undertaken in 2023.

Mandela University Food Systems Programme

The Nelson Mandela Food Systems Programme (NMUFS) is solidifying its partnership with the Nelson Mandela Foundation and will focus on upscaled and coordinated interventions on food systems-related issues with stakeholder communities. In addition, the wellness hub will be piloting a community-based substance abuse programme with a national NPO. An additional thematic hub will be created to implement programmes to support the organisations involved in the after-school sector.

A collaboration between the HoC, the NMUFS Programme, the Department of Visual and Performing Arts, five Community Kitchens and the Ikhala Trust, which commenced in 2021, is continuing to bear fruit.

The AmaJingqi Project

The AmaJingqi project started in 2012 and was renewed in 2022 as an integral part of the University's intention to reimagine rural engagement. Representatives of the University met virtually on 23 May with stakeholders from government, Chief Dimalisile and members of the AmaJingqi Council to formulate a national blueprint for converting a small village into a smart village.

8.3.2 Transformation Office

All MANCO portfolios were consulted during 2022 regarding the development of the new five-year Institutional Transformation Plan (2023-2027). The final version served at Council, for approval during the fourth quarter, following which it was submitted to the DHET.

The Transformation Office was involved in the first-year online student orientation programme to sensitise students to their role in promoting equality and social inclusion. Planned equality training, information sessions and activations started on 24 February, both virtually and physically, in residences.

Equality promotion and social inclusion awareness and advocacy interventions are ongoing, with numerous events hosted to mark Mandela Day and Women's Month. Several training sessions were held, focusing on GBV, LGBTQIA+



and equality promotion. A total of 64 equality-related complaints were lodged with the Transformation Office, of which nine related to unfair discrimination.

8.3.3 Engagement Entities

Centre for the Advancement of Non-Racialism and Democracy (CANRAD)

A highlight of the first quarter of 2022 was the launch of the Routledge *Handbook of Critical Studies in Whiteness*, edited by Shona Hunter and Christi Van der Westhuizen, with five virtual book launches across five time zones. Prof Van der Westhuizen was also invited to present a lecture to postgraduate students at Ruhr University in Germany, as well as two lectures on critical race studies to students visiting from the US.

CANRAD has continued to fulfil a vital role in cultivating a vibrant intellectual culture at the University by hosting various webinars and public engagements such as the following:

- Postdoctoral research fellow Dr Olivia Loots presented a webinar titled *Memory bumping up against the Anthropocene: An examination of their intersection* on 19 May.

- For Africa Week, CANRAD partnered with the Department of Music to show two concert films on 25 May, namely *Madosini at Home* and *Afrisonic Kollektiv*.
- In partnership with the Konrad Adenauer Stiftung Present Democracy Series 2022, CANRAD hosted a webinar entitled *COVID-19 Pandemic and its Impact on the Young Women Subject: Exploring the Complexities* on 27 May.
- In partnership with the Faculty of Humanities, CANRAD launched Research Associate Prof Gilingwe Mayende's *The Land and Agrarian Question: The First Frontier of Decolonisation in South Africa* at the South End Museum on 23 August.

CANRAD partnered with UNAKO and Lovelife in a learner leadership programme in Nelson Mandela Bay Metro schools. The Centre is also involved in a Young Leaders workshop in partnership with Pamoja Activists from New Brighton.

CANRAD, the Institute for Justice and Reconciliation, and the Ahmed Kathrada Foundation are primary constituent members of the national civil society formation, the Anti-Racist Network South Africa. On 1 and 2 July 2022, the Ahmed Kathrada Foundation-initiated *Conference for Democratic Renewal and Change* attracted more than 130 organisations striving to defend South Africa's constitutional democracy.

Centre for Women and Gender Studies

The Centre for Women and Gender Studies (CWGS) had an active year in 2022. It held the second Annual Postgraduate Workshop in the province as part of establishing an Eastern Cape Gender Intellectual Corridor and, together with Chair in African Feminist Imaginations, is carving out a unique niche in the sector.

Chair incumbent Prof Pumla Gqola has presented several talks, including a masterclass to the Auwal Socio-Economic Research Institution (ASRI) Future Leaders Programme Fellows on *Understanding Femicide* and a public lecture entitled *Against Rape: Thinking Obliquely for Safe Campuses* hosted by the University of Fort Hare. The Centre and Chair celebrated Africa Month with a live-streamed discussion entitled *Black Women in the Postcolony* by Prof Yolande Bouaka of Queens University, Canada, and Zintle ka Nobuhlaluse from Pennsylvania, US, on 25 May 2022.

Dr Babalwa Magoqwana gave an invited talk on *Women, Indigenous Knowledge and Social Progress in Africa in the 21st Century* for the Institute for African Development at Cornell University. The Centre and the Chair hosted a notable hybrid event on 3 August focusing on *The Apartheid Archive and Women's Rage as Radical Refusal*.

The launch of the Nelson Mandela University-Brigalia Bam Foundation partnership on 25 November was a significant step towards the identification, curation, and publishing of black women's literary and other forms of heritage. The Brigalia Bam Archive is the first archival collection identified for acquisition in response to the institutional thematic area of Origins, Culture, Heritage, and Memory, with a focus on gendered histories and women's intellectual archive.

The CWGS is developing two new Masters' degrees to highlight gender studies as an interdisciplinary scholarly engagement that can, and should, stand on its own merit. This is a significant step towards implementing gender mainstreaming strategies and creating a gender-conscious University, as well as foregrounding African intellectualism. The Centre is also finalising its Gender Mapping Project, which explores the ways in which the curriculum can be analysed along gendered lines.

Transdisciplinary Institute for Mandela Studies (TIMS)

The Transdisciplinary Institute for Mandela Studies (TIMS) held a panel discussion, entitled *Mandela Identity in the Context of University Transformation*, on 10 February. This interrogated what the Mandela name and identity mean within our context.

TIMS also held a panel discussion titled *Radical Openness* at the Advancing Critical University Studies across Africa (ACUSAfrica) colloquium. The session engaged in a critique of the social figure of Mandela with an emphasis on the effect that naming has on higher education institutions and its interconnectedness with institutional culture.

Chair for Critical Studies in Higher Education Transformation

The final year of the NRF-funded research project on Critical University Studies was the signature event for the Chair for Critical Studies in Higher Education Transformation (CriSHET) in 2022. The mapping of Higher Education Studies, Higher Education Transformation Studies and Critical University Studies has been completed and was shared at a Winter School.





The Chair hosted a collaborative ACUSAfrica webinar entitled *Decolonising African Higher Education: Cultivating Healing Across the Continent*. Timed ahead of Africa Day on 25 May, CriSHET's Research Associate Dr Sybille Ngo Nyeck launched her book *African(a) Queer Presence: Ethics and Politics of Negotiation* in conversation with Prof Zethu Matebeni. The event was a collaboration between CriSHET, the CWGS, our Chair in African Feminist Imaginations and the SARChI Chair in Sexualities, Genders, and Queer Studies at the University Fort Hare.

CriSHET, working with CANRAD, co-hosted Prof Breitner Tavares from the University of Brasilia for two weeks in July and August, strengthening South-South collaboration. His visit focused on collective health and the sociology of racial relationships.

The Chair is also working to build stronger relationships across the South African higher education sector by establishing a Critical University Studies – South Africa (CUS-SA) network, which hosted a seminar on 25 August on *The De/Recompositional Grounds of the University in Techno-Rational Times* at the University of Johannesburg.

CriSHET and CANRAD co-hosted the Inaugural Govan Mbeki Institutional Public Lecture on 10 October 2022, where former deputy Finance Minister Mcebisi Jonas spoke on *Navigating Global and Domestic Turmoil: The Urgent Need for Visionary Collaborative Leadership*.

The Chair hosted the ACUSAfrica network's 2022 colloquium from 2-4 November. The colloquium was enabled by collaborations fostered with Queen's University Belfast, the University of Ghana, and the Human Sciences Research Council (HSRC), and financially supported by the NRF. Entitled *Reflexive Solidarities in Techno-Rational Times*, this event expanded the University's footprint in creating a sustainable intellectual, critical engagement with the transformation of higher education on the African continent.

Africanisation Decolonisation Working Group

The newly formed Africanisation Decolonisation Working Group had its first steering committee meeting with heads of portfolios across the University in 2022. Members highlighted how the University has had different sets of interventions to address Africanisation and decolonisation and how follow-up work should focus on aligning these efforts.

Raymond Mhlaba Centre for Governance and Leadership

Nelson Mandela University relaunched the Raymond Mhlaba Centre for Governance and Leadership on 1 September 2022 with a public lecture headlined by the institution's Chancellor, Dr Geraldine Fraser-Moleketi. The lecture, titled *Asinakuthula Umhlaba Ubolile: Amplifying the Call to Action*, sought to reinvigorate engagements on good governance, accountability, and ethical leadership, by

focusing on the role of struggle heroes and heroines like Raymond Mhlaba.

The Centre also partnered with the South African National NGO Coalition, the SABC and the Eastern Cape Socio-Economic Consultative Council in 2022 to host a hybrid event on advancing good governance in the city. The dialogue involved all political parties who form part of the coalition government in Nelson Mandela Bay and there was a general call from the participants to make this an annual event.

Chair for Youth Unemployment, Employability and Empowerment

The Chair for Youth Unemployment, Employability and Empowerment (CYUEE) focuses on two funded research projects, one of which is the Putting Skills to Work: Skills and the Informal Sector Project, funded by the National Institute for the Humanities and Social Sciences (NIHSS). This project is working towards a manuscript that pulls together theoretical lenses in skills and livelihoods work. The second is the DHET-funded TVET Colleges Research Programme, in which the CYUEE is one of eight partners.

The Chair has also been appointed to the CHE articulation working group. The TVET Convergence Working Group has met and established several sub-working groups to tackle different aspects of this work. It is also noteworthy that the Chair has secured a further two contracts, the first of

which is the HSRC-funded TVET colleges audit that aims to determine the occupational and skills programmes offered at South African TVET colleges. The second is funded through the PEER Network and seeks to review Zimbabwe's TVET sector.

Centre for Integrated Post-School Education and Training (CIPSET)

In 2022, the Centre for Integrated Post-School Education and Training (CIPSET) continued its work in Community, Adult and Worker Education (CAWE) and Solidarity Economy Education (SEE), with a particular focus on capacity-building in collaboration with various international networks. This builds on CIPSET's role in community food systems, health, energy and engineering, and related projects.

CIPSET joined the international adult learning group CONFITEA in May and presented the Africa Regional Report at an international webinar. The Centre also joined the editorial board of the Journal of Adult Education.

Throughout the year, CIPSET continued to contribute to the pursuit of social justice through establishing community food systems. The Centre has also embarked on research and engagement to build solidarity economies with marginalised coastal fishing communities as part of the One Oceans Hub's longer-term strategy for sustainable community food systems.





8.4 Awards and Achievements

Nelson Mandela University academic staff continue to excel in a variety of settings, regionally, provincially, and nationally. In September 2022, Prof Darelle Van Greunen, Director of the Centre for Community Technologies (CCT) received the NRF Award for Public Engagement in Research, and Prof Syden Mishi, from Business and Economic Sciences, received the NRF Research Excellence Award for an Emerging Researcher.

The CCT also won the @OutSystems Innovation Award for Social Impact with their C-Vive application, which raises cancer awareness among citizens to facilitate early diagnoses and treatment interventions.

George Campus Principal Dr Kaluke Mawila was recently appointed to serve as an advisory panel member for the South African Institute of Aquatic Biodiversity (SAIAB) for a period of five years.

In October, the South African Young Academy of Science (SAYAS) inaugurated medical programme lecturer, Dr Savania Nagiah, as one of ten of the country's leading emerging scientists, further enhancing the reputation and positioning of the Medical School. SAYAS members are young scientists under the age of 40, who have PhDs and are deemed excellent in their fields of expertise.

Two Nelson Mandela University professors have also been recognised by the Institute of Information Technology Professionals of South Africa (IITPSA): Prof Kerry-Lynn

Thomson from the School of ICT has been awarded Professional Membership of the Institute and Prof Jean Greyling, Head of Department (HoD) in the Department of Computing Sciences, has been made a Fellow.

8.4.1 Vice-Chancellor's Excellence Awards

Excellence is one of Nelson Mandela University's six values, core to achieving our vision to be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future. The University recognises its top academic, professional, administrative and support service (PASS) staff in the categories of research, learning and teaching, creative outputs, and institutional support at the end of each year. The 2022 event was held together with the student academic achievers' awards at the first in-person joint awards function, recognising the interdependence of staff and students.

In 2022, there were no applications for Engagement Excellence and hence no Engagement Awards were made, partly because the institutional projects that focused specifically on pandemic-related engagement activities were awarded and recognised in 2021. In respect to engagement activities over this period, University staff members also had difficulties in accessing communities due to lockdowns and restricted movement. As there was a return to normal practices in the second half of 2022, and as new post-pandemic engagement spaces are being created and explored, it is expected that the institutional Engagement Awards will return to pre-pandemic normalcy from 2023 onwards.

CAREER ACHIEVEMENT AWARD

Professor Cheryl Foxcroft, DVC: Learning and Teaching

RESEARCH AND INNOVATION

Researcher of the Year Award

- Babalwa Magoqwana

Research Excellence Awards

- Pierre Pistorius, Zoology
- Anass Bayaga, Education

Emerging Excellence Researcher of the Year Award

- Emma Ayesu-Koranteng

Faculty Researcher of the Year Awards

- Andrew Phiri, Faculty of Business and Economic Sciences
- John Smallwood, Faculty of Engineering, the Built Environment and Technology
- Anass Bayaga, Faculty of Education
- Ilse Truter, Faculty of Health Sciences
- Babalwa Magoqwana, Faculty of Humanities
- Joanna Botha, Faculty of Law
- Janine Adams, Faculty of Science

Faculty Emerging Excellence Researcher Awards

- Ayanda Deliwé, Faculty of Business and Economic Sciences
- Emma Ayesu-Koranteng, Faculty of Engineering, the Built Environment and Technology
- Obakeng Kagola, Faculty of Education
- Fouzia Munir, Faculty of Humanities
- Amanda Spies, Faculty of Law
- Anina Coetzee, Faculty of Science

Innovation Excellence Award

- Russell Phillips and the Lab E7 Team (Renewable Energy Research Group and Mandela Autonomous Operations Group)

Innovation Team Awards

- Emerging Innovation Excellence Award
- Andre du Plessis and the Digital Suitcase team

Innovation Excellence Project Award

- Percy Hlangothi and the Centre for Rubber Science and Technology team

CREATIVE OUTPUTS

- Tarryn Rennie, Community Engagement and Illustration Design
- Upasna Maharaj, Visual Autobiography and Storytelling
- Ulagh Williams, Musical Direction, Conducting and Performance

- Jessica Staple, Materiality of Art, and Diversities of Printmaking

LEARNING AND TEACHING

Teacher of the Year Award

- Dewald Koen

Distinguished Teacher of the Year Awards

- Bertram Haskins, Information Technology
- Shawn Gouws, Chemistry

Faculty Excellent Teacher of the Year Awards

- Dewald Koen, Faculty of Education
- Amina Jakoet-Salie, Faculty of Humanities
- Marc Welgemoed, Faculty of Law
- Richard Betz, Faculty of Science

Emerging Excellence Teacher of the Year Award

- Dr Ayanda Simayi

Faculty Emerging Excellent Teacher of the Year Awards

- Andrea Govender, Faculty of Business and Economic Sciences
- Ayanda Simayi, Faculty of Education

Learning and Teaching Excellence Team Award

- Yebo Physics Team

PROFESSIONAL, ADMINISTRATIVE AND SUPPORT SERVICE STAFF EXCELLENCE

Professional, Administrative and Support Service Staff (PASS) Excellence Awards are presented to individuals who have excelled across the various levels in terms of their performance in enhancing the success of the institution.

PASS Excellence Individual Awards

Peromnes Level 10-12

- Nozuko Rhayi, Education Resource Centre/First Year Success coordinator
- Megan Fensham, Lab Technician: Human Physiology

Peromnes Level 8-9

- Dalene Harris, Personal Assistant: Executive Director Finance
- Kina Muller, Lab Technician: Chemistry

Peromnes Level 6-7

- Lee-Anne Groener, Legal Advisor in Legal Services

PASS Excellence Team award

- Occupational Health and Wellness team

8.5 Conclusion

Focused and collective efforts have enabled the University to position itself strategically within a differentiated higher education system while foregrounding our humanising pedagogical approaches. Our comprehensive academic programme and qualification mix, innovative inter- and transdisciplinary research, and transformative engagement together contribute to socially just and sustainable futures. Through our efforts to promote the public good, we strive to build a more democratic, inclusive society in which the pursuit of knowledge is not for narrow elitist ends but contributes to improving the quality of life of all communities and citizens.

Nelson Mandela University aims to purposefully generate an inclusive and affirming intellectual culture, which encourages the creative contribution of all staff and students in the renewal of the curriculum and the academy. Sustainability principles are embedded in the teaching and learning, research and innovation, engagement and transformation activities of our programmes, research chairs and entities. These principles are geared towards maintaining ecological integrity, with natural resources only used or consumed to the point that they can be replenished.

The move to digital platforms has provided deeper insights into and a renewed understanding of the persistent social and economic disparities in our country that continue

to impact negatively on learning and teaching. Through innovative methods of learning and teaching, the University is equipping its students and staff with the tools needed to thrive in the future world of work. We remain guided by certain key principles such as the unwavering commitment to making learning opportunities available for all our students, especially those who have lacked access to mobile devices, data connectivity and spaces conducive to learning.

We seek to recognise in our teaching endeavours what it means to honour and respect everyone's humanity and unique background, developing consciousness and agency in relation to issues of social justice. This orientation is at the centre of the pedagogical encounter as we endeavour to develop learning and teaching interfaces that enable a sense of coming not only to know, but also to bring one's own knowledge and experiences into the pedagogical and institutional context.

This philosophical underpinning has served the University well as it continues to implement learning pathways designed to unlock the full potential of all students, including those who are most academically and economically vulnerable. Various interventions have been designed and are continuously adapted to give effect to our core values.

Professor Sibongile Muthwa
Chairperson: Senate

9. INSTITUTIONAL FORUM REPORT



The year has provided the Institutional Forum (IF) at Nelson Mandela University with the chance to pave a new trajectory in advising Council in its prescribed areas. The Forum has focused on renewing its systems and promoting robust engagements on matters relating to transformation, policy impact, and senior management appointments. The IF exists not only to meet the expectations of the Higher Education Act, but also to be at the cutting edge of cultivating an inclusive institutional culture that enables the University to achieve its transformation goals. Having traversed the COVID-19 pandemic, the IF sees the need to foster an inclusive university, which is supportive of all within its diverse community.

9.1 Capacity enhancement

The IF remains a transformative structure of governance established in terms of the Higher Education Act, Nelson Mandela University Statute, and the IF Constitution. It is guided by the Institutional Transformation Plan (ITP) of the University in striving to meet the objectives of Vision 2030. One of the IF's key initiatives in 2022 was to reimagine its role as a vibrant and transformative structure of governance, driven by stakeholders, to unify the University through its advisory role to Council. The IF decided that it will hold an annual strategic session at the beginning of the year to reflect on achievements and gaps experienced, with the intention of enhancing capacity. This aims to ensure that the

Forum remains on the top of its agenda to drive impactful transformation.

9.2 Equality-Related Policy Amendments

The IF received proposed amendments for equality related policies. These concern mechanisms to address complex cases, and the drive to promote a socially-just environment that consistently protects its community from all forms of discrimination. The Forum considered these proposals at its meeting on 7 September 2022. The IF noted the University's efforts to promote equality at all levels and the importance of holding individual role players responsible for ensuring that their behaviour reflects the values of the institution. The IF views the amendments as strengthening the transformation policy architecture and advised Council to approve the amendments.

9.3 Language Policy

At its meeting on 8 November 2022, the IF noted that a review of the Language Policy was an important step towards reimagining Nelson Mandela University as an African university, aligned with the values expressed in Vision 2030. The IF received an update on the progress being made by the language policy workstream in developing a policy framework that promotes multilingualism. This important



step paves the way to harness the socially cohesive environment where language remains the centrepiece of an inclusive university.

9.4 Digital Transformation

The IF took a special decision that digital transformation is an important transformation instrument that supports an inclusive university in a developing society. It therefore recommended that digital transformation be placed on the agenda twice a year. At its meeting on 8 November, the IF noted good work on this front and advised Council to support digital transformation projects in the context of institutional sustainability.

9.5 Senior Management Appointments

The IF participated in the Senior Management Appointments Committee and indicated its support for the following appointments:

- Reappointment of Chancellor Dr Geraldine Fraser-Moleketi
- Reappointment of Vice-Chancellor Prof Sibongile Muthwa for a second term
- Senior Director: Legal Services, Adv Mbongeni Mateta
- Executive Dean: Engineering, the Built Environment and Technology, Prof Marshall Sheldon
- Executive Dean: Law, Dr Lynn Biggs
- Senior Director: People and Institutional Capability, Dr Amber Anderson

9.6 Integrated Transformation Plan 2023-2027

The University's Integrated Transformation Plan for 2023-2027 was presented to the IF as an important support to drive Vision 2023. The IF noted that the ITP holds executive management accountable for driving transformation. This represented an integrated strategic response, and the Forum supported the plan in assisting the University in its quest to advance its transformation agenda.

9.7 Institutional Employment Equity Targets

The IF plays a role in advising Council on employment equity (EE) performance to ensure that it reports on progress in achieving equity targets to the Department of Employment and Labour. The IF views the EE targets as an important reflection of the institution's transformation trajectory.

On 8 November 2022, the IF reflected on the University's performance against its EE targets and recommended that the University improve in this area to address challenges before it is too late. The IF discussed strategies to turn the wheel of transformation and one recommendation was that exit interviews should be conducted to inform institutional improvement in respect of staff retention.

Dr Bernard Sebake
Chairperson: Institutional Forum

10. REPORT ON INTERNAL ADMINISTRATIVE STRUCTURES AND INTERNAL CONTROL ENVIRONMENT



Nelson Mandela University has established and maintained a system of internal controls that mitigates inherent risks in pursuit of strategic goals and objectives. Management at all levels is responsible for the design and effective implementation of these internal controls. The role of the Internal Audit department is to provide assurance to management and the Audit and Risk Committee of adequate design and effective implementation of internal controls.

Council has an oversight responsibility over the internal control environment and the duty to preserve and protect stakeholder value. Council has delegated this responsibility to the Audit and Risk Committee (the Committee). In executing this oversight role, the Committee is supported by the main assurance providers, namely, management, the risk management function, as well as internal and external auditors. Management assurance has been boosted by the adoption and implementation of the Control Self-Assessment model.

Internal and external audit use the risk profile of the University to assure management and the Committee on the effectiveness of controls to mitigate key risks. The reports of both assurance providers were presented to the

Committee, highlighting areas where internal controls were working as intended, as well as those that require further enhancement.

In instances where gaps were identified by the audit process in the system of internal controls, management has developed audit action improvement plans. The status of implementation of the audit improvement plans was tracked and the results presented quarterly to the Committee.

While the Committee is satisfied that management has largely implemented the audit improvement plans, there is an opportunity to implement these timeously, thus maximising the benefits of a resilient internal control environment.

Overall, the University has developed and implemented an adequate internal control system with some areas of improvement. Continuous effort is still required to inculcate a culture of internal control resilience across all the levels of the University.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

Mr Sizwe Nyenyiso
Senior Director: Internal Audit



11. REPORT ON RISK EXPOSURE ASSESSMENT AND MANAGEMENT

The University has established an enterprise-wide approach to managing risks and opportunities, outlined in the Nelson Mandela University's Enterprise Risk Management Framework (ERM). This Framework is applied across University structures to manage and mitigate all types of risks including those that affect strategic priorities. The University's Risk Management Policy and Procedures defines the ERM Framework as a structured process used to identify potential threats to the University and to define the strategy for eliminating or minimising the impact of these risks, as well as the mechanisms to effectively monitor and evaluate this strategy. The process encompasses the following key stages: risk identification, risk measurement, risk mitigation, risk reporting and monitoring, and risk governance.

10.1 Risk governance structures

Various governance structures provide oversight and monitoring to support the implementation of the Risk Management Framework:

10.1.1 The Audit and Risk Committee

The Audit and Risk Committee, on behalf of Council:

- Reviews relevant institutional risks, mitigation plans and emerging risks

- Reviews the adequacy and effectiveness of the University's Risk Management Framework
- Reviews and recommends changes to the University's risk profile and established risk categories for the approval of Council.

10.1.2 The Management Committee

The Management Committee:

- Reviews risks, and establishes and updates the institutional mitigation and treatment approach for all risks
- Establishes the direction and strategies to align risk management and monitoring with the University's appetite for risk
- Reviews the results of risk assessments carried out by academic, professional and administrative support service departments
- Reviews the efficiency and effectiveness of mitigations and coverage of risk exposures.

10.1.3 The Risk Management Committee

The Risk Management Committee:

- Supports the Management Committee (MANCO) in the implementation of risk management practices in all academic and administrative departments



- Recommends a suitable risk appetite to the MANCO
- Conducts an initial review of institutional risks and responds to any additional requests for clarification or status updates by oversight committees
- Receives and considers recommendations and compliance reports from other functional structures and ad hoc task groups
- Serves as a platform to support internal Risk Champions.

10.2 Risk Appetite

As a principle, the University largely has a low residual risk appetite in achieving key strategic objectives. The University is aware that it is not possible to reduce all risks which arise. It accepts that certain levels of higher residual risk to foster growth, innovation, competitiveness, and efficient Institutional practices may be required. However, as at the date of this report there has not been any acceptance of risks of a higher residual risk.

10.2.1 Risk Management Maturity

During the year under review, the University conducted a risk management maturity assessment through the Internal Audit department to determine the level at which risk management processes are entrenched in the University's operations. The results of the assessment indicated that the University is currently operating at level 3 (Defined), an indication that approaches to risk management are established and repeatable.

The University is currently working towards maintaining this level while at the same time exploring improvements to a higher level of maturity.

10.3 Coronavirus Task Team

A Coronavirus Task Team (CTT), a sub-committee of MANCO, was established in March 2020, prior to South Africa entering the National State of Disaster. The CTT, chaired by the Deputy Vice-Chancellor: People and Operations, was tasked with the development and implementation of COVID-19 preventative measures and interventions for preserving the academic calendar as well as minimising the spread of the virus on campus and related sites.

Following the lifting of the COVID-19 Regulations and the National State of Disaster in 2022, the Coronavirus Task Team (CTT) was dissolved. It was then renamed the Safe Campus Coordinating Team (SCCT) and reconceptualised. Its focus is on coordinating operations of the university to ensure a safe campus, and to promote and inculcate health and wellness practices for students and staff.

10.4 Fraud Risk Management

To proactively manage and mitigate fraud and corruption related incidents, the University developed an Anti-Fraud and Corruption Policy which was approved by the Council in 2021. The policy seeks to establish a fraud-free environment and to affirm a zero-tolerance risk appetite and approach to fraud and corruption in the University. This policy is anchored by the key pillars of fraud prevention, detection, and responsiveness when fraud and corruption occur. The University also developed a Whistleblowing Policy and Procedure and an Ombud Charter to support these key pillars. An Ethics Hotline for anonymous reporting is managed by an external service provider to ensure anonymity.

10.5 Institutional Risk Approach

The recording and reporting of University risks is facilitated through an Institutional Events Register (IER) which records events, risks and opportunities, controls, and treatments. The IER itself is not intended to record all actions being taken to address risks, but it records the key sources of assurance in place to manage risks. Academic and administrative departments' risk registers are also in place, in addition to a range of risk management arrangements which are overseen by the relevant MANCO member with support from Risk Champions.

A formal Risk Assessment Workshop, informed by the Vision 2030 strategic framework, was conducted in the fourth quarter of 2022. This Risk Assessment Workshop was used to review institutional risks identified by faculties and departments. It also was used to further analyse identified risks, deliberate on key institutional risks, and take an integrated approach towards mitigating risks across institutional priorities. The University's controlled risk exposure after considering the existing control measures, is presented in the table below.





| Risk Event | Current Control or Mitigation Strategies | Controlled Risk Exposure | Future Control or Plan of Action |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC FOCUS AREA 1 Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. PRIMARY RISK OWNER: DVC: LEARNING AND TEACHING | | | |
| Quality and mix of academic programmes are not enhanced to maintain relevant curricular and co-curricular interventions, to improve graduate employability, entrepreneurship, and responsible citizenship. | <ul style="list-style-type: none"> Quality Committee oversees the implementation and monitoring of quality advancement systems in terms of approved criteria. This committee monitors the planning, conduct and follow-up of Higher Education Quality Committee (HEQC) institutional audits and national programme reviews. Quality Committee identifies and monitors academic and institutional risks through quality advancement processes. Learning Development programmes such as Academic Literacies, Learning Development and Student Success Coaching are implemented in support of student learning. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| Deficiencies in the progress of institutional responses to sustain inclusive and differentiated academic support to students and staff. | <ul style="list-style-type: none"> Teaching Development cluster provides programmes to empower academics to design relevant, innovative curricula as well as employ teaching, learning and assessment practices that are informed by best practice. Established advisory boards and student feedback. Three-year learning and teaching plan. Learning Development programmes such as Academic Literacies; Learning Development and Student Success Coaching in support of student learning. | Moderate Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| Long term sustainability of the Student Funding Model. | <ul style="list-style-type: none"> The revised Postgraduate Research Scholarship Policy. Strategic Resource Mobilisation and Advancement Office sources funding for students. Increase drive to attract external grants and increase the value of postgraduate scholarships. Increased budgetary allocation for Council – funded postgraduate bursaries. | High Risk  | <ul style="list-style-type: none"> Strategic Resource Mobilisation and Advancement Office together with Finance to look at all the resources for postgraduate scholarships and how these could be pulled into a pool, as not to only utilise Council funding for the next round of applications in 2022 for the 2023 intake. Engage with NSFAS and develop plans for postgraduate student funding. Source bursaries for academically deserving students. Internal Audit review to assist with enhancing controls. |
| STRATEGIC FOCUS AREA 2 Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. PRIMARY RISK OWNER: DVC RESEARCH, INNOVATION, AND INTERNATIONALISATION | | | |
| Deficiencies in capacity and enabling infrastructure to realise institutional research themes. | <ul style="list-style-type: none"> Research development opportunities. International exchange opportunities. Exploration of funding opportunities. Research and Innovation Committee oversees the implementation of the institutional vision and strategy by ensuring the relevance and quality of research and innovation outputs and provides an enabling environment for a vibrant research culture at the University. | Moderate Risk  | <ul style="list-style-type: none"> Migration Strategy Data informed sessions to held by EMANCO. |

Table 45: Control Measures for risk events related to Vision 2030 Strategic Focus Areas and Enablers






| Risk Event | Current Control or Mitigation Strategies | Controlled Risk Exposure | Future Control or Plan of Action |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC FOCUS AREA 2 Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. PRIMARY RISK OWNER: DVC RESEARCH, INNOVATION, AND INTERNATIONALISATION AND DVC ENGAGEMENT AND TRANSFORMATION | | | |
| Deficiencies in capacity to galvanise strategic partnerships and deepen internationalisation. | <ul style="list-style-type: none"> Transdisciplinary and Internationalisation Committee oversees the advancement of transdisciplinarity and internationalisation in line with the vision of the University. | Moderate Risk  | <ul style="list-style-type: none"> Migration Strategy Data informed sessions to held by EMANCO. |
| STRATEGIC FOCUS AREA 3 Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality. PRIMARY RISK OWNER: DVC ENGAGEMENT AND TRANSFORMATION | | | |
| Slow pace of integration of transformation principles across the University. | <ul style="list-style-type: none"> Developing an intellectual culture around transformation matters. Hubs of convergence to co-create physical spaces where the University engages with the community on common platforms to find solutions to problems that affect our immediate communities. | High Risk  | <ul style="list-style-type: none"> Stakeholder mapping exercise. Working committee to review internal coherence around stakeholders. |
| Uneven pace to advance the core mandate of engagement and its impact in alignment with the philosophy of convergence. | <ul style="list-style-type: none"> Engagement and Transformation Committee facilitates the implementation of policies, processes, and strategic interventions to assist in the creation and maintenance of a free, fair, and safe environment at the University. Engagement and Transformation Committee formulates the University's Engagement and Transformation Conceptual Frameworks. | Moderate Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| STRATEGIC FOCUS AREA 4 Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom. PRIMARY RISK OWNER: DVC: LEARNING AND TEACHING | | | |
| Insufficient University support mechanisms to provide enabling psychosocial responses for student success. | <ul style="list-style-type: none"> Student Counselling services (Emthonjeni) provides students with support, guidance and professional counselling that contributes to holistic student success and the achievement of desired Nelson Mandela University graduate attributes. Student Health Services. Health Personnel. Learning Development programmes such as Academic Literacies; Learning Development and Student Success Coaching are implemented in support of student learning. Established advisory boards and student feedback. Three-year learning and teaching plan. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| STRATEGIC ENABLER 1 Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self. PRIMARY RISK OWNER: REGISTRAR | | | |
| Deficiencies in the application of good governance protocols, practices, and legislative directives. | <ul style="list-style-type: none"> Committee Framework indicates the relationship between governance, management, and the academic committee structures. Rules of Council and regulatory frameworks. | Low Risk  | <ul style="list-style-type: none"> Digital support to initiate policy review. |

Table 45: Control Measures for risk events related to Vision 2030 Strategic Focus Areas and Enablers (continued)







| Risk Event | Current Control or Mitigation Strategies | Controlled Risk Exposure | Future Control or Plan of Action |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC ENABLER 1 Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self. PRIMARY RISK OWNERS: REGISTRAR, DVC: PEOPLE AND OPERATIONS | | | |
| Inconsistent adherence to behavioural standards as reflected in the institutional Code of Ethical Conduct. | <ul style="list-style-type: none"> Code of Ethical Conduct provides a framework to guide the conduct of all employees of Nelson Mandela University. This is founded on the core values of the University and has a humanising mindset. | Moderate Risk  | <ul style="list-style-type: none"> Awareness and training on ethics related policies. |
| STRATEGIC ENABLER 2 Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees. PRIMARY RISK OWNER: REGISTRAR, DVC: PEOPLE AND OPERATIONS | | | |
| Deficient Talent Management Strategy and Plan. | <ul style="list-style-type: none"> Upskilling and reskilling of staff is compulsory. Deputy Deans introduced into academic structure and Integrated Talent Management Framework. | High Risk  | <ul style="list-style-type: none"> Implementation of the Integrated Talent Management Framework and approval of the Human Resources Strategy. |
| Inability to foster a positive institutional culture to attract and retain employees. | <ul style="list-style-type: none"> Values and Code of Ethical Conduct with a humanising mindset. Employee induction and onboarding. Remuneration benchmarking. Comprehensive Talent Management Strategy. | Moderate Risk  | <ul style="list-style-type: none"> Talent Management Framework and approval of the Human Resources Strategy. |
| STRATEGIC ENABLER 3 Create and sustain an enabling innovation ecosystem where students and employees can collaboratively engage with external partners to co-create discoveries that advance the frontiers of knowledge and promote the public good. PRIMARY RISK OWNER: DVC RESEARCH, INNOVATION AND INTERNATIONALISATION | | | |
| Insufficient integration of innovation and entrepreneurship initiatives across entities within the University. | <ul style="list-style-type: none"> Research and Innovation Committee oversees the implementation of the institutional vision and strategy by ensuring the relevance and quality of research and innovation outputs and provides an enabling environment for a vibrant research culture at the University. Student entrepreneurial ecosystem within the University. Entrepreneurship curriculum and co-curriculum management. | Moderate Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| STRATEGIC ENABLER 4 Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. PRIMARY RISK OWNER: REGISTRAR, DVC: PEOPLE AND OPERATIONS | | | |
| Safety and security might be compromised due to deficiencies in methods, security technology, and skilled security personnel. | <ul style="list-style-type: none"> Safety and Security Strategy anchored on the deployment of security personnel, technology, and robust stakeholder management, supported by an implementation plan. Building and strengthening collaboration with SAPS, Metro Police and other law enforcement agencies. Fostering collaborations with neighbouring communities in a joint effort to fight crime in the surrounding environments. | High Risk  | <ul style="list-style-type: none"> Formal Security Risk Assessments have been planned for each campus and will inform changes to the Safety and Security Strategy. Security and Campus management teams are conducting campus site visits to identify vulnerabilities which can be addressed in the interim. |
| Ageing infrastructure and deficiencies in accessibility for disabled staff and students. | <ul style="list-style-type: none"> Condition assessments aligned to five-year infrastructure plan. | High Risk  | <ul style="list-style-type: none"> Update to accessibility plan for all buildings and related policies. |

Table 45: Control Measures for risk events related to Vision 2030 Strategic Focus Areas and Enablers (continued)







| Risk Event | Current Control or Mitigation Strategies | Controlled Risk Exposure | Future Control or Plan of Action |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inability to efficiently advance, execute or support the University's strategic priorities due to sub-optimal deployment of secure ICT infrastructure and systems. | <ul style="list-style-type: none"> Development and implementation of a digital transformation strategy for the University. Benchmarking of ICT infrastructure and systems with other universities. | High Risk  | <ul style="list-style-type: none"> Enterprise Architecture and Digital Transformation Strategy (Dx Strategy) to be approved and include Key Performance Indicators. Engagement with Office for Institutional Strategy to consider any other performance indicators. |
| Water and energy insecurity may impact on University priorities. | <ul style="list-style-type: none"> Energy Management Plan and photovoltaic solar panels. Load shedding plan. Water and Energy Emergency Task Team established to liaise internally and with external stakeholders, including the municipality in Nelson Mandela Bay. Various Day Zero scenarios and associated plans have been developed to minimise the impact on University activities. Possible scenarios which can be expected during Day Zero, and suggestions on how the University can make its decision on the population of staff and students on campus, have been documented in an Early Warning Decision Matrix. The task team continues to engage with the Metro. Sustainability Strategy and Implementation Plan. | High Risk  | <ul style="list-style-type: none"> The Water Emergency Task Team meets regularly to monitor the water crisis in the Metro and implement plans to ensure water supply to the University. |
| STRATEGIC ENABLER 5 Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. PRIMARY RISK OWNER: ED: FINANCE | | | |
| Reduction in existing sources of revenue. | <ul style="list-style-type: none"> Strategy-aligned Resource Mobilisation and Budgeting Working Group established as a focus area of the Sustainability and Institutional Viability Task Team (SIVTT). | High Risk  | <ul style="list-style-type: none"> Review of all the financial sustainability initiatives undertaken by the University. Identify opportunities to optimise various University revenue streams including subsidy, fees, and third-stream income as an essential dimension of the wide-ranging sustainability of the University. |
| Resource allocation and budgeting insufficiently aligned to strategic priorities. | <ul style="list-style-type: none"> Strategic Resources and Financial Sustainability Committee. Annual budgeting process and budget directives. Governance and oversight structures. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| Escalating student debt exposure for missing middle students who are not funded by NSFAS. | <ul style="list-style-type: none"> Debtors Management Policy and debt concession processes. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| Sustainability of self-funding entities and business units, B-BBEE verification of the University. | <ul style="list-style-type: none"> Resource Allocation Model. Business Model for service functions. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |

Table 45: Control Measures for risk events related to Vision 2030 Strategic Focus Areas and Enablers (continued)




| Risk Event | Current Control or Mitigation Strategies | Controlled Risk Exposure | Future Control or Plan of Action |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Escalating costs due to expanding internal environment and inflation. | <ul style="list-style-type: none"> Annual budgeting process and development of budget directives | Moderate Risk  | <ul style="list-style-type: none"> Increase sources of alternate funding. Monitor government's policy on fee framework. |
| STRATEGIC ENABLER 5 Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. PRIMARY RISK OWNER: REGISTRAR | | | |
| Student throughput targets may not be achieved. | <ul style="list-style-type: none"> Enrolment Management Committee, which advises on enrolment targets and monitors enrolment numbers, to provide a strengthened review of student access and enrolment. Confirm cohesion in the requirements for successful enrolments through effective communication with all relevant stakeholders within the University. | High Risk  | <ul style="list-style-type: none"> *Note: New or emerging risk. Existing controls will be reviewed in the next quarter for effectiveness and future controls will then be added. However, implementation and regular monitoring of these controls will be conducted on an ongoing basis. |
| Compliance and regulatory challenges could impact negatively on the University's ability to generate sufficient revenue. | <ul style="list-style-type: none"> Estate and Facilities Management Committee monitors management of safety, health and the environment, and maintenance of legal ensures compliance with regards to: <ul style="list-style-type: none"> Disaster Management. Emergency preparedness. Relevant regulatory appointments. Access to required information, instruction, and training. Waste (hazardous and non-hazardous). Environmental impact assessment, mitigation, and management. Information communication technology. | Moderate Risk  | <ul style="list-style-type: none"> Enhance and integrate existing compliance functions into a combined compliance management framework. |

Table 45: Control Measures for risk events related to Vision 2030 Strategic Focus Areas and Enablers (continued)

Through the iterative process of monitoring, review, communication and consulting, risk exposures will be subject to review in 2023.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

Professor Sibongile Muthwa
Vice-Chancellor

12. REPORT OF THE AUDIT AND RISK COMMITTEE

The Audit and Risk Committee (ARC) is established in terms of section 9(7) of the Rules of Council as an independent Committee of Council. The Committee operates in terms of the Audit and Risk Committee Charter which sets out the Committee mandate, authority, and responsibilities.

12.1 Composition and Meeting Attendance

The Committee consists of seven independent, non-executive members who collectively possess a mix of skills in internal and external auditing, internal controls, financial and performance management, information and communications technology (ICT), governance, risk management and law. In terms of the ARC Charter, senior management of the University, the Office of the Auditor-General South Africa, external auditors, the Senior Director: Internal Audit and the Head of Risk Advisory attend the Committee meetings as standing invitees. During the period under review, there were changes in the Committee's membership as per the table below.

The ARC Charter requires the Committee to meet at least four times a year in line with the University's reporting cycle. During the reporting period, six meetings were held and the members' attendance is summarised in the table below.

Roles and Responsibilities

Committee responsibilities as set out in section 7 of the ARC Charter include assisting Council to discharge its oversight responsibilities in respect of institutional reporting; risk management; internal controls; ICT

governance; compliance management; and assurance. In addition, the Committee oversees the implementation of the combined assurance framework. In executing its oversight responsibilities, the Committee had unrestricted access to records and information and received the required support from management and independent assurance providers. The Committee is accountable to the Council and engages with any other Council committee as deemed necessary.

Based on the results of the assessment of the work of the Committee, it has effectively executed its mandate and diligently discharged its responsibilities independently and objectively, as outlined below.

12.2 Internal Control Framework

The Committee reviewed the reports by management and the assurance providers on the design and effectiveness of internal controls as well as the implementation of audit action plans. Overall, a good system of internal controls was maintained. However, areas for improvement were reported by the internal and external auditors and plans to improve these were developed by management. The Committee will continue to monitor the implementation of audit action plans through the tracking mechanism that is presented to it on a quarterly basis.

During the current financial year, the University implemented the key controls self-assessment model, a mechanism that assists management to proactively identify gaps in the internal control environment.

| Committee Member | Term of Appointment | Changes | Meetings Attended |
|----------------------------|--------------------------------------------------------|----------|-------------------|
| Ms R van Wyk (Chairperson) | July 2021 to June 2025 | None | 6 |
| Mr L Billings | July 2019 to June 2022 July 2022 to June 2026 | Renewal | 6 |
| Mr M Mawasha | April 2022 to March 2026 | Resigned | 1 |
| Mr SF Ncume | April 2019 to December 2023 | None | 6 |
| Adv B Tlhakung | January 2019 to March 2022 April 2022 to April 2026 | Renewal | 4 |
| Mr G Zamisa | July 2019 to July 2022 July 2022 to June 2026 | Renewal | 6 |
| Ms P Mzizi | June 2021 to June 2024 | None | 5 |

Table 46: ARC Meeting Attendance in 2022

12.2.1 Assessment of the Quality of Reporting

The Committee has assessed the mid-year and annual financial and performance reports submitted to the Department of Higher Education and Training (DHET), through Council.

12.2.2 Information Technology Governance

The Information and Communication Technology (ICT) department, led by the Chief Information Officer, is responsible for development and implementation of the University's information technology (IT) and digitalisation strategies. The ICT governance report was presented to the Committee quarterly. In addition, the ICT risks were presented to the Committee as part of the quarterly risk management reporting. The Committee also tracked the implementation of the audit actions to address the gaps identified by internal and external assurance providers in the ICT environment. The Committee is satisfied that management has addressed or initiated processes to address the identified weaknesses.

12.2.3 Risk Management

The risk management process is guided by the University's risk management policy, with the Risk Management Committee (RMC) established in terms of the policy. It comprises senior management of the University and is mandated to monitor the institutional risks. The Deputy Director: Risk Advisory and Ethics, responsible for the custodianship role of the risk management processes, was appointed during the year under review. While the risk management function has not been sufficiently resourced, this appointment brought much needed stability in the risk management function.

In 2022, the Internal Audit function of the University conducted a maturity assessment of the risk management process. Overall, the risk management process was assessed as "defined – maturity level", an indication of established and repeatable risk management approaches and practices. In instances where the desired maturity level was not achieved, a maturity plan was developed. The implementation of the maturity plan was monitored through quarterly reporting to the Committee.

An institution-wide risk register, consisting of strategic and operational risks, is maintained and managed by the RMC. The Committee receives quarterly reports on the management of these risks, as well as emerging risks with potential impact to the University. The Committee is satisfied that management effectively responded to the risks facing the University. The Report on Risk Exposure Assessment and Management in this Annual Report provides the details of how risks were managed within the University.

12.2.4 Compliance with Laws, Regulations and Code of Conduct

The compliance management report was presented quarterly to the Committee. While the compliance



management function is still maturing, no material non-compliance was reported by management. The compliance risks were also managed within tolerable levels. The Committee is thus satisfied that, based on management's assurance, the University complied with key legislative prescripts.

12.2.5 Fraud Risk Management

Policies that aim to improve controls over fraud risk management are in place. An anonymous anti-fraud reporting mechanism is in place and provides a platform for the University community to anonymously report suspected fraud without fear of reprisal. A multidisciplinary fraud response group was established to assess and refer all allegations of fraud to the relevant investigative department with the University.

A case management system was maintained to record and track the reported allegations of fraud and misconduct. Where irregularities were reported, these were investigated by the relevant structures and reports were presented to the

Committee. In instances where wrongdoing was identified through investigations, the status of implementation of consequence management was reported quarterly to the Committee.

12.2.6 Internal Audit

The Internal Audit department is established in terms of the Internal Audit Charter as an independent assurance and advisory function. The Internal Audit Charter, which outlines the mandate, authority and responsibilities of the Internal Audit department is reviewed and approved by the Committee and Council. In addition, the internal audit strategy, risk-based internal audit plan and operational plan were reviewed and approved by the Committee. The Internal Audit department was led by the Senior Director: Internal Audit who reported quarterly to the Committee against the approved internal audit plans. The capacitation of the internal audit function continues to be a challenge as the approved structure has not been fully funded. A co-sourcing model was used to minimise the impact of this resource limitation on internal audit work.

The internal audit function of the University was benchmarked against other internal audit functions in the South African higher education sector. The results indicate that the University's internal audit function maintains good governance and strategic management practices. It has also professionalised itself through the certification of its staff members. However, the resourcing of the internal audit mandate remains a challenge when compared to that of the sector's internal audit functions that have better diversification of skills and resources.

The University has adopted a comprehensive annual assessment of the internal audit processes and practices. Based on the results of the assessment, stakeholders are satisfied that the Internal Audit department has effectively delivered on its mandate. However, stakeholders also believe that there is an urgent need to capacitate the internal audit mandate with sufficient personnel, as well as specialised skills and technology.

The Committee is satisfied that the department has operated independently and effectively in delivering on internal audit strategies and plans.

12.2.7 External Audit

There was a change in the external auditors for the year under review. This change was approved by the Auditor-General South Africa. The external auditors attended the Committee meetings in line with the Audit Committee Charter. The external audit strategy, engagement letter and audit fees were presented, discussed and approved by the Committee. The Committee also verified the independence of external auditors and determined that there were no other non-audit services that may impair the independence of external auditors.

12.3 Quality of Audited Annual Financial Statements

The annual financial statements were prepared in accordance with International Financial Reporting Standards, and in compliance with the reporting requirements of the Department of Higher Education and Training. The Committee reviewed and recommended the annual financial statements to Council for approval. The Committee concurs with the audit results as reported in the external auditor's report and is pleased that the University has once more received an unqualified audit opinion.

12.4 Conclusion

The Committee would like to take this opportunity to express its gratitude for the opportunity provided by Council. Special thanks to the Vice-Chancellor, management and entire University team for their determination and support of good governance. Lastly, the Committee would like to thank the assurance providers, including the internal and external auditors, for their professional support in the execution of the Committee's mandate.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

13. ANNUAL FINANCIAL REVIEW

13.1 Governance and Controls

Nelson Mandela University's financial statements have been prepared in accordance with the Department of Higher Education and Training (DHET) reporting requirements for higher education, and the accounting policies comply in all material respects with International Financial Reporting Standards. Nelson Mandela University is committed to good corporate governance and sound financial management.

The consolidated annual financial statements for 2022 cover all activities of the University, including audited results of the Nelson Mandela University Trust, companies and other partnerships where the University exercises control. The provisions of the Trust deed and an independent board of trustees govern Trust activities. These consolidated financial statements provide a complete and comprehensive overview of the operations and financial position of the University.

13.2 Budgeting Process

Through the annual and three-year rolling budget directives, the University strives to optimally resource the academic project, operations, infrastructure and support services at optimal levels while driving strategic initiatives and growth areas in a sustainable manner. A surplus from Council-controlled recurrent operations, before finance income, is budgeted. Finance income is used to grow reserves, and seed new initiatives and strategy.

The budget is based on an Institutional Resource Allocation Model that allocates high-level block allocations of resources per funding category and activity. Strategic allocations, academic staffing allocations, CAPEX, bursaries and other expenses are further distributed via budgetary processes and allocation models. These processes are performed by various committees that represent directorates within the University to ensure inclusivity of stakeholders.

These committees allocate funds based on models and processes informed by Vision 2030, strategic plans and Council's performance objectives. A three-year Annual Performance Plan (APP), cash flow and reserves accumulation plan support the budget to monitor and evaluate future sustainability.

13.3 Higher Education and Training Environment

As a national priority, higher education and training receives a significant portion of the national annual budget. There has been a significant increase in funding towards the budget vote since the implementation of fee-free higher education for the poor in 2018, mainly in contributions to NSFAS funding. This has helped universities to provide access to academically deserving but financially needy students.

The capping of fee increases, providing debt relief concessions to academically deserving students in financial need, stagnant block grant subsidies for operational costs, and changing cost structures together with the effect of a sluggish economy, have impacted on the financial sustainability of institutions.

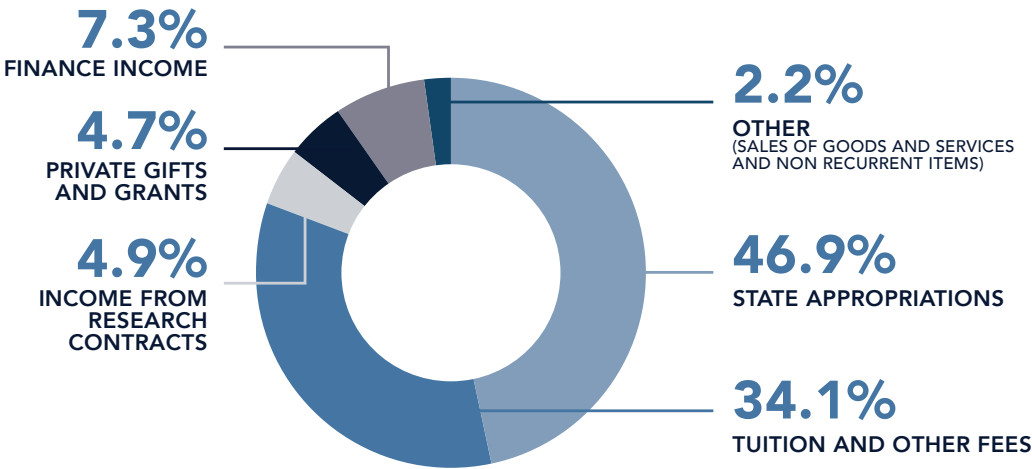
It is apparent from the latest Ministerial Statement on University Funding, as well as the National Assembly DHET Budget Vote Presentation 2023 by the Minister of Higher Education, Science and Innovation, that the already constrained budget has been reprioritised to cater for the additional funding required for NSFAS for first-time entering students. Together with the capping of fees, this means that the most significant streams of funding will be limited, which requires careful consideration around resource allocation.

The future of the higher education funding framework in South Africa has a significant impact on financial planning within the sector. As the University is still heavily reliant on fees and subsidy, a Sustainability and Institutional Viability Task Team (SIVTT) has been implemented to contribute to sustainability.

The University once again posted a positive set of financial results during the year under review (see Figure 39). The statement of comprehensive income reflects a consolidated surplus of R425m (2021: R505m) before other comprehensive income, of which Council-controlled operations amounted to R349m (2021: R339m) or 12% reserve accumulation, exceeding Council's performance indicator of 5% to 10%.

Council-controlled operations encompass the main recurrent operating activities that support learning and teaching.

FIGURE 37: INCOME STREAMS



The student accommodation surplus was R14m (2021: R26m) and that of the Trust R106m (2021: R137m). Specifically, funded activities (restricted) realised a net deficit of R44m (2021: R3m surplus).

The consolidated surplus before other comprehensive income and finance income amounts to R172m (2021: R345m), of which Council controlled operations amounted to R117m (2021: R199m).

The re-measurements of post-retirement obligations and revaluation of investments to market value disclosed

under other comprehensive income has increased Total Comprehensive Income for the year by R41m (2021: R53m).

The statement of financial position reflects an increase in total assets of R603m with equity funds increasing by R467m and total liabilities by R137m, mainly due to drawdown on long-term borrowing for student accommodation. Retirement benefit obligations decreased by R2m and now amount to R72m.

The liquidity position is sound as indicated by the liquidity ratio.

FIGURE 38: EXPENDITURE CATEGORIES

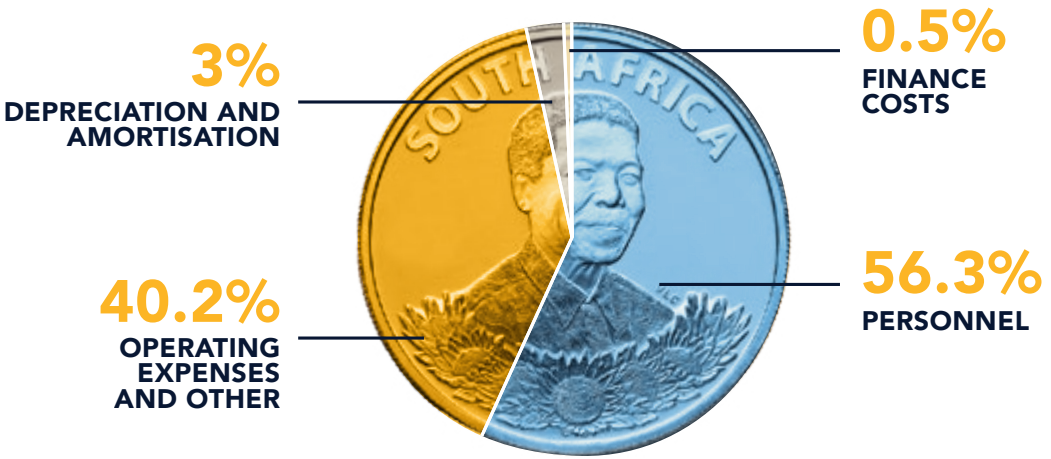
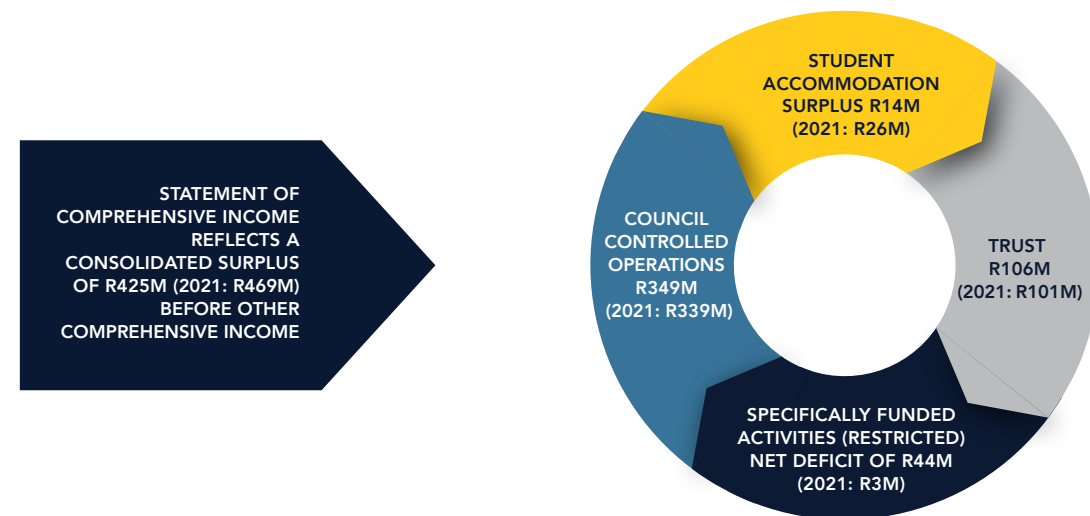


FIGURE 39: STATEMENT OF COMPREHENSIVE INCOME 2022



The consolidated statement of changes in funds indicates that restricted use funds increased to R1 106m (2021: R1 026m), residence funds increased to R76m (2021: R56m), while Council unrestricted funds increased to R1 632m (2021: R1 435m) of which the general reserve increased to R1 209m (2021: R956m).

The institutional financial indicators show that the University has maintained a relatively healthy financial position.

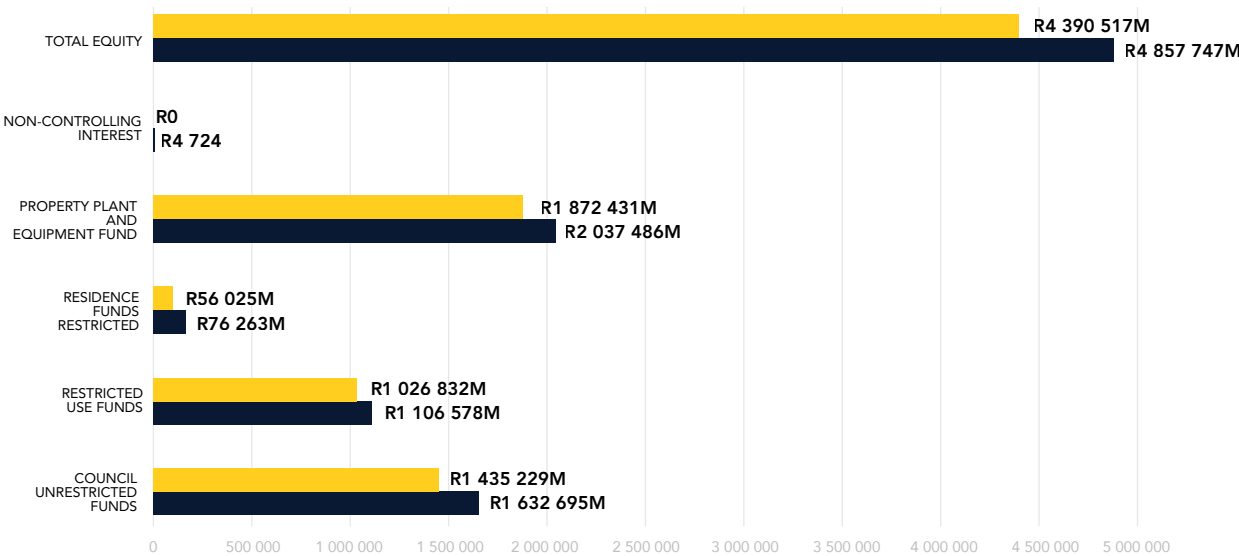
Financial sustainability, however, remains a challenge for the higher education sector, which is striving to contribute to national objectives in difficult economic trading conditions with new cost drivers such as load-shedding and water scarcity. Financial sustainability remains a key strategic objective of Nelson Mandela University. Our sector, as with the broader national and international economy, is facing many uncertainties and will be under significant pressure

in the foreseeable future. Careful thought will need to be given when considering approval of recurrent resourcing of projects or programmes.

SIVTT will focus on three key areas, namely, academic optimisation, improved efficiencies, and strategy aligned resource mobilisation and budgeting. This will contribute to Vision 2030 and the financial sustainability of the University and help to ensure that in the medium- to long-term, recurrent cost structures are financed from recurrent revenue streams excluding finance income.

It also will ensure that earmarked reserves for funding five-year capital maintenance, replacement of teaching and research equipment and IT infrastructure plans are maintained, and digital transformation enhanced. The University will confront these challenges through its strategic approach to financial planning and management.

FIGURE 40: STATEMENT OF CHANGES IN FUNDS



| Financial Indicators | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|---------|--------|
| Council-controlled: – State support income (State appropriations/total recurrent income). | 48.16% | 52.33% | 52.28% | 49.09% | 48.15% | 47.89% | 47.57% | 44.68% |
| Council-controlled: – Own funding as % income (other income/total recurrent income). | 51.84% | 47.66% | 47.71% | 50.91% | 51.84% | 52.11% | 52.43% | 55.32% |
| Council-controlled: – Staff cost as % total recurrent expenses – total staff costs (Council-controlled – AFS)/ recurrent expenditure (Council-controlled). | 66.00% | 65.15% | 61.56% | 60.69% | 60.87% | 63.77% | 59.00% | 58.62% |
| Council-controlled: – Staff cost as % total recurrent income – total staff costs (Council-controlled – AFS)/ recurrent income (Council-controlled). The expected normal standard for total personnel cost as a percentage of total revenue is between 58% and 63%. | 57.69% | 56.77% | 57.71% | 54.34% | 53.71% | 56.69% | 56.96% | 54.56% |
| Council-controlled: – Staff cost (academic and professional administrative and support staff as a % of tuition fees and operational subsidy). Council benchmark 65%. | 58.03% | 57.79% | 59.82% | 58.14% | 59.38% | 60.53% | 65.24% | 63.46% |
| Council-controlled: – Net surplus as % including finance income. The DHET expected normal standard is a surplus. Council benchmark of between 5% and 10 % from Council-controlled operations. | 12.59% | 12.87% | 6.25% | 10.47% | 11.76% | 11.12% | 3.47% | 6.92% |
| Council-controlled: – Net surplus as % excluding finance income. | 4.21% | 7.56% | 0.11% | 3.01% | 5.12% | 4.25% | – 3.37% | 1.27% |
| Student debt ratio: – Student debtors before provision for doubtful debt/ total tuition and other fees. | 28.92% | 33.02% | 42.22% | 24.34% | 22.35% | 17.64% | 21.81% | 12.17% |
| Short-term liquidity ratio (current assets/current liabilities). Expected normal standard is > 2:1. | 4.12 | 5.13 | 6.91 | 8.99 | 10.23 | 8.28 | 7.31 | 8.36 |
| Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves/annual recurrent expenditure on Council-controlled expenditure) Council has set this target at 1.00 as for reserves to equal the annual cost of recurrent expenditure. | 0.68 | 0.63 | 0.55 | 0.55 | 0.62 | 0.46 | 0.26 | 0.18 |
| Sustainability ratio (total reserves) total reserves/annual recurrent expenditure. | 2.00 | 1.91 | 1.61 | 1.6 | 1.63 | 1.29 | 1.08 | 1.19 |
| Post-retirement liabilities (balance sheet). | R72m | R75m | R62m | R69m | R68m | R61m | R35m | R23m |

Table 47: Institutional financial indicators

Management is satisfied that the financial measures taken to date are adequate to ensure financial sustainability over the next 12 months, and that the impact of the events disclosed does not impact the University as a going concern.

Donald MacLean
Chairperson: Finance and Facilities Committee

We would like to thank the Council, the Finance and Facilities Committee, and the Audit and Risk Committee for their guidance and commitment to the financial sustainability of the University.

Michael Monaghan
Executive Director: Finance

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

To the Minister of Higher Education and Training and Council of the Nelson Mandela University

Opinion

The summary consolidated financial statements, set out on pages 136 to 140 of the Integrated Annual Report 2022, which comprise the summary consolidated statement of financial position as at 31 December 2022, the summary consolidated statement of comprehensive income, summary consolidated statement of changes in funds and summary consolidated cash flow statement for the year then ended, are derived from the audited consolidated financial statements of Nelson Mandela University and its subsidiaries (the group) for the year ended 31 December 2022.

In our opinion, the accompanying summary consolidated financial statements are consistent, in all material respects, with the audited consolidated financial statements, in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to summary financial statements.

Summary Consolidated Financial Statements

The summary consolidated financial statements do not contain all the disclosures required by International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to Financial Statements. Reading the summary consolidated financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited consolidated financial statements and the auditor's report thereon.

The Audited Consolidated Financial Statements and Our Report Thereon

We expressed an unmodified audit opinion on the audited consolidated financial statements in our report dated 29 June 2023. That report also includes:

- An emphasis of matter that draws attention to note 7 in the audited consolidated financial statements. Note 7 of the audited consolidated financial statements indicates that material impairments to the amount of R146 700 000 (2021: R140 185 000) for student debtors and R42 783 000 (2021: R48 708 000) for external debtors respectively were incurred as at year end. Our opinion was not modified in respect of this matter.

Council's Responsibility for the Summary Consolidated Financial Statements.

The Council are responsible for the preparation of the summary consolidated financial statements in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to summary consolidated financial statements.

Auditor's responsibility

Our responsibility is to express an opinion on whether the summary consolidated financial statements are consistent, in all material respects, with the audited consolidated financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), *Engagements to Report on Summary Financial Statements*.



Tarisai Takawira CA(SA)

SizweNtsalubaGobodo Grant Thornton Inc.

Director

Registered Auditor

IRBA registration number: 481966

29 June 2023

East London

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
at 31 December 2022

| | Notes | 2022 R'000 | 2021 R'000 |
|----------------------------------------------------------|-------|------------------|------------------|
| ASSETS | | | |
| Non-current assets | | 4 003 386 | 3 042 108 |
| Property, plant and equipment | 2 | 2 188 379 | 2 019 602 |
| Intangible assets | 3 | 1 860 | 2 221 |
| Long term investments | 4 | 213 147 | 227 284 |
| Other Financial Assets | 6.1 | 1 600 000 | 793 000 |
| Current assets | | 3 410 980 | 3 768 471 |
| Inventories | 5 | 3 308 | 3 304 |
| Other Financial Assets | 6.1 | 2 795 800 | 3 175 900 |
| Cash and cash equivalents | 6.2 | 122 314 | 130 007 |
| Trade and other receivables | 7 | 489 558 | 459 185 |
| Current tax receivable | 30 | - | 75 |
| Total assets | | 7 414 366 | 6 810 578 |
| EQUITY AND LIABILITIES | | | |
| Equity funds | | 4 857 746 | 4 390 518 |
| Equity funds attributable to owners of the parent | | | |
| Property, plant and equipment fund | | 2 037 486 | 1 872 431 |
| Residence restricted funds | | 76 263 | 56 025 |
| Other restricted funds | | 1 106 578 | 1 026 833 |
| Council unrestricted funds | | 1 632 695 | 1 435 229 |
| Non-controlling interest | | 4 724 | - |
| Non-current liabilities | | 1 728 011 | 1 685 258 |
| Deferred income | 8 | 1 198 511 | 1 218 291 |
| Interest-bearing borrowings | 9 | 324 883 | 262 701 |
| Retirement benefit obligations | 10 | 72 350 | 74 535 |
| Accumulated leave liability | 11 | 126 231 | 121 941 |
| Long service award accrual | 13 | 6 036 | 7 320 |
| Deferred tax | 30 | - | 471 |
| Current liabilities | | 828 609 | 734 802 |
| Deferred income | 8 | 14 590 | 14 621 |
| Current portion of borrowings | 9 | 22 188 | 13 230 |
| Accumulated leave liability | 11 | 2 631 | 2 478 |
| Accounts payable and accrued liabilities | 12 | 785 193 | 703 199 |
| Long service award accrual | 13 | 1 512 | 1 274 |
| Current tax payable | 30 | 2 495 | - |
| Total equity and liabilities | | 7 414 366 | 6 810 578 |

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2022

| | | 2022 | | | | | | 2021 |
|-------|--------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------|----------------------|----------------|----------------------|----------------|----------------|
| Notes | | Council controlled unrestricted | Specifically funded activities restricted | NMU Trust restricted | SUB-TOTAL | Residence Restricted | TOTAL | TOTAL |
| | | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| | TOTAL INCOME | 2 777 029 | 446 608 | 103 526 | 3 327 163 | 156 199 | 3 483 362 | 3 094 518 |
| | RECURRENT ITEMS | 2 776 936 | 447 505 | 103 526 | 3 327 967 | 156 199 | 3 484 166 | 3 094 424 |
| | State appropriations | 1 337 467 | 297 731 | - | 1 635 197 | 20 | 1 635 217 | 1 425 819 |
| | Tuition and other fee income | 1 030 216 | - | - | 1 030 216 | 156 178 | 1 186 394 | 1 074 508 |
| | Income from contracts for research | 74 818 | 97 217 | - | 172 035 | - | 172 035 | 147 308 |
| | Sales of goods and services | 68 136 | 6 944 | - | 75 080 | - | 75 080 | 66 110 |
| | Private and grants | 33 665 | 31 268 | 97 126 | 162 060 | - | 162 060 | 220 606 |
| | Finance income | 232 634 | 14 345 | 6 399 | 253 378 | 1 | 253 379 | 160 072 |
| | NON-RECURRENT ITEMS | 93 | (897) | - | (804) | - | (804) | 95 |
| | Profit/(Loss) on disposal of PPE | 93 | (897) | - | (804) | - | (804) | 95 |
| | TOTAL EXPENDITURE | 2 427 376 | 490 225 | 441 | 2 918 042 | 140 454 | 3 058 496 | 2 624 816 |
| | Personnel costs | 1 602 137 | 66 389 | - | 1 668 526 | 56 140 | 1 724 666 | 1 615 768 |
| | Academic professional | 729 980 | 41 034 | - | 771 014 | - | 771 014 | 722 396 |
| | Other personnel | 868 760 | 25 354 | - | 894 115 | 56 140 | 950 255 | 883 377 |
| | Accumulated leave | 4 443 | - | - | 4 443 | - | 4 443 | 10 189 |
| | Long service award | (1 047) | - | - | (1 047) | - | (1 047) | (194) |
| | Other operating expenses (Exclude compensation, depreciation, amortisation & debt service) | 708 166 | 423 836 | 441 | 1 132 443 | 65 636 | 1 198 079 | 877 877 |
| | Impairment losses | 28 434 | - | - | 28 434 | - | 28 434 | 30 475 |
| | Depreciation | 86 609 | - | - | 86 609 | 6 220 | 92 829 | 96 499 |
| | Amortisation | 326 | - | - | 326 | - | 326 | 326 |
| | Finance costs | 1 705 | - | - | 1 705 | 12 458 | 14 162 | 3 870 |
| | Revaluation of investments at year end | - | - | 2 736 | 2 736 | - | 2 736 | 35 836 |
| | NET SURPLUS/(DEFICIT) BEFORE TAXATION | 349 653 | (43 616) | 105 821 | 411 857 | 15 745 | 427 602 | 505 540 |
| | Taxation | - | - | - | - | 2 175 | 2 175 | 184 |
| | NET SURPLUS/(DEFICIT) | 349 653 | (43 616) | 105 821 | 411 857 | 13 570 | 425 427 | 505 355 |

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME (continued)
for the year ended 31 December 2022

| | Not es | 2022 | | | | | 2021 |
|----------------------------------------------------------------------------|-----------|---------------------------------------|----------------------------------------------------|----------------------------|----------------|-------------------------|----------------|
| | | Council controlled unrestricted | Specifically funded activities restricted | NMU Trust restricted | SUB- TOTAL | Residence Restricted | TOTAL |
| | | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| OTHER COMPREHENSIVE INCOME | | | | | | | |
| Items that will not be reclassified subsequently to surplus or deficit: | | | | | | | |
| Remeasurements – Retirement healthcare obligation | | 30 311 | - | - | 30 311 | - | 7 215 |
| Remeasurements – pension fund obligation | | 10 479 | - | - | 10 479 | - | 10 311 |
| | | 40 791 | - | - | 452 648 | - | 522 881 |
| TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE YEAR | | 390 443 | (43 616) | 105 821 | 452 648 | 13 570 | 522 881 |
| Comprehensive income for the year attributable to: | | | | | | | |
| Non-controlling interest | | 21 | - | - | 21 | - | 21 |
| Owners of the parent | | 390 422 | - | - | 452 627 | - | 466 196 |
| | | 390 443 | - | - | 452 648 | - | 466 217 |

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF CHANGES IN FUNDS
For the year ended 31 December 2022

| Description | Unrestricted | | | Restricted | | | Restricted Funds Sub-total | Residence Funds Restricted | Property, Plant and Equipment Fund | Total Contributable to Parent Company R'000 | Non-Controlling Interest* | Total R'000 |
|-----------------------------------------|----------------------|------------------|------------------------|------------------------|----------------------------|------------------------------------|----------------------------|----------------------------|------------------------------------|---------------------------------------------|---------------------------|-------------|
| | General Reserve Fund | Accumulated Fund | Council Funds Subtotal | Contract/Private Funds | NMU Trust/Restricted Funds | Other Funds Restricted Funds R'000 | | | | | | |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Balance at 1 January 2022 | 956 049 | 479 179 | 1 435 229 | 14 721 | 220 299 | 791 813 | 1 026 833 | 56 025 | 1 872 431 | 4 390 517 | - | 4 390 517 |
| Recognition of Non-Controlling Interest | - | (4 745) | (4 745) | - | - | - | - | - | - | (4 745) | 4 745 | - |
| Net surplus | 276 854 | 69 580 | 346 434 | (43 616) | 103 085 | - | 59 469 | 16 810 | - | 422 712 | (21) | 422 691 |
| Other comprehensive income | - | 40 791 | 40 791 | - | 2 736 | - | 2 736 | - | - | 43 527 | - | 43 527 |
| Other additions | 333 | 23 222 | 23 555 | 138 034 | - | - | 138 034 | 4 352 | 10 945 | 176 888 | - | 176 888 |
| Funds utilised | - | (35 358) | (35 358) | (136 959) | (168) | - | (137 126) | 966 | (4 358) | (175 876) | - | (175 876) |
| Net transfers (to)/from other funds | (23 655) | (149 556) | (173 210) | 58 267 | (103 069) | 61 435 | 16 633 | (1 890) | 158 467 | - | - | - |
| Balance at 31 December 2022 | 1 209 582 | 423 112 | 1 632 694 | 30 447 | 222 883 | 853 257 | 1 106 578 | 76 263 | 2 037 486 | 4 853 022 | 4 724 | 4 857 746 |
| Balance at 1 January 2021 | 890 334 | 424 705 | 1 315 041 | 25 227 | 188 776 | 742 345 | 956 348 | 27 638 | 1 565 964 | 3 864 991 | - | 3 864 991 |
| Net surplus | 90 022 | 248 745 | 338 767 | 3 084 | 100 965 | - | 104 049 | 26 702 | - | 469 518 | - | 469 518 |
| Other comprehensive income | - | 17 527 | 17 527 | - | 35 836 | - | 35 836 | - | - | 53 363 | - | 53 363 |
| Other additions | 26 384 | 26 449 | 52 883 | 142 868 | - | - | 142 868 | 4 149 | 10 817 | 210 716 | - | 210 716 |
| Funds utilised | (27 094) | (28 449) | (55 543) | (145 487) | (403) | - | (145 891) | (6 637) | - | (208 070) | - | (208 070) |
| Net transfers (to)/from other funds | (23 597) | (209 848) | (233 445) | (10 971) | (104 875) | 49 468 | (66 378) | 4 173 | 295 651 | - | - | - |
| Balance at 31 December 2021 | 956 049 | 479 179 | 1 435 229 | 14 721 | 220 299 | 791 813 | 1 026 833 | 56 025 | 1 872 431 | 4 390 518 | - | 4 390 518 |

Refer Note 29 Statement of Equity movements.

* This is a recognition of the Non-controlling interest relating to Rubious Mountain Properties (Pty) Ltd, in which the university has a 75% holding, which was previously not recognised in prior years due to the amount being insignificant.
The minority shareholder was not prejudiced by this non-disclosure.

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF CASH FLOWS
for the year ended 31 December 2022

| | Notes | 2022 R'000 | 2021 R'000 |
|-------------------------------------------------------------------|-------|------------------|------------------|
| Cash flow from operating activities | | | |
| Cash generated by operations | 23.1 | 456 436 | 570 293 |
| Interest income - short term | 16 | 158 145 | 149 241 |
| Taxation | | (76) | 211 |
| Net cash inflow from operating activities | | <u>614 505</u> | <u>719 745</u> |
| Cash flow from investing activities | | | |
| Interest income | 16 | 2 576 | 2 379 |
| Dividend income | 16 | 3 894 | 5 295 |
| Purchase of property, plant and equipment | 23.2 | (267 378) | (399 660) |
| Interest paid capitalised to property, plant and equipment | 23.2 | (10 270) | (4 797) |
| Proceeds on disposal of property, plant and equipment | 6.1 | 648 | 3 502 |
| Purchase of investments | | (426 900) | (550 300) |
| Purchase of Trust* investment portfolio at cost | | (18 211) | (26 315) |
| Proceeds on disposal of Trust* investment portfolio at cost | | 36 466 | 24 580 |
| Net cash outflow from investing activities | | <u>(679 176)</u> | <u>(945 316)</u> |
| Cash flow from financing activities | | | |
| Interest paid on other financial liabilities | 27 | (14 162) | (3 870) |
| Repayment of other financial liabilities | 23.3 | (6 860) | (7 212) |
| Cash received from other financial liabilities | 23.3 | 78 000 | 225 000 |
| Net cash inflow from financing activities | | <u>56 978</u> | <u>213 919</u> |
| Decrease in cash and cash equivalents | | (7 694) | (11 652) |
| Cash and cash equivalents at beginning of year | | 130 007 | 141 659 |
| Cash and cash equivalents at end of year | 6.2 | <u>122 314</u> | <u>130 007</u> |

* Purchase of investment portfolio at cost and proceeds on disposal of investment portfolio at cost relate to investment in the Trust which is a subsidiary of the Nelson Mandela University

ACRONYMS AND ABBREVIATIONS

| | |
|----------|-----------------------------------------------------------|
| APC | Academic Programmes Committee |
| APP | Annual Performance Plan |
| ARC | Audit and Risk Committee |
| AS | Applicant Score |
| ARM | Audit and Risk Management |
| B-BBEE | Broad-Based Black Economic Empowerment |
| BYJ | Begin Your Journey |
| BtC | Beyond the Classroom |
| CANRAD | Centre for the Advancement of Non-Racialism and Democracy |
| CAWE | Community Adult and Worker Education |
| CCC | COVID-19 Coordinating Committee |
| CCS | Centre for Community Schools |
| CCT | Centre for Community Technologies |
| CTT | COVID-19 Task Team |
| CCW | Community Convergence Workstream |
| CHE | Council on Higher Education |
| CIPSET | Centre for Integrated Post-School Education and Training |
| CMR | Institute for Coastal and Marine Research |
| COVID-19 | Coronavirus disease of 2019 |
| CriSHET | Critical Studies in Higher Education Transformation |
| CUS | Critical University Studies |
| CWGS | Centre for Women and Gender Studies |
| DHET | Department of Higher Education and Training |
| DoS | Director of School |
| DVC | Deputy Vice-Chancellor |
| EAF | Engagement Advancement Fund |
| EBET | Engineering, the Built Environment and Technology |
| ECAAP | Early Career Academics Advancement Programme |
| ECS | Executive Committee of Senate |
| EE | Employment Equity |
| EMC | Enrolment Management Committee |
| ESW | Emthonjeni Student Wellness |
| ETP | Engagement and Transformation Portfolio |
| EXCO | Executive Committee of Council |
| FB | Faculty Board |
| FFC | Finance and Facilities Committee |
| FMC | Faculty Management Committee |
| FTE | Full-Time Equivalent |
| FTEnt | First Time Entering |
| FYS | First Year Success |
| GBV | Gender-Based Violence |
| HAU | HIV and AIDS Research Unit |
| HEAVA | Honorary, Emeritus, Ad Personam, Visiting and Adjunct |
| HEI | Higher Education Institution |
| HEMIS | Higher Education Management Information System |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualifications Sub-Framework |
| HPCSA | Health Professions Council of South Africa |
| HoC | Hubs of Convergence |
| HoD | Head of Department |
| HP | Humanising Pedagogy |
| IA | Internal Audit |
| ICT | Information and Communication Technology |
| IFRC | International Financial Reporting Standards |
| IF | Institutional Forum |
| IO | International Office |

| | |
|--------|------------------------------------------------------------------|
| IFRS | International Financial Reporting Standards |
| IS | Institutional Support |
| ISCIA | Identities and Social Cohesion in Africa |
| LMS | Learning Management System |
| LPWG | Language Policy Working Group |
| L&T | Learning and Teaching |
| MANCO | Management Committee |
| MoU | Memorandum of Understanding |
| NDP | National Development Plan |
| nGAP | New Generation of Academics Programme |
| NIHSS | National Institute for the Humanities and Social Sciences |
| NMBM | Nelson Mandela Bay Municipality |
| NRF | National Research Foundation |
| NSFAS | National Student Financial Aid Scheme |
| OIS | Office for Institutional Strategy |
| OOH | One Ocean Hub |
| ORHET | Online Resource for Higher Education Transformation |
| PASS | Professional, Administrative and Support Services |
| PG | Postgraduate |
| PGRS | Postgraduate Research Scholarship |
| PGSC | Postgraduate Studies Committee |
| P&O | People and Operations |
| PQM | Programme Qualification Mix |
| RADAR | Risk Analysis and Detection to Assist and Retain Students |
| RAM | Resource Allocation Model |
| RDF | Research Development Fund |
| RII | Research, Innovation and Internationalisation |
| SAIMI | South African International Maritime Institute |
| SAQA | South African Qualifications Authority |
| SARChI | South African Research Chairs Initiative |
| SDG | Sustainable Development Goal |
| SER | Self-Evaluation Report |
| SET | Science, Engineering and Technology |
| SETA | Sector Education and Training Authority |
| SIVTT | Sustainability and Institutional Viability Task Team |
| SLP | Short Learning Programme |
| SMME | Small-, Medium- and Micro-Enterprise |
| SRC | Student Representative Council |
| SRMA | Strategic Resource Mobilisation and Advancement |
| SRU | Sustainability Research Unit |
| SSC | Student Success Coach |
| TIA | Technology Innovation Agency |
| TIMS | Transdisciplinary Institute for Mandela Studies |
| TVET | Technical Vocational Education and Training |
| UAC | Undergraduate Appeals Committee |
| UADS | Universal Accessibility and Disability Services Unit |
| UCDG | University Capacity Development Grant |
| UG | Undergraduate |
| VC | Vice-Chancellor |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

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