

NELSON MANDELA  
UNIVERSITY



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**INTEGRATED**  
**ANNUAL**  
**REPORT**  
**2020**

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## 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



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## LIST OF ACRONYMS

<b>APP</b>	Annual Performance Plan
<b>ARC</b>	Audit and Risk Committee
<b>AS</b>	Applicant Score
<b>ARM</b>	Audit and Risk Management
<b>BBBEE</b>	Broad-Based Black Economic Empowerment
<b>BtC</b>	Beyond the Classroom
<b>CANRAD</b>	Centre for the Advancement of Non-Racialism and Democracy
<b>CCC</b>	COVID-19 Coordinating Committee
<b>CCS</b>	Centre for Community Schools
<b>CCT</b>	Centre for Community Technologies
<b>CCW</b>	Community Convergence Workstream
<b>CCT</b>	COVID-19 Task Team
<b>CHE</b>	Council on Higher Education
<b>CIPSET</b>	Centre for Integrated Post-School Education and Training
<b>CMR</b>	Institute for Coastal and Marine Research
<b>COVID-19</b>	Coronavirus Disease of 2019
<b>CriSHET</b>	Centre for Critical Studies in Higher Education Transformation
<b>CHE</b>	Council on Higher Education
<b>CWGS</b>	Centre for Women and Gender Studies
<b>DCTS</b>	Downstream Chemicals Technology Station
<b>DHET</b>	Department of Higher Education and Training
<b>DVC</b>	Deputy Vice-Chancellor
<b>EBET</b>	Engineering, the Built Environment and Technology
<b>ECAAP</b>	Early Career Academics Advancement Programme
<b>EXCO</b>	Executive Committee of Council
<b>ESW</b>	Emthonjeni Student Wellness
<b>ETP</b>	Engagement and Transformation Portfolio
<b>FFC</b>	Finance and Facilities Committee
<b>FTE</b>	Full-Time Equivalent
<b>FTEN</b>	First Time Entering
<b>FYS</b>	First Year Success
<b>GBV</b>	Gender-Based Violence
<b>GTWG</b>	Gender Transformation Working Group
<b>HELM</b>	Higher Education Leadership and Management
<b>HEMIS</b>	Higher Education Management Information System
<b>HEQC</b>	Higher Education Quality Committee
<b>HPCSA</b>	Health Professions Council of South Africa
<b>HoC</b>	Hubs of Convergence
<b>ICT</b>	Information and Communication Technology
<b>IFRC</b>	International Financial Reporting Standards
<b>IF</b>	Institutional Forum
<b>IIOE</b>	International Indian Ocean Expedition
<b>IO</b>	International Office
<b>IFRS</b>	International Financial Reporting Standards
<b>IS</b>	Institutional Support
<b>ISCIA</b>	Identities and Social Cohesion in Africa
<b>LMS</b>	Learning Management System
<b>L&amp;T</b>	Learning and Teaching
<b>MANCO</b>	Executive Management Committee
<b>MIP</b>	Master Implementation Plan
<b>nGAP</b>	New Generation of Academics Programme
<b>NDP</b>	National Development Plan
<b>NRF</b>	National Research Foundation
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>OOH</b>	One Ocean Hub

## LIST OF ACRONYMS (continued)

<b>ORHET</b>	Online Resource for Higher Education Transformation
<b>PASS</b>	Professional, Administrative and Support Services
<b>PG</b>	Postgraduate
<b>PGRS</b>	Postgraduate Research Scholarship
<b>P&amp;O</b>	People and Operations
<b>RADAR</b>	Risk Analysis and Detection to Assist and Retain Students
<b>RAM</b>	Resource Allocation Model
<b>RII</b>	Research, Innovation and Internationalisation
<b>SAIMI</b>	South African International Maritime Institute
<b>SAQA</b>	South African Qualifications Authority
<b>SARChI</b>	South African Research Chairs Initiative
<b>SDG</b>	Sustainable Development Goals
<b>SET</b>	Science, Engineering and Technology
<b>SETAs</b>	Skills Education Training Authorities
<b>SLP</b>	Short Learning Programmes
<b>SMME</b>	Small, Medium and Micro-Enterprises
<b>SRC</b>	Student Representative Council
<b>SRU</b>	Sustainability Research Unit
<b>SSC</b>	Student Success Coaches
<b>TAU</b>	Teaching Advancement at Universities
<b>TVET</b>	Technical and Vocational Education and Training
<b>TIMS</b>	Transdisciplinary Institute for Mandela Studies
<b>UADS</b>	Universal Accessibility and Disability Services Unit
<b>UCDG</b>	University Capacity Development Grant
<b>UG</b>	Undergraduate
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation

# EXECUTIVE SUMMARY

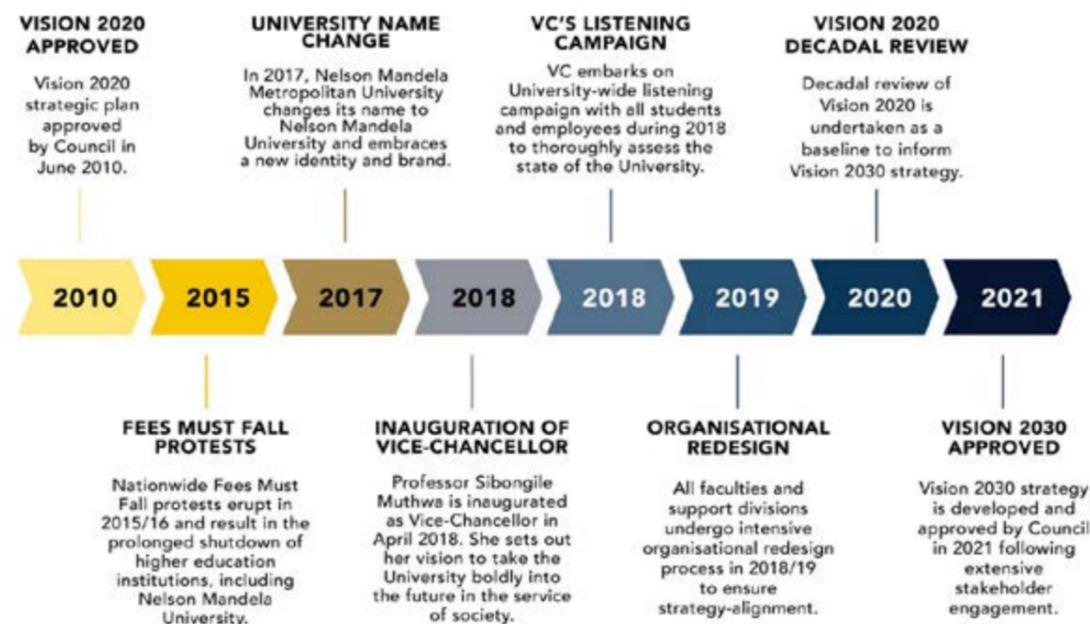
As an institution of higher learning, Nelson Mandela University remains committed to serving the public good by changing the world for the better through advancing social justice and sustainability. In doing so, the University seeks to adapt with agility to the changing and complex landscape of post-school education and training in South Africa and globally. This by implication requires a measured and holistic approach to tackling persistent challenges such as a flailing national economy, increased student enrolments accompanied by growing expectations for expanded support, as well as intensifying global competition for talent and funding.

Over and above these considerations, the University faced the additional and unheralded challenges wrought by the COVID-19 global health crisis in 2020, which affected every aspect of university life across the world. The core academic missions of learning and teaching, research, innovation, internationalisation and engagement have been significantly impacted by the ongoing coronavirus pandemic, as have

other dimensions of campus life. These factors compelled a swift yet integrated response to ensure the completion of the 2020 academic year while remaining mindful of the moral imperative to advance social inclusion and ensure that no student was left behind in the rapid transition to hybrid and remote emergency learning necessitated by the national lockdown.

The year under review marked the formulation of the Vision 2030 strategy to take the University into the next decade as a dynamic, African university recognised for its leadership in generating cutting edge knowledge for a sustainable future. Vision 2030 is premised on the foundation of Vision 2020, the change of the University's name in 2017, the Vice-Chancellor's direction-setting inaugural address in 2018, and supported by the cross-cutting organisational redesign process undertaken in 2019 to ensure that the University's structures, systems and processes are agile, fit-for-purpose and strategically aligned. These are outlined diagrammatically below:

## TIMELINE FROM VISION 2020 TO 2030



Within the context of the abovementioned strategic milestones, key institutional strategic trajectories in 2020 were:

- The University's new Medical School took significant steps towards opening its doors to students when the South African Qualifications Authority (SAQA) approved the registration of the six-year Bachelor of Medicine and Bachelor of Surgery (MBChB) qualification in December 2020. This enabled Nelson Mandela University to offer the medical programme on the Missionvale Campus from 2021. Located within a thriving Faculty of Health Sciences, the Medical School will foster interprofessional collaboration and community-based learning with an emphasis on expanding access to quality healthcare.
- The Ocean Sciences strategy for 2021-2025 is continuing to evolve and develop to position the University as a premier destination of choice for ocean sciences nationally and on the African continent. The strategy draws on the contributions of all faculties in respect of under- and postgraduate academic qualifications, short learning programmes, inter- and transdisciplinary research endeavours, and partnerships at all levels from local to global.
- 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.

The compilation of the Annual Report for 2020 is set against the backdrop of the inexorable rise of the coronavirus pandemic given its dramatic impact on all aspects of the inward- and outward-facing priorities of the University.

One of the first, and most notable, steps taken by executive management in response to the pandemic was to establish the institutional COVID-19 Coordinating Committee (CCC) at the start of the national lockdown in March 2020. The aim of the CCC was to coordinate and facilitate an institutional response to the pandemic, to benefit local, regional and national stakeholders, while simultaneously setting up the COVID-19 Task Team (CTT) to oversee the University's internal response. The CCC's mandate includes overseeing the work of the University's Community Convergence Workstream (CCW), which draws on the expertise, resources and networks of the University to address the wide-ranging societal implications of the COVID-19 pandemic.

Part of this multi-pronged COVID-19 response includes repurposing the Hub of Convergence (HoC) initiative to support the work of the CCW and the new Mandela University Convergence Fund, which was set up to mobilise resources to support the implementation of targeted projects. Along with the Centre for Integrated Post-School Education and Training (CIPSET), this workstream developed and implemented a number of practical interventions aligned with the University's



commitment to a reimagined, equalising and non-paternalistic paradigm of engagement that can more meaningfully converse with and contribute to promoting the well-being of vulnerable communities hardest hit by the pandemic. Scholarly innovation came to the fore, with numerous creative projects and interventions contributing to the fight against the coronavirus pandemic.

The pandemic has exacerbated prevailing socio-economic inequalities which, in turn, has led to the escalation of gender-based violence (GBV) and femicide. University interventions aimed at enhancing safety and security of students and staff have included activations at sectoral and institutional levels, with significant investments in digital technologies and electronic surveillance. The Centre for Women and Gender Studies (CWGS) is among those University entities addressing this ongoing societal scourge. As part of its educational and advocacy mandate, the Centre has developed a training manual and has been conducting GBV training among a range of stakeholders, along with providing scholarly and intellectual leadership in promoting gender equality and transformation.

As a student-centric University, the focus on student access for success remains paramount, particularly in the face of the learning and teaching challenges associated with the lockdown restrictions. Accelerated hybrid approaches to learning and

teaching prioritised the safety and health of all staff and students, while enabling students to continue with their studies on a variety of learning pathways to ensure the completion of the 2020 academic year.

COVID-19 has demonstrated the need to speed up the transition to digital solutions and virtual ways of working, including moving teaching, learning, research, innovation and engagement activities onto digital platforms. The disruptive effect of the pandemic has translated into an opportunity to innovatively harness the power and ubiquity of technology in support of remote learning and work. In addition, institutional events have been reimagined for online spaces which, together with a focus on building digital communication and social media platforms, has enabled the University to reach greater numbers of stakeholders when meeting in person has not been possible due to lockdown regulations. As part of this drive, virtual graduation ceremonies were held for the first time in the history of the University.

The pandemic has also foregrounded the importance of focusing on the quality of life and holistic well-being for students and staff. The national lockdown took its toll on mental wellness with a rise in feelings of isolation, depression and anxiety among staff and students. As a response, the University has offered interventions to enhance wellness and promote coping mechanisms to help



staff and students as they adapt to new norms and deal with loss. Among others, these interventions include psychosocial support, webinars facilitated by professional wellness practitioners, on-site counselling services and grief support sessions.

In spite of the rapid digitalisation required by the pandemic, the provision of adequate infrastructure has remained a priority in supporting our academic core missions and operations. In particular, student accommodation continues to be in high demand and key capital projects included the construction of a new 200-bed student residence on the George campus, which was completed towards the end of 2020. In addition, the ground was broken on the Gqeberha North Campus for residences to provide a further 1800 beds. Despite interruptions caused by lockdown restrictions, infrastructure projects to support key strategic trajectories such as the medical school and ocean sciences campus continued.

Financial sustainability and resource stewardship remain essential within the context of the loss of revenue and increased costs associated with implementing the multi-dimensional COVID-19 response plans. As part of mitigating this risk, Council approved

a Strategic Resource Mobilisation Strategy which aims to develop the internal institutional capacity for fundraising through the restructuring of the University Trust and various other interventions to stimulate the generation of third stream income.

The COVID-19 crisis has deepened many of the prevailing intractable challenges confronting South African society, most notably poverty, unemployment and inequality. However, it has simultaneously catalysed and unlocked a wide range of transformative responses from various stakeholders both internally and externally. This report will provide an overview of the strategic highlights and challenges navigated by the University during the year under review, with an emphasis on outlining key interventions undertaken to live the legacy and ethos of our iconic namesake who consistently sought to contribute to creating a socially just, humane world. In this regard, Mandela University seeks to go far beyond responding to the specific, immediate challenges of the COVID-19 pandemic to push forward the frontiers of knowledge through boundary-spanning innovations in support of our mission to offer a diverse range of life-changing educational experiences for a better world.

# 1. ORGANISATIONAL OVERVIEW

Nelson Mandela University spans seven campuses in Gqeberha and George (in the Western Cape) where a total of 29 293 students were enrolled in 2020 across seven faculties, namely: Business and Economic Sciences; Education; Engineering, the Built Environment and Technology; Health Sciences; Humanities; Law; and Science.

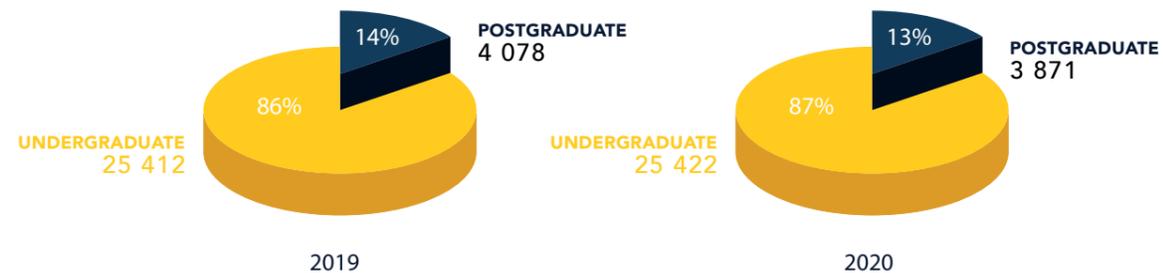
The total student headcount enrolments of 29 293 in 2020 translated into a 0.7 percent annual decrease relative to 29 490 students in 2019. Undergraduate enrolments increased by 0.7 percent in 2020 with 25 422 students, constituting 87 percent of the student population, while postgraduate enrolments were 3871 in 2020, a decline of 5 percent compared to 4076 enrolled in 2019.

The University's student success rate increased from 79 percent in 2019 to 84 percent, a notable achievement when viewed against the context of the disruptions caused by the COVID-19 pandemic over the course of 2020.

The home language of our students was predominantly isiXhosa (52%), followed by English (24%) and Afrikaans (7%), while 14 percent spoke other official South African languages and 3 percent other languages.

The proportion of female and male students in 2020 was 54 and 46 percent, respectively. In 2020, 88 percent of our students were Black (African, Coloured and Indian) while the proportion of White students declined further from 15 percent in 2019 to 12 percent in 2020.

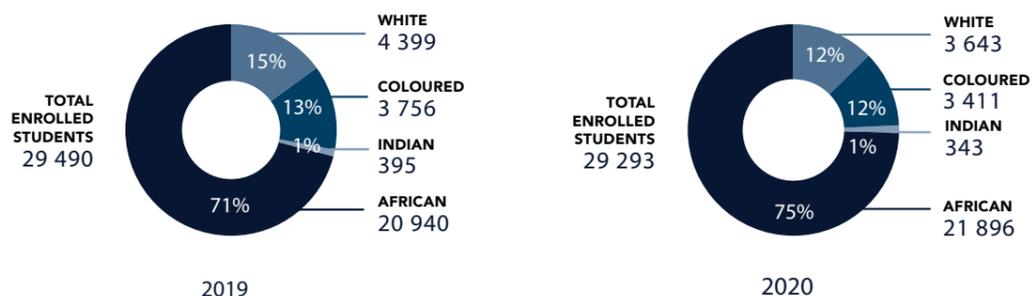
## DISTRIBUTION OF UNDER- AND POSTGRADUATE ENROLMENTS



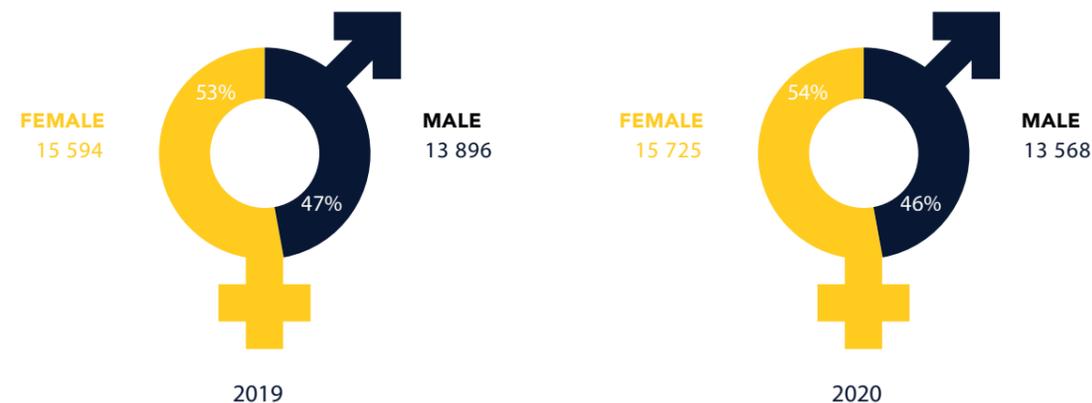
\*NOTE OCCASIONALS ARE INCLUDED AS THEY ALSO FORM PART OF UG NUMBERING SHOWN BELOW

Category	2019	2020
OCCASIONALS	370	191
UNDERGRADUATE	25 042	25 231
POSTGRADUATE	4078	3 871

## STUDENT HEADCOUNT



## GENDER DISTRIBUTION



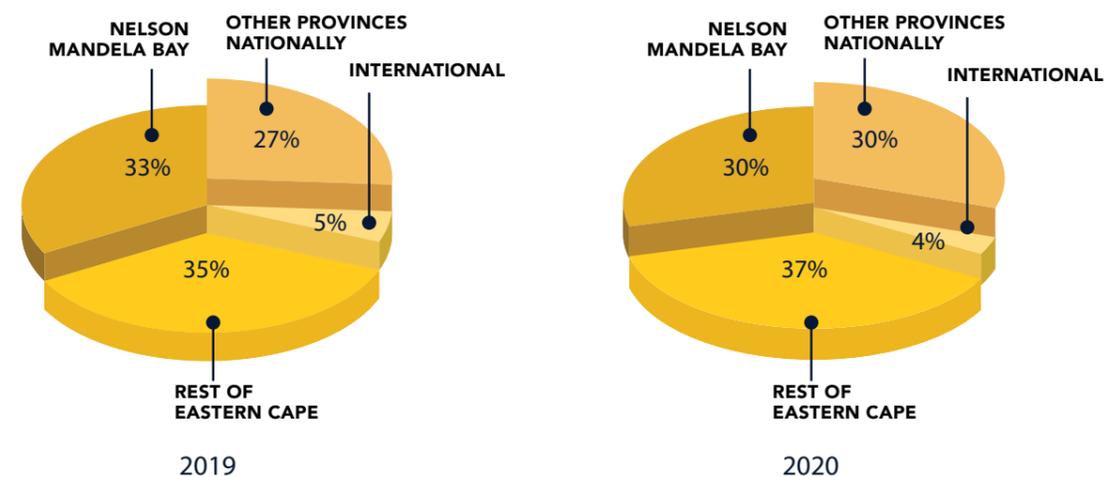
Over two-thirds of our students (67%) were from the Eastern Cape Province, of which 33 percent were from Gqeberha. Of the remaining students, 30 percent were from other provinces in South Africa, while 4 percent were international students from 56 different countries across the globe.

Our students were supported by a complement of 2528 permanent staff, comprising 682 academic and 1846 professional, administrative and support (PASS) staff. The gender

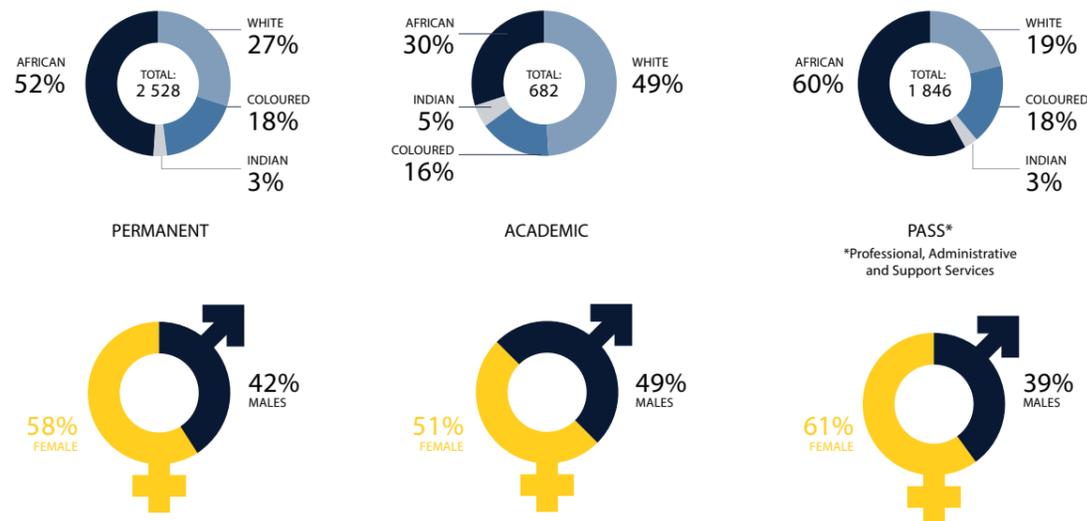
composition reflected that females constituted 58 percent of the total staff profile, while for academic staff the gender ratio was 49:51 male to female. Of our academic staff, 45 percent held doctoral qualifications.

The demographic profile of our overall permanent staff indicated that 73 percent were African, Coloured and Indian, in contrast with the academic staff profile where 49 percent were White while 45 percent were African, Coloured and Indian (6% were foreign).

## STUDENTS BY GEOGRAPHICAL ORIGIN



PROFILE OF STAFF



Several programmes, such as the New Generation of Academics Programme (nGAP), advanced the diversification of our academic staff profile. Other transformation and equity interventions to diversify the staff demographic profile will be addressed elsewhere in this report.

1.1 REVIEW OF STRATEGIC PRIORITIES

The arrival of the coronavirus in 2020 added a new layer of complexity to navigating the dynamic, fluid environment within which all universities operate. It called for flexible and innovative approaches which included an ongoing assessment of strategic priorities against current regional, national and global realities. As the only university in the world to be named after the late President Nelson Mandela, the University is particularly mindful of its responsibility to promote social justice and equality while also ensuring its long-term sustainability.

The University seeks to position itself intellectually within a differentiated post-school education and training landscape through several game-changing trajectories, including:

- Embracing humanising pedagogical approaches and student-centric support that liberate the full potential of our students and enhance holistic student success
- Re-centring Africa through our commitment to awakening African scholarship, epistemologies and systems of thought, expanding our partnership footprint on the continent, and developing the next generation of African scholars and academics who advance excellence through their scholarly contributions

- Revitalising the humanities and fostering transdisciplinary collaboration
- Positioning the University as the leading Ocean Sciences destination of choice in the country and, in the longer term, on the African continent as a whole
- Transforming health sciences education towards the establishment of the tenth medical school in the country
- Repositioning and advancing the praxes of an engaged, transformative university to enhance social responsiveness.

The year 2020 brought the Vision 2020 strategic plan to its conclusion and heralded the start of a new decade, and a new Vision 2030 strategic plan. As Vision 2030 develops, it will be underpinned by strategic thrusts that have emerged since the Vice-Chancellor's inaugural address in 2018. At the heart of these is the core message that Mandela University is positioned to be in the service of society through its core academic missions. In doing so, the University will strive to partner with students, employees, key stakeholders and communities to co-create a socially just and sustainable future through cultivating socially conscious graduates, generating innovative, locally responsive and globally connected scholarship, and pursuing transformative engagement in pursuit of the public good.

In alignment with these strategic and intellectual directions, the University embarked on an institution-wide organisational redesign process in 2019 under the leadership of Council, the Vice-Chancellor and senior management. This redesign cascaded throughout the University in 2020, laying the foundation for ensuring that the University's structures, systems and processes are fit-for-purpose and strategically aligned at all levels.



CORE PURPOSE

IN THE SERVICE OF SOCIETY

CORE OUTCOME

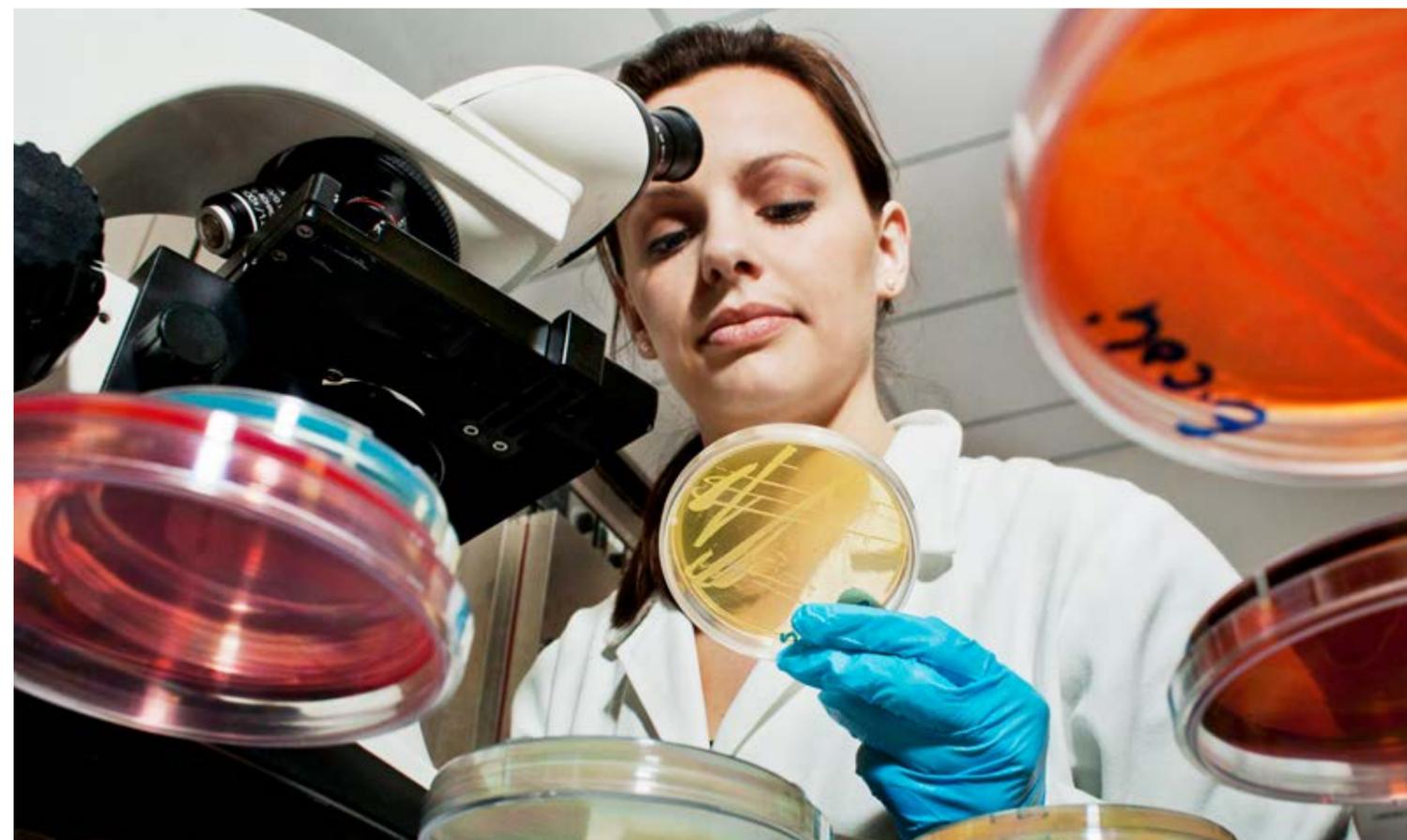
CO-CREATE A SUSTAINABLE, SOCIALLY JUST WORLD

ATTRIBUTES

Provide transformative, lifelong learning experiences that liberate human potential  
 Pursue impactful research, innovation & internationalisation to promote sustainable futures  
 Engage with all publics in equalising partnerships that advance agency & promote the co-creation of African-purposed solutions

BENEFITS

Cultivate socially conscious, globally connected citizens who serve the public good  
 Contribute to changing the world through discovery, scholarship & innovation  
 Foster a more equal, inclusive & just society through action & stewardship



## 2. GOVERNANCE

### Chancellor

Dr Geraldine Fraser-Moleketi



Dr Geraldine Fraser-Moleketi holds a Master's Degree in Administration, University of Pretoria, and was conferred a Doctor of Philosophy (Honoris Causa) by our University. She is a fellow of the Institute of Politics, Kennedy School of Government, Harvard University and has completed a leadership course at Wharton Business School at the University of Pennsylvania. She is the recipient of several awards including the OP Dwivedi Public Service Award from the International Association of Schools and Institutes of Public Administration. Dr Fraser-Moleketi has held several strategic leadership positions, including Special Envoy on Gender/Vice-President at the African Development Bank and Director of the United Nations Development Programme's Democratic Governance Group.

Dr Fraser-Moleketi's career is characterised by a commitment to more inclusive and sustainable development and economic growth. She is a firm supporter of intergenerational dialogue and mentors young women and men across the continent on leadership and resilience.

### Chairperson of Council

Ambassador Nozipho January-Bardill



Ambassador Nozipho January-Bardill has extensive experience in the public, private, educational and non-governmental sectors, and currently serves as a Senior Advisor to the Executive Director of the United Nations (UN) Women's Organisation and UN Global Compact Local Network. She serves as a non-executive director on the boards of a number of blue-chip companies, which include Anglo Gold Ashanti (AGA), Credit Suisse Securities, Mercedes Benz South Africa (MBSA) and the MTN Foundation.

Furthermore, Ambassador January-Bardill is the Chair of the AGA Social, Ethics and Sustainability Sub-Committee, a member of the Remunerations Committee and the MBSA Social and Ethics Committee.

### 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, and an MSc in Development Policy and Planning from London School of Economics and Political Science. She has had a distinguished career in South Africa and internationally, working in development and public sector institutions as well as in academia. Professor Muthwa currently serves as the Chairperson of Universities South Africa [USAf] and further serves on the Presidential Human Resource Development Council.

Between 2010 and 2017 she was the Deputy Vice-Chancellor for Institutional Support, at Nelson Mandela University. Prior to joining the University, she served as Director General of the Eastern Cape Provincial Government. Upon her return to South Africa and before joining government, she was Director of the Fort Hare Institute of Government.

Professor Muthwa is deeply committed to gender justice, social inclusion and active democratic participation, and accordingly serves on a number of boards and advisory structures, including from 2014 as a Commissioner of the Financial and Fiscal Commission, and as its Deputy Chairperson from 2017-2019.

#### Deputy Vice-Chancellor: Engagement and Transformation Portfolio (DVC: ETP)

Professor André Keet



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

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 been serving as 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 NSC. 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 PE TVET College. She has published widely in the fields of student access for success, and psychological assessment.

### 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 BA Honours in Media Studies, Politics and Industrial Sociology, and a Bachelor of Journalism and Media Studies 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.

### 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, 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 up 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.

### Executive Director: Finance (ED: F)

Mr Michael Monaghan



Mr Michael Monaghan is a registered member of the South African Institute of Professional Accounts. He holds a BCom Honours degree in Accounting from UNISA and completed his undergraduate BCom 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.

### Registrar

Mr Edgar De Koker



Mr De Koker holds a Master's degree in Public Administration (University of Warwick, UK), a BA Honours in Public Administration (UNISA), and a BA 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 BTech 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 the 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:

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

Permanent invitee:

- Dr Laura Best, Executive Support to the Vice-Chancellor

# 3. STRATEGIC TRAJECTORIES

Nelson Mandela University's strategic aspirations have been crafted against the backdrop of the global, continental and national development goals articulated in the United Nations 2030 Sustainable Development Goals, 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 through generating cutting-edge knowledge that contributes to a sustainable future.

In 2020, the University reviewed the progress made towards its extant Vision 2020 strategic plan and looked ahead to develop a fresh blueprint for the next decade. This review has informed the development of the Vision 2030 strategy, which will incorporate a thorough assessment of how current and future global megatrends will impact on the University's strategic priorities over the next five to ten years.

To this end, the University is breaking exciting new ground in respect of key strategic trajectories mandated by Council, namely, the establishment of the country's tenth medical school, ocean sciences, and fostering intellectual renewal and transdisciplinarity through revitalising the humanities.

## 3.1 Medical School

With the support of regional, provincial and national stakeholders, Nelson Mandela University is on the cusp of opening the tenth medical school for South Africa, and the second in the Eastern Cape. December 2020 brought approval from and registration by the South African Qualifications Authority (SAQA) for the University to offer the Bachelor of Medicine and Bachelor of Surgery (MBChB) qualification. The SAQA approval was the final step in the lengthy accreditation process and followed a visit by the Health Professions Council of South Africa (HPCSA) and the Council on Higher Education (CHE) a year ago. During this extensive process, the University's readiness to offer the six-year medical degree was assessed in terms of curriculum, infrastructure, equipment, staff, the necessary student support and agreements with stakeholders. This has positioned the University to offer a full undergraduate medical degree (MBChB) from 2021 and to phase in medical specialist training a few years later.

This strategic trajectory is a direct response to the need for more trained health care professionals, particularly medical doctors, to improve access to health care services in South Africa. The national

shortage of medical doctors places pressure on health services, which were under immense pressure in 2020 as a result of the COVID-19 pandemic over and above the long-term challenges of HIV/Aids, tuberculosis, violent crime and high mortality rates among children and pregnant women. This challenging context underscores the need for a medical school, which has been intentionally based at the Missionvale Campus close to the Dora Nginza and Livingstone hospitals to act as a beacon of hope for the historically disadvantaged communities it aims to serve, as well as the Eastern Cape and South Africa at large.

The University has crafted a Master Implementation Plan (MIP) to engage with national and provincial Government regarding the terms of support required to establish a full-scale medical school. This plan provides a common understanding to all key stakeholders of the major milestones that are due to take place between 2019 and 2025. As in the case of other medical school start-ups, the University needs to secure watertight funding to ensure full-cost recovery until the Medical School achieves maturity of income relative to cost. To this end, the University is prioritising resource mobilisation strategies to ensure its long-term sustainability.

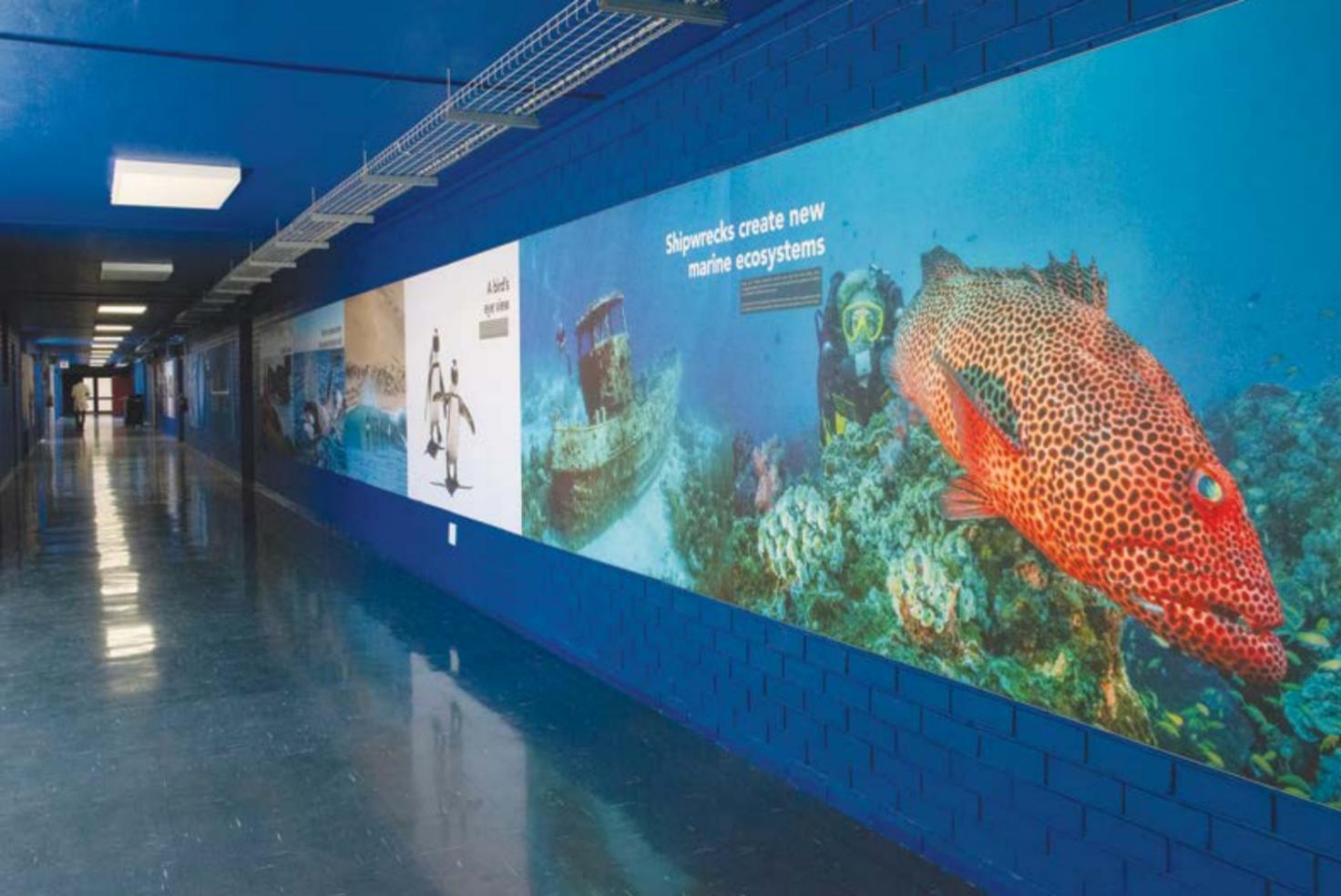
Nelson Mandela University is on track to admit its first cohort of 50 students in March 2021, increasing to 80 in 2022 and 100 the

year after. These students will be the first to study medicine in a unique, community-focused setting in the Eastern Cape, using an interprofessional educational approach. The qualification's primary health care orientation will incorporate health promotion and disease prevention, curative medicine, rehabilitation and protection from harm, as the underpinnings of the medical curriculum design.

The Medical School is a critical development for the University and the Province, but it does not stand alone as it is built on an already established Faculty of Health Sciences. The faculty has seen significant growth in both existing and new programmes across various health professions and will continue to expand its reach and impact with the launch of the Medical School. Medical students will come together to study across and within 12 health sciences professions while simultaneously leveraging the benefits of technology-enhanced learning.

As an innovative and socially responsive university, Nelson Mandela University is pioneering solutions that are relevant to South Africa's healthcare needs. The University looks forward to collaborating with all partner institutions, provincially and nationally, in producing fit-for-purpose, service-oriented and civic-minded medical professionals committed to making an impact on improving access to quality healthcare for all.





### 3.2 Ocean Sciences

The United Nations proclaimed 2021-2030 as the International Decade of Ocean Science for Sustainable Development in an effort to mobilise stakeholders worldwide behind a common framework that will serve as a pivotal driver in protecting the world's oceans. The Ocean Decade Implementation Plan seeks to strengthen existing capacity development, training and education to link with the relevant supply and demand of skills required by the oceans sector through academic and higher education opportunities.

By establishing the first dedicated Ocean Sciences Campus in South Africa, Nelson Mandela University aspires to be the higher education institution of choice for ocean sciences nationally and on the African continent. To this end, a comprehensive five-year ocean sciences strategy (2021-2025) is being developed as an integral part of the University's Vision 2030 strategic plan. This strategy will seek to scale up existing and emerging ocean sciences academic qualification offerings at under- and postgraduate levels across all faculties. It will also include topical short learning programmes offered through flexible modes of delivery to respond to the continuing professional development needs of various sectors of the oceans economy.

The University is also actively promoting extensive and ongoing engagement and collaboration with relevant industry, government, civil society and educational partners nationally and internationally to advance transdisciplinary scholarship and

innovation. Generous infrastructure, equipment and related funding support received from partners in these fields have made it possible to expand academic offerings, research and innovation in fields such as oceanography, marine robotics and engineering, maritime studies, marine spatial planning, shallow water ecosystems, the law of the seas and fisheries law enforcement.

The University's vision is that the dedicated Ocean Sciences 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 complex grand challenges confronting our oceans and coastal communities. To this end, infrastructure developments funded by the Department of Higher Education and Training are enabling the University to invest in modernised laboratories, facilities and equipment on the Ocean Sciences Campus. As part of the current phase, the University is upgrading and modernising existing infrastructure, while also building a state-of-the-art ocean sciences exploration centre, digital dome and multi-purpose facility to cultivate a national maritime consciousness through educational, scientific and advocacy programmes.

Developing the University's ocean sciences niche leverages off existing strategic advantages such as our five NRF-funded SARChI (South African Research Chairs Initiative) Chairs in Marine Spatial Planning, Ocean Science and Marine Food Security, Shallow Water Ecosystems, Law of the Sea and Development in Africa, and a bilateral Chair in Ocean Cultures and Heritage.

In addition, the University has established various research entities such as the Institute for Coastal and Marine Research (CMR), the FishFORCE Academy, the Centre for African Coastal Palaeosciences and the Marine Robotics Unit. These research chairs and entities advance pioneering research and innovation in support of global, continental and national endeavours to unlock the economic potential of the oceans by promoting sustainable livelihoods for marginalised coastal communities.

On a global scale, Mandela University is a partner within the One Ocean Hub initiative, a research project seeking to tackle threats to the world's oceans such as plastic pollution, over-fishing and acidification. Our SARChI Chair in the Law of the Sea and Development in Africa fulfils the role of the regional lead for the project on the African continent. In addition, the support from the Norwegian Embassy for the interventions led by our FishFORCE Academy has enabled the University to establish training academies in several African coastal countries, such as Kenya, Tanzania, Mozambique, Namibia and Angola. This initiative seeks to provide legal training in ocean governance to reduce illegal fishing, poaching and related crime, such as human and drug trafficking, on our high seas.

One of our long-standing international partnerships is with the University of Southampton (UoS), UK, initially established through our SARChI Chair in Ocean Science and Marine Food Security, and now including Marine Engineering and Naval

Architecture. The University is expanding on its strong ties with UoS by seeking to continue the £8-million SOLSTICE project after the current project ends in 2020. The Second International Indian Ocean Expedition (IIOE-2) selected Mandela University to be the hub for marine robotics as part of a research network of Western Indian Ocean partners.

The University also hosts the South African International Maritime Institute (SAIMI), which aims to facilitate linkages and collaboration among role players in maritime research, education, training and skills development in South Africa, and with similar institutes in Africa.

### 3.3 Revitalising the Humanities and Fostering Transdisciplinarity

To be human, and to cultivate humanity, is a key strategic imperative for Mandela University and requires that the frontier between the "sciences" and "humanities" be reconceptualised and redrawn. The findings of the Academy of Science of South Africa's *Consensus Study on the State of Humanities* (2011) and the *Report on the Charter for the Humanities and Social Sciences* (2011) commissioned by DHET, suggest such a recalibration between the natural sciences and the humanities, arts and social sciences. The renewal of the academic project must, therefore, have as one of its focus areas the re-imagining of the humanities to revitalise the transformative potential of its disciplines.





# 4. INSTITUTIONAL PERFORMANCE REVIEW

As one of only six comprehensive universities in South Africa, Nelson Mandela University embraces its distinctive academic identity and strives to widen student access for success, particularly for talented learners who are often the first in their families to pursue higher education studies. Through strategy-aligned academic and enrolment planning, the University further strives to offer a wide range of general formative and vocational, career-focused qualifications from certificate to doctoral levels with various articulation pathways to facilitate progression. Of significance in this regard is the need to maintain a balance between undergraduate certificate, diploma and degree enrolments, as well as between undergraduate and postgraduate enrolments across a broad range of fields of study.

Institutional enrolment targets are informed by a multi-dimensional set of considerations including the niche areas of the University, current and emerging research and innovation capabilities, engagement imperatives, infrastructural and

resource constraints, and the profile of our staff and students. The University carefully monitors enrolments and other key performance indicators as outlined in its Council-approved Governance Monitoring, Evaluation and Reporting Framework. This framework is premised upon a student-centric approach which places student access and success at the heart of the University's academic core missions, as well as the professional, administrative and support services provided to buttress academic excellence. This is illustrated in the diagram below.

The table on the next page depicts how Nelson Mandela University fared in 2018, 2019 and 2020 as compared to the enrolment plan for 2021 to 2025 approved by the Department of Higher Education and Training (DHET), as well as the targets contained in the Annual Performance Plan (APP) for 2020. These statistics are extracted annually from the Higher Education Management Information System (HEMIS) and submitted to DHET, for the purposes of assessing the performance of universities in South Africa in relation to Ministerial targets.

The humanities, with open and malleable borders, are called upon to awaken African scholarship, epistemologies and systems of thought so as to excavate the African praxes of our regions to construct an inclusive narrative of progress. It is crucial that the University revitalises the transformative potential of the humanities as part of its efforts to decolonise the curriculum and embrace African-rooted knowledge generation. This, in turn, will contribute to the University's efforts to promote social cohesion and democratic citizenship through fostering the depth of critical thinking required to engage creatively in identifying innovative solutions and approaches that are fit-for-purpose and context. Progress towards achieving this includes the launch of the Centre for Philosophy in Africa and the SARChI Chair for Identities and Social Cohesion in Africa in 2019.

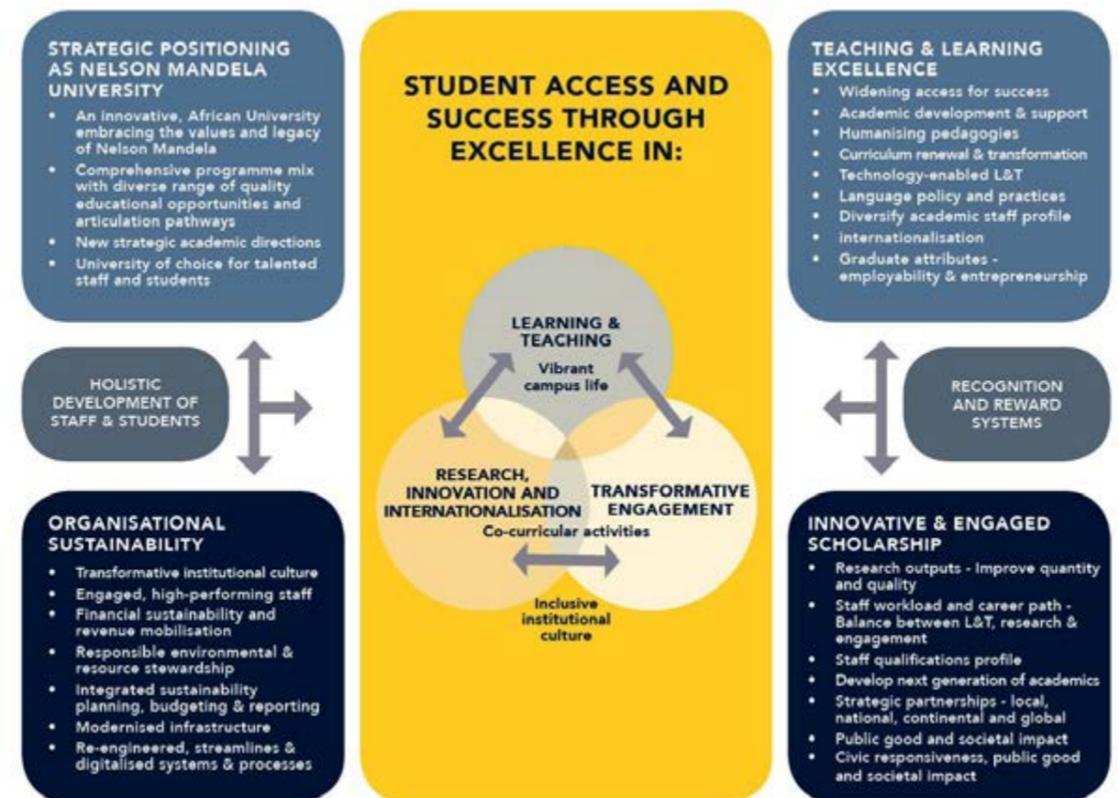
The University is also building a network of honorary, emeritus, ad personam, visiting and adjunct (HEAVA) professors and scholars in the humanities as an intellectual resource base for this purpose.

In 2020, the University was awarded two SARChI Research Chairs in the humanities, namely a Tier 1 Department of Science and Innovation/Mandela SARChI Bilateral Chair in Ocean

Cultures and Heritage, and a Research Chair in African Feminist Imaginations, funded by the National Research Foundation. The latter chair will build on the scholarly work of the Centre for Women and Gender Studies (CWGS) launched in 2019 to research and foreground African women's biographical thinking, intellectual production and political histories. The CWGS is fulfilling a crucial role in championing sectoral efforts to advance intersectional, inter-disciplinary approaches to the promotion of gender equality and transformation.

Responding to ongoing calls for the decolonisation of universities, the Chair for Critical Studies in Higher Education Transformation (CriSHET) is driving the transformation agenda by grounding it in critical studies and framing it within the concept of an African-purposed curriculum. Since its launch in 2018, CriSHET has made great strides in working towards its vision of being a premier national, regional and international site for critical studies and praxes in higher education transformation.

Under the rubric of Critical Mandela Studies, the Transdisciplinary Institute for Mandela Studies (TIMS) has been established and will constitute a key intellectual differentiator for the University.



## 2020 ANNUAL PERFORMANCE – ACTUAL VERSUS TARGET

KEY PERFORMANCE AREA	HEMIS 2018 AUDITED	HEMIS 2019 AUDITED	HEMIS 2020 2ND SUBMISSION	YEAR ON YEAR CHANGE	2020 TARGET	ACTUAL VERSUS TARGET VARIANCE
<b>A. Access</b>						
<b>Headcount totals</b>						
First-time entering undergraduates	6 076	6 355	5 301	-16.6%	6 580	-19.4%
Headcount enrolments	28 507	29 490	29 293	-0.7%	29 792	-1.7%
Headcount enrolments (Foundation Provisioning)	1 747	1 840	2 088	13.5%	1 940	7.6%
Headcount enrolments total UG	23 945	25 044	25 231	0.7%	25 124	0.4%
Headcount enrolments total PG	4 210	4 076	3 871	-5.0%	4 347	-11.0%
Occasional Students	352	370	191	-48.4%	321	-40.5%
<b>Enrolments by major field of study</b>						
Science, Engineering, Technology	11 000	11 251	10 360	-7.9%	11 470	-9.7%
Business/management	9 131	9 036	9 502	5.2%	9 325	1.9%
Education	1 930	2 053	2 313	12.7%	2 068	11.8%
Other humanities	6 446	7 147	7 118	-0.4%	6 929	2.7%
Distance education enrolments	13	12	13	8.3%	17	-23.5%
<b>B. Success</b>						
Graduates UG	5 797	5 520	5 741	4.0%	6 006	-4.4%
Graduates PG	1 605	1 431	1 544	7.9%	1 583	-2.5%
Success rate	79%	79%	84%	6.3%	79%	6.3%
<b>Undergraduate output by scarce skills</b>						
Engineering	405	433	383	-11.5%	462	-17.1%
Life and physical sciences	235	200	215	7.5%	278	-22.7%
Animal and human health	619	506	387	-23.5%	642	-39.7%
Teacher education *	442	408	451	10.5%	420	7.4%
Scarce skills success rate	86%	86%	89%	3.5%	87%	2.3%
*Includes PGCE - See below for breakdown of teacher education outputs.						
<b>Teacher Education</b>						
B Ed	327	308	321	4.2%	301	6.6%
PGCE	115	100	130	30.0%	120	8.3%
Total	442	408	451	10.5%	420	7.4%
<b>C: Staff profile</b>						
% staff with doctoral degrees	46%	45%	45%	0.0%	47%	-4.3%
Number of NGAP staff	8	12	14	16.7%	14	0.0%
Ratio of FTE students to FTE instructional/research staff	28:1	27:1	27:1	0.0%	30:1	10.0%
<b>D. Research output</b>						
Publication units per FTE staff	0.6	0.7	0.6	-14.3%	0.7	-14.3%
Research Master's graduates	293	262	240	-8.5%	297	-19.3%
Doctoral graduates	102	97	80	-17.5%	106	-24.5%
Publication units	442	473	474	0.2%	473	0.2%

**\* Key:**  
■ Target met or exceeded  
■ Trend needs to be monitored  
■ Target not met and corrective action required  
■ Data not final and performance indicator will still improve

## 4.1 Enrolments

### 4.1.1 Undergraduate enrolments

The total headcount enrolments at Nelson Mandela University in 2020 were 29 293 compared to 29 490 in 2019, which represents a decrease of 0.7 percent. The total headcount enrolments were -1.7 percent, below the target of 29 792.

At undergraduate level, the University experienced an increase of 0.7 percent with undergraduate enrolments increasing from 25 044 in 2019 to 25 231 in 2020, which represented 0.4 percent more than the target of 25 124.

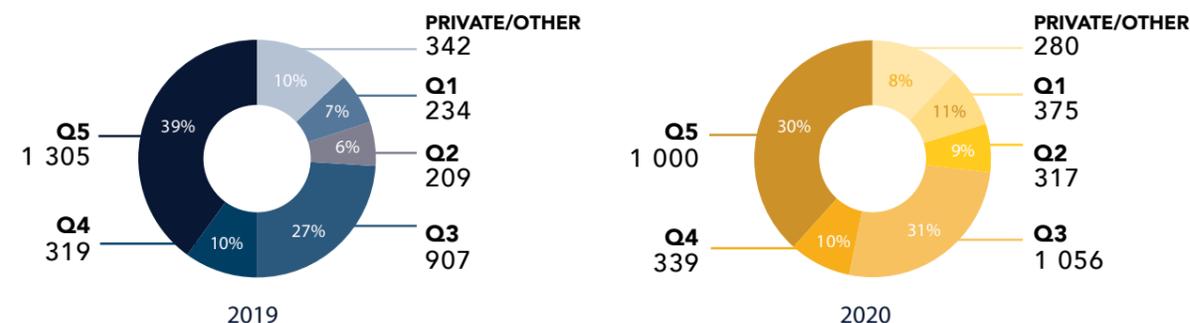
Nelson Mandela University experienced a 16.6 percent decrease in first-time entering undergraduate students from 6355 in 2019 to 5301 in 2020. This was 19.4 percent below the target of 6580. Given that this is an important indicator of enrolment growth and sustainability, the University initiated a comprehensive study to assess the reasons why a significant proportion of

applicants who are admitted to the University do not actually register. Based on the findings of this study, the University is working progressively towards more integrated, digitalised and responsive enrolment management systems and processes to ensure that the large number of offers made to applicants translates into actual enrolments.

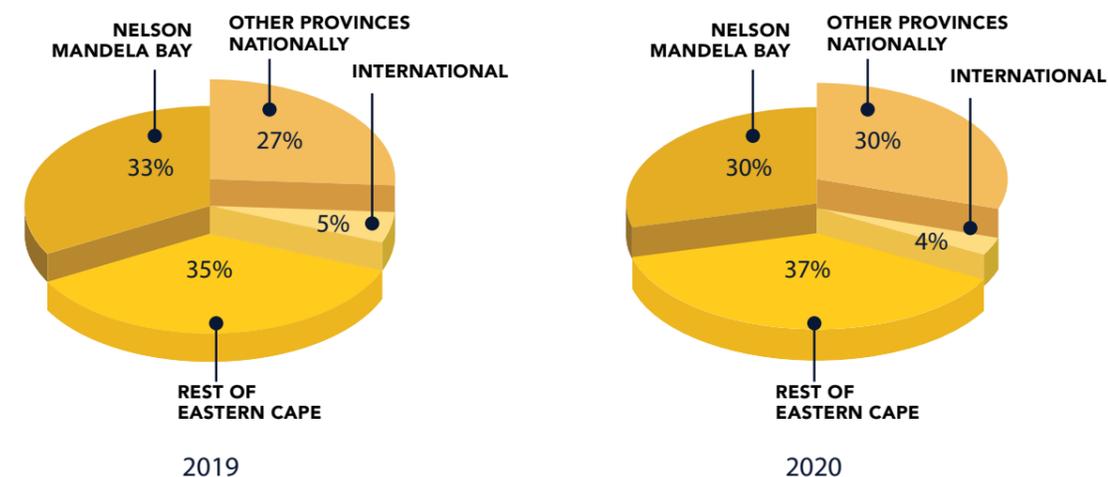
The profile of the student intake has been changing rapidly over recent years, with a significantly higher percentage of students coming from quintiles 1 to 3 schools, which are the most resource deprived.

Furthermore, 67 percent of all Mandela University students are from the Eastern Cape Province, of which 30 percent reside in the Nelson Mandela Bay Metro. The University is implementing student recruitment strategies to expand its national footprint which are slowly bearing fruit with 30 percent of the student population originating from other provinces compared to 27 percent in 2019.

### HIGH SCHOOL QUINTILE PROFILE (EXCLUDING INTERNATIONAL STUDENTS)



### STUDENTS BY GEOGRAPHICAL ORIGIN



Drawing a higher percentage of students from more disadvantaged backgrounds has resulted in a rapid increase in extended programme enrolments. Foundation provisioning (extended programmes) enrolments increased from 1840 in 2019 to 2088 in 2020, which is an increase of 13.5 percent. Compared to the target of 1940, the University had 148 more enrolments (7.6% above target). This is encouraging given that research has shown that expanded foundation provisioning contributes to student access for success.

The enrolment growth in the various faculties showed marked differences. The Faculty of Education experienced the highest growth rate of 11.2 percent, followed by the Faculty of Law (9.3%) and the Faculty of Humanities (4.7%). The Faculty of Business and Economic Sciences experienced a growth rate of 1.8 percent. Enrolment growth in these faculties can be attributed to the following:

- The Faculty of Education almost doubled its enrolments in the Advanced Diploma (TVET) from 220 in 2019 to 434 in 2020 and experienced increased enrolments in the BEd programmes.
- The Faculty of Law experienced considerable increases in enrolments in the recently introduced Diploma in Law Enforcement and the Postgraduate Diploma in Labour Law Practice.
- The Faculty of Business and Economic Sciences experienced significant increases in their undergraduate diploma programmes.
- The Faculty of Humanities continued to experience significant increases in enrolments in the Bachelor of Arts (increase of 127 enrolments from 2019 to 2020). This may have been in part due to higher admission requirements for the new BEd programmes. Where students interested in teaching did not meet the revised minimum criteria of the BEd programme, many opted to register for BA studies and then pursue the Postgraduate Certificate in Education (PGCE) after completing their degree. The Diplomas in Public Management and Public Relations Management also experienced considerable increases in enrolments.

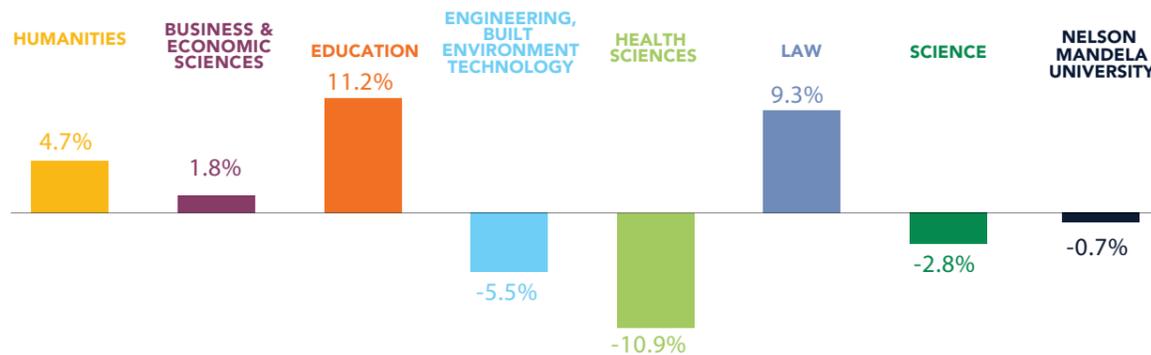
Of concern is that the University experienced enrolment declines in several national scarce skills fields of study. Enrolments in the Faculty of Health Sciences declined by 10.9 percent largely as a result of the phasing out of the Higher Certificate in Pharmacy Support and the Advanced Certificate in Pharmacy Technical Support due to accreditation challenges. This also negatively affected enrolments in the newly curriculated nursing science degrees. Furthermore, BTech programmes that were phased out were also not timeously replaced by Advanced Diplomas due to the length of time taken to obtain internal and external accreditation in the various health professions. Substantial enrolment declines in the Bachelor of Social Work also contributed to an overall negative growth rate in the faculty.

Similar declines in enrolments were also experienced in the Faculty of Engineering, the Built Environment and Technology (EBET) (down 5.5%) and the Faculty of Science (down 2.8%) in 2020. The declines in EBET were mainly the result of the phasing out of BTech programmes in Engineering. In both the Faculty of Science and EBET, enrolment declines were experienced in a range of programmes largely due to the small pool of learners nationally who meet the Mathematics and Science admission requirements to pursue higher education studies in these fields.

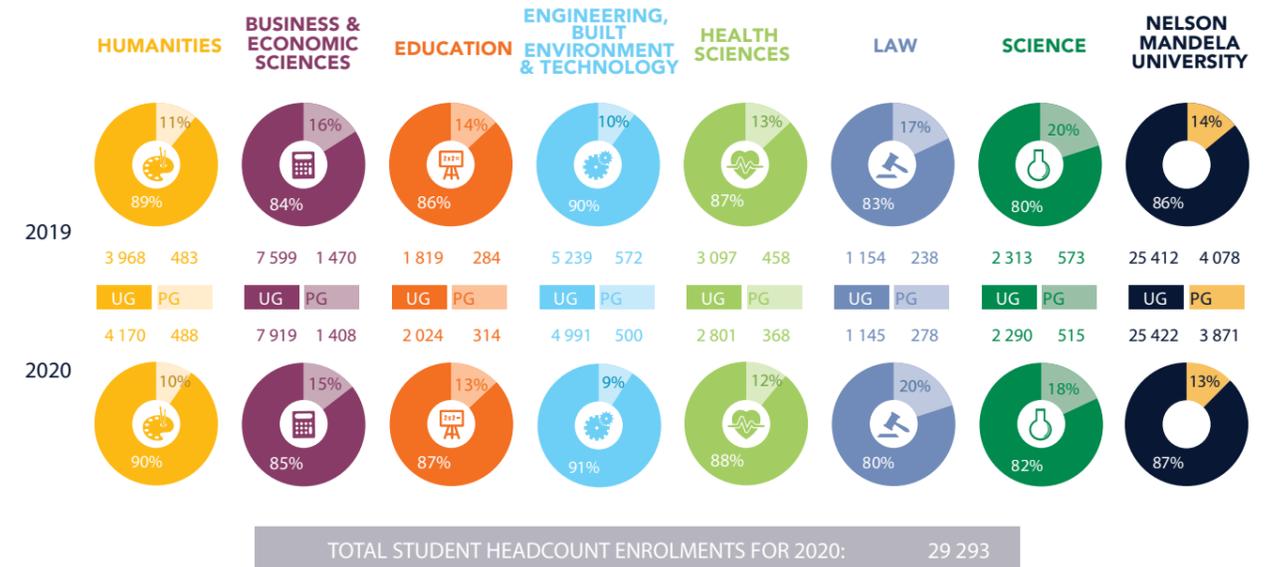
The undergraduate enrolment trends in 2020 point to the need for targeted and integrated student recruitment strategies to attract talented students to pursue qualifications in scarce skills fields at Mandela University. Efforts to expand the national footprint of the University have been starting to bear fruit and these need to be strengthened further given the heightened competition for top-performing school leavers.

Other endeavours that are aimed at increasing first-time entering enrolments include digitalising the student access and enrolment value chain to ensure that it is experienced as more user-friendly and integrated, as well as wide-ranging interventions to improve the quality of Mathematics and Science teaching and performance in schools.

#### FACULTY GROWTH RATES FROM 2019 TO 2020



#### UNDER- AND POSTGRADUATE STUDENT ENROLMENTS



#### 4.1.2 Postgraduate enrolments

Postgraduate enrolments were disappointing, declining by 5.0 percent from 4076 in 2019 to 3871 in 2020. The University was 11 percent below the target of 4347 enrolments.

Declines in postgraduate enrolments were experienced across all qualification types with Postgraduate Diploma student enrolments decreasing by 0.9 percent compared to 2019. Similarly, Honours' enrolments decreased by 6.3 percent, while Master's and doctoral enrolments decreased by 6.9 and 7.9 percent respectively.

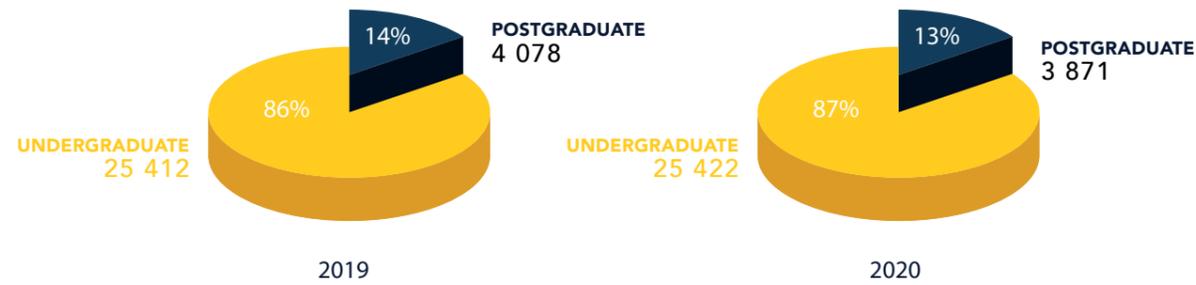
It must be noted that 51 percent of our 2020 graduates at undergraduate level received NSFAS funding, but this support only extends as far as the first qualification. Consequently, we have an increasing number of previously funded NSFAS students who are now entering postgraduate studies and cannot register due to financial barriers. The generous financial support from the University of more than R42.2-million for 2020 for Postgraduate Research Scholarship (PGRS) funding was welcome, but not enough to cater for the number of academically eligible, financially needy students wishing to pursue postgraduate studies. Efforts are being made to secure external funding for postgraduate 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 postgraduate scholarships and bursaries.

In SET fields, postgraduate funding is further constrained in some cases due to laboratory and running costs of the research outstripping the quantum of external grants awarded by national funding agencies. This negatively affects the implementation of these research projects as well as the recruitment of postgraduate students by grant holders. Evidence also shows that postgraduate 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, we intend to increasingly market our postgraduate degrees around our defined institutional research themes, our research "champions" (such as the SARChI Chairs), and the niche areas of our research and engagement entities.

Another limitation constraining faculties from accepting more postgraduate students is the lack of postgraduate supervisory capacity largely caused by the exit of increasing numbers of senior academics with Doctoral qualifications due to retirement. This is being addressed through various programmes to improve the postgraduate qualifications profile of academic staff and to attract talented scholars with PhDs and postgraduate supervision experience to the University. Furthermore, the appointment of research associates, HEAVA professors and postdoctoral candidates also contributes to the postgraduate supervisory pool.

## DISTRIBUTION OF UNDER- AND POSTGRADUATE ENROLMENTS



\*NOTE OCCASIONALS ARE INCLUDED AS THEY ALSO FORM PART OF UG NUMBERING SHOWN BELOW

Category	2019	2020
OCCASIONALS	370	191
UNDERGRADUATE	25 042	25 231
POSTGRADUATE	4078	3 871

### 4.1.3 Enrolments by Major Field of Study

In 2020, most of our students were enrolled in business, economic and management sciences (32%), followed by humanities and social sciences (24%) and natural sciences (17%). Of all enrolments, 12 percent of students were enrolled in engineering and technology programmes, eight percent were in education and seven percent in health sciences.

In total, SET (which includes natural sciences, engineering and health sciences) decreased from 11251 enrolments in 2019 to 10360 enrolments in 2020, which is a decrease of -7.9 percent. The SET enrolments were 1110 (9.7%) below the target of 11470. Enrolments in business and management sciences increased from 9036 in 2019 to 9502 in 2020, which was a 5.2 percent increase and 1.9 percent above the target of 9325. The University showed a very good growth in education enrolments of 12.7 percent from 2019 to 2020, with enrolments increasing from 2053 to 2313, which was 11.8 percent above the target of 2068.

### 4.2 Student Access

A key strategic priority for Nelson Mandela University is to offer a diverse range of life-changing educational experiences and to create a supportive, humanising learning environment conducive to student access for success.

The 2020 first-time entering students were the first intake admitted via the Applicant Score (AS) admissions criteria. There were concerns that these criteria might lead to a reduction in the number of applicants accepted by the University. This concern proved unfounded as, by 28 January 2020, 11100 first-time entering applicants had received firm offers of acceptance, based on their final school-leaving results, which was about 2285 more acceptances than for the 2019 intake. However, translating these acceptances into registrations proved to be a greater challenge as only 5301 first-time entering students enrolled in 2020 as compared to 6355 in 2019. As indicated previously, this highlights the ongoing challenge encountered

2020 ENROLMENTS BY MAJOR FIELD OF STUDY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL	FEMALE	MALE
Natural sciences	16%	12%	15%	23%	17%	13%	21%
Engineering and technology	12%	7%	18%	17%	12%	6%	18%
Health sciences	6%	7%	12%	9%	7%	9%	5%
Business, economic and management sciences	34%	34%	31%	23%	32%	33%	31%
Education	6%	17%	7%	9%	8%	9%	7%
Humanities and social sciences	26%	23%	17%	19%	24%	30%	18%
<b>Total</b>	<b>100%</b>						

by the University that applicants who are finally accepted do not register largely because they take up offers made by other universities.

One of the advantages of the AS was that several markers were flagged from the application data by which first-year students, who may require additional academic support, could be identified. Early in the first semester, these students were identified and their information passed onto the relevant academic departments to monitor and support them. Furthermore, those students with many flags were individually contacted by Student Success Coaches to discuss the development of academic success plans in an effort to promote student success.

Nelson Mandela University has an "access for success" approach and there are several mechanisms in place to broaden access and enhance success, which are rooted in a student life cycle approach. The First Year Success (FYS) programme is part of this approach and aims to assist students to transition effectively from schooling into university studies. The FYS programme introduces first-year students to opportunities for personal growth by making them aware of resources available on campus and equipping them with skills to cope with new challenges.

A secondary goal of the project is to develop peer leaders, namely FYS Buddies, thereby providing first-year students with opportunities to connect with peer networks. The FYS Buddies are trained to work with a diverse range of students and to exhibit strong communication and leadership skills. First-Year Success at Mandela also develops the FYS Buddies to progress from "new" to "senior" FYS buddy. Developmental tools are in place to develop the Senior Buddies to become co-trainers and trainers, assisting in the development of future leaders.

The programme uses face-to-face communication, online platforms (WhatsApp, Facebook, email, Instagram and Bulk SMSs) and small group learning circles. The total number of FYS Buddies with First Year Groups in 2020 was 277. The face-to-face FYS Buddy programme is implemented annually in small groups during January and February. However, engagement continues via WhatsApp well into the first semester and, in some cases, even beyond that.

First-year attendance of the orientation programme decreased from 4261 in 2019 to 3210 in 2020. This could, in part, be explained by the fact that orientation was held before registration in 2020 and many first-year students may have waited for registration to start coming to the campus. In addition, several first-year students may still have been unsure of their acceptance and financial support and were waiting for this clarification.

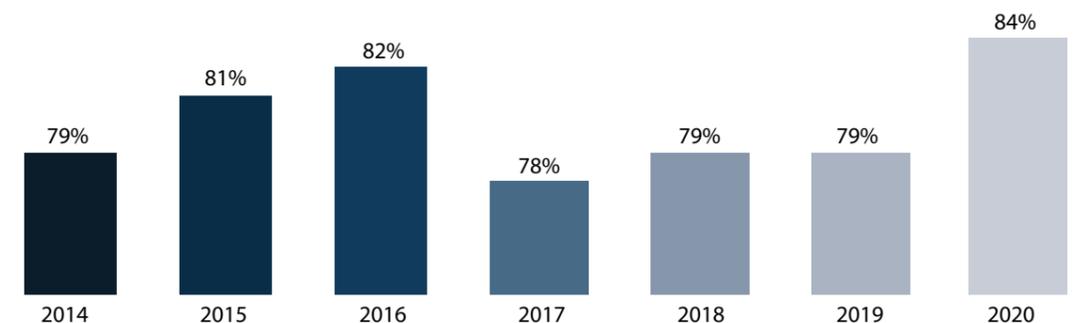
An online Google survey was developed to collect feedback from first-year students regarding their experience with FYS orientation at Nelson Mandela University. Feedback was received from 1010 first-year students, out of a possible 3210 who attended. More than 80% of the respondents indicated that they were satisfied to very satisfied with their orientation experience at the University.

### 4.3 Student Success

The University was successful in improving the success rate of students from 79 percent in 2018 and 2019 to 84 percent in 2020. This is quite a remarkable achievement within the context of the complex learning and teaching challenges posed by the COVID-19 pandemic in 2020. Although the reasons for this significant increase need to be verified through research, it could potentially be attributed to the fact that continuous assessment was widely implemented and students were given multiple opportunities for assessment due to the difficulties emerging from the transition to emergency remote learning.

The "access for success" paradigm was further supported by the University organisational redesign process, which brought together the various student support programmes under the umbrella of the Learning Development Cluster in the Learning and Teaching Collab at the start of 2020. These academic support programmes provide opportunities to enhance student success through initiatives such as teaching academic life skills management, developing academic literacies (writing), Supplemental Instruction, and student success coaching. Data indicates that SI is one of the most successful student success interventions implemented by the University. Supplemental Instruction is provided to students in high-risk modules and courses with continued low pass rates (55% or below) for a minimum period of three years.

### STUDENT SUCCESS RATE



In addition to the above, the University has developed an integrated data tracking and early warning system (RADAR) to monitor student performance and optimise early intervention strategies to support academically vulnerable students. The system was developed as part of the Kresge-funded Siyaphumelela project through which the University piloted academic advising in two faculties in 2018. It is interesting to note that these were the only two faculties that demonstrated an increase in the retention rate of first-year students by two and seven per cent respectively from 2018 to 2019. This new addition to the suite of student support interventions showed much promise and was therefore mainstreamed across all faculties as part of the organisational redesign process undertaken in 2019.

On the staff capacity front, the University set aside additional funding in the academic resource allocation model (RAM) to fill academic vacancies across all faculties and this assisted somewhat in alleviating high student: staff ratios. Since then, the University has built a factor into the RAM, which allocates more funding to faculties that have student: staff ratios higher than the average for contact universities. Furthermore, the University Capacity Development Grant (UCDG) allocated by the DHET has also made it possible for the University to appoint additional peer mentors, tutors, Supplemental Instruction (SI) leaders and academic advisors to provide students with small group learning opportunities.

Academic staff are provided with a range of opportunities to develop their teaching practice as part of efforts to actively engage students in learning. For example, the University has reimaged the induction programme for new lecturers, now known as Beginning Your Journey (BYJ) @ Mandela University. Lecturing staff also benefit from the Teaching Enhancement Programme, which provides ongoing workshops and consultations relating to topical issues such as curriculum development, academic literacies and multilingualism, assessment of student learning, blended learning, teaching large classes, and developing a teaching portfolio.

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 language needs and support need to be addressed. Language and writing support are provided to students through multilingual glossaries and tutorials, writing respondents and consultants and academic writing support interventions, as well as an App for academic writing and referencing (Refer Easy) which was developed in 2018 and launched in February 2019.

Holistic student success also requires that universities devote attention to the overall well-being of students through the availability of counselling and campus health services, sport facilities and recreational opportunities and student societies, as well as living and learning programmes in on- and off-campus residences. Internationally and nationally, there is a growing concern that students are presenting at counselling services with more severe levels of mental and emotional disturbances. Given that there is a known correlation between psychosocial wellness levels and academic success, the University has been exploring ways to strengthen and expand student counselling and campus health services.

#### 4.3.1 Graduate outputs

The University produced 7589 graduates in 2020 compared to 6951 in 2019, which represents a 9.2 percent increase. This is 683 more graduates than in 2019. Undergraduate graduate outputs increased from 5520 in 2019 to 5741 (4.0% increase), which was 4.4 percent below the target of 6006. Similarly, postgraduate graduate outputs increased from 1431 to 1544, which constituted a 7.9 percent increase but was 2.5 percent below the target of 1583. Although the graduate output targets were not reached, the increases in under- and postgraduate graduates were a positive signal, especially given the challenges posed by the COVID-19 pandemic.

2020 GRADUATES BY MAJOR FIELD OF STUDY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL	FEMALE	MALE
Natural sciences	16%	12%	15%	26%	17%	13%	22%
Engineering and technology	10%	5%	14%	17%	10%	6%	16%
Health sciences	5%	7%	12%	7%	6%	8%	4%
Business, economic and management sciences	38%	34%	34%	23%	35%	35%	34%
Education	8%	21%	8%	9%	10%	11%	9%
Humanities and social sciences	23%	21%	17%	18%	22%	27%	15%
<b>Total</b>	<b>100%</b>						

#### 4.3.2 Graduate outputs by major fields of study

The majority of graduates in 2019 were in business, economic and management sciences (35%), followed by humanities and social sciences (22%) and natural sciences (17%).

#### 4.3.3 Undergraduate outputs by scarce skills

Success rates in the scarce skills fields increased from 86 percent in 2019 to 89 percent in 2020, which was considerably higher than the success rate of 84 percent for the University in 2020 and the national average success rate of 84 percent for the scarce skills fields.

In 2019, graduate outputs in undergraduate engineering programmes decreased from 433 in 2019 to 383 in 2020, which represents a decline of 11.5 percent. This was 17.1 percent below the target of 462. There was also a sharp decline in graduate outputs in undergraduate programmes in animal and human health sciences from 506 in 2019 to 387 in 2020, representing a decline of 23.5 percent, which was 39.7 percent below the target of 642. Conversely, the graduate outputs in undergraduate programmes in life and physical sciences increased by 7.5 percent from 200 in 2019 to 215 in 2020, but still fell short of the target of 278 (22.7% below the target) in 2020. The only scarce field that produced more graduates than

the target was initial teacher education with 451 graduates in 2020 (compared to 408 in 2019), which was 7.4 percent above the target of 420.

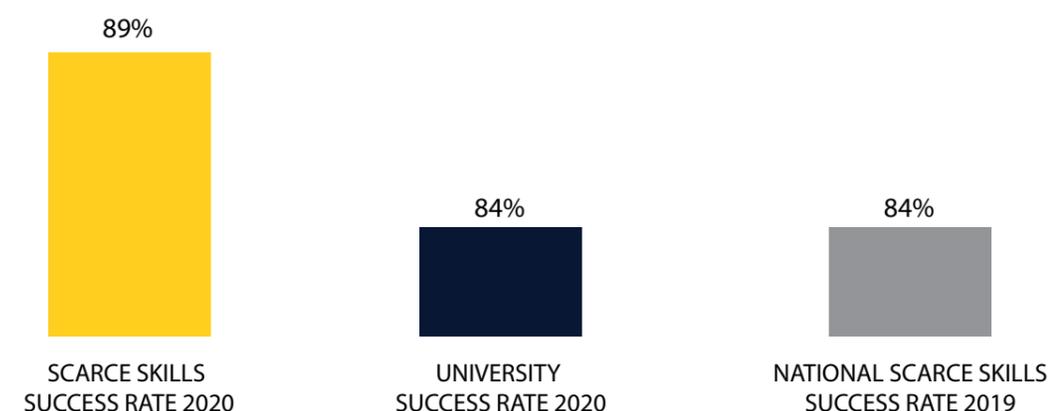
#### 4.4 Academic Staff Profile

The percentage of permanent academic staff members with doctoral degrees remained at 45 percent, which is below the national average of 48 percent in 2019. The decline in recent years can largely be attributed to higher proportions of academic staff with PhDs retiring and being replaced with socially diverse, younger staff who are still pursuing their doctoral qualifications.

The ratio of FTE students to permanent instructional/research FTE staff decreased from 28:1 in 2018 to 27:1 in 2019 and the ratio remained at 27:1 in 2020, which was lower than the national average of 30:1 in 2019. This was made possible through an additional investment of R50-million in the academic resource allocation model (RAM) to faculties in 2019 to enable them to fill academic vacancies. This is a positive trend since it is widely accepted that lower student: staff FTE ratios enhance teaching quality and improve student success.

From the above, it is clear that the student: staff FTE ratio remained the same or declined in all faculties except in the

#### SUCCESS RATE OF SCARCE SKILLS FIELDS COMPARED TO THE UNIVERSITY SUCCESS RATE



#### RETIREMENTS FOR ACADEMIC AND PASS STAFF (2020-2025)

##### ACADEMIC STAFF

2020	11	(1.6%)
2021	9	(1.3%)
2022	6	(0.9%)
2023	11	(1.5%)
2024	11	(1.5%)
2025	18	(2.4%)



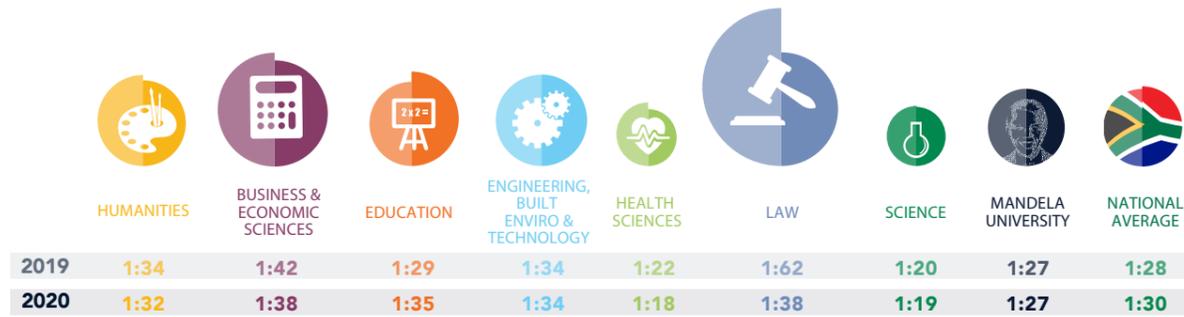
##### PASS STAFF

2020	16	(0.9%)
2021	13	(0.7%)
2022	19	(1.0%)
2023	30	(1.6%)
2024	35	(1.8%)
2025	19	(1.0%)



## ACADEMIC FULL-TIME EQUIVALENT (FTE) STUDENT: STAFF RATIO 2019 COMPARED TO 2020

BY FACULTY COMPARED TO NATIONAL AVERAGE



Faculty of Education, where it increased from 29:1 to 35:1. This was due to the high growth rate in enrolments of 11.2 percent in this faculty from 2019 to 2020.

419 in 2017 to 469 in 2020, international doctoral enrolments decreased from 183 to 113.

In total, national doctoral enrolments increased by 11.9 percent, whilst international doctoral enrolments decreased by 38.3 percent over the 2017 to 2020 period. The total national and international doctoral graduates declined by 12.1 and 14.7 percent respectively. Doctoral enrolments declined by 1.1 percent and doctoral graduates declined by 4.6 percent on average per annum over the period 2017 to 2020. The fact that doctoral graduates declined on average at a higher rate per annum than enrolments indicates a decline in graduation efficiency.

### 4.5 Research Outputs

Doctoral graduates at Mandela University declined from 97 in 2019 to 80 in 2020, which is a 17.5 percent decline and 26 graduates below the target of 106. The graph below shows that, in general, doctoral enrolments increased steadily from 2017 (602) to 2019 (632), but then declined in 2020 (582). During the 2017 to 2020 period, doctoral graduates at the University increased from 92 in 2017 to 102 in 2019, but then declined to 80 in 2020. Although national doctoral enrolments increased from

## DOCTORAL & MASTERS' ENROLMENTS AND GRADUATES 2017 TO 2020

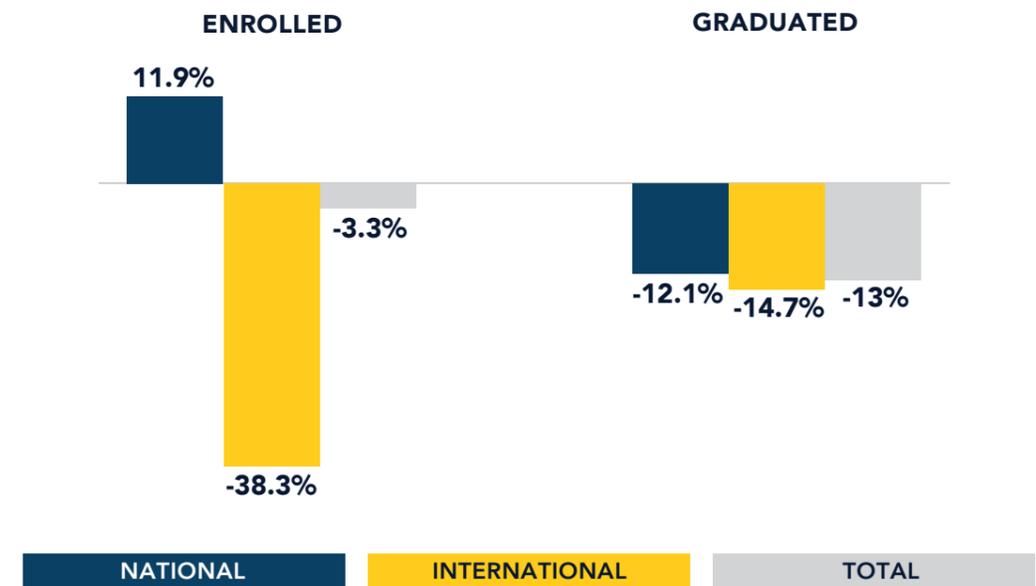
PERCENTAGE CHANGE FROM 2017 TO 2020

QUALIFICATION TYPE	NATIONALITY	ENROLLED	GRADUATES
DOCTORAL	INTERNATIONAL	-38,3%	-14,7%
	NATIONAL	11,9%	-12,1%
DOCTORAL TOTAL		-3,3%	-13,0%

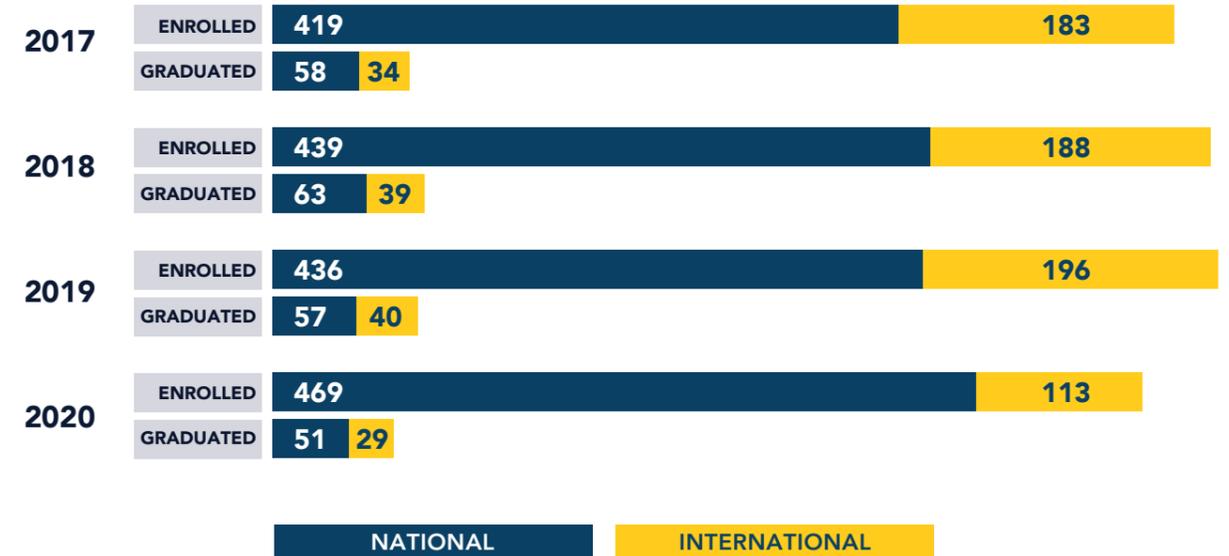
PERCENTAGE CHANGE FROM 2017 TO 2020

QUALIFICATION TYPE	NATIONALITY	ENROLLED	GRADUATES
MASTERS	INTERNATIONAL	-69,0%	-43,5%
	NATIONAL	-8,3%	-4,5%
MASTERS TOTAL		-13,9%	-10,0%

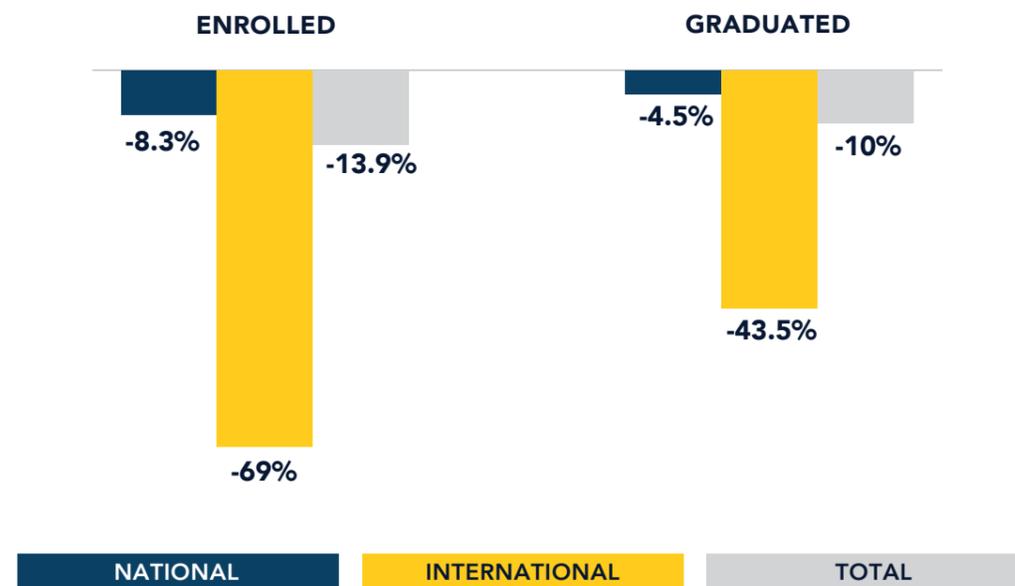
## PERCENTAGE INCREASES IN DOCTORAL ENROLMENTS AND GRADUATES OVER THE PERIOD 2017 TO 2020 BY NATIONALITY



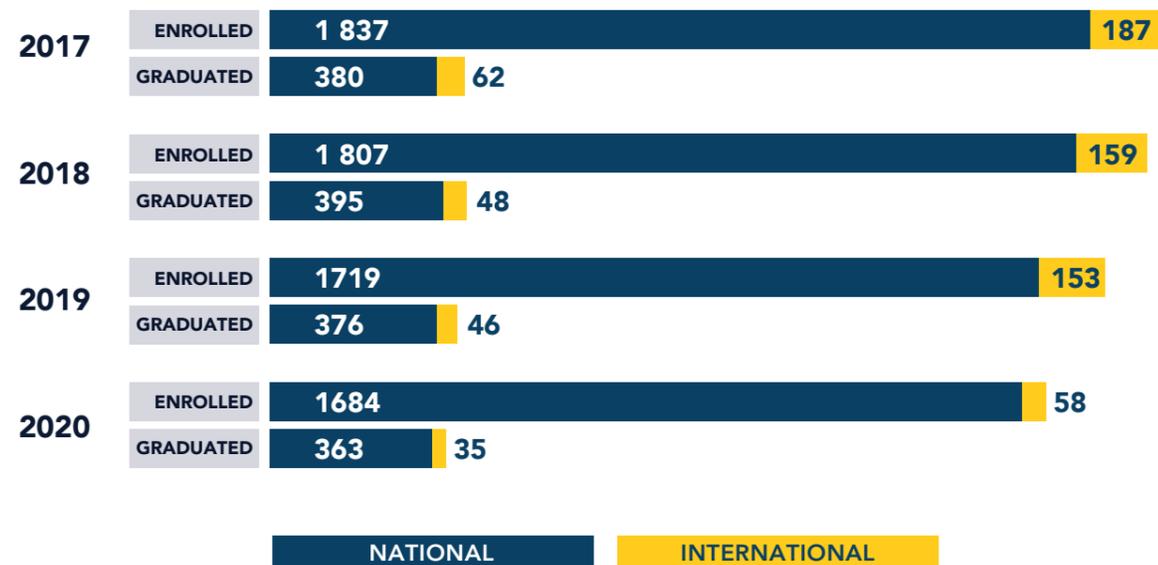
## MANDELA DOCTORAL ENROLMENTS & GRADUATES BY NATIONALITY, 2017 TO 2020



## PERCENTAGE INCREASES IN MASTER'S ENROLMENTS AND GRADUATES OVER THE PERIOD 2017 TO 2020 BY NATIONALITY



## MANDELA MASTER'S ENROLMENTS & GRADUATES BY NATIONALITY, 2017 TO 2020



Similarly, research Master's graduates at Mandela University declined from 293 in 2018 to 262 in 2019, and further declined to 240 in 2020. The decline from 2019 to 2020 (22 fewer research Master's units) constitutes a decline of 8.5 percent, which is significantly below the target of 297 (19.3% below the target). The causes of this concerning trend will need to be explored to ensure that appropriate interventions are implemented to improve Master's graduate outputs.

The graphs above show changes in enrolments and graduate outputs in Master's programmes over the period 2017 to 2020. These enrolments reached a peak in 2017 and graduates in 2018, but then starting declining year on year thereafter. Master's enrolments declined from 2024 in 2017 to 1742 in 2020, and graduates declined from 442 in 2017 to 398 in 2020.

In total, national Master's enrolments decreased by 8.3 percent and international Master's enrolments by 69 percent, whilst the national Master's graduates declined by 4.5 percent and international Master's graduates by 43.5 percent over the 2017 to 2020 period. Master's enrolments declined by 4.9 percent and graduates by 3.4 percent on average per annum over the 2017 to 2020 period.

In 2020, Nelson Mandela University had 768 and 648 enrolments in Honours and Postgraduate Diploma programmes respectively, which constitutes a total of 1416. Compared to this, the University had 1757 enrolments in Master's programmes, which seems to indicate that many of our Master's students come from other universities. The Honours and Postgraduate Diploma students comprise an important feeder into Master's and doctoral studies, which points to the need to mobilise resources for bursaries and scholarships for these students.

A further challenge experienced by the University was the fact that several senior academics with doctoral qualifications retired (this can also be seen in the decline in permanent academic staff with PhDs from 46 percent in 2018 to 45 percent in 2019 and 2020), which had a negative impact on the postgraduate supervisory capacity across all faculties. In addition, SET Master's students were negatively affected by declines in financial support from national research funding agencies for "fundable grant applications".

The Master's research output units in the Faculty of Business and Economic Sciences increased from 64 in 2019 to 70 in 2020,

in the Faculty of Education by one from six to seven, and from nine to 11 in the Faculty of Law. Declines in Master's research outputs were experienced in the Faculties of Health Sciences (from 52 to 34), Humanities (from 33 to 25), and Science (from 57 to 52). The Master's research outputs remained the same in the Faculty of Engineering, the Built Environment and Technology at 41 in 2019 and 2020. In total, Master's research output units at Mandela University declined by 8.4 percent.

Declines in weighted PhD research output units were experienced in three faculties. The weighted PhD research output units declined in the Faculties of Education from 18 to 15, in Engineering, the Built Environment and Technology from 57 to 24 and in Science from 111 to 69. In the Faculty of Law, the weighted PhD research output units remained at three. There were increases in weighted PhD research output units in the Faculties of Business and Economic Sciences (from 51 to 63), Health Sciences (from 27 to 36), and Humanities (from 24 to 30). In total, the weighted PhD research output units for the University declined by 17.5 percent from 291 to 240 from 2019 to 2020.

In view of the decline in postgraduate enrolments and graduate outputs over the last number of years, as well as the sharp decline in international enrolments, the University has established a dedicated postgraduate and internationalisation task team. This task team will focus on analysing the trends across the spectrum of postgraduate and international enrolments and factors affecting these, with a view to developing strategies and interventions to reverse these trends.

## MASTER'S AND DOCTORAL (M&D) WEIGHTED RESEARCH OUTPUT UNITS (WROU)

	HUMANITIES	BUSINESS & ECONOMIC SCIENCES	EDUCATION	ENGINEERING, BUILT ENVIRO & TECHNOLOGY	HEALTH SCIENCES	LAW	SCIENCE	MANDELA UNIVERSITY
M RESEARCH OUTPUTS	25	69	7	40	34	11	51	239
WEIGHTED PHDS	30	63	15	24	36	3	69	240

## SOUTH AFRICAN AND INTERNATIONAL ENROLMENTS



# 5. REPORT OF THE CHAIRPERSON OF COUNCIL



As the highest governance structure of the University, Council plays a key oversight role and must act with care, skill, diligence and in good faith in the best interest of the University. In these unprecedented times, the University Council remains firmly committed to the advancement of the constitutional values of democracy, human dignity, equality and freedom. The magnitude of the psychological, emotional, economic and social challenges confronting our country has been amplified by the COVID-19 pandemic, making it all the more vital that Council attends to matters of policy and strategic importance while ensuring relevant measures are in place to promote long term sustainability as the University fulfils its mission to be a transformative, engaged university in the service of society.

The precipitous and unanticipated onset of the global COVID-19 pandemic in 2020 brought into stark focus the deep-rooted inequalities and social injustices that continue to plague our society at large, and manifest in different shapes and forms within our University community. The impact of the National State of Disaster lockdown regulations has directly affected the execution of our core functions, namely teaching, learning, research and engagement. However, the University continues to navigate these challenges, embracing the opportunities this crisis has offered to unfurl the inherent capabilities, innovation, creativity and expertise within our University.

## 5.1 Statement of Governance

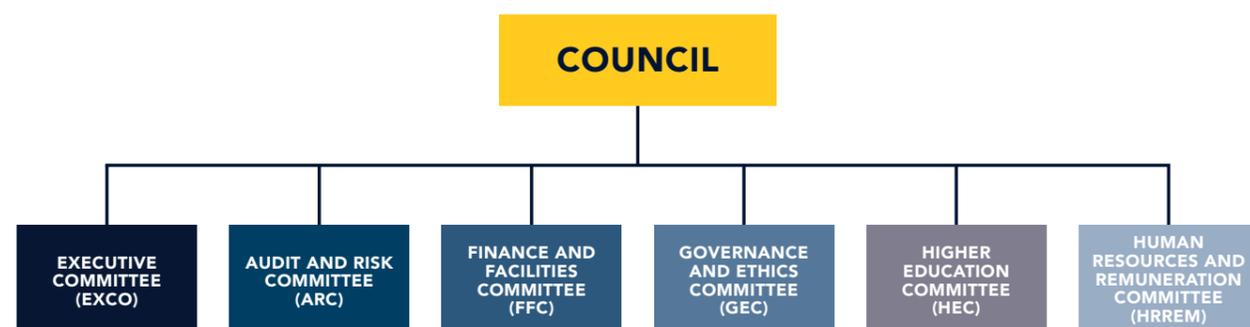
The Council, established in terms of Section 27(4) of the Higher Education Act, 1997 (Act 101 of 1997) as amended, is the highest

decision-making body of the University and is responsible for the good order and governance of the Nelson Mandela University.

Council consists of external members as well as employees and students of the University and this diverse composition yields positive and constructive interactions at meetings. The external members of the Council constitute more than 60 percent of its membership, with most members appointed due to their competencies in fields such as governance, finance, law, information technology, business and higher education and training. External members are appointed for a four-year term, unless appointed ex officio, while internal staff members and students are appointed to Council for terms of three years and one year respectively.

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.



### 5.1.1 Meetings of Council

Council held four ordinary meetings during 2020 with attendance at these meetings averaging 82 percent. External Councillors received honoraria for their participation in the meetings in accordance with the relevant University policies. Council minutes of the four meetings are available as supplementary information.

### 5.1.2 Committees of Council

Council has various committees to assist it in the execution of its functions including the following:

#### 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 Mhlaluka
- The chairpersons of the other five Council committees contemplated below (with the exception of those chaired by the Chairperson and Vice-Chairperson of Council)
- The Vice-Chancellor: Prof S Muthwa

##### Functions and powers

The Executive Committee:

- The Executive Committee may co-opt one or more members of the Management Committee in an advisory capacity without voting rights.
- The members contemplated in subparagraph (b) are:

- the Executive Director: Finance
- the Executive Director: Human Resources.

(c) The Executive Committee makes recommendations to the Council on:

- the Statute and the Rules of the University
- the broad organisational structure of the University
- strategic matters, including medium- and long-term strategic plans of the University
- Council's performance objectives on recommendation of the Governance and Ethics Committee
- the delegation document of the University
- the following matters related to Council's membership and functioning:
  - 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
  - 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
  - annually reviews the size, demographics and knowledge and experience profile of the Council and recommends any amendments in this regard to the Council
- any matters falling outside the ambit of the other Council committees.

- (d) 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.

## Governance and Ethics Committee

### Composition

The Committee consists of:

- (a) one member of Council, elected by Council as the chairperson of the Committee: Ms Z Tshetu
- (b) at least three members elected by Council on account of their knowledge and experience in governance practices:
  - Mr D Argyrakis
  - Mr K Blose
  - Prof M Singh
  - Dr G Govender
  - Prof D van Greunen
- (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 the mandate of the Governance and Ethics Committee
  - (iv) performs such other functions as the Council may determine.

## 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 Mhlaluka
- (b) the Chairperson of the Finance and Facilities Committee of Council and at least two other members of such committee: Mr D MacLean, 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:
  - Dr N Maphazi
  - Mr R Piyose
  - Adv B Tlhakung
  - Ms Z Tshetu
- (d) The Vice-Chancellor: Prof S Muthwa
- (e) One or more members of the Management Committee on such conditions as determined in the Rules of Council: Ms N Bam

### 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.

## 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 MacLean
- (b) at least three members elected by Council on account of their knowledge and expertise in financial management and management of physical infrastructure:
  - Mr D Argyrakis
  - Mr M Lorgat
  - Mr S Mhlaluka
  - Mr M Odayar
  - Mr S Somdyala
- (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 management 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 must, at the request of the Council, advise the Council on any matter within the mandate of the Committee
- (ii) performs such other functions as the Council may determine.

#### 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 M Manyama
- (b) at least three other members elected by the Council on account of their knowledge and experience of the audit function:  
Ms H Adams-Abader  
Mr L Billings  
Mr M Mawasha  
Mr S Ncume  
Adv B Tlhakung  
Mr S Zamisa

The Vice-Chancellor, the external auditor of the University, the the Senior Director Internal Audit, risk advisory and 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.

#### 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 Khan  
Ms M Mbaco  
Prof M Singh
  - (iv) the Deputy Vice-Chancellors of Learning and Teaching and Research, Innovation and Internationalisation:  
Prof C Foxcroft  
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 that served at Council committees were implemented in accordance with the University's delegation of decision-making authority document. Attendance at the various committee meetings was good with an average attendance of 79 percent. Summaries of the membership of Council and the committees of Council, as well as their meeting attendance, are available as supplementary information.

#### 5.2 Performance of Council

Council fulfilled its oversight role in 2020 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 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 2020 to determine how effectively it met its responsibilities as the governing body of the University. This review was based on the following objectives:

- Transformative Strategic Plan: Vision 2020 – Oversight of management's progress in the achievement of Vision 2020 Apex Priorities for 2020
- Academic Excellence – Ensuring improvement of average student throughput rates and research output in line with national benchmarks
- Improving Quality of Student and Staff Life – Ensuring the development of a vibrant culture of living and learning on all campuses
- Operations and Infrastructure – Ensuring efficient operational systems and provision of adequate infrastructure to support the Nelson Mandela University operations
- Financial Viability – Ensuring Nelson Mandela University generates a budget for 2020 that provides for a reserve accumulation of between 5-10 percent of revenue from Council-funded activities.

The Vice-Chancellor provides quarterly reports to Council which outline the progress made by the University in relation to each of these performance areas. These narrative reports are

accompanied by data-rich infographic information aligned with the following quarterly themes:

- Quarter 1: Student access and enrolments
- Quarter 2: Graduation and student success
- Quarter 3: Transformation
- Quarter 4: Sustainability and stewardship.

In exercising its governance and oversight roles, Council uses these resources to robustly evaluate the institution's progress towards achieving its mission and strategic aspirations. The outcome of Council's performance assessment for 2020 was positive and is available as supplementary information.

The challenges associated with the COVID-19 pandemic have brought a catalytic existential moment for higher education, but this will not be a crisis for universities that can quickly pivot and adapt their efforts to embrace approaches that are student-centric and seek to promote social justice.

Although significant attention and resources have been necessarily focused on emergency measures to mitigate the adverse consequences of COVID-19 over the past year, Council recognised that it was crucial to reflect on what innovations had worked well in managing the impact of the global pandemic and to start thinking ahead to design forward-looking strategies that enhance the strategic positioning and future sustainability of the University.

As part of the strategic planning process, Council continuously evaluates the legislative frameworks within which the University operates to assess the impact of national policy provisions on institutional strategy.

### 5.2.1 Vision 2030

During 2020, the University made good progress in developing its Vision 2030 Strategy, a roadmap to planning and decision-making for the decade ahead, which in turn will build on the successes of Vision 2020. Council will be considering approval for the Vision 2030 Strategy, with the accompanying institutional risks and opportunities registers, in the first quarter of 2021. This will allow for broad-based stakeholder engagement at all levels to promote ownership and agency in developing and deploying our future-focused strategic priorities and enablers.

### 5.2.2 Future Growth Trajectories

The University is breaking exciting new ground in respect of key strategic trajectories mandated by Council, namely, the establishment of the country's tenth medical school, ocean sciences, and fostering intellectual renewal and transdisciplinarity through revitalising the humanities.

### Medical School

During 2020, the University made significant progress towards opening its medical school in 2021. The first and second wave of staff appointments have been made, bringing with them incredible knowledge and expertise to ensure that the medical programme serves as a catalyst for renewal and development in the Missionvale area and beyond. Infrastructure for basic

sciences, anatomy and physiology, and skills laboratories and offices has been completed on the Missionvale Campus and learning and teaching equipment in the computer laboratories and lecture venues upgraded.

### Ocean Sciences

The transdisciplinary Ocean Sciences strategy continues to evolve and develop, with work underway on a five-year plan (2021-2025) as informed by the contributions of various faculties, research chairs and entities. This will increasingly position the University as a destination of choice for ocean sciences on the African continent. Developments in this area will be underpinned by a phased resourcing and infrastructural development plan, which has been supported through generous infrastructure, equipment and related funding from government, industry and international partners to refurbish and equip the first dedicated ocean sciences campus in South Africa.

### Revitalising the Humanities

Revitalising the humanities is a third significant trajectory and is an institution-wide initiative to foster critical inter- and transdisciplinary connections and redraw the frontiers between the sciences and humanities. The two National Research Foundation (NRF) SARCHI research chairs awarded to Nelson Mandela University in 2020 were both in the Faculty of Humanities, giving this priority area strategic impetus. Several other scholarly endeavours in 2020, several of which were delivered online, are directly contributing toward revitalising the humanities and promoting transdisciplinarity.

### 5.2.3 Gender transformation and gender-based violence (GBV)

Gender-based violence (GBV) remains one of the most profound problems in South African society and its prevalence in institutions of higher learning is an ongoing concern. Council is pleased to note that safety and security have assumed greater priority in the sector and the national security cluster of government is working with universities on matters of on-campus safety, especially as it relates to GBV.

The Centre for Women and Gender Studies (CWGS) launched in 2019 has been providing different platforms to promote gender mainstreaming in learning and teaching, scholarship, advocacy and postgraduate studies to promote attitudinal change around gender equality and transformation on campus and in society at large. The Centre is making a crucial contribution to the national discourse on women and gender-related issues and this was amplified in 2020 in a quest to curb the increase in incidents of GBV across the country during the various risk-adjusted levels of lockdown.

Ongoing GBV awareness programmes were offered by Campus Health Services to students in on- and off-campus residences together with a focus on substance abuse and HIV. The Emthonjeni Wellness colleagues complemented these interventions through a focus on student wellness and mental health in particular. GBV and LGBTQIA+ support groups were established and commenced their work in the first week of



March 2020. Self-defence capacitation sessions have been implemented in the residences and the Singamadoda Positive Masculinity Programme was rolled out as part of efforts to engage with male students in addressing gender stereotypes and cultivating the attitudinal change required in embracing gender equality.

### 5.2.4 Substantive Council Decisions

Indicated below is an extensive (but not exhaustive) list of substantive matters that were considered by Council during 2020:

- New appointments and re-appointment of members to Council and Committees of Council
- Approval of various statutory reports, including the following:
  - Integrated Annual Report to the Minister of Higher Education and Training for the year ending 31 December 2019
  - 2020 Mid-Year Performance Review Report
  - 2021 Annual Performance Plan
  - Two biannual Nelson Mandela University Social Inclusion Reports
  - Department of Labour Review: Employment Equity Plan amendments to the University's current Five-Year Employment Equity Plan (2017-2022)
  - Approval of Institutional Budget for 2021 and Three-Year Rolling Budget (2021-2023)
- In principle approval of Institutional Strategic Resource Mobilisation Strategy
- Approval of Nelson Mandela University Internationalisation Strategy
- Approval of Nelson Mandela University Enrolment Plan 2020-2025

- Approval of the DHET Governance Indicators Scorecard (Council's Performance Assessment for 2019).

### 5.2.5 Senior management appointments

Council approved the appointment of the following senior management positions on five-year, fixed-term contracts:

- Professor André Keet, Deputy Vice-Chancellor for Engagement and Transformation
- Professor Pamela Maseko, Executive Dean of Humanities.

### 5.2.6 New policies approved by Council

During the year under review, Council approved the Integrated Policy for the Promotion of Equality and the Prevention of and Protection Against Unfair Discrimination. This policy will make a substantive contribution to promoting equality and preventing unfair discrimination by dealing decisively with behaviours that do not align with the University's values.

### 5.2.7 Revisions to substantive policies approved by Council

Council approved revisions to the following policies:

- Policy on Sexual Harassment and Sexual Offences
- Policy and Procedure on the awarding of a Prestige Award of the Nelson Mandela University Council.

### 5.2.8 Presentations

The Vice-Chancellor provided an overview of strategic matters at every Council meeting. In addition, the online conference on African Corporate Governance took place from 1-4 September 2020.

### 5.2.9 External consultants

The following external consultants attended meetings of Council committees during 2020 to address specific items:

<b>ARC:</b>	<b>3 March 2020 (Ordinary meeting)</b>
Mr S du Toit	Nexia SAB&T
Mr Y Moosa	Nexia SAB&T
Item:	External Audit Progress Report for the year 31 December 2019
<b>FFC:</b>	<b>5 March 2020 (Ordinary meeting)</b>
Ms B Jones	Green Bean
Item:	Student and Staff Transport System (SSTS)
<b>FFC:</b>	<b>2 June 2020 (Ordinary meeting)</b>
Ms W McCallum	Strategic Edge
Item:	Students and Staff Transport Solution (SSTS) Proposal
<b>ARC:</b>	<b>12 August 2020 (Special meeting)</b>
Mr S du Toit	Nexia SAB&T
Ms A Ramasike	Nexia SAB&T
Item:	Consolidated Audited Annual Financial Statements for the year ended 31 December 2019, inclusive of the Audit Report and Summary of Subsidiary and Associate Entities
<b>ARC:</b>	<b>8 September 2020 (Ordinary meeting)</b>
Mr S du Toit	Nexia SAB&T
Mr Y Moosa	Nexia SAB&T
Item:	Higher Education Management Information System (HEMIS) Audit for 2019
<b>HRREM:</b>	<b>10 September 2020 (Ordinary meeting)</b>
Mr P Marais	Konexit
Item:	Progress on the Remuneration and Benefits Harmonisation Project
<b>HRREM:</b>	<b>10 September 2020 (Ordinary meeting)</b>
Mr D Munton	Alexander Forbes
Item:	Actuarial Valuation Report for the Nelson Mandela University Retirement Fund (2019)
<b>ARC:</b>	<b>10 November 2020 (Ordinary meeting)</b>
Mr S du Toit	Nexia SAB&T
Item:	External Audit Plan 31 December 2020
ARC:	10 November 2020 (Ordinary meeting)
Ms M Kostelac	Deloitte
Item:	Internal Audit Engagement Report

The set of comprehensive Council minutes are available as supplementary information.

### 5.3 Statement of 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 has established the Audit and Risk, as well as the Governance and Ethics Committees, to deliver on these mandates.

#### 5.3.1 Audit and Risk Committee

The Audit and Risk Committee (ARC) assisted 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 Audit and Risk Committee 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 Governance and Ethics Committee.

#### 5.3.2 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.

### 5.4 Statement of Worker and Student Participation

Nelson Mandela University is a people-centred institution that supports the establishment of sound relationships with internal and external stakeholders. 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 2020.

### 5.5 Statement of 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 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.

### 5.6 Statement of 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).

### 5.7 Statement of Sustainability

The King IV Report on Corporate Governance defines sustainability as follows: "Sustainability means conducting operations in a manner that meets existing needs without compromising the ability of future generations to meet their needs. Sustainability also refers to the ability of an organisation to consistently, continually and efficiently raise, manage and deploy funds with which to implement programmes and to achieve set goals that ultimately benefit the communities in which they operate."

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





Public universities in South Africa and globally are grappling with high levels of uncertainty and concerns that government budgets will be increasingly constrained due to the socio-economic consequences of the COVID-19 pandemic. Considering this, MANCO approved the establishment of a dedicated task team to conduct financial modelling and scenario planning to forecast the impact of the COVID-19 pandemic on the University's long-term financial sustainability.

There is no doubt that South African universities will need to be both innovative and resourceful in mobilising, allocating and utilising resources in the medium- and long-term.

### 5.7.1 Financial Sustainability

The three key pillars identified to enhance financial sustainability include the following:

- Reimagining and implementing innovative resource mobilisation strategies
- Optimising government subsidy and tuition fee income for operational, salary and capital costs
- Deploying and utilising financial and other resources more efficiently, effectively and economically in alignment with institutional strategy.

The following special projects are linked to the abovementioned pillars to ensure the medium- and long-term sustainability of the University, namely:

- Achieving enrolment targets and ensuring academic programme and qualification optimisation and strategic differentiation.
- Reviewing organisational structures, including implementing the business models for reintegrated services, to promote fitness for purpose.

- Improving cost efficiencies through re-engineering institutional operating models, systems and processes and embracing digitalisation.

As a result of these interventions, the University once again posted a positive set of financial results during the year under review. Although the institutional financial indicators show that the University has maintained a relatively healthy financial position, the full extent of the financial implications of the COVID-19 pandemic also remains to be seen.

A balanced operational budget for 2020 was presented to Council which meets Council's performance indicator of reserve accumulation of between 5 and 10 percent. The recurrent cost structures are financed from recurrent revenue streams excluding finance income, while growing reserves to maintain, replace, upgrade and expand property, plant and equipment and funding strategic initiatives. A key sustainability indicator is the salary benchmark which was approved at 65 percent including a provision for the cost of harmonisation and organisational redesign.

The University is particularly sensitive to changes in subsidy, fees and salaries. Any material changes in subsidy and fee assumptions impacts on the amount available to fund staffing costs. The business models approved by Council will continue to be monitored and reviewed to ensure that the student accommodation and facilities funding models break even in the medium- to long-term.

In addition to the above, the University is also implementing several initiatives to promote environmental and social sustainability as part of its contribution to promoting global sustainable development goals.

### 5.7.2 Social sustainability

Nelson Mandela University is committed to its social responsibilities through ethical decision-making and the advancement of the constitutional values of democracy, human dignity, equality and freedom. Efforts to respond to grand societal challenges such as poverty, inequality and unemployment find expression through the design of the curriculum, research and engagement, including various activities and events hosted throughout the year, designed to promote social justice and inclusion.

#### Coronavirus Co-ordinating Committee

As a situational response emerging from the ethos being in the service of society, Executive Management established the Coronavirus Co-ordinating Committee (CCC) shortly after the onset of the global pandemic in South Africa. This committee aims to coordinate and facilitate the University's response to the COVID-19 pandemic in support of State and other efforts at a local, provincial and national level. Under the auspices of the CCC, the University's first Hub of Convergence was established in 2019 and facilitated the work of the Community Convergence Workstream (CCW). The CCW in turn was established to coordinate the direct interventions of various entities to respond to COVID-19 challenges.

#### Convergence Fund

Executive Management approved the establishment of a special Convergence Fund in 2020 to resource activities being conducted within the Community Convergence Workstream (CCW). The CCW seeks to collaborate with NGOs and civic leaders within vulnerable communities in the Nelson Mandela Bay Metro who are the most negatively impacted by COVID-19.

As at the end of August 2020, just over R19-million had been mobilised for a range of projects, including the Convergence Fund. Of the R626 591 mobilised for the Convergence Fund,

almost half was contributed by the Nelson Mandela University Trust for sustainable food production and the remainder was raised through donations. The distribution of this funding was overseen by the Convergence Fund Disbursement Committee.

In addition to the above, a variety of initiatives and events were undertaken within the University during the 2020 academic year to advance the objectives outlined in the policy framework for the realisation of social inclusion in the post-school education and training system. The University continues to seek to provide life-changing, transformative educational experiences that will empower students and employees to activate their individual and collective civic agency to bring about positive and sustainable change in their communities and broader society. Biannual social inclusion reports submitted to the DHET also assist Council in assessing the extent to which the University addresses the perennial societal challenges such as poverty, inequality, unemployment and food insecurity which confront students, employees and external stakeholders.

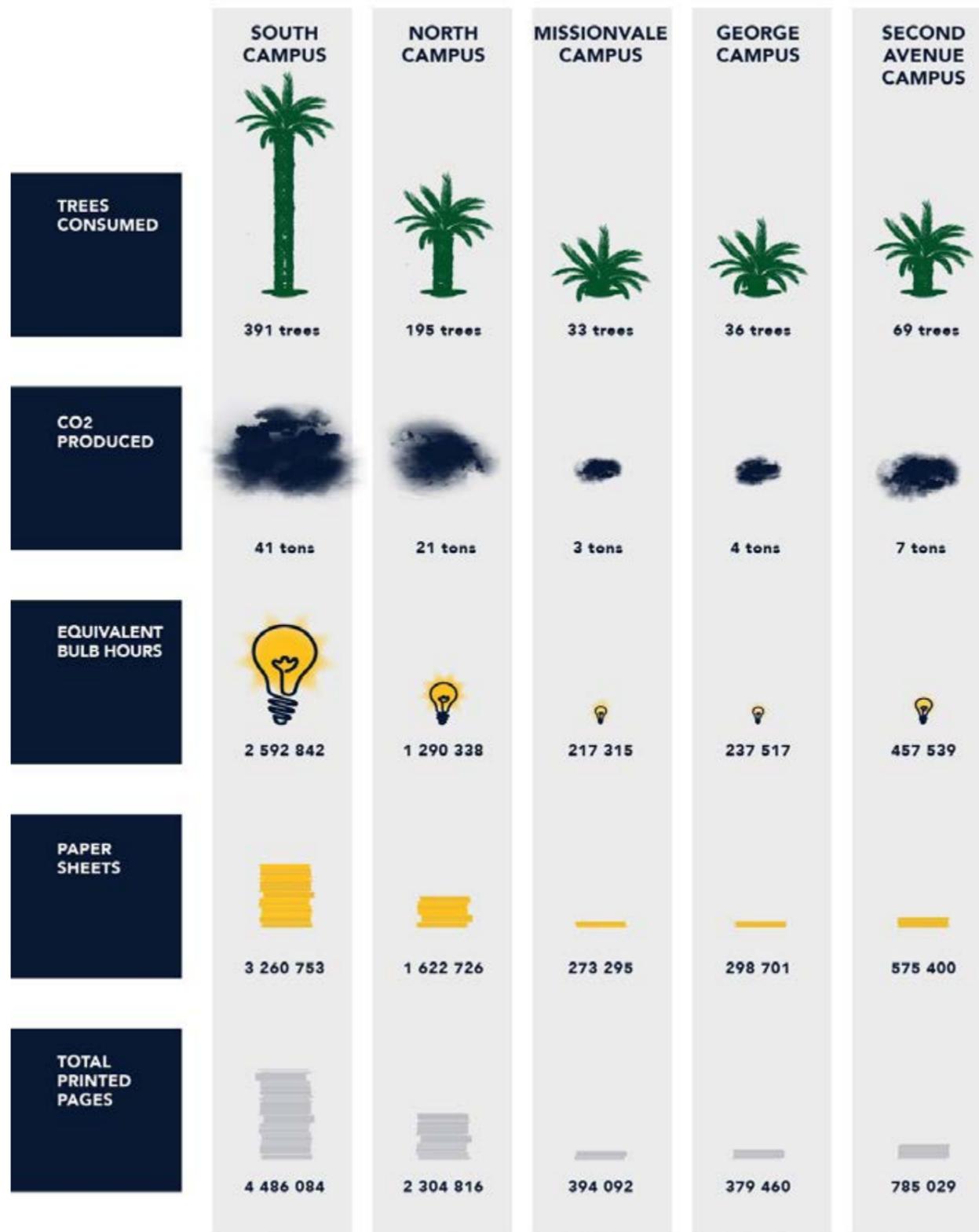
### 5.7.3 Environmental sustainability

The efficient use of electricity, paper and water as well as waste recycling interventions are among the concrete expressions of the University's respect for the natural environment. Since starting operations in mid-2019, the photovoltaic installation on South Campus has been able to generate more than 10 percent of overall energy use on this campus. The photovoltaic plant is therefore a major contributor to the quest to increase the use of renewable energy to 30 percent of the University's energy requirements in the next five years.

In a water-scarce region such as the Eastern Cape, initiatives to promote water conservation are vital and several are being implemented across the University's campuses. The long-term aim of these projects is to diversify the University's water sources, with less direct reliance on municipal water provision.



## ENVIRONMENTAL IMPACT 2020



As can be seen from the infographic on the previous page, Mandela University carefully monitors its environmental impact across several indicators to assess where sustainability interventions may be required. These environmental sustainability initiatives along with others will contribute to a reduction in the University's carbon footprint in support of its drive to "tread lightly on the earth".

### 5.8 Statement of 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 "...a complex, multifaceted and 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."

Mandela 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.

This is diagrammatically depicted in the infographic on the right.

To give effect to the Institutional Transformation Plan (ITP), the University has adopted a dispersed model of transformation with the collective senior management, led by the Vice-Chancellor, assuming responsibility for leading transformation interventions designed to achieve the goals outlined in the ITP across all executive portfolios and faculties. The wide-ranging and commendable efforts of the University in advancing transformation will be elaborated upon in more detail in this report.

### 5.9 Conclusion

In what has been an unprecedented year under review, Council is satisfied that significant progress has been made by Nelson Mandela University as it sets out to contribute to a more sustainable and socially just world. Global challenges such as

### DIMENSIONS OF TRANSFORMATION

Transformation is a complex, multi-faceted and **integrated process** of continuous institutional **renewal** in alignment with our vision, mission and values.

Nelson Mandela University seeks to advance **social justice, equality and inclusion** by providing life-changing educational experiences in pursuit of a **better life for all**.

Nelson Mandela University pursues transformation holistically across the following dimensions:



the burden of disease, poverty, inequality and climate change call for the University to engage with all stakeholders in co-creating enduring solutions that promote inclusive prosperity. Looking to the future, the centrality of social inclusion and responsiveness needs to extend beyond the current crisis and become the defining characteristic of the University in its quest to be in the service of society. This will require intentionality and a common sense of purpose guided by our Vision 2030 values, mission and strategic priorities.

Currently, there is little certainty regarding the timeframe and short-, medium- and long-term impact of the coronavirus pandemic. However, our ongoing focus and efforts are geared to providing our students, employees and communities with impactful support – materially, intellectually, and otherwise – to achieve their full potential amid these challenging times. We strive to emerge from this cataclysmic experience as a collective more attuned to our inter-dependencies, the multiplicity of dimensions associated with our humanity and the importance of the natural environment that sustains us.

Council will continue to strive to strategically position Nelson Mandela University nationally and globally to rise above the challenges of charting an unpredictable future.

**Ambassador Nozipho January-Bardill**  
Chairperson of Council

## 2020 MEMBERS OF COUNCIL



**Ambassador Nozipho January-Bardill**  
The Chairperson of Council  
Ministerial appointee of Council



**Mr Siyabulela Mhlaluka**  
The Vice Chairperson of Council  
Council appointed in accordance with Par5(3)(a) of Statute



**Mr Demetrios (Jimmy) Argyrakis**  
Council appointed in accordance with Par5(3)(a) of Statute



**Dr Claudia Beck-Reinhardt**  
Ministerial appointee of Council



**Mr Khwezi Blose**  
Council appointed in accordance with Par5(3)(b) of Statute



**Mr Deroul Chauke**  
Academic Employee



**Prof Cheryl Foxcroft**  
Deputy Vice-Chancellor:  
Learning & Teaching



**Dr Jeff Govender**  
Council appointed in accordance with Par5(3)(a) of Statute



**Ms Vuyokazi Gwam**  
SRC Representative



**Mr Lebogang Hashatse**  
Deputy Vice-Chancellor: People & Operations



**Ms Hawa-Bibi Khan**  
Council appointed in accordance with Par5(3)(a) of Statute



**Mr Donald MacLean**  
Council appointed in accordance with Par5(3)(a) of Statute



**Ms Maureen Manyama**  
Council appointed in accordance with Par5(3)(a) of Statute



**Dr Nondumiso Maphazi**  
Council appointed in accordance with Par5(3)(a) of Statute



**Ms Michelle Mbaco**  
Council appointed in accordance with Par5(3)(b) of Statute



**Dr Thandi Mgwebi**  
Deputy Vice-Chancellor:  
Research, Innovation & Internationalisation



**Dr Muki Moeng**  
Senate Representative



**Mr Luvuyo Mosana**  
Ministerial appointee of Council



**Prof Sibongile Muthwa**  
Vice-Chancellor of the University



**Dr Kwezi Mzilikazi**  
Senate Representative



**Mr Silumko Ncume**  
Council appointed in accordance with Par5(3)(a) of Statute



**Mr Thembaletu Nyikilana**  
SRC Representative



**Mr Ryan Pillay**  
Chairperson of IF



**Mr Richard Piyose**  
Council appointed in accordance with Par5(3)(a) of Statute



**Ms Lynette Roodt**  
Non-Academic Employee



**Rev Madika Dix Sibeko**  
Ministerial appointee of Council



**Prof Mala Singh**  
Council appointed in accordance with Par5(3)(a) of Statute



**Mr Simphiwe Somdyala**  
Ministerial appointee of Council



**Adv Boitumelo Tlhakung**  
Council appointed in accordance with Par5(3)(a) of Statute



**Ms Zola Tshefu**  
Council appointed in accordance with Par5(3)(a) of Statute

# 6. REPORT OF THE VICE-CHANCELLOR



## 6.1 Overview

As we reflect on the past year and look at the decade ahead, we are deeply conscious that the role and identity of Nelson Mandela University are closely interwoven with the stature of our namesake: the expansion of human understanding, pushing forward the frontiers of knowledge in all sciences to cultivate humanity, and contributing to the well-being of our city, our province, our nation, our continent and our planet. In short, the quest of Mandela University is for a more equal, socially-just, sustainable and humane world.

The COVID-19 pandemic has surfaced deep societal cleavages across the world and this requires that we lead our University towards the right side of history by responding to prevailing challenges in a manner guided by our social justice ethos and praxes. Our leadership, employees and students have been responding to the global crisis with extraordinary dedication, innovation and agility to address its devastating consequences,

especially for those who are most deprived and vulnerable. This aligns with our value system and our relentless efforts to strive towards advancing equitable policies, plans and decisions by first recognising, and then addressing, historical injustices by allocating resources according to need.

Fundamentally, COVID-19 is challenging deep-rooted notions of when, where and how we deliver education to promote lifelong learning, as well as how universities contribute to socially engaged and innovative scholarship to improve the conditions of society's most vulnerable. We have embraced the philosophy of a humanising pedagogy, as we believe this underpins and advances our purpose, and the manner in which we cultivate the conditions conducive to learning and knowledge generation; and how we seek to put that learning, discovery and innovation to use in the service of society.

As with the rest of the higher education sector, in South Africa and globally, our University has had to adjust and rapidly transition





to emergency remote learning using digital technologies to ensure the continuation of our academic programme. Stringent lockdown regulations compelled us to design hybrid approaches to learning, using multiple pathways to ensure that no student was left behind. This experience has been invaluable in providing a reflective space to review how we facilitate learning, so that we may improve the conditions of the most marginalised in our communities.

### 6.1.1 COVID-19 Coordinating Committee

As part of our endeavours to enhance social responsiveness, the COVID-19 Coordinating Committee (CCC) was established by executive management at the start of South Africa's national lockdown in March 2020. The CCC coordinates and facilitates the University's response to the pandemic in support of efforts at a local, provincial and national level.

In close alignment with the requests from the national Department of Health, the Office of the Premier, the Nelson Mandela Bay Municipality and the Nelson Mandela Bay Business Chamber, there are numerous projects underway at different stages of implementation. Collaborations with government, business and civil society institutions have seen the University offer its infrastructure and resources, including the skills of several

leading experts, to serve the public well-being in response to the COVID-19 pandemic.

A memorandum of understanding has been signed with the Office of the Premier of the Eastern Cape, outlining specific coordinated projects in which the University will offer expertise, know-how and tangible products for the use and benefit of broader society. Members of the University have been attending the Extended Provincial Command Council, an important space for updates regarding the provincial response to the pandemic, since May 2020, and various teams are working on practical projects. The Health COVID-19 Project Management Unit (PMU), which falls under the Office of the Premier, notably includes Nelson Mandela Medical School director Professor Fikile Nomvete, while other senior University representatives sit on the Joint Operations Committee for the Nelson Mandela Bay Metro.

In addition to the outward facing response, the University also established a COVID-19 Task Team (CTT) in 2020 to coordinate internal responses to the pandemic, and this CCT works side by side with the CCC. The CCC oversees the work of the Community Convergence Workstream (CCW), which draws from the expertise and networks of the University's Engagement and Transformation Portfolio to respond to the

effects of the pandemic. The CCW has two workgroups: Project Implementation and Project Support Infrastructure.

The Mandela University Convergence Fund, established in April 2020, has been a further pragmatic dimension of our COVID-19 response. The Convergence Fund assists in funding the work of the CCW, mobilising resources to implement projects such as the following:

- Establishing and maintaining a COVID-19 public education and information website
- Producing and distributing 900 masks to children and adults in local communities
- Tele-counselling and the provision of psychosocial support
- Capacity-building for first responders to reported cases of gender-based violence
- Assistance in planting gardens to supply fresh produce to community kitchens
- Designing and hosting short learning programmes and webinars on workplace wellness and COVID-19 preparedness.

## 6.2 Strategic Planning and Implementation

Despite the imperatives of responding with urgency and flexibility to the coronavirus pandemic in 2020, and the difficulties of planning in the face of this global crisis, strategic planning and implementation remain vital. Alongside our efforts to curb the spread of the pandemic and implement hybrid approaches to learning and teaching to complete the 2020 academic year, we have continued to implement our key academic and intellectual redirections, including the establishment of the medical school,

ocean sciences and revitalising the humanities. In addition, we focused our energies on crafting Vision 2030 to distil a decadal strategic trajectory for the University as it seeks to embody the Mandela legacy and position itself as a pioneering, socially responsive and engaged higher education institution in the service of society.

### 6.2.1 Vision 2030

Mandela University is acutely aware that the pandemic has fundamentally transformed future ways of learning and working. As part of our Vision 2030 strategy formulation processes, we have therefore reflected on the lessons learnt over the course of 2020 and how our pandemic responses have shifted how our current operating models, systems and processes need to be transformed to promote organisational resilience and agility.

The Vision 2030 Strategy will seek to set out the broad parameters of our roadmap towards deploying our future-focused strategic focus areas and enablers to distinguish Mandela University as a higher education institution recognised for its societal impact in promoting the public good.

### 6.2.2 Medical School

The period under review was momentous from the perspective of our new Medical School transitioning from being a dream to becoming a reality on our Missionvale Campus in Gqeberha. In December 2020, the South African Qualifications Authority (SAQA) gave its approval for the registration of the six-year Bachelor of Medicine and Bachelor of Surgery (MBChB) qualification. This will enable applications to open for the first cohort of 50 medical students in 2021.



The joy of achieving this sought-after milestone was marred by the tragedy of the passing of our Executive Dean of Health Sciences, Professor Lungile Pepeta, from COVID-19 related complications in August. This was a devastating blow at multiple levels and we will sorely miss his relentless passion and dedication to the University's quest to establish a progressive and transformative approach to inter-professional health sciences education and training. We will honour his legacy by bringing to fruition his dream of establishing the tenth medical school in the country – and the second in this province – for the benefit of the most marginalised, especially in his home province of the Eastern Cape.

The appointment of staff to teach on the medical programme neared completion over this period and these employees relocated to the Missionvale Campus in July 2020. The operating model of the new medical school is highly dependent on technology and the ICT equipment required has been installed in the refurbished buildings on the Missionvale Campus. In addition, medical technologies for teaching and learning have been configured and the deployment of WiFi within the Dora Nginza hospital is underway.

### 6.2.3 Ocean Sciences

By establishing the first dedicated Ocean Sciences Campus in South Africa, Nelson Mandela University aspires to be a higher education institution of choice for ocean sciences nationally and

on the African continent. The Ocean Sciences Project Office has been engaging extensively with our Deputy Vice-Chancellors, Executive Deans and selected international partners to update our ocean sciences strategy for 2021 to 2025. This includes supporting the faculties to develop under- and postgraduate qualifications, short learning programmes, research endeavours and partnerships to advance the existing and emerging strengths and capabilities of the University in ocean sciences across all knowledge domains.

During 2020, the Ocean Sciences governance and management model was developed and approved by executive management as part of the organisational redesign process. This model is predicated on fostering inter- and transdisciplinary ocean sciences learning, teaching, research, innovation and engagement across all faculties, research chairs and entities.

The National Research Foundation (NRF) awarded a new SARChI Bilateral Research Chair in Ocean Cultures and Heritage to Nelson Mandela University with Professor Rose Boswell as the incumbent. This will complement the scientific and intellectual leadership already provided by the University's SARChI Chairs in law of the seas in Africa, marine spatial planning, ocean sciences and marine food security, and shallow water ecosystems. It also advances our transdisciplinary vision for ocean sciences, with this Chair specialising in anthropological research covering



issues of cultural identity, gender and heritage in the Southwest Indian Ocean region.

The University continues to expand its international partnership footprint in ocean sciences. As an example, in October, we hosted a delegation from the French embassy in South Africa, leading to a grant agreement providing financial support towards ongoing climate change and shallow water coastal and estuarine research. Through this agreement, Dr Olivier Bousquet, a senior researcher in Ocean, Atmospheric and Climate Sciences at Reunion University, will work at Nelson Mandela University's Institute for Coastal and Marine Research until 2022, funded by the French government.

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

### 6.2.4 Revitalising the Humanities

Revitalising the humanities is a core component of the University's overall academic strategy to reimagine the transformative potential of all disciplines in the quest to awaken transdisciplinary African scholarship and systems of thought.

Cultivating humanity, as a core dimension of the identity and ethos of the University, requires that the intellectual and scholarly contribution of the humanities and social sciences be harnessed.

Against this backdrop, it was therefore significant that the second NRF SARChI Research Chair awarded to the University in 2020 was that of the Chair in African Feminist Imaginations, to be occupied by Professor Pumla Dineo Gqola from the Centre for Women and Gender Studies (CWGS). The awarding of this Chair comes at a time when the country is seeking answers to the alarming incidents of gender-based violence (GBV) and femicide in South Africa. This Chair, along with the CWGS, will serve as a direct institutional response and intention to eradicate the scourge of GBV and promote gender equality and transformation through boosting intellectual leadership and research into gender issues across all faculties.

The work for the Transdisciplinary Institute for Mandela Studies (TIMS) moved online in March 2020 and has taken place in the virtual realm since then, with the TIMS website foregrounding the Memorandum of Understanding (MoU) signing ceremony with the Nelson Mandela Foundation (NMF) that took place earlier in 2020. National and international collaborators, Professor Verne Harris from the NMF and Professor Xolela Mangcu from George Washington University continue to provide collaborative input to advance the work of TIMS. In 2020, two book publications on Nelson Mandela from these affiliated Nelson Mandela University researchers became available in print. Professor Harris, together with his colleague and Chief Executive of the NMF, Sello Hatang, released their

book entitled *I Know This to be True About Nelson Mandela*, while Professor Mangcu's biography on Nelson Mandela was due to be launched at the end of 2020.

Together with TIMS, our Chair in Critical Studies in Higher Education Transformation (CriSHET), has been spearheading scholarly projects that are directly contributing toward revitalising the humanities and promoting transdisciplinarity. For example, on 9 July 2020, CriSHET hosted the webinar *(Re) Assessing Mandela* in collaboration with the NMF. The purpose of the webinar was to explore fresh lines of enquiry and distil critical questions in giving content to the work of TIMS.

The SARCHI Chair in Identities and Social Cohesion in Africa, the Centre for Philosophy in Africa and scholars in the Faculty of Humanities are also driving efforts to respond to the call for decolonised, innovative ways of thinking as part of the transformation agenda of the University. Alongside the focus on decoloniality, indigenous knowledges and interrogating Western hegemonies, other exciting new areas of study and research are emerging in the faculty, such as digital humanities and animation. Furthermore, the Faculty of Humanities is engaged in re-curriculating the BA undergraduate degree programme to ensure that this important general formative qualification cultivates critically conscious, socially aware graduates.

The University has furthermore approved seed funding to revive the Raymond Mhlaba Centre for Public Management

and Leadership with the aim of transforming this entity into a transdisciplinary hub of excellence. The Centre will serve as a vehicle for research, engagement and professional development in critical public policy areas such as good governance, ethical leadership and effective service delivery.

This drive to revitalise the humanities contributes to the University's efforts in building social cohesion and democratic citizenship through fostering the depth of thinking and understanding required to engage critically and creatively in identifying innovative solutions and approaches that are contextually responsive.

The University has also initiated a Senior Professors project to advance the University's academic reputation and stature. Earmarked funding has been allocated to attract and retain established scholars at a professorial level, at a professorial level, in an effort to provide intellectual and scholarly leadership in targeted knowledge areas, such as in the humanities and social sciences.

In addition to the above strategic growth trajectories, the University rolled out a consolidated set of organisational redesign proposals, approved by Council in December 2019, across the institution during 2020. This recalibration will ensure that the University remains agile, fit-for-purpose and strategically aligned, all of which are required to thrive within a volatile and uncertain context.



## 6.3 Transformation

The University's Institutional Transformation Plan (ITP) is underpinned by three strategic dimensions, namely academic excellence, fostering a transformative and inclusive institutional culture, and sustainable resource stewardship. There are various interventions underway to advance the transformation agenda across these dimensions.

### 6.3.1 Chair in Critical Studies of Higher Education Transformation (CriSHET)

The Chair in Critical Studies of Higher Education Transformation (CriSHET), Professor André Keet, is developing an Online Resource for Higher Education Transformation (ORHET) for the sector in collaboration with the Central University of Technology, Stellenbosch University and the University of Cape Town. This is envisaged as an extensive interactive archive and collaborative platform for transformation-related teaching and learning resources, training modes and platforms, research and good practices.

### 6.3.2 Gender Transformation Strategy

The work of the Gender Transformation Working Group (GTWG) is focused on the broader principles that inform the University's gender transformation strategy. Professor Pumla Gqola from the CWGS has been tasked with drafting this strategy based on the year-long consultations conducted with various stakeholders.

Over the pandemic lockdown, the Transformation Office has continued to offer online advocacy, training and awareness

initiatives relating to GBV, equality and social inclusion. This Office is also providing mediation training to ensure sustainable internal capability exists to conduct alternative dispute resolution for staff and students should the need arise. The revised Sexual Harassment and Sexual Offences policy was widely consulted on through the various governance structures and was approved by Council.

The Amanda\_MEMEZA Facebook page story line has taken the form of Lockdown Chronicles to address topical GBV issues through thought-provoking narratives of GBV survivors who are speaking out. The Singamadoda small group programme, aimed at fostering positive masculinity, was abruptly interrupted by the lockdown, but the trained facilitators have been planning alternative ways of reaching students using online platforms.

Individual counselling support for GBV survivors is provided on an ongoing basis. Emthonjeni Student Wellness (ESW) coordinated the training of suitably qualified volunteers to provide tele-psychological services to community members, community workers and clinic healthcare workers who are interfacing with those infected with COVID-19 and who do not have medical aid or access to affordable counselling. Most staff members volunteered and provided support to the identified groups. Based on the lessons learnt, it is foreseen that a hybrid model will be adopted going forward, with a combination of face-to-face counselling and tele-consultations aimed at providing survivor support and women empowerment. Ongoing support to the GBV Survivors' Support Group has been maintained throughout the lockdown, using online platforms.



### 6.3.3 Equality Working Group

The Equality Working Group has been focusing on the development of resources and online platforms, such as the Equality Facebook page, to engage in equality promotion and advocacy. This includes creating awareness of the online reporting mechanisms that are available to students and employees to report incidents of unfair discrimination, sexual harassment and related offences.

### 6.3.4 Broad-Based Black Economic Empowerment (BBBEE)

The 2020 BBBEE verification process was delayed due to the pandemic, but the process was completed and the BBBEE certificate issued by the close of 2020. The University achieved a BBBEE recognition level 7 with the most significant areas for improvement identified as being enterprise and supplier development. Executive management has established a task team to draft a BBBEE strategic framework and implementation plan with the aim of making a meaningful impact on programmes to develop emerging black-, women- and youth-owned enterprises. Furthermore, the development of a multi-year affirmative procurement plan is being prioritised along with ICT-based systems to improve BBBEE monitoring and reporting against targets across all MANCO portfolios.

## 6.4 Student Life and Development

Our organisational redesign process included a significant reimagining of student life and development interventions to enhance student centricity in support of an exceptional learning experience that promotes student access for success. Over

and above the existing initiatives undertaken by the University to enhance student life and development, COVID-19 surfaced additional complications which were addressed throughout the year according to the changing needs of our students.

### 6.4.1 Student Access for Success

In line with our vision and mission as a comprehensive university, Mandela University has been systematically increasing access to higher education for first generation students from socio-economically disadvantaged backgrounds, particularly those from quintiles one to three schools, which are the most deprived. More than half of all new first-time entering students enrolling at Mandela University are from schools in poorer areas and this has significant implications for financial support, as well as the need for expanded academic support to ensure that these students are given every opportunity to achieve their full potential. As much as the Fees-Must-Fall campaign brought about improved funding support to students from poor and working-class backgrounds, this breakthrough did not entirely resolve the funding challenges of the so-called “missing middle” students.

The University continues to invest in holistic, wraparound student support services to ensure that all students have an equal chance of success irrespective of their socio-economic status. Student success rates and graduate outputs at various qualification levels are carefully and continually monitored to assess the impact on the COVID-19 pandemic on student academic performance.

As part of our efforts to respond to the threat COVID-19 posed to completing the 2020 academic year, all faculties adopted a

phased approach to resuming learning and teaching activities online. While many students experienced this as challenging, the majority persisted with the support of their lecturers and academic support divisions, such as the Learning and Teaching Collab. The University developed a second learning pathway to assist students who did not have access to mobile devices or data connectivity. The content and assessments on both learning pathways were equivalent.

Student academic support initiatives included an integrated early-warning data analytics system (RADAR), which monitors student academic performance and proactively identifies students who are academically vulnerable and in need of targeted support interventions. A range of student academic development and support services are made available to students, including peer support and mentoring, tutorials and supplemental instruction especially in high-risk or gateway modules, which have historically proven to be a barrier to student success.

Trained How2Buddies assisted with student orientation in January 2020 ahead of registration. Student Success Coaches (SSC) were also introduced in the first semester to provide a high impact connection, actively engaging students in developing a personal success plan through collaborative learning experiences. In the second semester, the focus of the SSC shifted to first-time entering students who were academically vulnerable to assess whether they were experiencing difficulties adjusting to university studies. With the suspension of face-to-face lectures, mid-year examinations had to be cancelled and, where possible, faculties shifted from examinations to continuous assessment during the first semester of 2020.

The pandemic has significantly accelerated our digital transformation trajectory within a global context where social distancing, blended learning and digitalised service delivery have become the norm. To ensure student success, the University has been developing the pedagogical, curriculum development and assessment skills of lecturers, particularly with the rapid transition to hybrid approaches to learning and teaching.

Given that there were an unacceptably high number of students with limited access to mobile devices and connectivity at the start of the lockdown, the University expanded its student laptop initiative to increase the number of students who own their own devices. As part of this, more than 5000 laptops were issued to first-year, first-time entering NSFAS funded students in 2019 and 2020. Due to the national lockdown, the opportunity was extended to students to receive a loan laptop to facilitate online learning.

In addition to the devices, discussions with all cellular service providers resulted in an agreement to zero-rate certain learning websites for all universities. The multiplicity of hosting sites for important online resources – including cloud-hosted material – required universities to supplement this offer and, to this end, the University approved the provision of 30G of data per month for all registered students for the duration of the 2020 academic year.

Institutionally, the University continues to deal with student access and financial aid matters pragmatically, while balancing social justice and sustainability imperatives and tensions. A representative appeals committee has been established to deal with these matters and, where there are compelling grounds,





students are assisted in appealing NSFAS decisions to withdraw their funding.

#### 6.4.2 Student Graduation

South Africa went into lockdown on 26 March just as preparations were being made for the autumn graduation season, due to commence on 15 April 2020. Given the prevailing circumstances, the University was not able to host the graduation ceremonies face-to-face. For the first time in the history of the University, 4477 qualifications were awarded to students in absentia on 24 April 2020 at a special Executive Committee of Senate (ECS) meeting presided over by our Chancellor, Dr Geraldine Fraser-Moleketi. Virtual graduation ceremonies also took place on 17 and 18 December 2020 for all students who had completed their qualifications by the end of November 2020.

#### 6.4.3 Student Governance and Leadership

The Student Leadership Development Programme was implemented mainly through two flagship programmes, namely Beyond the Classroom (BtC) and Leaders for Change. These interventions are intended to unlock the potential of students aspiring to be leaders, as well as honing the leadership capabilities of those who already occupy various leadership positions within student governance. It is encouraging that the participation of students in these programmes has been growing on average over the last three years.

The other flagship programme aimed at sculpting the leaders of the future is the Annual Mandela Youth Development Convention. The 2020 convention was hosted virtually with

a focus on 'Young People as Agents of Own and Collective Development'.

Due to the increase in the number of COVID-19 cases during the third quarter of 2020, the University decided to postpone SRC elections to the first quarter of 2021, and these are to be conducted electronically.

#### 6.4.4 Student Entrepreneurship Development and Career Advice

The University has established a Student Entrepreneurship Service Desk to create an ecosystem of support for student entrepreneurship development. The University has 107 student entrepreneurs who are at various phases of entrepreneurship development.

In 2020, the Student Entrepreneurship Week was run through an online weekly five-series webinar hosted during Women's Month in which a total of 197 students participated. In addition, an online Foundational Course in Entrepreneurship is being offered to 22 student entrepreneurs with business ideas or early start-ups through a partnership with the Wadhvani Foundation.

#### 6.4.5 Student Accommodation

When the National State of Disaster was declared and the national lockdown regulations were instituted, all students were required to vacate student accommodation. The University made transport available to students who lived in the rural parts of the Eastern Cape as well as other provinces. Where students were unable to return home, including international students, they

were permitted to remain in student accommodation. However, all cases were carefully evaluated to ensure that as few students as possible remained within allocated accommodation on campus, so that physical distancing could be regulated and enforced.

#### 6.4.6 Student Well-being and Psychosocial Support

The national lockdown took its toll on the mental wellness of students, with a rise in depression and anxiety. As a response, a team from Campus Health Services and the Emthonjeni Student Wellness has been attending to this in an integrated manner as part of an effort to address the rising demand for psychosocial support among students. The University also stepped in to provide nutritional support and medical care to students to promote holistic wellness, when required.

#### 6.4.7 Student Safety and Security

Safety and security have assumed greater priority in the higher education sector and the national security cluster of government is working with universities on matters of on-campus safety, especially as it relates to gender-based violence (GBV). In our efforts to curb GBV and other crimes, the University procured a mobile phone "panic button" app with national coverage. The app enables students and staff living on and off campus to request assistance in an emergency via their GPS-enabled mobile device. When activated, a response is dispatched by the University Protection Services on-campus and externally through an armed response service and/or the South African Police Service.

Further structured programmatic interventions to address safety and security challenges have included a considerable investment in surveillance, access control, intruder alarms and other digital technologies to improve the University's ability to detect, probe and deter crime within its precincts.

### 6.5 Talented, High Performing Staff

Investing in talented, high-performing staff is part of the drive to achieve the University's strategic priority to be an employer of first choice.

#### 6.5.1 Developing the Next Generation of Academics

Nelson Mandela University prioritises the development of the career trajectories of the next generation of socially diverse academics to enhance the sustainability of the academic project. We are increasing the number of early career academics by focusing on young emerging scholars through the DHET-funded Next Generation of Academics Programme (nGAP). There are 12 nGAP posts across faculties and others that are in the recruitment phase. The University also has academics participating in national capacity development initiatives such as the Future Professors programme, the Teaching Advancement at Universities (TAU) Fellowship, and the Higher Education Leadership and Management (HELM) programme.

In addition to the above national initiatives, the University's Early Career Academics Advancement Programme (ECAAP)

aims to facilitate the professional development of early career academics by instilling skills, knowledge and abilities that are required to advance their academic progression. The ECAAP continued to be offered online as scheduled in 2020.

#### 6.5.2 Human Resource Development

The rapid adoption of remote ways of working during the lockdown has required an investment in people development. To this end, there has been a complete change in the training and development environment, with almost all interventions now conducted remotely using digital platforms. In addition, a series of courses for managers, 'The Art of Managing Remote Teams', was introduced. Thirty employees are currently busy with formal studies at other universities, while 171 are registered at Nelson Mandela University.

#### 6.5.3 Staff Well-being

The wellness and morale of employees in the higher education sector remains a matter of concern and, with the significant impact of the COVID-19 pandemic on the economy, many of our employees have been directly or indirectly affected. With the unemployment rate in the Eastern Cape province close to 50 percent, economic hardships have been magnified. Many of the psychosocial pressures confronting our students are also impacting negatively on our staff, with an increase in incidents of mental illness during this period due to the isolation caused by lockdown regulations.

In response, the University has introduced various interventions, such as webinars facilitated by professional wellness practitioners, to assist staff to adapt to new working norms. On-site counselling services and grief support sessions are also available to assist staff in coping with the loss of colleagues, friends and family members. In terms of national directives, the services deemed as essential and critical continued to work onsite throughout the lockdown period and were given remote support.

Human resources (HR) has been strategically communicating with employees regarding their physical and mental wellness. Psychosocial support is provided to all employees through the Wellness@work programme, which can be augmented with further support, should the need arise, by the employee's private counsellor, psychologist or psychiatrist, funded via their medical aid schemes.

#### 6.5.4 Leveraging Technology

In preparing the University for alternative ways of learning, teaching and working, existing HR systems and technologies are being analysed to assess their efficacy and fitness-for-purpose within the digitalised world of work. Plans are in place to introduce artificial intelligence automation and advanced people analytics with the requisite training of HR employees to empower them to embrace digitalisation.

### 6.6 Operations and Infrastructure

The University's operations components are running efficiently in various spheres including safety and security, finance and legal services, and in serving the needs of various COVID-19 projects.



### 6.6.1 ICT and Digital Connectivity

With the urgent need for digital solutions in the fight against the COVID-19 pandemic, the reliance on and role of technology has become ever more crucial. To this end, the University has embarked on a process of mapping out its digital transformation journey across all core academic functions and support services. COVID-19 has demonstrated the need to rapidly ramp up virtual ways of working including the migration of teaching, learning, research, innovation and engagement activities onto digital platforms. For example, on the assessment front, specialised software packages were procured to promote the academic integrity of online assessments and proctoring.

The University has reprioritised savings from traditional service delivery approaches to enable investment in ICT infrastructure and services. The ICT systems development team have worked tirelessly to automate and develop applications including COVID-related systems for those returning to campus.

In addition, the Centre for Community Technologies (CCT) has been leading the charge as part of the University's response to the pandemic in partnership with the Metro and Province and many of its digital solutions will continue to serve post-pandemic requirements.

### 6.6.2 Infrastructure Development

Despite unforeseen delays during 2020 caused by the restrictions imposed during various levels of national lockdown, infrastructure projects have made progress in support of our strategic and academic priorities. This includes the completion of the new student residence on our George campus (200 beds) and ground broken for the new residences in Gqeberha (1800 beds). The Medical School was also the site of various infrastructure projects on the Missionvale Campus, including

the clinical skills building, as was the Ocean Sciences Campus in Summerstrand.

### 6.6.3 Communication and Marketing

'Digital first' for communication and marketing is also proving its value as a cost-effective, efficient and sustainable approach to positioning the Nelson Mandela University brand nationally and internationally on various platforms.

The University has a comprehensive coronavirus communication plan under the auspices of the COVID-19 Task Team (CCT) which has been anchored by the University's resolve to prioritise the well-being of students and employees. Key to this campaign is the dedicated coronavirus website launched on 10 March 2020 as the go-to destination for all COVID-related information, which is also distributed on all social media platforms.

Phase one of the communication plan was a detailed pre-lockdown response, phase two focused on the University's strengths in supporting the South African government's drive in curbing the spread of the pandemic, and phase three focused on a learning and communication teaching plan.

Institutional events have been reimaged for virtual spaces which, together with a focus on building digital and social media platforms, has enabled the University to reach greater numbers of stakeholders when meeting in person has not been possible.

### 6.6.4 Library and Information Services

The COVID-19 lockdown has catalysed the transition to virtual library and information services across all campuses. Ongoing engagements with publishers aim to ensure that students have 24/7 access to prescribed e-books and open educational resources. After being closed for several months, libraries

gradually started to re-open physically from October 2020, with all the necessary safety protocols in place.

## 6.7 Sustainability and Stewardship

In the face of global resource scarcity and constraints – both of which were heightened during the COVID-19 pandemic of 2020 – it is vital to promote long-term sustainability through innovative resource mobilisation and responsible resource stewardship.

### 6.7.1 Environmental Sustainability

The renewable energy strategy of the University seeks to reduce carbon emissions by generating renewable sources of energy, reducing the costs of energy in the long-term and contributing to energy security challenges in the city and the country. In addition to the photovoltaic panels installed on South Campus in 2019, similar installations are due to take place on the Missionvale Campus in 2021, the Second Avenue Campus in 2022, and the George Campus in 2023.

Nelson Mandela University received the accolade of being named the Greenest Campus in South Africa at the eighth annual Green Campus Conference. This annual conference is attended by 19 institutions of higher learning in South Africa and the award was based on the University's green infrastructure, green projects and Green Campus Initiative (GCI).

As one of the largest employers in Gqeberha, the University is a significant water user and has invested in a broad-based conservation drive to reduce its use of municipal water and to build water resilience. The work of the University's sustainability reference group is significant, with its focus on achieving a sustainable, green campus through the implementation of critical

projects for water, energy and waste, as well as environmentally friendly policies and infrastructure development.

A Water Risk Mitigation plan is currently being implemented in direct response to the drought in Gqeberha and the Eastern Cape province. This includes the roll-out of a technology solution and water source diversification. Furthermore, new student residences constructed in George, and under construction on North Campus in Summerstrand, have been designed to use water sources other than the potable municipal supply.

The design and construction of new buildings incorporate sustainability principles to ensure the longevity of structures, while also reducing the need for extensive annual maintenance. An exciting example of this will be the construction of a Cross Laminated Timber (CLT) building on the George Campus using environmentally sustainable construction materials. The construction of this building has been hamstrung by COVID-19 but is due to recommence when international borders open. Despite this setback, with the support of the Department of Higher Education and Training, the University continues to invest in projects that will contribute to efforts to promote social and environmental sustainability while also reducing the carbon footprint of the University.

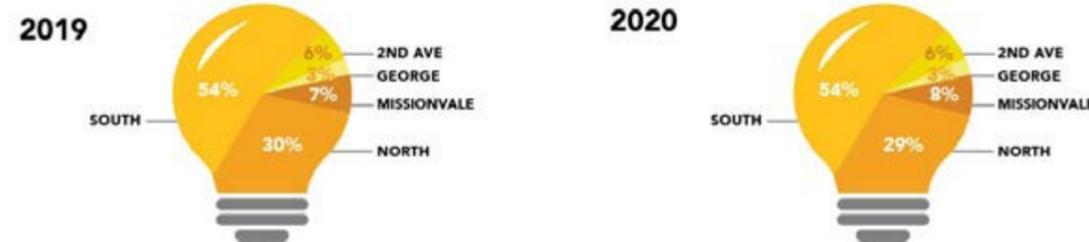
Hybrid learning and teaching has the additional benefit of reducing the University's carbon footprint as fewer paper-based systems are being used for learning, teaching, research and support services.

### 6.7.2 Financial Sustainability

Financial sustainability remains a key strategic priority for the University, especially within the context of the myriad challenges and risks imposed by the pandemic relating to the

## ELECTRICITY USAGE 2019 - 2020

OVERALL % ELECTRICITY CONSUMPTION PER CAMPUS PER MONTH



## WATER USAGE 2019 - 2020

OVERALL % WATER CONSUMPTION PER CAMPUS PER MONTH

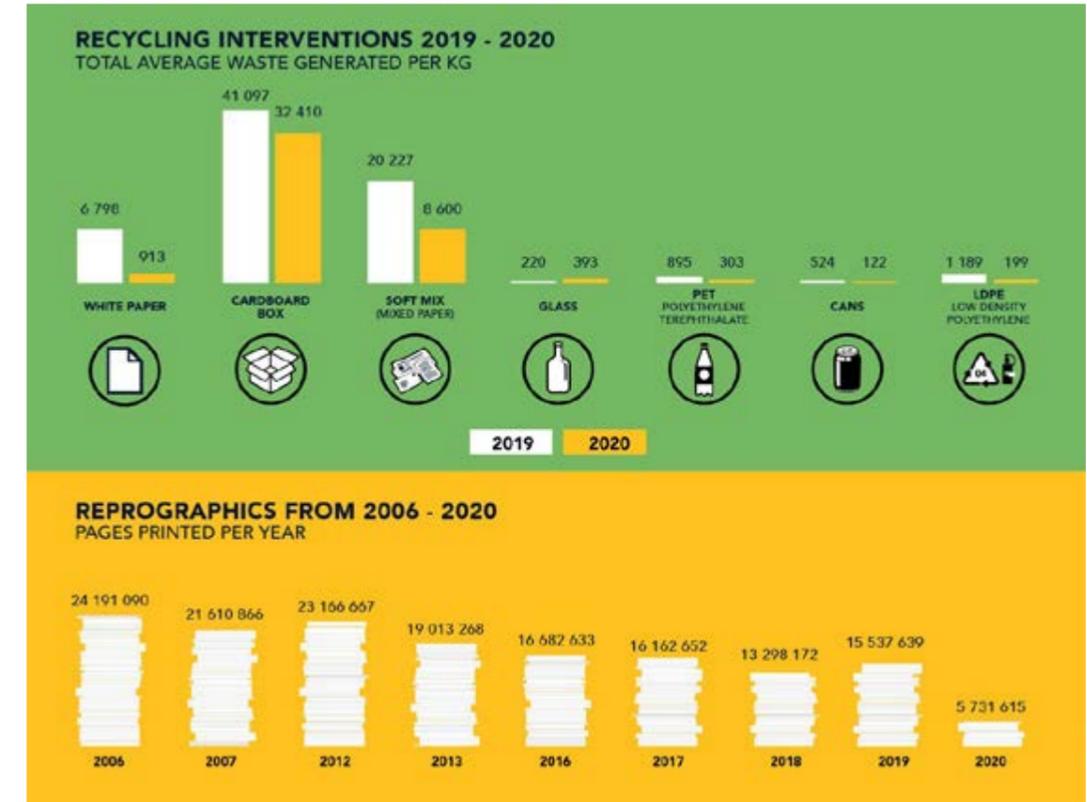
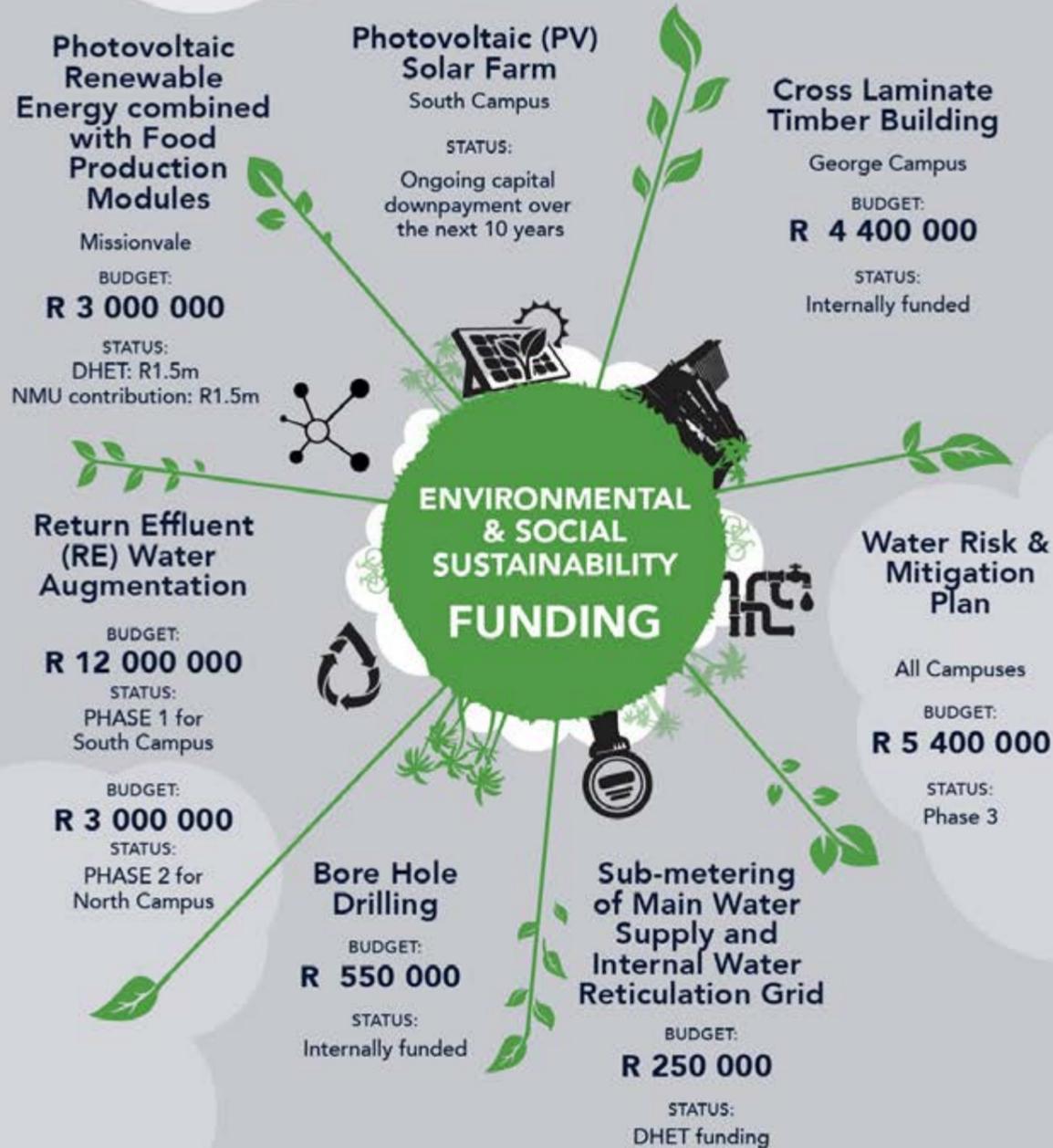


## FUNDING FOR SUSTAINABILITY PROJECTS 2020/21

FROM THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

### ENVIRONMENTAL & SOCIAL SUSTAINABILITY

**R35 300 000**  
TOTAL FUNDING ALLOCATED



loss of revenue and increased direct and indirect costs. As part of mitigating this risk, Council approved a Strategic Resource Mobilisation Strategy which has four pillars, namely: innovative resource generation; optimising government subsidy funding and fees; responsible resource stewardship and ramping up commercialisation ventures. This strategy aims to develop the capacity for strategic resource mobilisation through the restructuring of the University Trust and the establishment of appropriate internal institutional capacity for fundraising.

The University was allocated R9.3-million in earmarked grant funding for the COVID-19 Academic Recovery Plan through the reprioritisation of interest earned on unutilised Infrastructure and Efficiency Funding. In addition, while the University received a further R15.4-million from the Department of Higher Education and Training in new earmarked grant funding to implement the COVID-19 Campus Readiness Plan, it also received confirmation of a downwards subsidy adjustment of R13.5-million for 2020/21. It is apparent from the addendum to the Ministerial Statement and the Medium-Term Budget Policy Statement that we cannot expect consumer price index, let alone real growth, increases, in the mid-term due to the current strain on the national fiscus.

The 2021 budget was approved by Council and aims to resource the academic project and support services while driving strategic initiatives in a sustainable manner. The budget and three-year financial projections have considered the impact of COVID-19 and the completion of the 2020 academic year by the end of February 2021.

Looking to the future, the higher education sector, as with the broader national and global economy, will be under significant

financial pressure due to the impact of the pandemic on economic growth.

### 6.8 Conclusion

Upon reflection, although the 2020 academic year has been turbulent and challenging, much has been achieved. We salute the courage and fortitude of our students and employees over the past year.

As we implement our academic and service continuity recovery plans into 2021, we will continue to place our shared humanity and the pursuit of social justice at the centre of our decisions and actions. This will ensure that we are optimally positioned to navigate the unpredictability of our immediate and longer-term future as a collective.

Notwithstanding the complex societal and institutional challenges confronting us, I firmly believe we have the opportunity to take Mandela University to the next level and, in so doing, indeed change the world. An organisationally efficient university with a social-justice orientation, with both transformational and transformative leadership, will stand us in good stead to meaningfully contribute towards promoting the public good and creating a better world for all.

We would like to express our gratitude to Council for its unwavering support, steady oversight and wise stewardship of the University as we build for the future.

**Professor Sibongile Muthwa**  
Vice-Chancellor

# 7. REPORT OF THE CHAIRPERSON OF SENATE



## 7.1 Overview

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 academe. Embedded in this purpose is the cultivation of graduates as responsible citizens and independent thinkers who take the initiative to apply their knowledge to address pernicious social injustices and global challenges such as climate change, water and food insecurity, as well as unequal access to quality healthcare and sustainable livelihoods.

As a comprehensive university, Mandela University is poised to facilitate the convergence of inter- and transdisciplinary “blue sky” and applied research as a centrepiece of progressive scholarly inquiry. This is part of a broader strategy to reconfigure the University in alignment with a reimagined and non-paternalistic paradigm of engagement that can more meaningfully engage with, and contribute to, alleviating human precarity.

Student enrolments and success rates at institutional and sectoral levels have been impacted by turbulence, constrained resources and policy uncertainty over the past three years. In particular, our core academic missions of learning and teaching, research, innovation, internationalisation and engagement have been significantly affected by the ongoing coronavirus pandemic over the past year, as with other dimensions of University life. The disruptions have, however, translated into an opportunity to innovatively harness the power and ubiquity of technology in support of remote learning and work, while making every effort to ensure that no student is left behind.

## 7.2 Learning and Teaching

The profound impact of COVID-19 on learning and teaching brought unexpected demands to Nelson Mandela University's efforts to complete the 2020 academic year. In the midst of high levels of uncertainty and complexity, we were guided by certain key principles such as the unwavering commitment to making

learning opportunities available for all our students, especially those who lacked access to mobile devices, data connectivity and spaces conducive to learning. To this end, various interventions were designed and continuously adapted in giving effect to our core values, most notably, respect for diversity, social justice and equality, ubuntu and excellence.

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 sought to implement multiple, hybrid learning pathways designed to unlock the full potential of all students, including those who were most academically and economically vulnerable during the COVID-19 lockdown.

### 7.2.1 Hybrid Learning Pathways

The University is making strides in embedding technology in learning and teaching and students are provided with support to cope with remote learning through reconfigured learning, teaching and assessment approaches. To ensure the completion of the 2020 academic year, the University adopted multiple learning pathways complemented by the phased return of students to campus as risk-adjusted lockdown regulations allowed for this.

Giving effect to hybrid learning required that all students be equipped with mobile devices and data connectivity. It is important to note that all students, irrespective of the pathway they opted into, were required to complete the same content to achieve their learning outcomes. The variations in learning pathways and the staggering of implementation were necessary to address the digital divide and safeguard against vulnerable students being further marginalised.

The facilitation of digital learning and teaching on Pathway 1 commenced during the week of 4 May. A total of 73 percent of the students we had projected to participate in Pathway 1 elected for this pathway, which consisted of approximately 45 percent of all our under- and postgraduate students enrolled in taught programmes. In the weeks following the initial activation of digital learning, we continued to encourage students to join Pathway 1 in order to restart their learning process.

Students who opted for Pathway 2 were provided with printed learning materials which were distributed to them to facilitate their learning. These materials were supplemented with intensive online teaching and tutoring to ensure that their learning outcomes were achieved. In addition, all learning development programmes were moved onto online platforms including Moodle, MS Teams, Zoom and WhatsApp to enhance student accessibility, and deadlines were extended so that students could complete assessments.

During the lockdown, 75 percent of international students and scholars at Mandela University remained in South Africa, while 25



percent returned home, of which 163 were full degree under- and postgraduate students. International students largely followed Pathway 1, with a small number of students following Pathway 2.

For both staff and students, this was a challenging experience requiring the development of a range of new skills. In addition, the move to digital platforms 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.

### 7.2.2 Learning and Teaching Development

The use of technology in LT has reached new levels with institutional and faculty sites populated with digital resources to assist academics with implementing online learning. The faculties and LT Collab have focused on being human-centred in a digital LT environment and there has been a strong pivot towards the provision of online academic support such as enhancing academic writing, personal coaching, e-counselling, and connecting with first-year students who are particularly vulnerable.

Shifting to blended and flexible learning pathways at scale required a Learning Management System (LMS) that hosts learning content while also providing a platform for discussion. As can be expected, the use of the University's Moodle LMS has increased exponentially across all faculties with 4881 modules now available online. There are presently approximately 1500 lecturers using 5674 Moodle sites on our LMS, which augurs well in our drive to ramp up the digitalisation of learning and teaching.

Noteworthy is the willingness of academic staff to be open to learn new ways of facilitating online assessment. The Assessing for Success Programme focuses on shifting the contemporary paradigm from a testing culture to an assessment culture within a student-centred and humanising learning environment.

Since most learning was delivered through face-to-face contact modes prior to the COVID-19 lockdown, the shift to online assessment brought with it challenges due to the lack of experience of academic staff, as well as the lack of efficient online assessment tools. Notwithstanding these challenges, by going to great lengths, more than 98 percent of our students were provided with learning opportunities to enable them to complete the 2020 academic year. There is no evident difference in student success compared to the same period in the previous years, although it is unclear at this stage whether this can be attributed to changes in learning and teaching, or assessment approaches.

## 7.3 Research, Innovation and Internationalisation

The core missions of research and engagement were decoupled as part of the University's organisational redesign process in 2019 to create two separate executive portfolios, namely Research, Innovation and Internationalisation (RII) and the Engagement and Transformation Portfolio (ETP). Alongside Learning and Teaching (LT), this signals the equal priority and status the University attaches to these three academic missions as we traverse the next decade.



The impact we seek to make through our core academic missions goes far beyond responding to the specific challenge of the COVID-19 pandemic to address the range of complex, multi-dimensional challenges facing the world, as addressed in the United Nations' Sustainable Development Goals (SDGs), African Union Agenda 2063 and South Africa's National Development Plan. Against this backdrop, our research and innovation strategy is premised on six transversal institutional research themes, namely:

- Ocean and coastal sciences
- Social justice and democracy
- Environmental stewardship and sustainable livelihoods
- Innovation and the digital economy
- Origins, culture, heritage and memory
- Humanising pedagogy.

### 7.3.1 Academic staff and postgraduate student support

As with other academic support programmes, research capacity development workshops moved online and, of the 88 workshops presented for the 2020 academic year, 16 were face-to-face and 72 virtual. The Unit for Statistical Consultation also continued offering services through online platforms and a total of 233 postgraduate students and researchers were assisted during 2020. Looking forward, it is apparent that these offerings can take a blended approach to enable more part-time and off-site staff and postgraduate students to be reached, including those on the George Campus.

A total number of 278 postgraduate students received funding from the National Research Foundation (NRF) in the 2020 academic year comprising 112 Honours, 107 Master's and 59

Doctoral students. In preparation for the 2021 academic year, 238 eligible Honours, 122 Master's and 83 Doctoral applications have been submitted to the NRF. Furthermore, there are 71 postdoctoral fellows being hosted by 44 senior academics across all faculties and the investment in postdoctoral fellowships during the period under review was R15-million.

The gradual decline in postgraduate and international enrolments over the past few years is of concern. If this trend continues, it is anticipated that the University will need to scale down future enrolment projections as part of the mid-term enrolment planning review. While the reasons for the decline in postgraduate enrolments need to be verified, this trend can probably be attributed to limited funding for students who were funded by NSFAS at undergraduate level but no longer qualify for this support at postgraduate level.

A further impediment to increasing postgraduate enrolments remains restricted supervisory capacity across most faculties due to significant numbers of senior academics retiring and being replaced by a new generation of academics who are still pursuing their PhD qualifications. The intention is to reverse these trends through investing in developing early career academics, supporting staff to obtain their Doctoral qualifications so that they are equipped to supervise Master's and Doctoral candidates and produce quality research publications, and prioritising the filling of academic vacancies across all faculties.

The decrease in international student enrolments by 3.7 percent on average per annum from 2010 to 2020 is not likely to be reversed in the short-term considering the negative impact of the COVID-19 pandemic on international student mobility, but the University is exploring innovative strategies to address this.



On a positive note, concerted efforts to diversify the demographic profile of academic employees at all levels, accompanied by significant investments in research capacity development interventions, are beginning to yield positive results as demonstrated by the University's research publication targets for 2020 having been met. Furthermore, a lower than targeted student: staff FTE ratio is an improvement which will impact positively on the quality of learning and teaching, student success rates and research productivity.

### 7.3.2 Research Outputs

The University has shown an improvement in the number of research units awarded for articles, books and conference proceedings between 2018 and 2019, with an increase from 428.58 units in 2018 to 473.93 units in 2019. That said, a corresponding decrease was seen for both Master's and Doctoral research outputs in units over the same period, with Master's outputs decreasing from 292.74 in 2018 to 262.15 in 2019 and Doctoral outputs decreasing from 306 in 2018 to 291 in 2019. This resulted in a slight decrease in total research output units from 1027.32 in 2018 to 1027.08 in 2019. The results for 2020 are not yet available.

### 7.3.3 Research Chairs

The announcement of NRF SARCHI research chairs in 2020 ties in to two of the three strategic growth trajectories of the academy, namely Ocean Sciences and Revitalising the Humanities. Professor Rose Boswell was offered a Tier 1 bilateral Department of Science and Innovation (DSI)/Mandela SARCHI Chair in Ocean Cultures and Heritage for a period of five years, with a possibility of renewal for up to 15 years depending on satisfactory performance. Estuaries, their functioning,

conservation and management is the specialist research field of Professor Janine Adams, who was appointed in April 2020 by the NRF as the SARCHI Chair in Shallow Water Ecosystems at Mandela University until 2023. Prof Adams had until this date been the Interim Chair, following the resignation of Professor Renzo Perissinotto in 2018.

### 7.3.4 Sustainability Science

Sustainability science is an attempt to bridge the traditionally independent disciplines of the social and natural sciences, engineering, and medicine, to find creative solutions to sustainability challenges. Nelson Mandela University is well placed to focus on this encompassing area across its research landscape.

The mapping of the University's research outputs against global, continental and national sustainable development priorities was undertaken in 2020. Research publications published from 2015 to 2020 were mapped using an automated topic modelling algorithm. Once completed, the findings of a bibliometric analysis were summarised in a comprehensive report to be updated annually to track progress, given the significance the University attaches to making a positive societal and environmental impact through its research and innovation.

Sustainability principles are embedded in the teaching and learning, research and innovation, and engagement activities of our programmes, research chairs and entities. These sustainability principles underpin research and innovation aimed at maintaining ecological integrity, with natural resources only used or consumed to the point that they can be replenished.



### 7.3.5 Ocean Sciences

The Institute for Coastal and Marine Research (CMR) has firmly established itself as a leading entity in driving transdisciplinary ocean and coastal research on the University's Ocean Sciences Campus. The CMR remained functional under the directorship of Dr Bernadette Snow and provided support to five Ocean Sciences Research Chairs during 2020. In addition to its core research function, CMR activities include training and consulting, with numerous international partnerships, including a strong African footprint.

The highlight of 2020 was the international Transformed and Transformative Ocean Governance Conference (TTOGC) in January, before the pandemic affected travel and in-person attendance. This single-use plastic-free event drew 90 delegates representing seven countries. Despite COVID-19, the CMR continued to host meetings, seminars and workshops to showcase expertise and achievements, although several events shifted to online platforms later in the year.

Dr Bernadette Show was elected as the South African in-country director of the One Ocean Hub (OOH) project and this cross-disciplinary research and engagement programme continued via online platforms. Dr Snow delivered two UN presentations, the first in May on COVID-19 impacts on the South African small-scale fisheries sector and the second in November on "Blue Justice", which covered small-scale fisheries and the rights of fisherfolk.

Professor Mike Roberts, joint NRF/UK-funded Chair in Ocean Science and Food Security, won the 2020 Newton Prize featuring research and innovation projects. The Newton Prize valued at

£200,000 (around R4-million) recognises excellent science, research and innovation in support of economic development and social welfare in UK-selected research partner countries. Prof Roberts leads a multidisciplinary research group that focuses on how climate change impacts the ecosystem of Western Indian Ocean and how this links to food security in the region.

On 9 and 10 March, the University hosted the second Tightening the Net dialogue under the auspices of our FISHforce Academy, led by Professor Hennie van As. The outcomes of the dialogue will inform strategies to build the technical expertise of law enforcement officials in selected developing countries to combat fisheries crime through a multi-agency, cross-border approach. A further noteworthy achievement was the granting of the United Nations Education for Justice (E4J) funding to the FISHforce Academy in support of its work in advancing SDG 16 (Promote just, peaceful and inclusive societies) in South Africa, Kenya, Tanzania and the Seychelles.

Research outputs continued within the national lockdown restrictions with the result that staff and students had a record number of articles published, with 121 in journals with an international index and six in South African journals. In addition, three published papers were published at international conferences related to the ocean and coastal environment. The Ocean Sciences strategy at Mandela University is truly transdisciplinary in that it traverses the environmental, economic and social dimensions of sustainability.

### 7.3.6 Sustainability Research Unit

On the University's George Campus, reconciling ecological and human adaptations for biosphere-based sustainability (REHABS)



is the theme of the new Sustainability Research Unit (SRU). The IRL-REHABS' focus is to produce original research on ecological and socio-political processes underlying the future of ecosystems and human well-being in the Anthropocene geological period.

SRU based Professor Hervé Fritz has been instrumental in putting together the IRL-REHABS partnership, which was launched in December 2019, between the CNRS (French National Research Centre), Nelson Mandela University and the University of Lyon. As part of this *cotutelle* (joint doctorate) agreement, PhDs will be recognised by both Nelson Mandela University and the University of Lyon. The French Embassy is highly supportive of the IRL-REHABS and is funding mobility for Master's and PhD students between the two countries. Funding of R13-million over five years is provided by the three partner institutions, predominantly for PhD candidates and postdoctoral fellows, but some Master's students are considered. Reciprocal exchanges of PhDs will take place between France and South Africa.

The Sustainability Research Unit is also working with the School of Natural Resource Management doctoral candidate Current Masunungure on research which focuses on the management of woody invasive alien plants (IAPs) in the Garden Route Biosphere Reserve. In this 700 000-hectare reserve, bordering South Africa's southern coast, IAPs are not only a major fire risk, they are the single biggest threat to biodiversity and consume a vast amount of already scarce water.

The George Campus is the site for a showpiece cross-laminated timber (CLT) building which uses sustainably harvested wood as its main building material. The Faculty of Engineering, the Built Environment and Technology (EBET) has embarked on this

ambitious CLT initiative in partnership with an Italian construction company, Innovhousing, and a growing number of university and industry partners. Although COVID-19 travel restrictions in 2020 delayed shipments of material for the CLT building in George, plans are still on track for the building to be erected in 2021.

### 7.3.7 Sustainable and Renewable Energy

The School of Engineering is engaged in transdisciplinary efforts focused on improving sustainable and renewable energy to mitigate the effects of climate change and promote food security. In 2020, our ongoing solar and wind energy research continued in collaboration with the local community of Riemvasmaak in the Northern Cape, leading to the installation of solar panels and wind turbines to supply electricity and pump water. This aligns well with our intentions to promote engaged scholarship whereby reciprocal and equalising knowledge exchanges between staff, students and community members result in the co-creation of sustainable solutions.

Professor Danie Hattingh was selected as one of the 2020 South African Academy for Science and Art prestigious award winners, namely the Honorary Medal of the Faculty of Natural Science and Technology. This Honorary Medal is only awarded in exceptional cases and Prof Hattingh was acknowledged for his contribution to the field of friction welding, which is being used at both Eskom and Sasol to promote energy security.

### 7.3.8 Advanced Microscopy and Nuclear Physics

Executive Dean of Science Professor Azwinndini Muronga has cultivated strategic partnerships with international centres such as the CERN, the European Organisation for Nuclear Research. Key research areas that are attracting talented researchers,

lecturers and students from all over the world include physics research with the establishment of the Centre for High Resolution Transmission Electron Microscope (HRTEM), which has become the leading facility for advanced microscopy and nanoscale characterisation of materials on the African continent.

Prof Muronga's research field lies at the intersection of nuclear physics, particle physics, astrophysics and cosmology, studying the nature and properties of matter under extreme conditions such as those in heavy ion collisions and astrophysics. He is deeply involved in research activities in these fields and geared towards capacity building in the Eastern Cape for research in nuclear physics, particle physics, astrophysics and cosmology.

The goal is for Nelson Mandela University to participate in large collaborations, such as the SKA, CERN, IThemba LABS, and environmental research at a national and international level. From the undergraduate level, research and innovation is encouraged in all fields and includes the full spectrum – from science for sustainability to blue-sky research.

### 7.3.9 Entrepreneurship and Skills Development

The University's economic sustainability activities include support for emerging farmers, SMMEs and entrepreneurship, enterprise development, and skills and capacity development. The Business School, as well as the Economic Development and Tourism

and Family Business Units were active in entrepreneurship and enterprise development, leveraging available technologies to create an agile business education experience for stakeholders. The Business School, for example, addresses entrepreneurial development through offering the dynamic New Venture Creation Programme.

The innovation hub eNtsa has an entrepreneurial focus and worked to provide subsidised engineering support – where possible – for small- and medium-sized businesses in the manufacturing sector during COVID-19. It focused on those which had to operate over lockdown in order to remain open and avoid job losses in the face of trying economic circumstances.

The University's Department of Agriculture provided support for emerging SMMEs and farmers, and in collaboration with Game Ranch Management has been engaging with 70 communities in the greater Nelson Mandela Bay Metro in the transfer of skills to grow their own vegetables.

### 7.3.10 Chair for Identities and Social Inclusion in Africa

There are several University structures that are active in producing engaged scholarly outputs related to social sustainability. Launched in 2019, the Chair for Identities and Social Inclusion in Africa requires of its postgraduate students to





develop autonomously delineated research projects that reflect their personal passions and many of these reflect a strong social awareness, particularly in the arena of political life, and a deep commitment to fostering social inclusion.

In line with the National Development Plan, the research programme in Identities and Social Cohesion places focus on the interrelations between art forms, identities, knowledge production and social cohesion. Fusing philosophical inquiry with practise-based knowing in the various arts, researchers are called upon to draw on art's unique power to engage people emotionally in questioning and opening educational spaces in which to imagine novel solutions to social issues.

### 7.3.11 Access to Justice

The Centre for Law in Action has increased its footprint to cover seven provinces and has established an international presence, mainly in the fields of law enforcement and access to justice. The Labour and Social Security Law Unit is nationally recognised for the training it provides, particularly in the area of Labour Law, and the Law Clinic, Refugee Rights Centre, mobile law clinics and Street Law programme provide key services to communities in the broader Nelson Mandela Bay.

### 7.3.12 Critical Studies in Higher Education Transformation (CriSHET)

CriSHET tackles the deeply philosophical question of how we reimagine the University in more socially just ways through numerous initiatives. The Chair has been granted CSUR-NRF

funding for a three-year project (2020-2022) on *Critical University Studies and Higher Education Transformation*.

CriSHET continues to model a successful strategy for strengthening research with six Honorary Professors, seven Visiting Professors, two Adjunct Professors, 17 Research Associates and two Professional Associates from a wide range of disciplines from around the globe. CriSHET research outputs significantly also include a focus on the creative arts and literature as a modality for socially just education and for exploring complex issues related to injustice.

As part of fostering a vibrant and stimulating intellectual culture, CriSHET relaunched a book series, *On Higher Education Transformation*, in partnership with the Director of the Ali Mazrui Centre for Higher Education at the University of Johannesburg. The first volume in the series, *Scholarly Engagement and Decolonisation: View from South Africa, the Netherlands and the United States* is in the printing stage. As part of a series on Higher Education Transformation by editors Professors André Keet and Michael Cross (UJ), CriSHET jointly hosted the launch of Prof Ihron Rensburg's book entitled *Serving Higher Purposes – University Mergers in Post-Apartheid South Africa* in November 2020.

### 7.3.13 Science for Society

The Faculty of Science Engagement Strategy provides an overarching framework for advancing science promotion and engagement locally and internationally, in pursuit of a society

that understands and values the role of science and technology in promoting national prosperity and sustainable development. This innovative strategy embraces a broad understanding of "science" as encompassing systematic knowledge that spans the natural and physical sciences, engineering sciences, medical sciences, agricultural sciences, mathematics, social sciences and humanities, technology, all aspects of the innovation chain, and indigenous knowledges.

The Faculty is engaging with the Eastern Cape Socio-Economic Consultative Council as a potential partner in the mathematics and science challenges in the Eastern Cape schooling system, as well as with the Department of Science and Innovation and the South African Agency for Science and Technology Advancement in developing a science communication curriculum. There is a focus on partnerships with other higher education institutions and research and training facilities, industry relations, African and international relations, and marketing. This includes our flagship Science Education, Communication and Outreach Programme, which focuses on science education from Grade R to undergraduate university students, with outreach programmes across the Eastern Cape.

### 7.3.14 Reimagining basic and post-school education and training

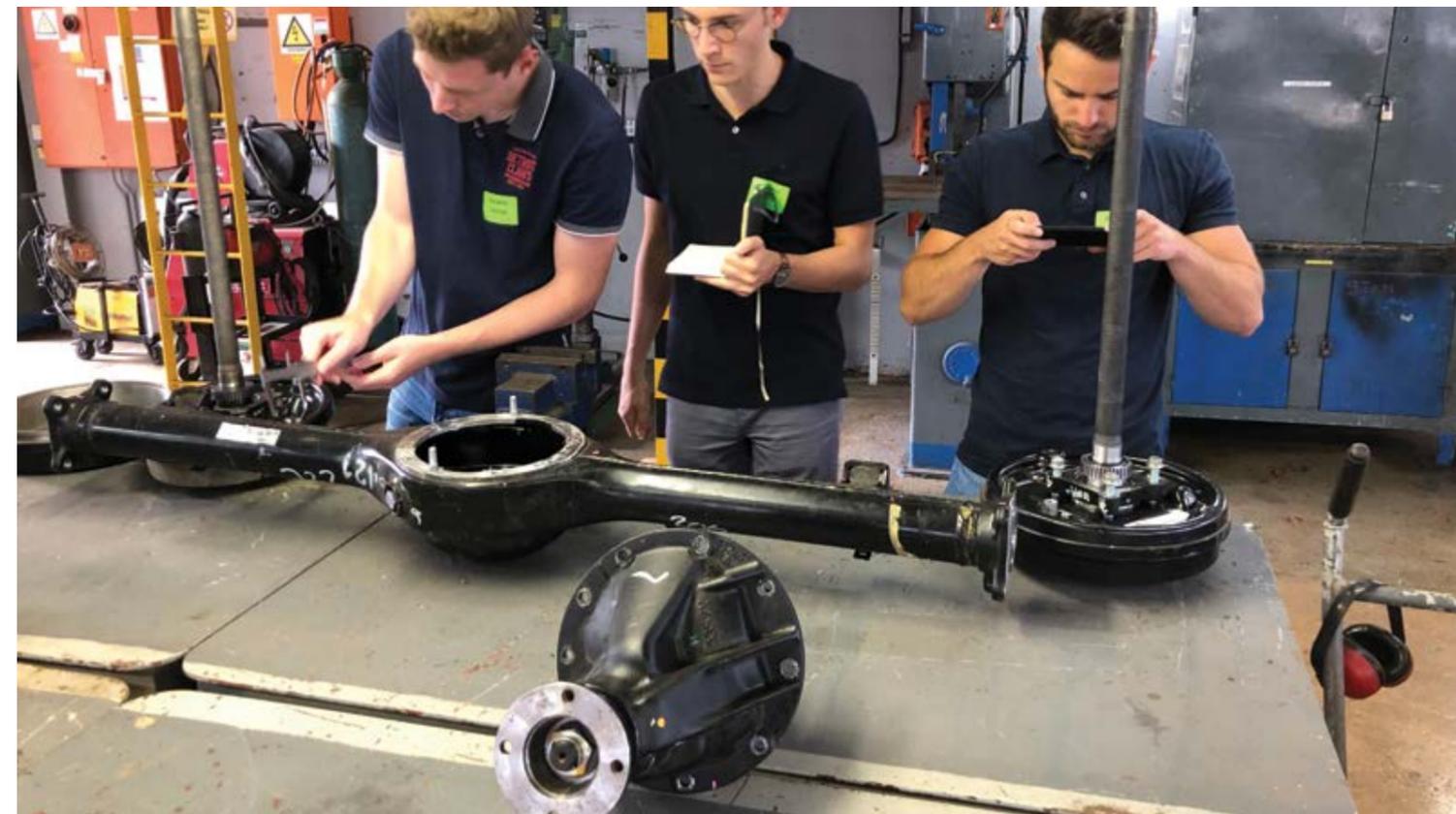
A key area of engagement in which the University is participating at several levels is addressing the crisis in basic education, which has been further heightened by the challenges caused by COVID-19 in a deeply unequal schooling system. As part of the solution, the Faculty of Education's Centre for Community Schools (CCS)

continued to work with under-served schools and communities to develop alternative approaches to school improvement that are relevant and responsive to contextual realities.

Over the past 10 years, the CCS has been deeply engaged in understanding the key elements of a contextually responsive education system and has been collaborating with a number of schools in the greater Nelson Mandela Bay Metro and rural Eastern Cape to reconceptualise "community schools". In 2019, the CCS was awarded a National Research Foundation grant to develop theoretical and practise-based models of school improvements that are relevant and responsive to the realities and socio-economic issues of schools and the communities they serve. In 2019/20 the Centre produced and published *Reimagining our Schools, Strengthening our Communities*, its first publication on the community school.

In addition, our University is one of eight partners responsible for three components of the large-scale Technical and Vocational Education and Training (TVET) Colleges Research Programme, which is funded by the National Skills Fund and DHET. In this regard, the Research Chair for Youth Unemployment, Employability and Empowerment (Chair YU) has made good progress with research to assess the way(s) in which education and training has expanded or restrained the livelihood possibilities of TVET college learners.

This work is complemented by the Centre for Integrated Post-School Education and Training (CIPSET), which has partnered with the merSETA in establishing a youth cooperative with



unemployed TVET students. CIPSET's seminar series on Work and Learning has been refocused to host webinars for social movement, trade union and university networks in respect of the implications of COVID-19 for society, employment and work.

### 7.3.15 Innovation

The past year has been marked by intense innovation across multiple disciplines as the University has sought to ensure that its scholarly endeavours contribute to the fight against the coronavirus pandemic. On a national level, DVC: RII Dr Thandi Mgwebi responded to USAF's request to provide a list of academics, professionals, intellectual skills, technologies and innovations that could be deployed to combat the pandemic. This falls under the Rapid Response Research and Innovation measures against COVID-19, including an exercise of institutional mapping of key research strengths and capacities at Mandela University.

### 7.3.16 Centre for Community Technologies (CCT)

The Faculty of Engineering, the Built Environment and Technology played a major part in responding to the urgent need for digital and technological solutions as part of the efforts to curb the spread of coronavirus. The team led by the Centre for Community Technologies (CCT) director, Professor

Darelle van Greunen, won the United Nation's Innovation Award in 2020 for the University's Ncediso™ app in the High Social Impact category at the United Nations Economic Commission for Africa awards. Ncediso™ is a free mobile phone app which helps community healthcare workers and the general public in rural areas and townships with their work in detecting, managing and obtaining information about chronic, infectious and non-infectious disease.

Other useful technological innovations activated included ICT support for Nelson Mandela Bay's Rev Dr Mamisa Chabula-Nxiweni Field Hospital – the only paperless public sector hospital in the area – and the development of a contact monitoring app for people who have been in contact with COVID-19 positive cases. Developers have also created an electronic screening tool, in partnership with education officials, that operates seamlessly with departmental information systems.

Other noteworthy projects spearheaded by CCT include:

- Online COVID-19 self-screening BOTS for university staff and students
- An app to help schools assess their ICT readiness
- DigiTB, a video-based tuberculosis platform enabling health



assist with human resource costs associated with the design, coordination, distribution, sterilisation and consultation services attached to this process.

### 7.3.18 Propella

Propella, a University co-owned business incubator, is expanding its reach and was awarded funding by the Small Enterprise Development Agency (SEDA) to set up a township incubator in the Neave Industrial Park in Gqeberha. Another exciting development is that one of the companies incubated at Propella, HedgeSA, is a multi-disciplinary team consisting of innovative graduates from the University, who have developed a low-cost bag mask ventilator, called the Salutaris, to help fight the COVID-19 pandemic.

The Innovation Office also facilitated a partnership with one of the start-up companies based on the technology developed by a former student, QSystems (Pty) Ltd, with a Black-owned pharmaceutical company, Vida Pharmaceutical. Through this partnership, a new company was formed aimed at commercialising the University-funded QCare System.

It is pleasing to note that 57 percent of the ventures onboarded since Propella's inception in 2015 were founded by entrepreneurs who are Mandela University students or alumni.

### 7.3.19 Mathematics and Computer Science Innovation

The University has, through its commercialisation vehicle Innovolve, received royalty income from a licence agreement which was concluded with a private company in 2019, related to the product Gamma Tutor educational software developed by the Govan Mbeki Mathematics Development Centre. The Centre also implements a range of mathematics and science development and support projects for learners in township and rural schools in the Eastern Cape and nationally. More than 700 selected learners from schools across the province benefited from the TouchTutor® programme, which gives them access to university studies.

In addition, the Computing Sciences Department has had notable successes with the development of gaming apps such as TANKS, BOATS and RANGERS aimed at sparking interest among youth in coding. As part of Mandela Day celebrations in July, the Department hosted an online BOATS tournament in collaboration with the Institute for Coastal and Marine Research in which a total of 95 schools and non-profit organisations participated.

### 7.3.20 InnoVenton and Downstream Chemicals Technology Station: Hand sanitiser

In response to the national shortage of hand sanitiser early in the pandemic, our COVID-19 Coordinating Committee (CCC) requested the University research institute, InnoVenton and the Downstream Chemicals Technology Station (DCTS), to produce an emergency supply of hand sanitiser. As the scale of the pandemic grew, so did demand for this product and InnoVenton was called upon to assist the Eastern Cape Department of Health and, later, the Chris Hani District Municipality, by producing increased volumes of sanitiser. In addition, our Community

care workers to monitor treatment compliance and schedule appointments from anywhere via a video link

- Find My Mojo, an innovative app aimed at addressing mental health issues such as depression and emotional stress
- KaziHealth, an app designed to support educators and encourage psychosocial wellness and nutrition as part of the bigger KaziBantu project
- Several university-focused online solutions for facilitating alignment with lockdown protocols.

### 7.3.17 Engineering Innovation: Intubation and Face Shields

In response to the strain placed on local hospitals, the University's Advanced Engineering Design Group (AEDG) were requested to design an intubation unit. Professor Danie Hattingh, the director of eNtsa – the Innovation through Engineering Institute – secured funding from the Mandela Bay Development Agency (MBDA) to build the intubation units so that several could be supplied across the PE Hospital Group.

The intubation units encompass the intubation box, including the vacuum extraction units and custom-made connections and adaptors for quick installation, set-up and use in theatre scenarios. To date, 16 units have been delivered to Livingstone Hospital, with more planned, and the intention is to enlarge the units' footprint across the country, as well as globally.

A further notable innovation by eNtsa was the 3D-printing of more than 1400 protective face shields when the demand was at its peak. eNtsa's Technology Station also stepped up to



Convergence Workstream (CCW) has partnered with Sasol to distribute the hand sanitiser on a wider scale.

In an effort to meet the ongoing need for hand sanitiser across the province, InnoVenton focused on scaling up off-site by assisting local SMEs to manufacture sanitiser. Specialist services included offering product testing for percentage alcohol and providing manufacturing technical assistance packages.

### 7.3.21 Flow Chemistry and Drug Manufacturing

The work of the SARChI Chair in Microfluidic Bio-Chemical Processing, occupied by Professor Paul Watts, has been of immense significance in researching new ways of manufacturing generic life-saving medications in South Africa, specifically for AIDS, tuberculosis, malaria, cancer, diabetes and influenza.

This is of particular relevance over COVID-19, when there have been shortages of several categories of drugs across South Africa, including those needed to treat the coronavirus. Through his pioneering research, the Chair has shown how it is possible for South Africa to use flow chemistry to manufacture active pharmaceutical ingredients (APIs) more cheaply and effectively than at present. So far, the research team has manufactured three different AIDS drugs at lab scale on campus and it is pursuing intellectual property protection in South Africa and other major pharmaceutical manufacturing nations.

### 7.3.22 Internationalisation

As Mandela University, we are committed to increasing and strengthening global connections, collaborations and contributions, particularly on the African continent. Our partnerships with other universities, business, government, industry and civil society continue to be a source of strength and support our drive for the co-creation of knowledge for societal benefit. The catalytic initiatives we have achieved through our

relationships with international partners need to be leveraged for even greater benefit.

In 2020, the International Office (IO) conducted an audit of the University's international partnership portfolio to assess how these can be expanded and reinforced. The first phase of this inventory has been completed and a new Partnerships Management Process Document was approved in September 2020 to strengthen our systems. It has also developed a proposal for the effective management of memberships and engagement in international networks and associations, including a procedure for the review of existing memberships and a procedure for proposing new institutional memberships.

The University has finalised memberships in the Global Challenges University Alliance 2030 (GCUA 2030) and the Australia-Africa Universities Network (AAUN). Work is underway to finalise the African expansion project and implementation plan, which is based on the late Nelson Mandela's travels on the African continent in 1962. This project is expected to start implementation in 2021.

The IO is also assisting academics and relevant entities with joint degree initiatives as an important aspect of international collaboration and mobility.

## 7.4 Transformative Engagement

As Nelson Mandela University, one of our key priorities is the need to redefine and reposition engagement to make a meaningful scholarly contribution to overcoming grand societal challenges. This is particularly important as we bear a particular responsibility in living the legacy of Nelson Mandela by aligning our intellectual resources to the historic task of creating a non-racial, non-sexist, equal and democratic society.



The University views engagement as “convergence”, or the equalising and coming-together of university and community to create new knowledge and to draw on the existing and historic knowledge and insights of all our communities and stakeholders. Engagement and social responsiveness therefore permeate all facets of our learning, teaching, research and innovation, intrinsically linking our scholarly endeavours with the quest to address the major societal challenges of our time, with the COVID-19 pandemic being an exemplar.

As an example, in the Department of Economic, Professor Ronney Ncwadi and his team have been involved in economic modelling around the COVID-19 lockdown, a partnership on economic research and data modelling which has been enabled through the Eastern Cape Socio-Economic Consultative Council. Work so far has included preparing a report for the Premier of the Eastern Cape and the Province's COVID-19 Commission, and the Department will continue to collaborate on work to model provincial economic recovery.

While the focus of the government response to the COVID-19 pandemic in urban informal settlements is on mitigating the

effect of this public health crisis on vulnerable households, the medium-and long-term response should be premised on the transformation of the urban landscape. In this regard, the Department of Human Settlements at the University, led by Professor Sijekula Mbanga, has been engaging the provincial government's human settlements, water and sanitation sectors to find common ground on post-COVID-19 priorities.

Key institutional entities are also doing excellent work in sharpening our efforts to produce socially responsible and engaged knowledge, including the Hubs of Convergence, the Centre for Women and Gender Studies (CWGS), and the Centre for the Advancement of Non-Racialism and Democracy (CANRAD).

### 7.4.1 Hubs of Convergence

To contribute to the reimagining of transformative engagement as a means of contributing towards social justice, Nelson Mandela University established its first Hub of Convergence (HoC) in 2019 as a physical space with an outward focus to the community, where the University engages with communities on common platforms to find solutions to practical problems affecting them. The HoC benefits from the intellectual and other

assets of the University as well as the wisdom of the communities surrounding its campuses.

During the pandemic, the HoC initiative has been repurposed to facilitate and support the work of both the Community Convergence Workstream (CCW) and the University Convergence Fund Deployment Committee. This is situated within the framework of convergence and rethinking engagement whereby projects are undertaken in ways that extend the agency and autonomy of local community-based organisations, especially in socio-economically deprived communities.

Most notably, the HoC has acted as the coordinator, of the CCW, along with CIPSET. This workstream constitutes a number of projects, including tele-counselling, material relief and community food gardens.

These interventions are being mapped as implementation unfolds to capture collective learning and to inform the University's longer-term programmatic work and scholarship post-COVID. A study has been initiated that focuses on the University's response to the COVID-19 pandemic in consultation with local stakeholder platforms. The aim of the study is to deepen scholarship around the conceptualisation of community engagement and its practical realisation, in both the short- and long-term.

#### 7.4.2 Centre for Women and Gender Studies

The Centre for Women and Gender Studies (CWGS) has conducted a variety of scholarly activities, starting in February 2020, when it hosted the Women and Leadership in Africa Public Lecture with the former president of the Republic of Malawi, Dr Joyce Banda, as the keynote speaker. Dr Banda highlighted the need to be aware of the cultural barriers which affect the empowerment of women through education across our continent.

The CWGS continues to focus on the African Women's Intellectual Histories research project which culminated in an online colloquium in August 2020 hosted in partnership with the University of Pretoria and Rhodes University. The output of this initiative will culminate in a co-edited book featuring scholars associated with the different Eastern Cape universities. Furthermore, Professor Gqola's role as the incumbent of the SARCHI Research Chair for African Feminist Imaginations will be to promote interdisciplinary studies, attract high quality postgraduate students from across the continent, and build an African Research Feminist hub in the Eastern Cape.

In response to the lockdown regulations, the CWGS created a digital platform for scholars, students and community members to build an online community of gender scholars that discusses current societal issues through the weekly *Online Reading with the Author*. This modality of engagement has promoted the establishment of a gender corridor in the Eastern Cape by enabling gender scholars in the region to exchange ideas and build national and global collaborations.

The Centre has been driving conversations and partnerships across the city and the province to establish a "gender agenda" that is intersectional, interdisciplinary and humane.



#### 7.4.3 Centre for the Advancement of Non-Racialism and Democracy (CANRAD)

As part of its mandate to foster a non-racial, non-sexist and democratic institutional culture, the Centre for the Advancement of Non-Racialism and Democracy (CANRAD) hosted various scholarly outputs and engagement events during 2020. CANRAD partnered with the Konrad Adenauer Foundation to fund activities aimed at creating a national platform for engaging government, policy makers, civic leaders and youth in debates and advocacy on contemporary national and international issues.

CANRAD has collaborated with the SARCHI Identities and Social Cohesion in Africa (ISCIA) and the CCW on a webinar series framed by social justice concerns entitled *Thinking Together Through the Pandemic*. The Centre has also been contributing to informing national debate through the participation of Professor Christi Van der Westhuizen in television and radio interviews on issues pertaining to COVID-19.

#### 7.5 Vice-Chancellor's Excellence Awards

Excellence is one of the University's six values, which we believe is core to achieving our vision to be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future. Under the umbrella of celebrating excellence, we recognise our top academic staff in the categories of research, learning and teaching, engagement, innovation, and creative outputs.

In the midst of a year characterised by turbulence and uncertainty, the Vice-Chancellor's Excellence Awards annually recognise and reward significant academic achievements. Among a list of close to 50 academic awardees, highlights include the following:

- **Researcher of the Year:** Professor Tim Gibbon, who researches and creates technologies for next generation, high bandwidth communication
- **Teacher of the Year:** Dr Ismail Badroen
- **Distinguished Teacher Award:** Dr Reinhardt Botha

Other notable awards in the fields of innovation, engagement and creative outputs included:

- **Innovation:** Dr Ian Wedderburn and team for "Restorative maintenance procedure for the treatment of stress corrosion cracking in power generation steam turbines"
- **Innovation Team:** Professor Darelle van Greunen and team, Centre for Community Technologies and KaziBantu Project

- **Engagement:** Humanities: Mr John Andrews for Creche X3 Project; Professor Andrea Hurst for the Tributaries Project; STEM: Professor Tim Gibbon for optical fibre communication projects
- **Engagement Team:** Mr Julien de Klerk for technology station programme; Ms Blondie Ntsiko for envisioning community engagement and outreach project
- **Engagement Project:** Professor Jean Greyling for TANKS and BOATS coding project
- **Creative and Performing Arts Output:** Mr David Bester for performance and musical direction of a film score; Mr John Edwards for musical transcription, arrangement and performance; Dr Glenn Holtzman for musical composition.

#### 7.6 Conclusion

The 2020 academic year highlighted persistent disparities in society that continue to affect our students and staff in ways that extend far beyond equalising access to online learning and teaching. As we look back and reflect, it is clear that the higher education sector has not yet achieved level playing fields and it is imperative that we actively contribute to addressing prevailing inequalities as we seek to be a university in the service of society.

Student access for success is a national imperative and remains a key institutional strategic priority, hence it is essential to continually review our programme and qualification mix, including curriculum content and assessment practices. This includes advancing an inclusive and humanising approach to accelerating the digitalisation of our modes of learning and teaching, while continuing to align our scholarship and engagement with our progressive transformative ethos. Our academic offerings need to ensure that we cultivate graduates who are socially conscious and responsible citizens who strive to promote the public good.

The University will continue to make strides in its pursuit of learning and teaching, research, innovation and internationalisation, and engagement and transformation that contributes to the advancement of a more inclusive, humane and sustainable world. We look forward to engaging with our stakeholders in co-creating a future that honours the legacy and values of Nelson Mandela through our wide-ranging, distinctive and life-changing educational offerings, scholarship, innovation and engagement.

**Professor Sibongile Muthwa**  
Chairperson: Senate

# 8. INSTITUTIONAL FORUM REPORT

The report is structured to reflect the functions associated with the Institutional Forum (IF). The IF advises Council on issues affecting the University, including: the implementation of the Higher Education Act and the national policy on higher education; race and gender equity policies; the selection of candidates for senior management positions; codes of conduct, mediation and dispute resolution procedures; fostering an institutional culture which promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning; and the language policy of the University.

## 8.1 Roles and Responsibility of the Institutional Forum

The functions of the IF, policies and areas on which the Committee advises Council, as outlined in the Statute of Nelson Mandela University and the constitution of the Institutional Forum, were

explained and shared with members in an effort to align the work of the IF. This signalled areas targeted for development and work during 2020, and highlighted themes to ensure good governance and practices were adopted and promoted in line with the mission, vision and values of the University.

The committee proposed that the functioning of the IF be enhanced via skills development in the following areas: policy-making; codes of conduct; mediation; and alternative dispute resolution mechanisms and procedures.

## 8.2 Integrated Policy for the Promotion of Equality and the Prevention of and Protection against Unfair Discrimination

The IF considered a presentation by the University's Director: Transformation, Dr Ruby-Ann Levendal, on the draft policy for

the Promotion of Equality and the Prevention of and Protection against Unfair Discrimination. Dr Levendal explained the process of developing the draft integrated policy, key elements, its outline and the consultation process. The IF sought clarity on whether the policy made provision for different interventions and remedies for the respondent such as symbolic, restorative measures. The IF further requested more detail on the monitoring and evaluation process and recommended that the policy be read together with the Sexual Harassment and Offences Policy and other policies as outlined in the preamble.

## 8.3 Language Policy

The language policy of the University continues to be an urgent and critical component of fostering transformation and social inclusion. Language transformation leads to cultural transformation and serves as an important marker in respect of the institution's reality and legacy. The IF continues to support this focus area and, in 2020, invited Language Working Group chair Professor Nokhanyo Mdzanga to form part of the committee, as a non-voting member, to present regular updates and facilitate discussions.

The Department of Higher Education and Training (DHET) has appealed to all universities to review their language policies to address imperatives such as transformation and respect for diversity, and to align institutional policies with the new revised DHET Language Policy. The Language Working Group has completed, but not yet finalised, its draft Language Policy and research report and the IF resolved that the draft policy be supported.

## 8.4 Transformation Working Group's Overview

The IF invited thematic contributions from the newly formed Engagement and Transformation portfolio (ETP) where these dovetailed with its mandate. In addition to the theme of language, gender equality and transformation was also addressed. Dr Babalwa Magoqwana, acting director of the Centre for Women and Gender Studies (CWGS), provided an overview of the functions and work of the Centre and how its strategic objectives funnel into those of the University.

## 8.5 Senior Management Appointments

The Institutional Forum supported the following senior management appointments, via electronic meetings:

- Deputy Vice Chancellor: Engagement and Transformation (17 August 2020): Professor André Keet
- Executive Dean: Humanities (17 August 2020): Professor Pamela Maseko
- Senior Director: Support Services (9 November 2020): Mr Lutho Nduvane.

## 8.6 COVID-19 Response

The IF commended the holistic approach taken by the University in response to the coronavirus pandemic on multiple fronts, singling out the multiple learning and teaching pathways approach, the Convergence Fund, the production and distribution of hand sanitisers, as well as communications sent to internal and external stakeholders through a variety of media and languages.

**Ryan Pillay**

*Chairperson: Institutional Forum*



## 9. REPORT ON INTERNAL ADMINISTRATIVE STRUCTURES AND INTERNAL CONTROL ENVIRONMENT



Nelson Mandela University maintains a system of internal control to mitigate risks towards the achievement of institutional goals and objectives. It is the responsibility of management to design, implement and monitor the effectiveness of internal control systems to promote compliance, operational effectiveness and efficiency as well as the economic use of resources.

Council oversees the effectiveness of the system of internal control, delegating this responsibility to its Audit and Risk Committee (the Committee). In pursuit of this responsibility, the Committee is supported by internal and external auditors who provide independent and reasonable assurance on the adequacy design and operating effectiveness of internal controls.

During the reporting period, the COVID-19 pandemic was a major threat to the operations of the University. To ensure business continuity and to minimise health risk, management structures and policy guidelines were developed to guide institutional response to COVID-19, and resources were reprioritised to support the implementation of response plans. COVID-19 Compliance Audit was included as part of the 2020 Internal Audit Plan and based on the reasonable assurance of the Internal Audit department, the instituted controls were

**Ms Maureen Manyama**  
Chairperson of the Audit & Risk Committee

adequate and effective to minimise the impact of COVID-19 related risks.

Based on the execution of its plans, the Internal Audit department continued to provide its independent assurance to the Committee on the design and effectiveness of internal controls. While the University continued to maintain good systems of internal control, Internal Audit assurance identified opportunities to improve controls over Occupational Health and Safety, Information Technology governance, and Fraud Risk Management. Where deficiencies were identified, management has developed clear and measurable action plans. The implementation of these is measured through the audit action tracking mechanism, the results of which are reported to the Committee quarterly. Senior management is also contracted on the implementation of the audit action plans. These interventions have improved the execution rate of audit action plans.

As part of its consulting service, the Internal Audit department has partnered with management for further improvement of the fraud risk management programme. This is aimed at ensuring that preventive, detective and corrective controls operate in synergy towards a fraud risk aware and responsive culture.

**Mr Sizwe Nyenyiso**  
Senior Director: Internal Audit

## 10. REPORT ON RISK EXPOSURE ASSESSMENT AND MANAGEMENT

Nelson Mandela University's Enterprise Risk Management Framework (ERM) has been developed towards constructing a consistent foundation for Risk Management, through the establishment of oversight structures, a risk assessment and a common language for risk categorisation and discussion. More recently, this foundation has been supported by a University-wide risk assessment workshop to identify the most significant threats as the University transitions from Vision 2020 to Vision 2030. This provides a base from which the ERM programme can develop greater capabilities to inform decisions on strategy, planning and investments, while mitigating risk exposures and furthering opportunities for realising the University's core purpose through its strategic focus areas and enablers.

Mandela University is committed to a risk aware culture. The executive Management Committee (MANCO) works frequently with the Risk Advisory Office and Risk Champions to:

- Build a culture of analysis, education, consideration and responsibility to look forward and objectively assess risks and opportunities associated with managing strategic directions, services, processes, competencies, values and behaviours
- Foster a culture of accountability for identifying, managing

and reporting risks at all levels across the University's structures and community

- Enhance a culture which continually adds value to the University's governance, strategic priorities and core purpose
- Commits to a culture that has robust academic and administrative planning and reporting which is inclusive of risk management principles.

A further aim is to manage risks within the University's risk appetite and to provide reasonable assurance regarding achievement of the University's strategic priorities. Specifically, Nelson Mandela University's ERM was established to ensure the following:

- Integrate risk awareness into the decisions of senior leaders and the University Council
- Create a consistent University-wide approach in managing risks and ensuring compliance
- Enable risk information and knowledge that is accurate, timely and complete to be integrated into an effective decision-making process and which is available to the University community
- Identify emerging risks



- Monitor and review progress on compliance and risk initiatives
- Ensure risk management is considered in all new projects, initiatives and business cases.

The following governance structure has been implemented to give effect to this.

#### Nelson Mandela University Council:

- Provides oversight of risk management systems and internal controls
- Instils culture and approach for risk governance
- Approves the University's risk appetite
- Monitors and reviews the most significant risk exposures and related mitigation and treatment.

#### The Audit and Risk Committee, on behalf of Council:

- Is responsible for reviewing the relevant Institutional Risk Report for the following:
  - The treatment plans for risks which exceed the established Risk Appetite Level or where the Risk Rating has increased
  - Oversee risks and management strategies to ensure that the risks are within the approved risk appetite
  - Overdue Risk Treatment Plans
  - Emerging risks.
- Reviews 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.

#### Management Committee (MANCO):

- Reviews the relevant risk report and establishes or updates the organisational mitigation and treatment approach for all risks which exceed the established risk appetite level
- Sets the direction and strategies to align risk management and monitoring with the University's risk appetite
- Reviews the risk assessments carried out by academic, professional and support service departments

- Reviews efficiency and effectiveness of mitigations and coverage of risk exposures.

#### Risk Management Committee (RMC):

- Supports MANCO in terms of implementation of risk management practices within all academic and administrative departments
- Recommends a suitable risk appetite
- Conducts the initial review of institutional risks and responds to any additional requests for clarification or status updates from MANCO, ARC and Council
- Prepares, develops and presents all relevant risk reports to MANCO, ARC and Council
- Receives and considers recommendations and compliance reports from other functional structures and ad hoc task groups.

#### Information Communication Technology Committee (ICTC):

- Supports the Risk Management Committee on matters related to cyber security risks
- Provides direction and strategy to strengthen defence against cyber security threats
- Reviews security controls of Information Technology (IT) systems and network infrastructure.

The recording and reporting of University risks is facilitated through an Institutional Events Register (IER) which records events, risks, opportunities, controls and treatments. The IER itself is not intended to record all actions being taken to address risks, but it records the risk and key sources of assurance in place to manage risks. Academic and administrative unit risk registers are in place below the IER, supporting University and functional plans and a range of risk management arrangements, which are overseen by the relevant MANCO member with support from Risk Champions.

The University's high-level, controlled risk exposure, after considering existing control measures, is presented on the next page, according to strategic themes:

Theme (strategic priorities and enablers)	Risk	Control(s)/mitigation strategies
Pursue impactful research and innovation to promote sustainable futures	Infectious diseases hindering research activities (access to laboratories and campus, access to campus facilities 24/7)	New digitalised strategy by the University and alignment of controls with the strategy
	Declining postgraduate and international student enrolments	<ul style="list-style-type: none"> <li>• Marketing, recruitment and profiling plan is being developed</li> <li>• Postgraduate scholarships and bursaries for financially needy, academically deserving students</li> </ul>
	Research funding and infrastructure for postgraduate support: <ul style="list-style-type: none"> <li>• Funding for postgraduate students, scholarships and bursaries for financially needy, academically deserving postgraduate students</li> <li>• Tracking of postgraduates in system, from application to graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Increase drive to attract external grants / increased value of postgraduate scholarship.</li> <li>• Ongoing data analytics to monitor the academic progress, performance and throughput of postgraduate students</li> </ul>
	Funding for postgraduate students: <ul style="list-style-type: none"> <li>• Funding for NSFAS students to transition from under- to postgraduate studies</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a revised funding policy for postgraduate studies</li> <li>• Implementation of Research and Innovation Strategy</li> <li>• Implementation of Internationalisation Strategy</li> <li>• Increased budgetary allocation for Council – funded postgraduate bursaries</li> <li>• Funding for NSFAS students to transition from under- to postgraduate studies</li> <li>• SETAs to be encouraged/lobbied to divert funding from under- to postgraduate</li> </ul>
Promote long-term sustainability through responsible resource mobilisation and stewardship	Impact of underperforming economy leading to funding constraints in government subsidies, grants, donations and investments: <ul style="list-style-type: none"> <li>• Uncoordinated approach to external donors and resultant mixed messaging</li> <li>• Negative impact on ability of “missing middle” students to pay fees</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic resource mobilisation and advancement (SRMA) and implementation of the Strategic Resource Mobilisation Strategy</li> <li>• Broad sustainability strategy</li> <li>• Optimise subsidy funding through attractive Programme and Qualification Mix (PQM) and short learning programmes, flexible modes of delivery and improved graduate and research outputs</li> </ul>
	Market cap on student fees	<ul style="list-style-type: none"> <li>• University follows the direction of the DHET in respect of recommended fee increases</li> <li>• DHET student fee regulatory framework</li> </ul>
	Rising student debt: <ul style="list-style-type: none"> <li>• Concentration risk, as majority of students are NSFAS-funded students</li> <li>• Loss of employment/inability to pay fees</li> </ul>	<ul style="list-style-type: none"> <li>• Debtors management policy</li> <li>• Debt concessions</li> </ul>
Agile, digitalised systems, processes and infrastructure	Information security risks and cybersecurity Disruption of infrastructure and operations	<ul style="list-style-type: none"> <li>• Cybersecurity roadmap</li> <li>• Annual IT security plan of operations reviewed on a quarterly basis</li> </ul>
High-performing, diverse and talented staff	Deficiencies in deliberate and structured workforce strategies	<ul style="list-style-type: none"> <li>• Integrated Talent Management strategy has been developed and to be operationalised</li> </ul>

Through the iterative process of monitoring, review, communication and consulting, risk exposures will be subject to review in 2021.

**Ms Maureen Manvama**  
Chairperson: Audit and Risk Committee

**Professor Sibonile Muthwa**  
Vice-Chancellor

# 11. REPORT OF THE AUDIT AND RISK COMMITTEE

## 11.1 Introduction

The Audit and Risk Committee (the Committee) is established in terms of section 9(7) of the Rules of Council (the Rules) as an independent Committee of Council. It operates in terms of the Audit and Risk Committee Charter (the ARC Charter) which sets out the Committee mandate, authority and responsibilities.

## 11.2 Composition and Meeting Attendance

The Committee consists of seven independent, non-executive members who collectively must possess skills in internal auditing, external auditing, internal controls, financial and performance management, information and communications technology (ICT), governance and risk management and law. In addition, senior management of the University, the Auditor General of South Africa, external auditors and the Senior Director: Internal Audit attend the Committee meetings as standard invitees.

The Committee is required in terms of the Charter to meet at least four times a year in line with the University's reporting cycle. During the reporting period, five meetings were held; the member attendance is summarised in the table below.

## 11.3 Roles and Responsibilities

The responsibilities of the Committee as set out in section 7 of the ARC Charter include assisting the Council to discharge its oversight responsibilities in respect of the institutional reporting; risk management; internal controls; ICT governance;

compliance management; assurance; fraud management and annual reporting. The Committee is accountable to the Council and engages with any other Council Committee, as deemed necessary.

Overall, the Committee is satisfied that it has executed its mandate and diligently discharged its responsibilities independently and objectively, as summarised below. The Committee had unrestricted access to records and information and receives the required technical support and expert advice.

## 11.4 Internal Control Framework

The Committee reviewed the reports of management on the design and effectiveness of internal controls. It also considered the assurance reports of internal and external auditors in respect of the University's system of internal controls. Internal Audit also tracked the implementation of the audit action plans by management and reported the results to the Committee quarterly. Overall, a good system of internal controls was maintained, although internal and external auditors identified areas for further improvement. The Committee is satisfied that management has significantly improved the implementation of audit action plans to address any deficiencies identified in the University's system of internal controls.

## 11.5 Assessment of the quality of in-year (quarterly) reporting

The Committee has assessed the quarterly financial and performance reporting submitted to the Department of Higher Education and Training (DHET), through Council.

Committee Member	Term of Appointment	Meetings Attended
Ms M Manyama (Chairperson)	July 2017 to June 2021	4
Ms H Adams-Abader	Resigned on 01 June 2020	0
Mr L Billings	July 2019 to June 2022	5
Mr M Mawasha	January 2019 to December 2021	5
Mr SF Ncume	April 2019 to December 2023	4
Adv B Tlhakung	January 2019 to March 2022	5
Mr G Zamisa	July 2019 to July 2022	5

## 11.6 ICT Governance

The ICT Department is responsible for the development and implementation of the University's IT strategy. The Digitalisation Strategy was developed to enable the automation of the key business processes. The risks inherent in the ICT environment were identified and managed by management. The Information and Communication Technology Committee (ICTC), comprising management, considered the ICT risks. The ICT risks were also monitored by the Committee as part of the quarterly risk management reporting and the decisions of the ICTC were shared with the Committee. Internal Audit assurance processes identified opportunities for further improvement of ICT governance, and management committed to further improve identified weaknesses. The Committee will continue to work with management to enhance ICT governance.

## 11.7 Risk Management

The University maintained the risk management policy and established the Risk Management Committee consisting of members of management. The Institutional Risk Advisory function continued to operate through secondments. The resourcing of this function is critical for stability and the maturity of the risk management process. A detailed strategic risk register was developed and revised during the period under review; management reported quarterly to the Committee on the mitigation plans or actions of the identified risks. These are further detailed in section 10, which deals with the report on risk exposure assessment and management. The Committee provided oversight on the following risk registers namely: strategic, medical school, ICT and COVID-19 pandemic. While

improvement in the quality of risk reports is encouraging, management should continue efforts to mature the risk management process and ensure this is embedded throughout the University.

In 2020, the COVID-19 pandemic presented a major risk, which required effective response plans to minimise its impact on service delivery and employee safety. Guided by Council, management developed and implemented mitigation plans to ensure business continuity and minimise the impact of COVID-19 risks. The reasonable assurance provided by management and Internal Audit deemed the controls built in these plans as adequate and effective in minimising the COVID-19 risks.

## 11.8 Compliance with Laws, Regulations and Code of Conduct

Management has maintained a case management system to record and track reported allegations of fraud and misconduct. Where irregularities were reported, the relevant structures investigated and presented reports to the Committee. Management also reported quarterly on the consequence management actions against wrongdoing. This contributed to enhancing the image of the University.

However, the Internal Audit assurance on the fraud risk management process identified a need to improve preventive and detective controls. There is a need for anti-fraud and whistle blower policies, an ethics management system and an anonymous anti-fraud reporting mechanism. Management has instituted actions to improve these and the Committee will continue to monitor progress.





# 12. FINANCIAL OVERVIEW

## 11.9 Internal Audit

The Internal Audit department is established in terms of the Internal Audit Charter as an independent assurance function. During the period under review, Council reviewed and approved the Internal Audit Charter. The Internal Audit department conducted its audit as per the approved risk-based annual audit plan. It reported to the Committee each quarter against the approved audit plan and on the status of internal audit governance. The Committee is satisfied that the Internal Audit department has operated independently and effectively, and addressed pertinent risks in its audits.

The Internal Audit structure remained inadequate to fully deliver on the Internal Audit mandate. This led to a review of the structure, approved by Council. However, implementation of the structure was constrained by resources, hence a phased approach was adopted. The Committee is hopeful that the capacitation of internal audit will be prioritised as resources become available. A co-sourcing model was used to avert the impact of the resource limitation on the internal audit work and this has ensured that the Internal Audit Plan is implemented effectively.

## 11.10 External Audit

The external auditors were represented in the Committee meetings. The external audit strategy, engagement letter and audit fees were presented and approved by the Committee. The Committee also verified the independence of external auditors to determine whether there were any other non-audit services that could impair their independence, and found none. The Committee is also satisfied with the improvement in the professional relationship between internal and external auditors, as confirmed by both parties in their reports to the Committee.

## 11.11 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 the annual financial statements and recommended these for adoption by Council. The Committee concurs with the audit results as reported in the auditor's report and is pleased that the University has once more received an unqualified audit opinion.

## 11.12 Conclusion

The Committee would like to express its gratitude for the opportunity provided by Council. It would further like to thank the Vice-Chancellor, management and University team for their determination and support of good governance. It is through their commitment to excellence and good governance that institutions emerge with success in times of uncertainty and complexities. We once more congratulate the University for weathering the storm of COVID-19 and pay our respects to those who fell in the line of duty. We also express gratitude to the internal and external auditors for their professionalism and support in the execution of our mandate.

As an outgoing Chairperson, I would like to thank the Council and management for confidence shown in me. Special thanks to my fellow Committee Members for their professionalism and support in executing the Committee mandate. I wish the incoming Chairperson all the best in continuing the journey of being a resilient and responsive institution that is in the service of society.

**Ms Maureen Manyama**  
Chairperson of the Audit and Risk Committee

## 12.1 Governance and Controls

The financial statements have been prepared in accordance with the Department of Higher Education and Training reporting requirements for Higher Education, and the accounting policies comply in all material respects with International Financial Reporting Standards (IFRS). Nelson Mandela University is committed to good corporate governance and sound financial management.

The consolidated annual financial statements for 2020 cover all activities of the University, which include audited results of the Nelson Mandela University Trust, companies and other partnerships where the University exercises control. The activities of the Trust are governed by the provisions of the Trust deed and an independent board of trustees. These consolidated financial statements provide a complete and comprehensive overview of the operations and financial position of the University.

### 12.1.1 Budgeting Process

Through the annual and three-year rolling budget directives, Nelson Mandela 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, seed new initiatives and implement strategy.

The University's budget is based on an Institutional Resource Allocation Model that allocates high level block allocations of resources per funding category and activity, that is, Strategic Allocations, Academic Staffing Allocations, CAPEX, Bursaries and other expenses that are further distributed via budgetary processes and allocation models. These processes are performed by various committees that are representative of directorates within the University to ensure stakeholder inclusivity.

These committees allocate funds based on models and processes informed by the Vision 2030 strategy. The Annual Performance Plan (APP), as well as three-year cash flow and reserve accumulation plans, support the budget and are used for the purposes of monitoring and evaluating future sustainability.

### 12.1.2 Higher Education and Training Environment

Higher Education and Training is a national priority and receives a significant portion of the national annual budget. There has been a significant increase in government's funding towards the budget vote since the implementation of fee-free higher education in 2018, mainly in contributions to NSFAS funding. This has helped universities to provide access to academically deserving, financially needy students.

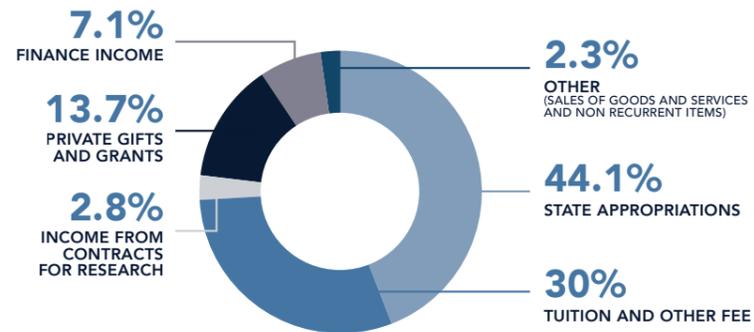
The outbreak of the COVID-19 pandemic together with capping fee increases, providing debt-relief concessions to the students cited above, and re-integrating certain outsourced contracts have had an impact on the financial sustainability of higher education institutions.

The already constrained budget has been reprioritised for the additional funding required for NSFAS First Time Entering (FTEN) students. This is apparent from latest Ministerial Statement on University Funding, as well as the National Assembly DHET Budget Vote Presentation 2021 by the Minister of Higher Education, Science and Innovation.

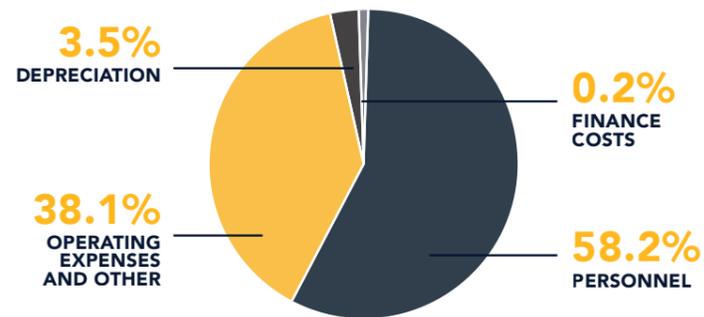
The most significant streams of funding will be limited, calling for careful consideration around resource allocation. As the University is still heavily reliant on fees and subsidies, a resource mobilisation strategy has been developed to contribute to sustainability. The future of the higher education funding framework in South Africa has a significant impact on financial planning within the sector.

## 12.2 Overview of 2020 financial position

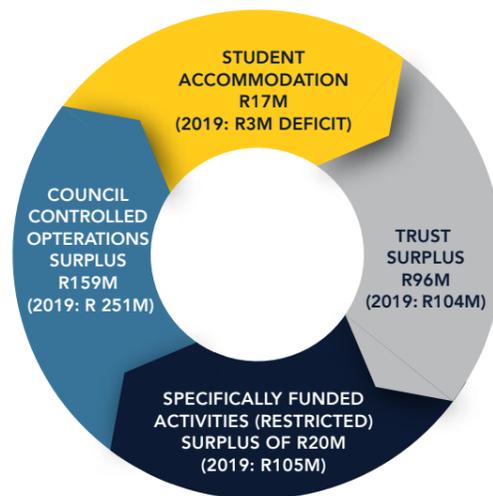
### INCOME STREAMS



### EXPENDITURE CATEGORIES



STATEMENT OF COMPREHENSIVE INCOME REFLECTS A CONSOLIDATED SURPLUS OF R294M (2019: R457M) BEFORE OTHER COMPREHENSIVE INCOME



Nelson Mandela University once again posted a positive set of financial results during the year under review. The statement of comprehensive income reflects a consolidated surplus of R294m (2019: R457m) before other comprehensive income, of which Council-controlled operations amounts to R159m (2019: R251m), or 6 percent reserve accumulation, in line with Council's performance indicator of 5 to 10 percent.

There was a student accommodation surplus of R17m (2019: R3m deficit) and a surplus for the Trust of R96m (2019: R104m). Specifically, funded activities (restricted) realised a net surplus of R20m (2019: R105m).

The consolidated surplus before other comprehensive income and finance income amounts to R79m (2019: R215m), of which Council-controlled operations amounts to a deficit of R4m (2019: R72m surplus).

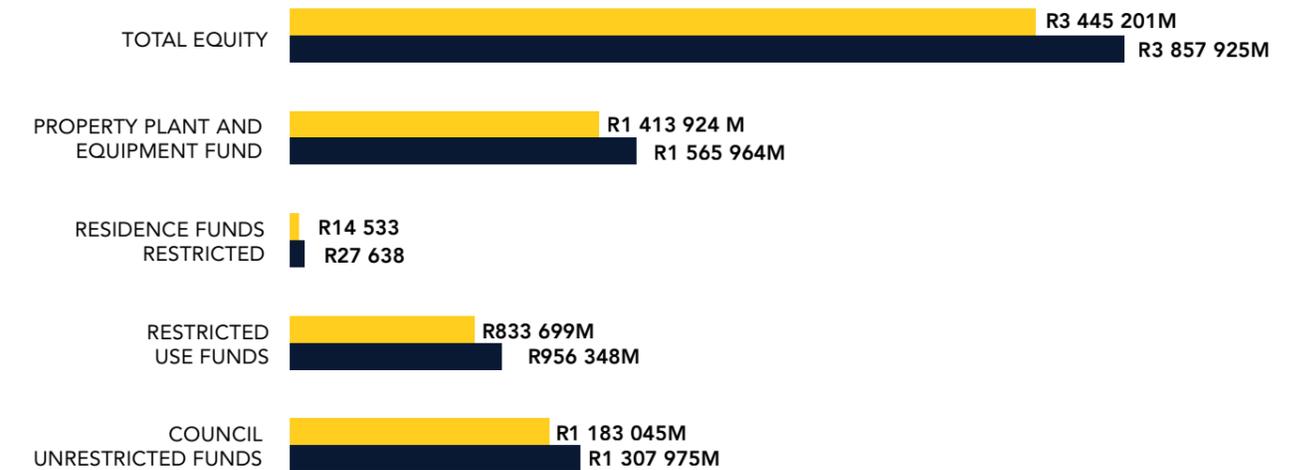
The reassessed post-retirement obligations and revaluation of investments to market value disclosed under other comprehensive income has increased the consolidated net surplus by R111m (2019: R22m).

The statement of financial position reflects an increase in total assets of R602m with equity funds increasing by R412m and total liabilities by R190m, mainly due to deferred income on government grants for infrastructure. Retirement benefit obligations decreased by R7m, moving from R69m to R62m. The liquidity ratio indicates the liquidity position is sound.

The consolidated statement of changes in funds indicates that restricted use funds increased to R956m (2019: R883m), residence funds increased to R28m (2019: R14m), while Council unrestricted funds increased to R1308m (2019: R1183m) of which the General Reserve increased to R890m (2019: R834m).

### STATEMENT OF CHANGES IN FUNDS

2019  
2020



Financial Indicators	2020	2019	2018	2017	2016
Council-controlled: State support income (State appropriations/total recurrent income)	<b>52.28%</b>	49.09%	48.15%	47.89%	47.57%
Council-controlled: Own funding as % income (Other income/total recurrent income)	<b>47.71%</b>	50.91%	51.84%	52.11%	52.43%
Council-controlled: staff cost as % total recurrent expenses – Total Staff costs (Council-controlled – AFS)/Recurrent expenditure (Council-controlled)	<b>61.56%</b>	60.69%	60.87%	63.77%	59.00%
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%	<b>57.71%</b>	54.34%	53.71%	56.69%	56.96%
Council-controlled: staff cost (academic and professional administrative and support staff and as a % of tuition fees and operational subsidy). Council benchmark 65%	<b>59.82%</b>	58.14%	59.38%	60.53%	65.24%
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.	<b>6.25%</b>	10.47%	11.76%	11.12%	3.47%
Council-controlled: net surplus as % excluding finance income	<b>-0.16%</b>	3.01%	5.12%	4.25%	-3.37%
Student debt ratio: student debtors before provision for doubtful debt/total tuition & other fees.	<b>42.22%</b>	24.34%	22.35%	17.64%	21.81%
Short-term liquidity ratio (current assets/current liabilities). Expected normal standard is > 2:1	<b>6.90</b>	8.99	10.23	8.28	7.31
Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves/annual recurrent expenditure on Council-controlled expenditure)	<b>0.55</b>	0.55	0.62	0.46	0.26
Sustainability ratio (Total reserves)	<b>1.61</b>	1.60	1.63	1.29	1.08
Total reserves/annual recurrent expenditure Post-retirement liabilities (balance sheet)	<b>R62m</b>	R69m	R68m	R61m	R35m

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 in South Africa, which is striving to contribute to national objectives in difficult economic trading conditions. It also remains a key strategic objective of Nelson Mandela University. The sector, as with the broader national and international economy, will be under significant pressure in the foreseeable future with many unknown levels of uncertainty.

The full impact of COVID-19 on the University's finances remains to be seen. The pandemic has presented the University with challenges that include material financial and sustainability risks, and it is likely that there will be a significant impact on direct and indirect costs, and loss of revenue.

Management approved a budget reprioritisation process for the virement of budgets to assist in addressing new and reprioritised needs due to COVID-19. A COVID-19 Contingency Fund has also been set up for 2021.

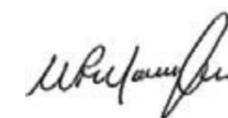
A task team has been established by executive management to consider the impact of COVID-19 on the University's financial sustainability. This will ensure that, in the medium- to long-term, recurrent cost structures are financed from recurrent revenue streams excluding finance income. It will also ensure that earmarked reserves for funding five-year capital maintenance, replacement of teaching and research equipment and IT infrastructure plans are maintained. Nelson Mandela University will confront these challenges using a strategic approach to financial planning and management.

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 will not affect Nelson Mandela University as a going concern.

We would like to thank Council, the Finance and Facilities Committee, and the Audit and Risk Committee for their guidance and commitment to the financial sustainability of the University.



**D MacLean**  
Chairperson:  
Finance & Facilities Committee



**M R Monaghan**  
Executive Director: Finance

## 12.3 COUNCIL'S STATEMENT OF RESPONSIBILITY FOR THE CONSOLIDATED FINANCIAL STATEMENTS

Council is responsible for the preparation, integrity and fair presentation of the consolidated financial statements of Nelson Mandela University. The financial statements, presented on pages 96–100, have been prepared in accordance with International Financial Reporting Standards and as required by the Minister of Education in terms of section 41 of the Higher Education Act (No. 101 of 1997), as amended. The financial statements include amounts based on judgements and estimates made by Management.

Council also prepared the other information included in this Annual Report and is responsible for both its accuracy and consistency with the financial statements.

A basis of going concern has been adopted in preparing the financial statements. Council has no reason to believe that Nelson Mandela University will not be a going concern based on forecasts, reasonable assumptions and available cash resources. The current viability of the University is supported by the financial statements.

The financial statements have been audited by the independent audit firm, Nexia SAB&T, which was given unrestricted access to all financial records and related information, including minutes of meetings of Council and relevant sub-committees.

Council believes that all representations made to the independent auditors during their audit were valid and appropriate.

### 12.3.1 Approval of the Consolidated Financial Statements

The consolidated financial statements on pages 96–100 were approved by the Council of Nelson Mandela University on 24 June 2021 and signed on its behalf by:

**Ms N January-Bardill**  
Chair of Council

**Prof S Muthwa**  
Vice-Chancellor

**NELSON MANDELA UNIVERSITY**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
at 31 December 2020**

	<b>2020 R'000</b>	<b>Restated 2019 R'000</b>
<b>ASSETS</b>		
<b>Non-current assets</b>	2 113 799	1 816 403
Property, plant and equipment	1 715 042	1 632 099
Long term investments	199 757	184 304
Short term investments	199 000	-
<b>Current assets</b>	3 806 784	3 501 270
Inventories	3 648	3 175
Short-term investments	3 219 600	3 020 900
Cash and cash equivalents	139 434	108 134
Trade, other receivables and contract assets	444 102	369 061
<b>Total assets</b>	<u>5 920 583</u>	<u>5 317 673</u>
<b>EQUITY AND LIABILITIES</b>		
<b>Equity funds</b>	3 857 925	3 445 213
Property, plant and equipment	1 565 964	1 413 924
Restricted use funds	983 986	848 232
Student residence funds	27 638	14 533
Other	956 348	833 699
Unrestricted use funds – Education and general	1 307 975	1 183 044
<b>Non-current liabilities</b>	1 511 145	1 471 864
Deferred income and contract liabilities	1 284 139	1 253 190
Interest-bearing borrowings	45 892	50 307
Retirement benefit obligations	61 729	69 022
Accumulated leave liability	112 064	93 339
Long service award accrual	7 321	6 006
<b>Current liabilities</b>	551 513	400 597
Accounts payable and accrued liabilities	12 251	15 035
Accumulated leave liability	2 167	1 786
Accounts payable and accrued liabilities	522 333	373 645
Long service award accrual	1 467	949
Deferred income and contract liabilities	13 295	9 181
<b>Total equity and liabilities</b>	<u>5 920 583</u>	<u>5 317 673</u>

**NELSON MANDELA UNIVERSITY**  
**CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME**  
for the year ended 31 December 2020

	2020						2019
	Council controlled unrestricted	Specifically funded activities restricted	NMU Trust restricted	SUB-TOTAL	Student & staff accommodation unrestricted	TOTAL	TOTAL
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>TOTAL INCOME</b>	2 553 911	263 504	97 264	2 914 680	111 857	3 026 537	2 994 371
<b>RECURRENT ITEMS</b>	2 553 883	263 504	97 264	2 914 652	111 857	3 026 509	2 994 469
State appropriations	1 335 291	-	-	1 335 291	20	1 335 311	1 177 049
Tuition and other fee income	796 410	-	-	796 410	111 831	908 241	893 040
Income from contracts for research	-	85 613	-	85 613	-	85 613	98 467
Sales of goods and services	64 963	4 052	-	69 014	-	69 014	85 230
Private gifts and grants	193 630	127 410	93 264	414 305	7	414 312	497 713
Finance income	163 590	46 430	4 000	214 019	-	214 019	242 969
<b>NON-RECURRENT ITEMS</b>	28	-	-	28	-	28	(98)
Profit/(Loss) on disposal of PPE	28	-	-	28	-	28	(98)
<b>TOTAL EXPENDITURE</b>	2 394 350	242 847	733	2 637 930	94 604	2 732 534	2 536 566
Personnel	1 473 919	65 659	-	1 539 579	51 003	1 590 581	1 412 458
Academic professional	665 847	38 451	-	704 297	-	704 297	629 790
Other personnel	787 133	27 209	-	814 342	51 003	865 345	772 029
Accumulated leave	19 106	-	-	19 106	-	19 106	8 078
Long service award	1 833	-	-	1 833	-	1 833	2 562
Other current operating expenses	825 401	177 188	733	1 003 322	36 634	1 039 957	1 072 186
Depreciation	91 682	-	-	91 682	4 350	96 032	45 492
	917 083	177 188	733	1 095 004	40 984	1 135 988	1 117 678
Finance costs	3 348	0	-	3 348	2 617	5 965	6 430
<b>NET SURPLUS</b>	159 562	20 657	96 531	276 749	17 253	294 002	457 805
<b>OTHER COMPREHENSIVE INCOME</b>							
<b>Items that will not be reclassified subsequently to surplus or deficit:</b>							
Remeasurements - retirement healthcare obligation	90 781	-	-	90 781	-	90 781	(834)
Remeasurements - pension fund obligation	8 142	-	-	8 142	-	8 142	10 963
Revaluation of investments to market value at year end	-	-	12 351	12 351	-	12 351	11 654
	98 923	-	12 351	111 275	-	111 275	21 783
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>	258 485	20 657	108 882	388 024	17 253	405 277	479 588

**NELSON MANDELA UNIVERSITY**

**CONSOLIDATED STATEMENT OF CHANGES IN FUNDS**

**For the year ended 31 December 2020**

Description***	General Reserve Fund	Accumulated Fund	Council Unrestricted Funds Subtotal	Contract/Private Funds Restricted Use	NMU Trust/Restricted Funds Restricted Use	Other Funds Restricted Funds Restricted Use	Restricted Use Funds Sub-total	Residence Funds Restricted	Property, Plant and Equipment Fund	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>Balance at 1 January 2020</b>	834 966	348 078	1 183 045	39 685	174 371	619 643	833 699	14 533	1 413 924	3 445 213
Net surplus	62 745	96 816	159 562	20 657	96 531	-	117 187	17 253	-	294 002
Other comprehensive income	98 923	-	98 923	-	12 351	-	12 351	-	-	111 275
Other additions	14 285	3 216	17 501	114 850	-	-	114 850	8 352	158 793	299 496
Funds utilised	(36 880)	(27 746)	(64 626)	(114 509)	(94 477)	-	(208 986)	(12 500)	(5 937)	(292 049)
Transfers – credit	(244 730)	(2 725)	(247 454)	-	-	(109 104)	(109 104)	-	(49 196)	(405 754)
Transfers – debit	161 025	-	161 025	(35 456)	-	231 806	196 349	-	48 380	405 754
<b>Balance at 31 December 2020</b>	<b>890 334</b>	<b>417 640</b>	<b>1 307 975</b>	<b>25 227</b>	<b>188 776</b>	<b>742 345</b>	<b>956 348</b>	<b>27 638</b>	<b>1 565 964</b>	<b>3 857 925</b>
<b>Balance at 1 January 2019</b>	<b>735 702</b>	<b>465 317</b>	<b>1 201 019</b>	<b>34 308</b>	<b>164 832</b>	<b>468 577</b>	<b>667 718</b>	<b>12 226</b>	<b>1 251 019</b>	<b>3 131 982</b>
Restated** net surplus	225 184	25 819	251 003	105 969	104 185	-	210 154	(3 353)	-	457 805
Other comprehensive income	10 129	-	10 129	-	11 654	-	11 654	-	-	21 783
Other additions *	65 247	54 909	120 156	119 360	4 678	-	124 038	7 950	110 078	362 221
Funds utilised	(47 595)	(194 427)	(242 022)	(172 357)	(110 978)	-	(283 335)	(2 290)	(943)	(528 591)
Transfers – credit	79 563	102	79 665	-	-	179 391	179 391	-	53 770	312 825
Transfers – debit	(233 263)	(3 642)	(236 905)	(47 595)	-	(28 325)	(75 920)	-	-	(312 825)
<b>Balance at 31 December 2019</b>	<b>834 966</b>	<b>348 078</b>	<b>1 183 044</b>	<b>39 685</b>	<b>174 371</b>	<b>619 643</b>	<b>833 699</b>	<b>14 533</b>	<b>1 413 924</b>	<b>3 445 213</b>

\*\*Refer to Note 26

\*\*\*The classification of the reserves is as follows:

Council-controlled funds- includes the total of all funds, both encumbered and unrestricted, that are under the control of the Council, but does not include restricted funds

Restricted funds - means those funds of a public higher education institution that may be used only for the purposes that have been specified in legally binding terms by the provider of such funds or by another legally empowered person

**NELSON MANDELA UNIVERSITY**  
**CONSOLIDATED STATEMENT OF CHANGES IN FUNDS (CONTINUED)**  
**for the year ended 31 December 2020**

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*Designated funds - means those funds of a higher education institution under the control of the Council but are designated/earmarked for a specific purpose*

*Unrestricted funds - means those funds of a public higher education institution that fall within the unrestricted control of its Council and does not include designated funds.*

*1. Other additions include internal/external loan redemptions, solar lease liability and Other Comprehensive Income of the Trust*

*2. Funds utilised/written off includes the adjustments that has been added and/or transferred from this reserve and includes the sole right of use expenses, GAP funding and restricted bursaries, Trust intercompany movements, internal/external loan redemptions*

*3. The transfers credit and transfers debit include transfers between reserves*

**NELSON MANDELA UNIVERSITY****CONSOLIDATED STATEMENT OF CASH FLOWS  
for the year ended 31 December 2020**

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	<b>2020</b>	<b>2019</b>
	<b>R'000</b>	<b>R'000</b>
<b>Cash flow from operating activities</b>		
Cash generated by operations	322 795	453 571
Interest received - short term	136 356	124 537
Net cash inflow from operating activities	<u>459 151</u>	<u>578 109</u>
<b>Cash flow from investing activities</b>		
Interest received	2 664	2 732
Dividends received	1 336	2 762
Purchase of property, plant and equipment (own funds)	(1 479)	(121 973)
Disposal of property, plant and equipment	76	515
Purchase of short-term investments	(397 700)	(460 396)
Purchase of investment portfolio at cost	(29 115)	(25 148)
Proceeds from investment portfolio at cost	9 531	37 206
Net cash outflow from investing activities	<u>(414 687)</u>	<u>(564 301)</u>
<b>Cash flow from financing activities</b>		
Repayment of other financial liabilities	(13 164)	(14 807)
Net cash outflow from financing activities	<u>(13 164)</u>	<u>(14 807)</u>
<b>Increase in cash and cash equivalents</b>	31 300	(999)
Cash and cash equivalents at beginning of year	108 134	109 135
Cash and cash equivalents at end of year	<u>139 434</u>	<u>108 134</u>

# Change the World

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