

NELSON MANDELA
UNIVERSITY



INTEGRATED
ANNUAL
REPORT
2019



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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EXECUTIVE SUMMARY



As the only university in the world to carry the name of Nelson Mandela, our institutional identity and mandate, learning and teaching, scholarly endeavours, innovation and engagement are underpinned by our namesake's values and principles. During 2019, Nelson Mandela University focused on implementing key strategic redirections emerging from our revised Vision 2020 strategy, the Vice-Chancellor's inaugural address and the Listening Campaign across all campuses, faculties and divisions in Port Elizabeth and George.

The University's positioning strategy is a critical precondition to thrive within the context of the prevailing volatile, complex challenges confronting the higher education sector across South Africa, the continent of Africa and globally. Challenges include policy uncertainty, slow economic growth, increased

enrolments and growing student expectations for expanded support, rigorous accountability and regulatory requirements, and intensifying global competition for talent and funding.

A comprehensive review of the University's Vision 2020 strategic plan led to the scoping of a concept document to inform the formulation of our Vision 2030 strategy in 2020. This, together with our revised Vision 2020 strategic priorities, is aimed at propelling the institution into the next decade as a transformed university in the service of society. The wide-ranging organisational redesign process undertaken at the University over the course of 2019 was a major recalibration to ensure that its structures, systems and processes are agile, fit for purpose and strategically aligned.

Key institutional strategic trajectories in 2019 were:

- The transformation of health sciences education, which took major strides when the Department of Health gave approval to the University to establish the tenth medical school in the country. This approval unlocked progress on several fronts. An accreditation site visit by the Council on Higher Education and HPCSA in November was another extremely significant milestone towards offering the first year of the MBChB curriculum at Nelson Mandela University in 2021.
- The Ocean Sciences strategy for 2020-2025, which is continuing to evolve and develop, supporting the faculties to develop inter- and transdisciplinary academic qualifications, short learning programmes, research endeavours and partnerships. This will position the University as a premier destination of choice on the African continent for ocean sciences.
- Revitalising the Humanities, which is integral to Nelson Mandela University's overall academic strategy. There were several significant developments over the course of 2019, including a successful colloquium hosted by the Chair in Critical Studies of Higher Education Transformation to round off Mandela Centenary celebrations. Other initiatives to revitalise the humanities included the launch of the Centre for Philosophy in Africa, the SARCHI Chair for Identities and Social Cohesion in Africa, and discussions with the Nelson Mandela Foundation and the Human Sciences Research Council to establish the Transdisciplinary Institute for Mandela Studies.

In other substantive areas of focus, the University launched its first Hub of Convergence to engage with communities

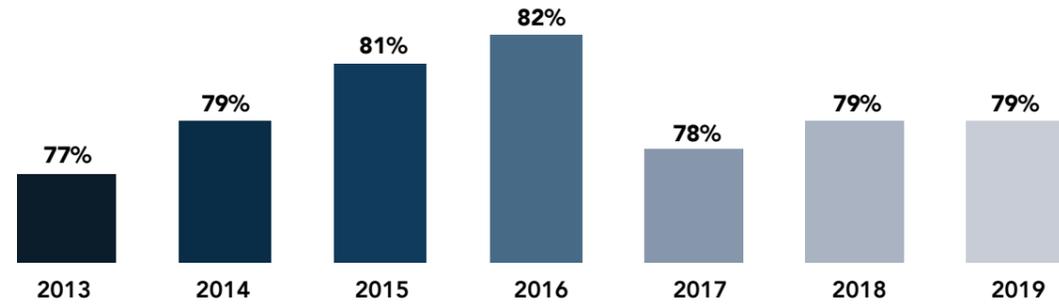
on common platforms in co-creating innovative solutions to persistent societal challenges. This is part of a broader strategy to reconfigure the University in alignment with a reimagined, equalising and non-paternalistic paradigm of engagement that can more meaningfully converse with and contribute to alleviating human precarity.

Student access for success remains paramount, with a specific focus on various interventions to improve success rates, as well as graduate and research outputs. Enhancing access to financial aid continues to be one of our most important priorities and the expanded National Student Financial Aid Scheme (NSFAS) bursary scheme has significantly assisted the University in facilitating access to higher education for academically deserving students from disadvantaged backgrounds, many of whom are the first in their families to pursue a university qualification.

In 2019, the University had a total student headcount enrolment of 29 490 students, of which the majority (69 per cent) came from the Eastern Cape, while 27 per cent are from the other provinces, and 4 per cent originating from more than 55 countries across the world. The ongoing growth in student enrolments in 2019 necessitated a concomitant expansion of student accommodation on and off campus. Over the past year, tenders were awarded for the construction of new student residences on the George (200 beds) and Port Elizabeth (1 800 beds) campuses. With no reliable public transport system presently active in the Nelson Mandela Bay Metro, the University is also working to strengthen its own student transport model and operations.



STUDENT SUCCESS RATE



An extensive number of infrastructural and information and communication technology (ICT) projects, supported by earmarked funds from the DHET, are in various stages of implementation and contribute to promoting an exceptional campus life experience for students, staff and key stakeholders. In total, R580 million was incurred on capital expenditure in respect of infrastructure in 2019, with further capital development projects of R246 million being approved which have not yet been contracted for reporting to date. In addition to the construction of student residences, key capital projects in 2019 included the infrastructural developments and refurbishments required to support the medical school and ocean sciences campus. The University continually strives to improve efficiencies and streamline institutional systems and processes in a manner that enables it to become more agile and responsive to the demands of the Fourth Industrial Revolution (4IR).

Universities across South Africa increasingly have to deploy adaptive measures to cater for the diverse needs of their student bodies, to address broader systemic issues such as poverty and food security, as well as equalised access to study materials, computing devices and WiFi connectivity. Through the expanded

NSFAS bursary scheme, the University significantly increased the number of students from disadvantaged backgrounds. Financial Aid administered more than R930million to support academically deserving, financially disadvantaged undergraduate students during 2019. The provision of holistic student support and development services within and beyond the classroom remains a key priority and examples of holistic strategies designed to promote student success will be outlined later in this report.

Gender transformation and gender-based violence were flash points across South Africa in 2019, as well as at Nelson Mandela University, leading to robust engagements on and off campus to enhance the safety and security of students and staff. These included activations at sectoral and institutional levels, including discussions with the Student Representatives Council (SRC) and student activists to improve our support of GBV survivors and massify programmatic interventions to address this ongoing societal challenge more proactively.

Nurturing talented, high-performing and demographically diverse staff is a crucial precondition for long-term sustainability. In light of the intensifying competition for the best talent, the

University continues to prioritise future-focused talent attraction and continuity plans to effectively support a permanent staff complement of 2 485 employees.

In 2019, Council approved a strategy to mobilise the resources needed to implement the strategic priorities central to Nelson Mandela University's development trajectory over the next decade. This strategy provides the foundation for initiatives to support the projected enrolment growth of the University from 2020 to 2025, including restructuring the University Trust and strengthening appropriate institutional fundraising capacity.

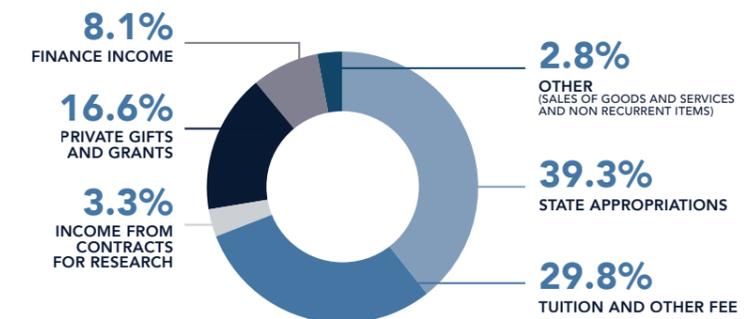
Through judicious and responsible resource stewardship, the University once again posted positive results during the 2019 financial year, presenting a balanced operational budget to

Council with R56.8million surplus after investment income (6 per cent surplus) and a R3.6million surplus from operations before investment income (2 per cent surplus). This can largely be attributed to the roll out of the DHET bursary scheme for poor and working-class students, along with the commitment by national Government to increase the per capita operational subsidy allocated to higher education.

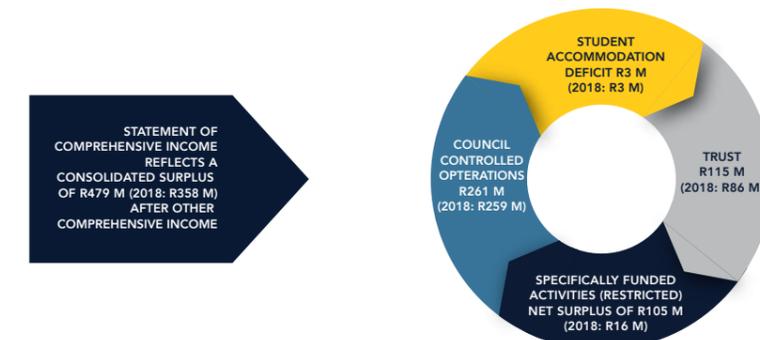
This report will provide an overview of the key highlights, successes, innovations and challenges navigated by the University during the year under review, in pursuance of realising our Vision 2020 strategic aspirations. This will position Mandela University favourably as we chart a course towards Vision 2030 to take the University to greater heights in the service of society.

Overview of 2019 financial position

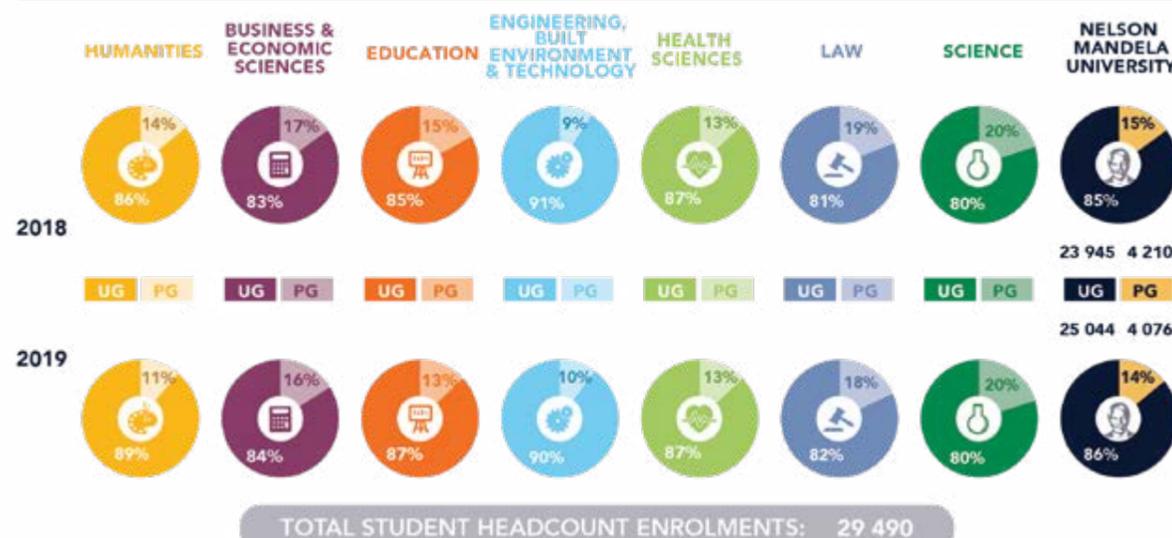
INCOME STREAMS



EXPENDITURE CATEGORIES



UNDER- AND POSTGRADUATE STUDENT ENROLMENTS



1. ORGANISATIONAL OVERVIEW

gender composition reflected that females constituted 58 per cent of the total staff profile, while for academic staff the gender ratio was 50:50. Of our academic staff, 45 per cent held doctoral qualifications. The demographic profile of our overall permanent staff indicated that 74 per cent were African, Coloured and Indian, in contrast with the academic staff profile where 52 per cent were White while 42 per cent were African, Coloured and Indian (6 per cent were foreign and not included).

and equality while ensuring its long-term sustainability.

Following a comprehensive review of the Vision 2020 strategic plan in 2018, the following revised strategic priorities have been guiding planning at Mandela University over the past year, namely, to:

- Embrace a distinctive educational purpose and philosophy that contributes to student access and success
- Develop and cultivate an engaged, innovative scholarship culture that generates knowledge recognised for its contribution to sustainability
- Foster an affirming, transformative institutional culture that promotes diversity and social cohesion
- Enhance long-term financial sustainability through responsible resource stewardship
- Position the University as an employer of first choice by investing in talented, high-performing staff
- Provide and sustain enabling systems and infrastructure that promote an exceptional experience for students, staff and key stakeholders.

In addition to the above, the University is seeking 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 university 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.

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 has laid the foundation for ensuring that the University's structures, systems and processes are fit-for-purpose and strategically aligned at all levels. The overarching organisational redesign proposals for every faculty and division were approved by Council in December 2019 and will be implemented during 2020.



Nelson Mandela University spans seven campuses in Nelson Mandela Bay and George (in the Western Cape) where a total of 29 490 students were enrolled in 2019 across seven faculties, namely: Arts; Business and Economic Sciences; Education; Engineering, the Built Environment and Information Technology; Health Sciences; Law, and Science. The total student headcount in 2019 translated into a 3.4 per cent annual increase relative to 28 507 students in 2018. Undergraduate enrolments of 25 044 constituted 85 per cent of the student population, while postgraduate enrolments declined by 3.2 per cent from 4 076 in 2019 compared to 4 210 in 2018.

The home language of our students was predominantly isiXhosa (46 per cent), followed by English (30 per cent) and Afrikaans (13 per cent), while 7 per cent spoke other official South African

languages and 4 per cent other languages. The proportion of female and male students remained constant in 2019 at 53 per cent and 47 per cent, respectively. In 2019, 85 per cent of our students were Black (African, Coloured and Indian) while the number of White students declined from 17 per cent in 2018 to 15 per cent in 2019. Just over two-thirds of our students (69 per cent) were from the Eastern Cape Province, with 33 per cent from Nelson Mandela Bay and 36 per cent from the rest of the province. Of the remaining students, 27 per cent were from other provinces in South Africa and 4 per cent were from 56 different countries across the globe.

Our students were supported by a complement of 2 485 permanent staff, comprising 649 academic and 1 836 professional, administrative and support (PASS) staff. The

Several programmes, such as the New Generation of Academics Programme (nGAP), advanced the diversification of our academic staff profile, with 12 members of staff benefiting. Other transformation and equity interventions to diversify the staff demographic profile will be addressed elsewhere in this report.

1.2 Review of Strategic Priorities

The dynamic, fluid environment within which all universities operate requires a continuous assessment of strategic priorities against current realities. Since the University changed its name in 2017, it has been exploring the enormous responsibility that goes with being the only university in the world to be named after Nelson Mandela. To this end, the University has been engaged in implementing various interventions to promote social justice

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 development and economic growth that are more inclusive and sustainable. 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 January-Bardill has a Masters In Applied Linguistics from the University of Essex, UK. In 2019, she was conferred an Honorary Doctor of Laws (Honoris Causa) by the Glasgow Caledonian University in Scotland.

Her career has spanned a range of strategic leadership positions in the areas of Education, Human Rights and Social Justice, Diplomacy and Corporate Governance. She served as South Africa's Ambassador to Switzerland, Lichtenstein and the Holy Sea and as Deputy Director General of Human Capital in Foreign Affairs in what was the South African Department of Foreign Affairs.

Ambassador January-Bardill serves on the boards of blue chip companies including, among others, AngloGold Ashanti, Mercedes Benz SA and the MTN Foundation. She also serves on the boards of two NGOs, namely: Phenduka Literacy Project, which supports under-educated pre-high school pupils, and Tshwaranang Legal Advocacy Centre, which supports victims of sexual and gender-based violence.

Ambassador January-Bardill is the current Chairperson of the United Nations (UN) Global Compact Local Network, was Chief of Staff of UN Women in New York and served as an Expert on the UN Committee on the Elimination of Racial Discrimination (CERD).

She is passionate about the inherent value of and right to decent education, and the need to document the varied and expansive experiences of women who lead. She believes in the notion that "the unexamined life is not worth living".

2019 COUNCIL MEMBERS



Ambassador Nozipho January-Bardill



Mr Siyabulela Mhlaluka



Mr Demetrious (Jimmy) Argyrakis



Dr Claudia Beck-Reinhardt



Mr Khwezi Blose



Mr Deroul Chauke



Dr Jeff Govender



Mr Lebogang Hashatse



Ms HawaBibi Khan



Prof Andrew Leitch



Mr Donald MacLean



Ms Maureen Manyama



Dr Nondumiso Maphazi



Mr Bamanye Matiwane



Ms Michelle Mbaco



Mr Sonwabiso Mdani



Dr Muki Moeng



Mr Luvuyo Mosana



Prof Sibongile Muthwa



Dr Kwezi Mzilikazi



Mr Silumko Ncume



Mr Richard Piyose



Mrs Lynette Roodt



Prof Winston Shakantu



Rev Madika Dix Sibeko



Prof Mala Singh



Mr Simphiwe Somdyala



Adv Boitumelo Tlhakung



Ms Zola Tshetu



Prof Denise Zinn

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 Muthwa is the Vice-Chancellor of Nelson Mandela University. She holds a PhD from the School of Oriental and African Studies (SOAS), University of London and an MSc in Development Policy and Planning from the London School of Economics and Political Science (LSE).

Professor Muthwa has had a distinguished career in South Africa and the United Kingdom where she has worked in both non-governmental and public sector institutions, as well as in academia. Between 2010 and 2017, she was the Deputy Vice-Chancellor for Institutional Support at Nelson Mandela University, before being appointed to the Vice-Chancellor position on 1 January 2018. Between 2004 and 2010, she served as Director General of the Eastern Cape Provincial Government.

DEPUTY VICE-CHANCELLOR: PEOPLE AND OPERATIONS (DVC: P&O) Mr Lebogang Hashatse



Mr 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: LEARNING AND TEACHING (DVC: L&T) Professor Denise Zinn



Professor Zinn holds a Doctoral degree in Teaching, Curriculum and Learning Environments from Harvard University Graduate School of Education. She was appointed as the DVC: Teaching and Learning in December 2014 and was Executive Dean of the Faculty of Education at the University prior to this. Professor Zinn also served as the Executive Dean of the Faculty of Education at Fort Hare University before relocating to Nelson Mandela University.

** Prof Zinn retired at the end of 2019.*

INTERIM HEAD: ENGAGEMENT AND TRANSFORMATION Professor Andre Keet



Professor Keet holds a doctorate in Education Management, Law and Policy (University of Pretoria) and is the current incumbent of the Nelson Mandela University Chair: Critical Studies in Higher Education Transformation.

Before this, Professor Keet was the Director of the Institute for Reconciliation and Social Justice at the University of the Free State. He is the Chairperson of the Ministerial Oversight Committee on Transformation in South African Public Universities, one of a number of human rights and higher education sector organisations on which he serves. Amongst others, these include the Higher Education Quality Committee (HEQC), the Council on Higher Education (CHE), the Stellenbosch University Council and the Human Rights Educators Advisory Group of the USA.

DEPUTY VICE-CHANCELLOR: RESEARCH, INNOVATION AND INTERNATIONALISATION (DVC: RII) Professor Andrew Leitch



Professor Andrew Leitch holds a PhD in Physics from the former University of Port Elizabeth (1984) and undertook post-doctoral research at the Hirst Research Centre, Wembley, United Kingdom (1985). He has been in the employ of Nelson Mandela University since 1982 and has risen through the ranks as Lecturer, Senior Lecturer, Associate Professor, Professor of Physics, Executive Dean of Science and Deputy Vice-Chancellor (Research and Engagement).

** Prof Leitch retired at the end of 2019.*

EXECUTIVE DIRECTOR: FINANCE (ED: F) Mr Michael Monaghan



Mr Monaghan is a registered member of the South African Institute of Professional Accountants. He holds a BCom Honours degree in Accounting from UNISA, while he completed his undergraduate BCom degree at the former University of Port Elizabeth.

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
- Professor Cheryl Foxcroft, Dean: Learning and Teaching
- Ms Odette van Zyl, Acting Senior Director: Internal Audit
- Professor Heather Nel, Senior Director Institutional Strategy

Permanent invitee

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

3. STRATEGIC TRAJECTORIES



In pursuit of its vision to be a dynamic, African university, Nelson Mandela University positions itself in a manner congruent with its strategic aspiration to be an institution in the service of society. Furthermore, as the only university carrying the name of Nelson Mandela, any strategic initiative carries a significant responsibility to embody the legacy and ethos of this global icon, in particular his lifelong struggle for a non-racial, non-sexist, democratic society where all citizens are treated with dignity.

In 2019, the University reviewed the progress made towards its decadal Vision 2020 strategic plan and looked ahead at developing a fresh blueprint for the next decade. This will inform 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.

3.1 Medical School

With the support of national and provincial stakeholders, Nelson Mandela University has prioritised the establishment of the tenth medical school for South Africa. The University is on track to offer a full undergraduate medical degree (MBChB) by 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 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 between 2019 and 2025.

In 2019 the Eastern Cape Department of Health indicated its support for the University to establish the second medical school in the province and this unlocked progress across a number of fronts, including a Memorandum of Agreement signed between the University, Walter Sisulu University and the Provincial Government. To curtail costs, the University will depend heavily on the Eastern Cape Department of Health for joint appointments of senior and specialist medical doctors. The Department will be responsible for 70 per cent of the total cost of these joint appointments.

Other notable highlights included the following:

- Medical Programme director Professor Fikile Nomvete was appointed in October 2019 and his knowledge and expertise will help to ensure that the programme is a catalyst for renewal and development in Missionvale and beyond.
- The Faculty of Health Sciences developed basic sciences modules for the first three years of the MBChB curriculum.
- The infrastructure for the basic sciences, anatomy and physiology, skills laboratories and offices was completed, and engagement is ongoing for provision of student residences.
- Cutting-edge technologies and equipment, such as anatomage tables for anatomy and physiology laboratories and Body Interact for clinical cases, have been delivered and staff have been trained in the use of these sophisticated technological tools.
- Internet connectivity has been upgraded at the Missionvale Campus and a cable link to Dora Nginza Hospital installed.
- The University acquired online textbooks, which are also available for other programmes offered by the Faculty of Health Sciences.

In the last quarter of 2019, the University underwent an accreditation site visit by the Health Professions Council of South Africa (HPCSA) and the Council on Higher Education (CHE). Official confirmation of the outcome of this critical milestone will be received in 2020, after which the University will host a “soft launch” of the Medical School on the Missionvale Campus.

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.

3.2 Ocean Sciences

Under the leadership of the Ocean Sciences Technical Team, work is underway to update Nelson Mandela University's Ocean Sciences Strategy for the next five years in collaboration with the Executive Deans of each faculty and other relevant stakeholders. The aspiration is to position the University as a globally recognised, pioneering institution known for its contribution to generating a deeper understanding of ocean dynamics in addressing grand global challenges such as climate change.

The University's ocean sciences strategy seeks to unlock transdisciplinary ways of thinking which span social, economic and environmental spheres of sustainability and in turn promote sustainable livelihoods. It aims to do this by tapping into the economic potential of the oceans while preserving marine biodiversity and ecological integrity for future generations.



Significant progress was made over the course of 2019 in implementing this strategy in relation to four key pillars, namely:

- Scaling up current and potential ocean sciences offerings through incremental adaptations to existing programmes and modules, as well as developing new qualifications at under- and postgraduate levels across all faculties.
- Developing short learning programmes (SLPs) that respond to the skills development needs of the marine and maritime sectors locally, regionally, nationally, on the African continent and globally.
- Harnessing historical and emerging inter- and transdisciplinary research and innovation strengths and capabilities aligned with focused thematic areas that contribute to addressing global sustainability challenges.
- Promoting extensive and ongoing engagement with relevant external ocean sciences stakeholders to forge mutually beneficial quadruple helix partnerships with civil society, industry, government and other post-school educational institutions nationally and internationally.

Underpinning the above, the University is in the process of implementing a phased resourcing and infrastructural development strategy. This is aimed at ensuring its distinctive ocean sciences knowledge proposition is supported by a realistic assessment of the resources required to position the University as a leading university in this field. This has been bolstered through the generous infrastructure, equipment and related funding support received from government, industry and other partners nationally and internationally to refurbish and equip the first dedicated ocean sciences campus in South Africa.

These investments 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 Ocean Sciences strategy furthermore seeks to leverage existing strategic assets such as four South African Research



Chairs Initiative (SARChI) Chairs funded by the National Research Foundation (NRF) focusing on various dimensions of ocean sciences, with a fifth Bilateral Chair in Ocean and Coastal Heritage and Cultures due to come on stream in 2020.

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

Various entities at the University also contribute significantly to ocean sciences research and engagement, including the Institute for Coastal and Marine Research (CMR), the FishFORCE Academy focused on fisheries law enforcement, the Marine Robotics Centre and the Centre for African Coastal Paleosciences, which researches early human origins along the southern coastline of South Africa.

Nelson Mandela University hosts regular workshops and conferences in the field of ocean sciences. In 2019, these included the following:

- From 21-25 January, the regional inception workshop of the “One Ocean Hub” took place at the University. This is part of a £20million (R400million) project funded by the UK-based Global Challenges Research Fund (GCRF) and the project directly addresses the United Nation’s Sustainable Development Goal 14 for the conservation and sustainable use of the oceans.
- The “Tightening the Net” Workshop was held from 4-8 March under the auspices of the FishFORCE Academy, led by Prof Hennie van As. This is an international project funded by the Norwegian government through which we have already established an academy in Mombasa, Kenya. A further academy will open in Zanzibar, while others are planned for Mozambique, Namibia and Angola.

3.3 Revitalisation of the Humanities Across Disciplines

Revitalising the humanities is a core component of the University’s overall academic strategy to reimagine the transformative potential of its disciplines in the quest to address complex global sustainability challenges in a holistic, transdisciplinary manner. The humanities are well placed to awaken African scholarship, epistemologies and systems of thought and direct these towards writing an inclusive narrative of progress as part of decolonisation. The University is 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.

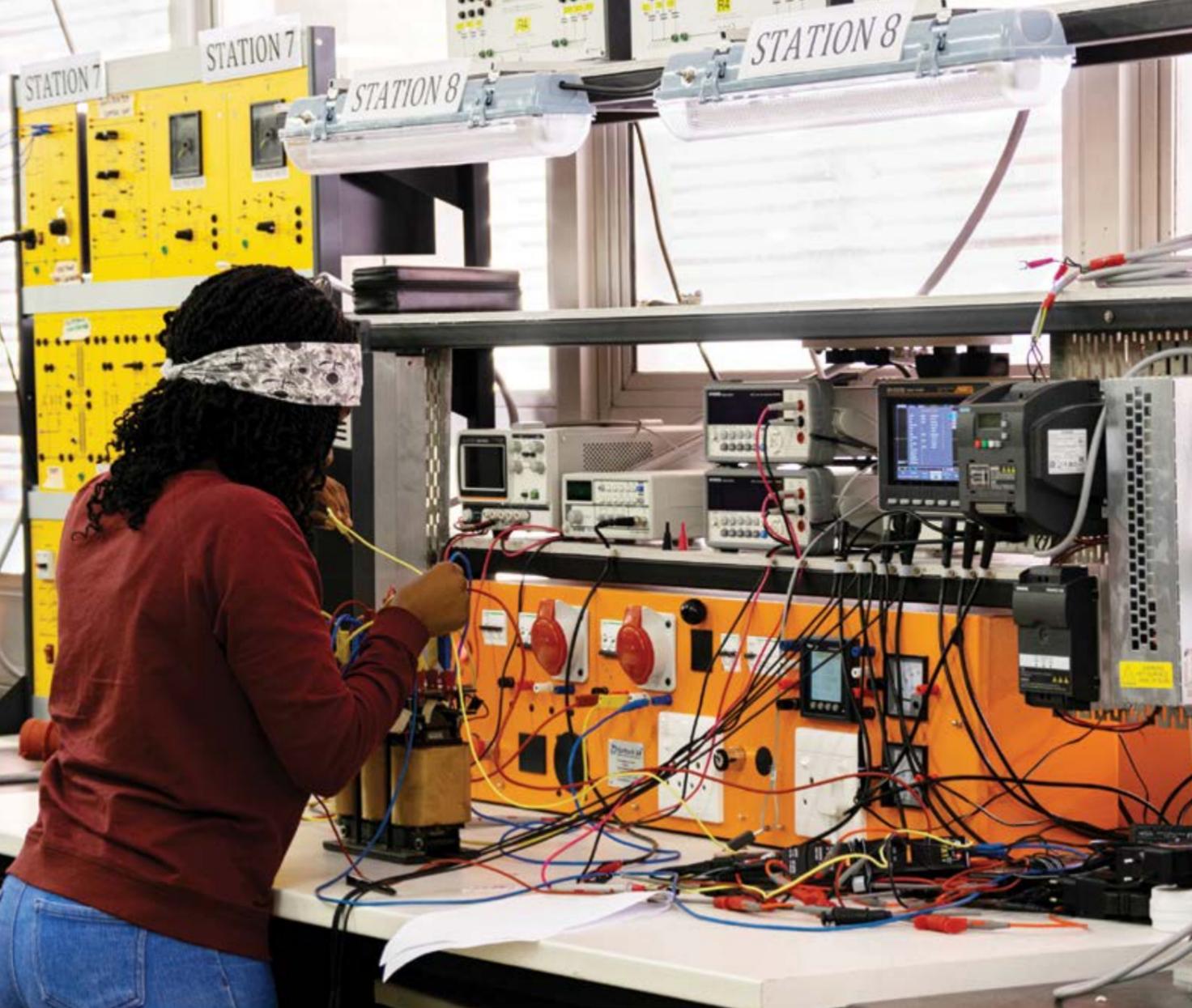
Part of the University’s strategic positioning is our inextricable link to the legacy and values of Nelson Mandela. Cultivating humanity, as a core dimension of the University’s emphasis on humanising pedagogies and practices, requires the frontiers between “science” and the “humanities” to be reconceptualised and redrawn.

- The Second International Indian Ocean Expedition (IIOE-2) conference was hosted during the week of 11-15 March. This is the first time that the conference has been held on the African continent and the IIOE2 management team hailed it as the best so far in the series.
- The SANOCEAN conference linking South African and Norwegian universities in collaborative projects was hosted from 25-27 March.
- Four satellite workshops were held on behalf of the South Africa-Sweden University Forum in May.

The University is expanding on its strong ties with the University of Southampton by seeking to continue the £8million (R170million) SOLSTICE project after the current project ends in 2020. The growing portfolio of international academic partnerships also includes the following universities:

- Southampton and Plymouth (UK), Agder and NTNU (Norway), Gothenburg (Sweden), Carl von Ossietzky University of Oldenburg (Germany), University of Brest (UBO, France), North Carolina State University (Wilmington, US), Alto (Finland), Tokyo University of Marine Science and Technology (Japan), and the University of Nairobi (Kenya).





4. INSTITUTIONAL PERFORMANCE REVIEW

Given its distinctive niche as a comprehensive university, Nelson Mandela University seeks to provide enhanced access and articulation opportunities within a wide range of general formative and vocational, career-focused qualifications from certificate to doctoral levels. Of particular significance in this regard is the need to maintain a balance between undergraduate diploma and degree enrolments, as well as between under- and postgraduate enrolments across a broad range of fields of study.

Furthermore, enrolment targets are informed by a multi-dimensional set of considerations including the academic

identity 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 against the enrolment plan approved by the DHET, as well as the targets contained in the Annual Performance Plan (APP).

Outlined below is an overview of the access, success rate, staff profile and research output data for 2019 as compared to the targets in the institutional enrolment plan and the APP for 2019.

Progress towards achieving this in 2019 included the following highlights:

- The launch of the Centre for Philosophy in Africa and the SARChI Chair for Identities and Social Cohesion in Africa, the first of its kind in the University's Faculty of Arts.
- In collaboration with Queen's University Belfast (QUB), CriSHET co-hosted a Winter School with the theme "Emancipatory Imaginations" to advance critical university studies. It also presented seminars, public lectures and book launches with the aim of promoting intellectual vibrancy at the University.
- CriSHET hosted the colloquium "Dalibhunga: This time? That Mandela?", which initiated a significant partnership with the Nelson Mandela Foundation (NMF) and the Human Sciences Research Council (HSRC) to establish the Transdisciplinary Institute for Mandela Studies (TIMS) at the University.

3.3.1 Transdisciplinary Institute for Mandela Studies

Under the rubric of Critical Mandela Studies, Senate and Council endorsed the establishment of the Transdisciplinary Institute for Mandela Studies (TIMS) in 2019. TIMS will be anchored

within an overarching Memorandum of Understanding (MOU) with the Nelson Mandela Foundation, the primary custodian of the Mandela Legacy. This partnership will enable opportunities to be explored for mutually beneficial exchange, collaboration and sharing of resources inclusive of African intellectual traditions.

TIMS will constitute a key differentiator for the University and will serve as an overarching mechanism to steer and coordinate various strands of Critical Mandela Studies within and across disciplines. These include focusing on poverty and inequality, public leadership and governance, technology and development, science for society, social justice and democracy, and more.

The strategic commitment by Nelson Mandela University's Council to invest in areas as academically diverse as the new Medical School, Ocean Sciences and Revitalising the Humanities constitutes part of concerted efforts to position the University favourably through foregrounding major areas of competitive strength.



2019 ANNUAL PERFORMANCE: ACTUAL VS TARGET

KEY PERFORMANCE AREA	HEMIS 2017 AUDITED	HEMIS 2018 AUDITED	HEMIS 2019 2ND SUBMISSION	YEAR ON YEAR CHANGE	2019 TARGET	ACTUAL VERSUS TARGET VARIANCE*
A. Access						
Headcount totals						
First-time entering undergraduates	5 088	6 076	6 355	4.6%	6 384	-0.5%
Headcount enrolments	27 621	28 507	29 490	3.4%	29 124	1.3%
Headcount enrolments (Foundation Provisioning)	1 667	1 747	1 840	5.3%	1 824	0.9%
Headcount enrolments total UG	23 071	23 945	25 044	4.6%	24 464	2.4%
Headcount enrolments total PG	4 224	4 210	4 076	-3.2%	4 343	-6.1%
Occasional Students	326	352	370	5.1%	317	16.7%
Enrolments by major field of study						
Science, Engineering, Technology	10 441	11 000	11 251	2.3%	11 286	-0.3%
Business/management	9 243	9 131	9 036	-1.0%	9 124	-1.0%
Education	1 809	1 930	2 056	6.5%	2 003	2.6%
Other humanities	6 128	6 446	7 147	10.9%	6 711	6.5%
Distance education enrolments	9	13	12	-7.7%	14	-14.3%
B. Success						
Graduates UG	5 395	5 797	5 419	-6.5%	5 603	-3.3%
Graduates PG	1 544	1 605	1 528	-4.8%	1 607	-4.9%
Success rate	78%	79%	79%	0.0%	79%	0.0%
Undergraduate output by scarce skills						
Engineering	384	405	433	6.9%	421	2.9%
Life and physical sciences	280	235	200	-14.9%	292	-31.5%
Animal and human health	544	619	506	-18.3%	584	-13.4%
Teacher education (includes PGCE)	397	442	408	-7.7%	411	-0.7%
Scarce skills success rate	85%	86%	86%	0.0%	87%	-1.1%

See breakdown below for teacher education outputs

Teacher Education outputs

B Ed	304	327	308	-5.8%	314	-1.9%
PGCE	93	115	100	-13.0%	97	3.1%
Total	397	442	408	-7.7%	411	-0.7%

C: Staff profile

% staff with doctoral degrees	43%	46%	45%	-2.2%	46%	-2.2%
Number of NGAP staff	5	8	12	50%	8	50.0%
Ratio of FTE students to FTE instructional/ research staff	29:1	28:1	27:1	-3.8%	30:1	-11.1%

D. Research outputs

Publication units per FTE staff	0.6	0.6	N/A		0.7	
Research masters graduates	304	293	261	-10.9%	328	-20.4%
Doctoral graduates	92	102	97	-4.9%	100	-3.0%
Publication units	416	429	330***		435	

***For 2019 preliminary data are available for research articles only. In 2019, there were 330 articles compared to 350 in 2018. Final publication unit data will only be available towards the end of 2020 once the final units have been allocated by the DHET.

* Key:

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



4.1 Enrolments

4.1.1 Undergraduate enrolments

The total headcount enrolments in 2019 was 29 490 compared to 28 507 in 2018, which represents an increase of 3.4 per cent. The University had 1.3 per cent more enrolments than the target of 29 124. Overall, undergraduate enrolments contributed the most to the total growth of 3.4 per cent with an increase of 4.6 per cent from 23 945 in 2018 to 25 044 in 2019. The target was 24 464 which the University exceeded by 2.4 per cent.

Nelson Mandela University experienced a 4.6 per cent increase in first-time entering undergraduate students from 6 076 in 2018 to 6 355 in 2019. This was only -0.5 per cent below the target of 6 384. Foundation provisioning (extended programmes) enrolments increased from 1 747 in 2018 to 1 840 in 2019, which is an increase of 5.3 per cent. Compared to the target of 1 824, the University had 16 more enrolments (0.9 per cent above target). This is encouraging given that research has shown that foundation provisioning contributes to student access for success.

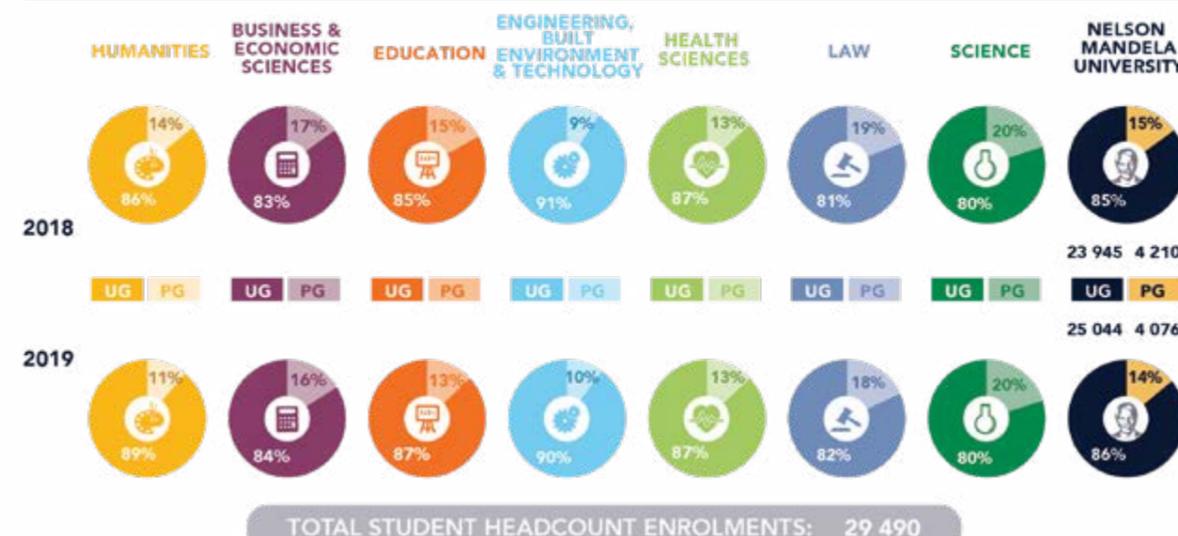
The enrolment growth in the various faculties was vastly different. The Faculty of Humanities experienced a very high growth rate of 20.1 per cent, followed by the Faculty of Education (6.2 per cent) and the Faculty of Engineering, Information Technology and Built Environment (5.6 per cent). The Faculties of Law and

Business and Economic Sciences had growth rates of 1.4 per cent and 0.2 per cent respectively, while the enrolments in the Faculty of Science decreased slightly by -0.3 per cent.

The Faculty of Health Sciences was the only faculty that experienced a considerable decline of -5.1 per cent in enrolments. The main reason for this was the phasing out of the Higher Certificate (Pharmacy Support) and the Advanced Certificate (Pharmacy Technical Support) due to accreditation challenges. This also negatively affected enrolments in the newly curriculum degrees in nursing.

The significant growth in the Faculty of Humanities was largely due to a huge increase in enrolments in the Bachelor of Arts. This may have been in part due to higher admission requirements for the new B Ed programmes. Where students interested in teaching did not meet the revised minimum criteria of the B Ed programme, they opted to register for BA studies and then do the Postgraduate Certificate in Education (PGCE) after completing their degree. Furthermore, the Faculty of Business and Economic Sciences increased the mathematics entry requirements for a number of undergraduate diploma programmes, which resulted in only a slight increase in these enrolments with many of these students enrolling for the BA.

UNDER- AND POSTGRADUATE STUDENT ENROLMENTS



4.1.2 Postgraduate enrolments

Postgraduate enrolments were disappointing, declining by -3.2 per cent from 4 210 in 2018 to 4 076 in 2019. The University fell short of 267 postgraduate enrolments, which was -6.1 per cent below target. Honours' student enrolments decreased by -7.2 per cent compared with 2018, while Doctoral enrolments increased by 0.8 per cent and Master's enrolments decreased by -4.8 per cent.

It must be noted that 47 percent of our graduates at undergraduate level received NSFAS funding for their first qualification, 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, but they cannot register due to financial barriers. The generous financial support from the University through the Council-approved bursary funding of more than R60million for 2019 was extremely welcome but not sufficient to cater for the number of academically eligible, financially needy students wishing to pursue postgraduate studies. Efforts are being made to grow the external funding for postgraduate students through fellowships offered by the NRF, but these opportunities are highly competitive.

In SET fields, this is further constrained in some cases due to limitations in respect of laboratories and insufficient funding for successful grant applications submitted to 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 our research 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



2019 ENROLMENTS BY MAJOR FIELD OF STUDY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL	FEMALE	MALE
Natural sciences	17%	14%	18%	25%	18%	14%	22%
Engineering and technology	13%	8%	16%	16%	12%	7%	19%
Health sciences	7%	8%	13%	9%	8%	10%	5%
Business, economic and management sciences	32%	31%	29%	23%	31%	31%	30%
Education	5%	16%	8%	8%	7%	8%	6%
Humanities and social sciences	26%	23%	16%	19%	24%	30%	18%
Total	100%						

of research associates, HEAVA professors and postdoctoral candidates also contributes to the postgraduate supervisory pool.

4.1.3 Enrolments by Major Field of Study

In 2019, the majority of our students were enrolled in business, economic and management sciences (31 per cent), followed by humanities and social sciences (24 per cent) and natural sciences (18 per cent). Of all enrolments, 12 per cent of students were enrolled in engineering and technology programmes, whilst 8 per cent of all enrolments were in health sciences and 7 per cent in education. In total, SET (which includes natural

sciences, engineering and health sciences) increased from 11 000 enrolments in 2018 to 11 251 enrolments in 2019, which is an increase of 2.3 per cent. The SET enrolments were close to achieving the target (11 286), just short of 35 enrolments. Enrolments in business and management sciences declined slightly from 9 131 in 2018 to 9 036 in 2019, which was a -1 per cent decline and -1 per cent below the target of 9 124. The University showed a very good growth in education enrolments of 6.5 per cent from 2018 to 2019, with enrolments increasing from 1 930 to 2 056, which was 2.6 per cent above the target of 2 003.

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. As of April 2019, the new Applicant Score (AS) admissions criteria were activated for the admission of the 2020 student intake. These new criteria use NSC achievement percentages for the six school subjects (excluding Life Orientation) rather than achievement levels. The research indicated that different AS requirements are needed for applicants with Mathematics as opposed to those with Mathematical Literacy.

The perceived value of the AS is that:

- The criteria are based on research of successful tested-admitted students
- There is better alignment with the admission criteria of other universities
- There is potential to facilitate and speed up the internal admissions processes
- It is simple and quick to calculate
- It is easy for an applicant to see what they qualify for and assists in guiding appropriate study choices to achieve their ultimate career goals
- It enables the provision of developmental recommendations for all accepted applicants, where appropriate – not just the tested applicants.

The Admissions Office and ICT services developed a new online application form that was implemented from April 2019. This included piloting a new auto admit process and all Admissions Officers were trained in the use of new admissions criteria. In addition, the University organisational redesign process led to the clustering of student learning and support services to better support integrated student-centric access and development.

As part of efforts to assist students to transition effectively into university studies, the University held a successful 2019 First Year

Orientation Programme in which 4 420 students participated. The main goal of the First Year Orientation Programme is to on-board and integrate first-year students into the University environment, both academically and socially. The secondary goal is to develop senior students and peer leaders who go through rigorous training to equip them to work with a diverse range of students. Through facilitated interaction led by 244 senior students (How2Buddies), the programme provided first-year students with opportunities to connect with peers as mentors during their first six months on campus.

The Pre-Uni Connect Programme was introduced in 2019 to enable interaction with accepted first-year students via WhatsApp before their arrival on campus. Through this programme, peer mentors, called How2Buddies, share course requirements and other information relevant to their groups through this platform. First-year students are provided with a list of peers and a How2Buddy to contact upon arrival on campus. The WhatsApp interaction continues through the first term and is often sustained throughout the year.

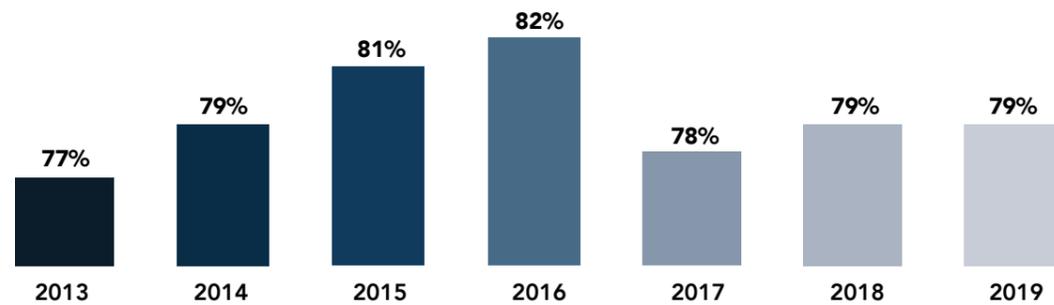
Furthermore, the Orientation Team (O-Team) will be assessing whether orientation should be extended beyond the normal two-week period at the start of the year into the rest of the year, providing digital platforms with interactive gaming, developing an orientation app, and developing material that will be made available on Moodle. Another focus area for 2019 was to introduce a structured Late Orientation Programme and sessions to target students who were unable to attend orientation due to late registration, funding and accommodation issues.

4.3 Student Success

The University was very successful in improving the success rate of students with an increase from 77 per cent in 2013 to 82 per cent in 2016, but the success rate dropped to 78 per cent in 2017. The success rate improved in 2018 and 2019 to 79 per cent and the University is implementing a variety of interventions to ensure that it can achieve the national benchmark for student success of at least 80 percent going forward.



STUDENT SUCCESS RATE



In line with its 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 schools in quintiles one to three, which are the most deprived. The poor quality of schooling in the majority of these schools, particularly in Mathematics and Science education, as well as literacy development, has a direct influence on the student success rate at Nelson Mandela University.

The introduction of fee-free NSFAS support for academically deserving, financially needy undergraduate students also experienced several implementation challenges at the start of 2018 and consequently, some students only started to attend lectures in late March. Those enrolled in programmes where practical and laboratory work was required were particularly disadvantaged since this work is difficult to catch up. In addition, academically and/or economically vulnerable students experienced setbacks at the start of the academic year in that

NSFAS funding for textbooks and learning materials was only forthcoming in May.

On the staff capacity front, the University is also experiencing challenges with high student:staff ratios in certain fields of study and will need to prioritise interventions to reduce these ratios to bring them in line with national norms. To this end, in 2019, additional funding was set aside in the academic resource allocation model (RAM) to fill academic vacancies across all faculties and this assisted somewhat in alleviating high student:staff ratios. Furthermore, the University Capacity Development Grant (UCDG) allocated by the DHET 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.

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 per cent or below) for a minimum period of three years.

Academic staff are also 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 reimagined 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.

In addition to the above, the University has also 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 Siyaphumelela project through which the University piloted academic advising in the faculties of EBEIT and Law 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. This new addition to the suite of student support interventions therefore shows much promise and so was mainstreamed across all faculties as part of the organisational redesign process undertaken in 2019.

Increasing emphasis is also being placed on writing and reading development and multilingualism as a way to enhance 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 is provided to students through multilingual glossaries and tutorials, writing respondents and consultants, 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 6 947 graduates in 2019 compared to 7 402 in 2018, which represents a -6.1 per cent decrease. This is 455 graduates fewer than in 2018, but 8 more than in 2017. Undergraduate graduates declined from 5 797 to 5 419 (-6.5 per cent decline), which was -3.3 per cent below the target of 5 603. Similarly, postgraduate graduates declined from 1 605 to 1 528, which constituted a -4.8 per cent decline and -4.9 per cent below the target of 1 607.

The graduates of 2019 are part of the three-year cohort affected by the drop in success rate in 2017 due to the aftermath of the Fees Must Fall shutdown in 2016. The declines in success rates in recent years will probably lead to lower graduate outputs until the University has managed to reverse this trend through the various student support interventions outlined above.

4.3.2 Graduate outputs by major fields of study

The majority of graduates in 2019 were in business, economic and management sciences (33 per cent), followed by humanities and social sciences (21 per cent) and natural sciences (19 per cent). For all population groups, the majority of graduates were in business, economic and management sciences.

2019 GRADUATES BY MAJOR FIELD OF STUDY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL	FEMALE	MALE
Natural sciences	18%	14%	19%	25%	19%	14%	25%
Engineering and technology	12%	8%	18%	16%	12%	7%	19%
Health sciences	8%	11%	11%	8%	8%	11%	4%
Business, economic and management sciences	36%	30%	28%	24%	33%	34%	32%
Education	4%	16%	11%	9%	7%	8%	5%
Humanities and social sciences	22%	21%	13%	18%	21%	26%	15%
TOTAL	100%						

4.3.3 Undergraduate outputs by scarce skills

Success rates in the scarce skills fields remained at 86 per cent in 2019, which was considerably higher than the success rate of 79 per cent for the University and was also higher than the national success rate of 83 per cent in the scarce skills fields. This can mainly be attributed to higher admission criteria in the scarce skills programmes.

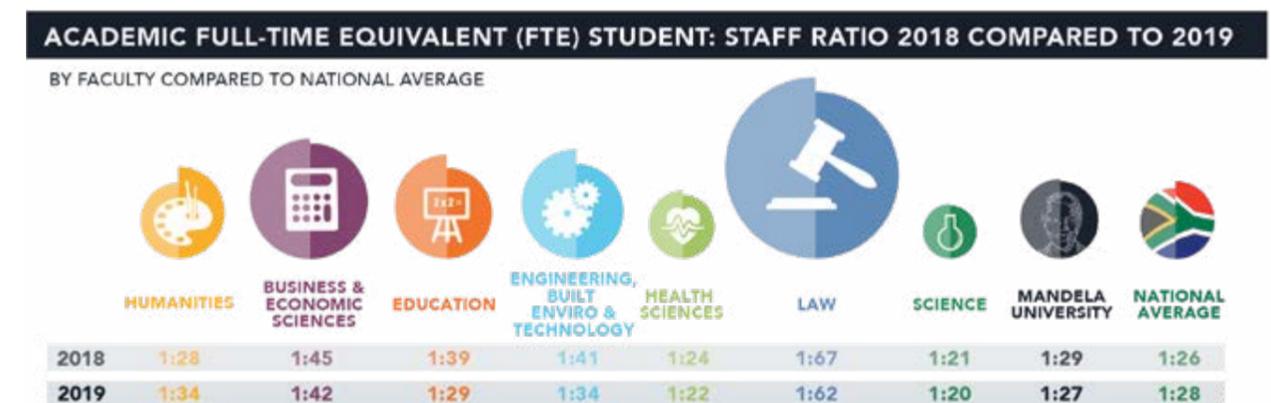
In 2019, graduate outputs in undergraduate programmes increased in engineering from 405 in 2018 to 433 in 2019, which represents a 6.9 per cent growth. This was 2.9 per cent higher than the target of 421. In all the other scarce skills' fields, there was a decline in undergraduate graduate outputs, most notably in life and physical sciences from 235 in 2018 to 200 in 2019, which constitutes a -14.9 per cent decline. This was -31.5 per cent below the target of 292. Undergraduate animal and human health sciences graduates declined from 619 to 506, a decline of -18.3 per cent, which was -13.4 per cent below the target of 584.

Graduates in undergraduate teacher education programmes declined from 442 in 2018 to 408 in 2019, which is a -7.7 per cent decrease and -0.7 per cent below the target of 411.

4.4 Staff Profile

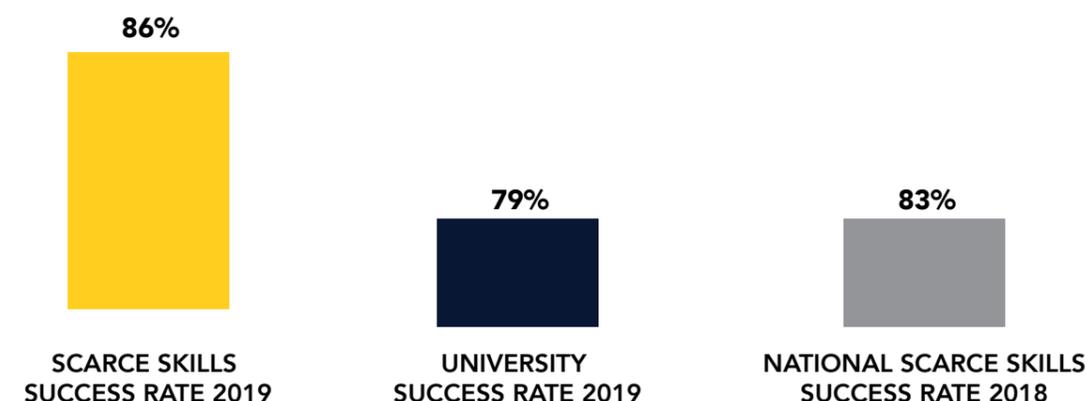
The percentage of permanent academic staff members declined from 46 per cent to 45 per cent, which is below the national average of 48 per cent. This can largely be attributed to higher proportions of academic staff with PhDs retiring.

The ratio of FTE students to permanent instructional/research FTE staff decreased from 28:1 in 2018 to 27:1 in 2019, which was lower than the national average of 28:1. This was made possible through an additional investment of R50million in the academic resource allocation model (RAM) to faculties 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 table above, it is clear that the student:staff FTE ratio declined in all faculties except in the Faculty of Humanities where it increased from 28:1 to 34:1. This was due to the high growth rate in enrolments of 20 per cent from 2018 to 2019.

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



MASTER'S & DOCTORAL ENROLMENTS AND GRADUATES

PERCENTAGE DECLINE FROM 2017 TO 2019

QUALIFICATION TYPE	NATIONALITY	ENROLLED	GRADUATES
MASTER'S	INTERNATIONAL	-9.5%	-14.8%
	NATIONAL	-3.3%	-0.8%
MASTER'S TOTAL		-3.8%	-2.6%

PERCENTAGE INCREASE FROM 2015 TO 2019

QUALIFICATION TYPE	NATIONALITY	ENROLLED	GRADUATES
DOCTORAL	INTERNATIONAL	1.9%	5.7%
	NATIONAL	2.2%	4.4%
DOCTORAL TOTAL		2.1%	4.9%

4.5 Research Outputs

Doctoral graduates declined from 102 in 2018 to 97 in 2019, which is a -4.9 per cent decline and -3 per cent of 3 graduates below the target of 100, which is not a significant variance. The table above shows that, in general, doctoral enrolments and graduates have increased steadily from 2015 to 2019, increasing on average by 2.1 per cent and 4.9 per cent respectively per annum. The higher growth in graduates compared to enrolments is an indicator of increased efficiency.

Research Master's graduates declined from 293 in 2018 to 261 in 2019. This decline (32 fewer research Master's units) is a decline of -10.9 per cent, which is significantly below the target of 328 (-20.4 per cent below the target). The causes of this concerning trend will need to be explored to ensure that appropriate interventions can be implemented to improve Master's graduate outputs.

The table above shows changes in enrolments and graduate outputs in Master's programmes over the period 2015 to 2019. Enrolments and graduates reached a peak in 2017 and then declined year on year. Enrolments increased from 1 917 in 2015 to 2 024 in 2017, and then declined to 1 872 in 2019. Similarly, graduates increased from 401 in 2015 to 442 in 2017, with a decline to 419 in 2019. Over the period 2017 to 2019, Master's enrolments and graduates declined on average by -3.8 per cent and -2.6 per cent respectively per annum. The most significant declines in Master's enrolments and graduates were among international students, by -9.5 per cent and -14.8 per cent respectively per annum.

In 2019, Nelson Mandela University had 814 and 654 enrolments in honours and postgraduate diploma programmes respectively, which constitutes a total of 1 468. Compared to this, the University had 1 872 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 honours and postgraduate diploma 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 per cent to 45 per cent), which negatively impacted on the postgraduate supervisory capacity across all faculties. From 2016 to 2019, 169 academics left the employ of the University through retirement or resignation, 51 (30 per cent) of whom were at the levels of Associate and Full Professor. In addition, SET Master's students have been negatively affected by declines in financial support from national research funding agencies for "fundable grant applications".

The Master's research output units for the Faculty of Engineering, the Built Environment and Technology and the Faculty of Education remained the same at 41 and 6 respectively for the years 2018 and 2019. The Faculty of Law's Master's research output units declined by 1 from 10 to 9. There were declines in the Master's research output units in the Faculties of Humanities (51 to 32), Science (75 to 57) and Business and Economic

Sciences (74 to 64). The Faculty of Health Sciences was the only faculty showing an increase from 35 to 52. In total Master's research output units declined by -11 per cent.

Declines in weighted PhD research output units were also experienced in four faculties. The weighted PhD research output units declined in the Faculty of Business and Economic Sciences from 90 to 51 and in the Faculty of Education from

27 to 18. The Faculty of Humanities experienced a decline of 12 units from 36 to 24, and the Faculty of Health Sciences had a decline of 6 units from 33 to 27. There were increases in weighted PhD research output units in the Faculties of Engineering, the Built Environment and Technology (from 30 to 57) and in the Faculty of Science (from 90 to 111). In total the weighted PhD research output units declined from 306 to 291 from 2018 to 2019, by -5 per cent.

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	32	64	6	41	52	9	57	261
WEIGHTED PHDS	24	51	18	57	27	3	111	291

*For 2019, preliminary data are available for research articles only. Final publication unit data will only be available towards the end of 2020.



5. REPORT OF THE CHAIRPERSON OF COUNCIL

As the highest governance structure of Nelson Mandela University, Council plays a key oversight role, attending to matters of policy and strategic importance while ensuring relevant measures are in place to monitor and evaluate implementation.

The University strives to differentiate itself by embodying the values of its iconic namesake, Dr Nelson Rolihlahla Mandela, in its quest to promote social justice and inclusion. As a microcosm of a society marred by deep inequalities, the University seeks to provide life-changing, transformative educational experiences for students and employees which empower them to activate their individual and collective civic agency to bring about positive change in their communities and broader society.

Responsive citizenry is a cornerstone of the University's values, which sees the institution firmly committed to the advancement of the constitutional values of democracy, human dignity, equality and freedom. This is in keeping with the vision, mission, values, strategic priorities, and graduate attributes delineated in the University's Vision 2020 strategy.

As articulated in the Council-approved transformation conceptual framework, the University views its role as *inter alia* "... advancing African scholarship; critically reflecting on knowledge traditions and social conditions; reflecting a diversity of viewpoints and cultures; advancing both human rights and human development; advancing transnational exchange; liberating human potential and building African (including national) leadership."

5.1 Performance of Council

Council fulfilled its oversight role in 2019 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 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 amongst 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 2019 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 2019
- 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 2019 that provides for a reserve accumulation of between 5 and 10 per cent of revenue from Council-funded activities.

The Vice-Chancellor provides quarterly reports to Council in which she outlines 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 2019 was positive and is available as supplementary information.

5.1.1 Organisational redesign

Council considered the proposal for a university-wide organisational redesign process in 2019, and mandated the process to unfold across all Faculties and Divisions under the leadership of senior management. The purpose of the organisational redesign was to recalibrate the University to ensure that its structures, systems and processes are agile, fit for purpose and strategically aligned. This included an assessment of whether the University is positioned to advance its mission to be in the service of society through its teaching, learning, research and engagement.

5.1.2 Future growth trajectories

The establishment of a new Medical School at Nelson Mandela University is making exciting progress, with an accreditation site visit completed by the Health Professions Council of South Africa and the Council on Higher Education in October 2019. During 2019, the University also made significant progress with the appointment of the first cohort of academic staff approved for the medical programme. This included the Director of the Medical Programme, Professor Fikile Nomvete, who comes with 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 was completed on the Missionvale Campus, and learning and teaching equipment in the computer laboratories and lecture venues was upgraded.

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 on the African continent for ocean sciences. 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 is a third significant trajectory and in 2019 the Transdisciplinary Institute for Mandela Studies (TIMS) emerged as part of this initiative to foster critical inter- and transdisciplinary connections and redraw the frontiers between the sciences and humanities. Undertaken in partnership with the Nelson Mandela Foundation (NMF), TIMS will be a scholarly expression of the Mandela legacy. The Institute will be anchored in a Memorandum of Understanding with the Foundation which will define the basis for collaboration in the areas of social justice advocacy, scholarship and research, and human rights projects.

The establishment of the Centre for Philosophy in Africa was another significant new contribution in 2019 to revitalising the humanities. The Centre is a tangible contribution to the University's intent to place its scholarship in the service of society and to validate the knowledge traditions of the African continent.

5.1.3 Naming and Renaming Process

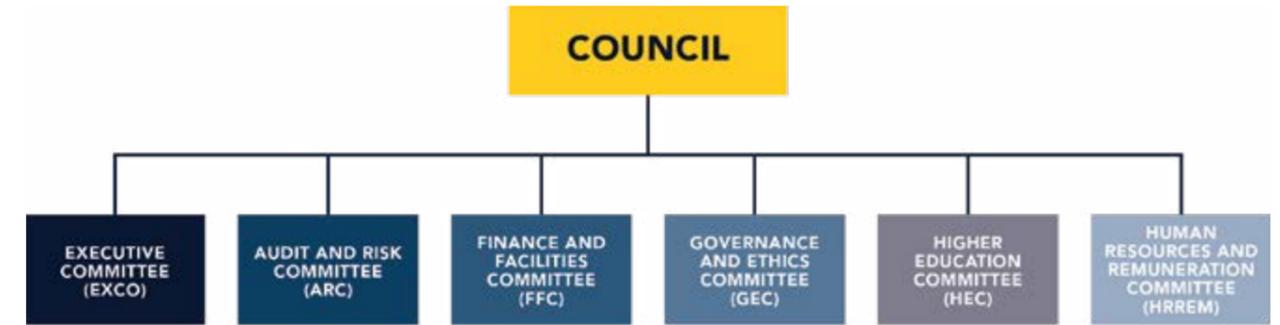
The revised Naming and Renaming Policy of the University provides a progressive guide to rethinking the names of existing buildings and spaces as well as those of new buildings, spaces and roads in keeping with the vision of the University, the ethos and values of Nelson Mandela, and the principles of the South African Constitution. The institutional Naming and Renaming

project was launched in May 2019 with the unveiling of the renamed student residences. The renamed residences honour South African women and men who have made an indelible contribution towards promoting social justice in South Africa.

5.1.4 Gender Transformation and gender-based violence (GBV)

South Africa is a country with extreme levels of gender-based violence as evidenced by unprecedented levels of cases reported nationwide in 2019. Nelson Mandela University did not remain untouched by this social evil and, cognisant of the important role the University fulfils in taking a stand on gender issues, Council considered various interventions to address this pandemic. This included approving revisions to the Sexual Harassment and Offences Policy to address aspects such as a change in the composition of disciplinary hearing panels. These policy amendments ensure that a GBV expert serves as chairperson of these panels supported by legal professionals with the requisite expertise. Council reviewed the timeframes and processes from the date of reporting an incident of GBV to the resolution of the case, recommending that all GBV complaints are resolved within 30 working days after receipt of the report from the complainant.

The launch of the Centre for Women and Gender Studies (CWGS) in October 2019 is another element of the University's overall strategy on gender transformation. In partnership with other Eastern Cape higher education institutions, Port Elizabeth community groupings, different Nelson Mandela University student formations, support services and academic departments, and NGOs, the aim of the CWGS is to establish a "gender agenda" that is intersectional, inter-disciplinary and humane.



5.2 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 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 per cent 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 above implies that Council is responsible for, inter alia:

- Governing the University in accordance with the relevant statutory requirements and with due regard for 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.

5.2.1 Meetings of Council

Council held four ordinary meetings during 2019 with attendance at these meetings averaging 85 per cent. In accordance with the relevant University policies, external councillors received honoraria for their participation in the meetings. Council minutes of the four meetings are available as supplementary information.

5.2.2 Committees of Council

Council has six committees to assist it in executing its functions, over and above the Executive Committee of Council (EXCO). These include:

COMMITTEE	CHAIRPERSON	
Executive Committee of Council (EXCO)	Ambassador N January-Bardill	Re-appointed as the Chairperson of Council from 13 October 2019 for a further two-year term.
Governance and Ethics Committee (GEC)	Ms Z Tshetu	
Human Resources and Remuneration Committee (HRREM)	Mr S Mhlaluka	
Finance and Facilities Committee (FFC)	Mr D Maclean	Appointed as the Chairperson of the Finance and Facilities Committee from 1 January 2019 and thereby as a member of the Executive Committee of Council and the Human Resources and Remuneration Committee.
Audit and Risk Committee (ARC)	Ms M Manyama	
Higher Education Committee (HEC)	Mr L Mosana	Appointed as Chairperson of the Higher Education Committee from 1 April 2019 and thereby as a member of the Executive Committee of Council.
Nomination Committee		(*this committee was merged into EXCO of Council in 2018, but is listed since it appears in the Statute of the University).

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

2019 COUNCIL MEMBERS

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 Demetrious (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

Dr Jeff Govender

Council appointed in accordance with Par5(3)(a) of Statute

Mr Lebogang Hashatse

Deputy Vice-Chancellor: People & Operations

Ms HawaBibi Khan

Council appointed in accordance with Par5(3)(a) of Statute

Prof Andrew Leitch

Deputy Vice-Chancellor: Research, Innovation & Internationalisation

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

Mr Bamanye Matiwane

SRC Representative (Always only for 1 year)

Ms Michelle Mbaco

Council appointed in accordance with Par5(3)(b) of Statute

Mr Sonwabiso Mdani

SRC Representative (Always for 1 year)

Dr Muki Moeng

Senate Representative (Member)

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 Richard Piyose

Council appointed in accordance with Par5(3)(a) of Statute

Ms Lynette Roodt

Non Academic Employee

Prof Winston Shakantu

The Chairperson of IF (Term Separate to membership)

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 Tshetu

Council appointed in accordance with Par5(3)(a) of Statute

Prof Denise Zinn

Deputy Vice-Chancellor: Learning & Teaching

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 on average 80 per cent. Summaries of the membership of Council and the committees of Council, as well as their meeting attendance, are available as supplementary information.

5.2.3 Substantive decisions taken by Council

Indicated below is an extensive (but not exhaustive) list of substantive matters that were considered by Council during 2019:

- 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 2018
 - 2019 Mid-Year Performance Review Report
 - 2020 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 2020 and Three-Year Rolling Budget (2020-2022)
- 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 2018).

5.2.4 Senior management appointments

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

- Registrar (1 July 2019): Mr Edgar de Koker
- Senior Director: Communication and Stakeholder Liaison (1 August 2019): Ms Chantal Janneker
- Senior Director: Finance (1 September 2019): Ms Mariam Jogee-Jamal

- Senior Director: Internationalisation (1 October 2019): Dr Beata Mtyingizana-Buhlungu
- Chief Executive Officer: South African International Maritime Institute (1 November 2019): Mr Odwa Mtati
- Deputy Vice-Chancellor: Learning and Teaching (effective 1 January 2020): Prof Cheryl Foxcroft
- Executive Dean: Engineering, the Built Environment and Technology (effective 1 January 2020): Prof Barend Van Wyk
- Senior Director: Internal Audit (effective 1 February 2020): Mr Sizwe Nyenyiso
- George Campus Principal (effective 1 March 2020): Dr Kaluke Mawila
- Deputy Vice-Chancellor: Research, Innovation and Internationalisation (effective 1 April 2020): Dr Thandiswa Mgwebi

5.2.5 New policies approved by Council

- Retirement Policy

5.2.6 Revisions to substantive policies approved by Council

- Conditions of Service for PL5-17 and Recognition Agreements
- Supply Chain Management Policy
- Investment Policy
- Rules and Procedures for Conferring Honorary Doctoral Degrees

5.2.7 Presentations

- Overview of Enrolment Trends and Student Academic Performance
- Overview of Ocean Sciences Strategy
- Organisational Redesign

5.2.8 External consultants

The following external consultants attended meetings of Council committees during 2019 to address specific items:

ARC:	5 March 2019 (Ordinary meeting)
Ms S Ismail	Nexia SAB & T
Item:	External Audit Matters

ARC:	22 May 2019 (Ordinary meeting)
Mr S Du Toit	Nexia SAB&T
Item:	Final Report to Management for 2018
Item:	AGSA Findings for 2018

ARC:	22 May 2019 (Ordinary meeting)
Ms N Goedhals	Ernst & Young
Item:	External Audit Findings on Grant Audits

ARC:	28 May 2019 (Special meeting)
Ms K Warneke	Deloitte
Item:	Deloitte Report: Job Evaluation of SD: Internal Audit

HRREM:	30 May 2019 (Ordinary meeting)
Mr D Munton	Alexander Forbes
Item:	Investment Portfolio Switch on the Nelson Mandela Retirement Fund

EXCO:	20 June 2019 (Special meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

Council:	21 June 2019 (Ordinary meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

ARC:	3 September 2019 (Ordinary meeting)
Mr S Du Toit	Nexia SAB&T
Item:	Higher Education Management Information Systems (HEMIS) Audit for 2018

EXCO:	25 September 2019 (Ordinary meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

Council:	26 September 2019 (Ordinary meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

ARC:	12 November 2019 (Ordinary meeting)
Mr H van der Merwe	Nexia SAB&T
Item:	ICT General Control Environment Audit Report 31 December 2018

ARC:	12 November 2019 (Ordinary meeting)
Mr Y Moosa	Nexia SAB&T
Ms S Ismail	Nexia SAB&T
Ms A Ramasike	Nexia SAB&T
Item:	External Audit Plan for the Year ended 31 December 2019
Item:	External Auditor Engagement Letter

EXCO:	4 December 2019 (Ordinary meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

Council:	5 December 2019 (Ordinary meeting)
Dr A Anderson	Cristal Capital (Pty) Ltd
Item:	Organisational Redesign Process

The set of comprehensive Council minutes is 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 committees to provide oversight in respect of audit and risk as well as governance and ethics.

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 the annual report. ARC reports to the Council and engages with the Finance and Facilities Committee (FFC) and other committees, as necessary.

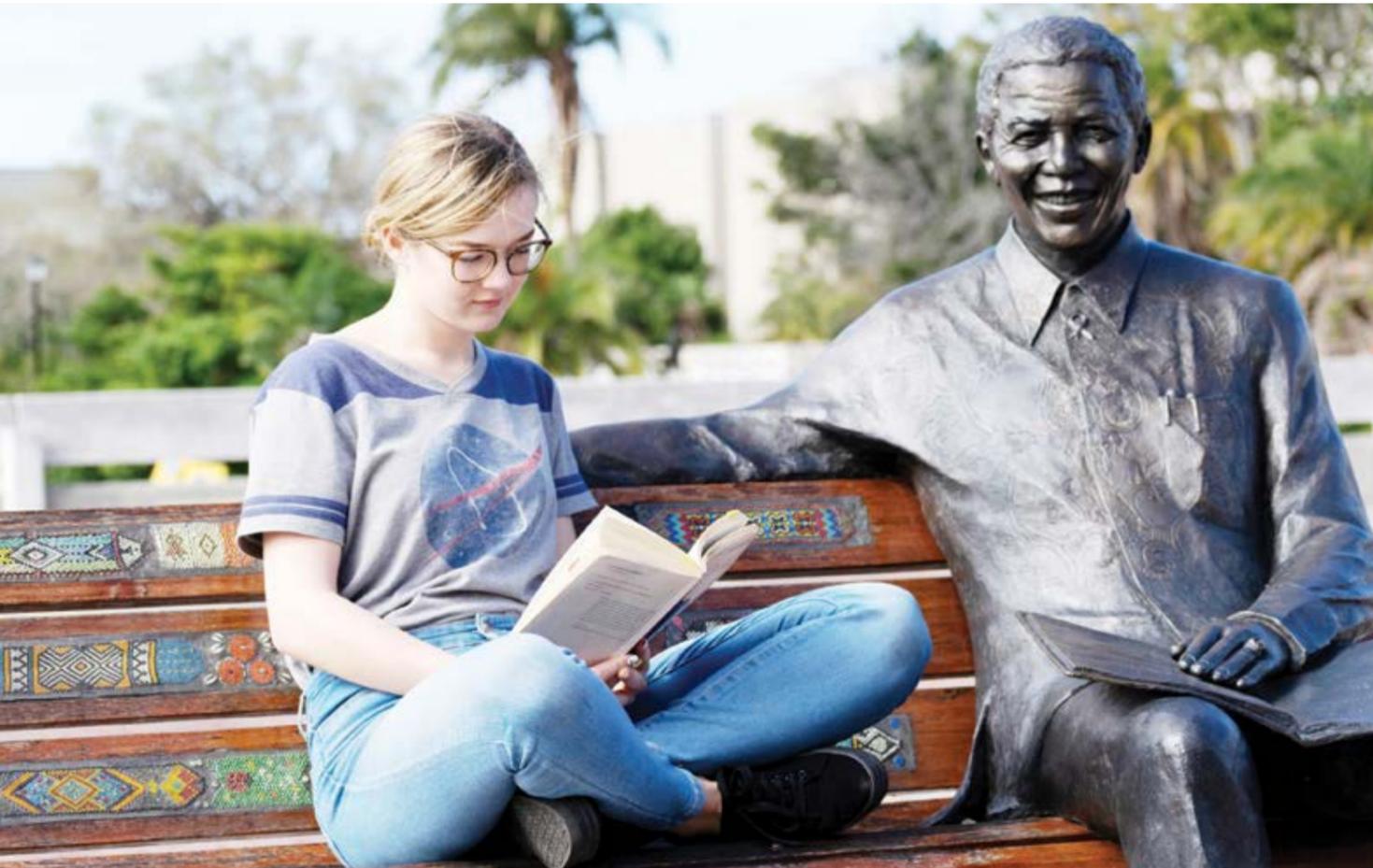
A comprehensive ARC Charter outlining its role and responsibilities forms an Annexure to the University's Rules of Council. This charter is reviewed annually and any required amendments are recommended to Council via the Governance and Ethics Committee.

5.3.2 Governance and Ethics Committee

The Governance and Ethics Committee, inter alia, makes recommendations to Council in respect of the following:

- The Rules of Council, including the Code of Conduct for members of Council
- The establishment and dissolution of the committees of Council
- The training of members of Council, if required
- The annual setting and assessment of the achievement of the performance objectives of Council
- The annual self-assessment of Council.

In addition, the Governance and Ethics Committee makes recommendations to Council on matters of an ethical and social nature, inclusive of any corporate governance and ethics policies, practices, processes and guidelines, as well as ongoing developments and best practices in corporate 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, 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 2019.

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, in an accountable and transparent manner, requiring ethical, professional behaviour.

5.6 Statement of Conflict Resolution

The employees and students of the University are guided by various policies to address and resolve grievances relating to their working and 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
- Students' 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 underpin its academic offerings, research agenda, partnerships, resource mobilisation and deployment, and operations across all campuses, are all focused on ensuring a fair, liveable and viable world.

Given the ever-changing higher education landscape in South Africa, the long-term sustainability of the University is critical for its success. Despite positive developments in terms of increased investment by national government in higher education, it is clear that South African universities will need to be both innovative and resourceful in securing their financial sustainability in the medium- and long-term.

5.7.1 Financial Sustainability

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

- Deploying and using financial and other resources more efficiently, effectively and economically
- Reimagining and implementing innovative resource mobilisation strategies
- Optimising government subsidy and tuition fee funding for operational, salary and capital costs.

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

- Academic programme optimisation and strategic differentiation
- Review of organisational structures, including implementing the business models for reintegrated services
- Improving cost efficiencies.

In addition, the University is also implementing several initiatives to promote environmental and social sustainability as part of its wide-reaching contribution to promoting global sustainability goals. This includes mobilising resources in innovative ways as part of the University's ongoing commitment to responsible stewardship.

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



national socio-economic challenges such as poverty, inequality and unemployment find expression through the design of the curriculum, research and engagement, including various activities and events throughout the year designed to promote social justice.

The Vice-Chancellor has signalled her vision to reposition engagement as a critical mission of the University, establishing the first Hub of Convergence in May 2019. This provides the University with a platform to interface with local communities in finding solutions to practical problems. The concept was presented to stakeholders from various sectors of the Nelson Mandela Bay community and a number of important ideas

emerged, including the need to recognise knowledge within and from the community, letting go of the "ivory tower" notion of a University, and ensuring partnership with all sectors playing a role in community development. As part of this initiative, the University is considering various mechanisms to embrace an equalising, non-paternalistic engagement paradigm that can more meaningfully contribute to promoting sustainable livelihoods.

The Social Consciousness and Sustainable Futures (SCSF) course designed for all first-year students is an additional avenue to advance social justice and equality. Biannual Social Inclusion Reports submitted to the DHET also assist Council in assessing

the extent to which the University addresses the perennial societal challenges confronting 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. As part of this drive, the University has constructed a Photovoltaic Installation to enable the South Campus to generate low cost, renewable energy. Since starting operations in mid-2019, this 1 MegaWatt plant has been able to generate more than ten per cent of overall energy use on the South Campus. It is therefore

6. REPORT OF THE VICE-CHANCELLOR



a major contributor to the overall quest to increase the use of renewable energy to 30 per cent of the University's energy requirements in the next six 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 is to diversify the University's water sources with less direct reliance on municipal water provision. On the issue of paper waste, the University population is migrating to software which will enable the institution to benchmark printing usage nationally and internationally.

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". As a countrywide initiative, the University was recognised for its environmental sustainability efforts as evidenced by the following awards in 2019, namely:

- Greenest Campus in Africa awarded by Association of College and University Housing Officers International
- National runner-up in renewable energy awarded by the Higher Education Facilities Management Association.

5.8 Conclusion

Considering the year under review, Council is satisfied that significant progress has been made by Nelson Mandela University as it journeys towards fulfilling its purpose in the service of society. Persistent global challenges such as poverty, inequality, climate change and the burden of disease require that the University increasingly engage with all stakeholders as equal partners in co-creating sustainable solutions. In doing so, Council will strive to ensure that Nelson Mandela University is strategically poised to chart the future within highly volatile and complex global and local contexts.

Ambassador Nozipho January-Bardill
Chairperson of Council

6.1 Context

The long-term sustainability of universities is intrinsically linked to how they relate to broader society, perform their civic mission, and transform to contribute to socio-cultural and economic development. As a university in the service of society, Nelson Mandela University is endeavouring to foster critical transdisciplinary scholarship in response to the major societal and sustainability challenges of our time such as environmental degradation, food insecurity, poverty, population migration and global inequity.

To this end, senior management is in the process of implementing the key strategic redirections emerging from our revised Vision 2020 strategy and the Vice-Chancellor's Listening Campaign of 2018, including re-imagining our institutional identity and strategic positioning, linked to the legacy and values of our iconic namesake. We strive to embrace Mandela's lifelong efforts to advance a more socially just society and his emphasis on the importance of education as a force for progress.

Among our key priorities as we approach the end of this decade and begin to scope our decadal plan for 2030, are the following:

- Embracing humanising pedagogical approaches and student-centric support that liberate the full potential of our students and promote holistic student success.
- Fostering an inclusive, transformative institutional culture that promotes social cohesion and inclusion and awakens African scholarship as part of our decolonisation endeavours.
- Repositioning engagement to collaborate with local communities on common platforms or hubs of convergence to co-create innovative solutions to societal challenges.
- Developing, attracting and retaining high-performing and motivated staff, including the next generation of socially diverse academics.
- Promoting our long-term sustainability through innovative resource mobilisation and responsible resource stewardship.

6.2 Strategic Planning and Implementation

Among other imperatives, we have been engaging robustly with various initiatives to implement our key academic and intellectual redirections, including the establishment of the medical school, ocean sciences, revitalising the humanities and fostering transdisciplinary scholarship.



6.2.1 Medical School

Our Medical School, the second in this province and the tenth in the country, has moved from being a dream to becoming a reality as its physical and academic infrastructure develops on our Missionvale Campus. The conclusion of the site visit by the Health Professions Council of South Africa (HPCSA) and the Council on Higher Education (CHE) in October 2019 was a significant landmark. The HPCSA and CHE inspected the infrastructure, facilities and equipment for the medical programme and consulted extensively with a wide cross-section of internal and external stakeholders. The visit included various training hospitals and community health centres (CHCs) which will form part of the clinical training platform for our medical students.

Academic developments in 2019 included the appointment of the first cohort of staff, including the Director of the Medical Programme, the generation of basic sciences modules for the first three years of the MBChB curriculum and acquiring online textbooks. Staff have been trained in how to use cutting-edge technologies and the equipment delivered in 2019. Laboratory and office infrastructure has been completed, equipment installed and student residences are the subject of ongoing engagement. Internet connectivity has been upgraded and access to WiFi widened across several sites key to the medical programme.



The next step towards offering a full undergraduate medical degree (MBChB) by 2021 is confirmation of the outcome of the HPCSA and CHE site visit, which will be received in 2020. A soft launch of the Medical School will follow in 2020 ahead of the proposed official opening of the medical programme in 2021.

6.2.2 Ocean Sciences

We are currently developing an updated five-year ocean sciences strategy for 2020-2025. This includes supporting the faculties to develop under- and postgraduate qualifications, short learning programmes, research endeavours and partnerships to position the University as a premier destination of choice on the African continent for ocean sciences.

Several important partnerships, both nationally and internationally, have assisted the University in accelerating and deepening its research, innovation and engagement impact in the broad, transdisciplinary spheres of ocean sciences. On a global scale, we are partners in the One Ocean Hub announced by the UK Research and Innovation Global Challenges Research Fund and led by Scotland's University of Strathclyde. This is part of a £20million (R425million) project with our SARCHI Chair in the Law of the Sea and Development in Africa, Professor Patrick Vrancken, fulfilling the role of the regional lead for the project on the African continent. The programme aims to tackle threats to the world's oceans such as plastic pollution, rising sea levels and acidification due to over-fishing.

In addition, the support from the Norwegian Embassy for the ocean governance interventions led by our FishFORCE Academy has enabled our University to establish more such training academies in 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 on our high seas, such as human and drug trafficking. The original grant of around R50million has received a further boost of R38million.

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. Nelson Mandela University's first Naval Architecture doctoral candidate, Boswell Douse, is currently pursuing his PhD at the University of Southampton.

The Second International Indian Ocean Expedition (IIOE-2) selected Nelson Mandela University to be the hub for marine robotics in a Western Indian Ocean-wide research network. In March 2019, our Faculty of Engineering, the Built Environment and Information Technology (EBEIT) launched its transdisciplinary Marine Robotics Unit, enabling oceanographic researchers to collect data in situ using robotic technologies.

Closer to home, a partnership with the Eastern Cape provincial government and the national Department of Environmental Affairs (now Department of Environment, Fisheries and Forestry) aims to assist in identifying possible game-changing interventions that will benefit communities across the Eastern Cape. This project will result in a more targeted and integrated approach to growing the provincial GDP and creating jobs in the oceans economy as an integral part of government's Operation Phakisa oceans economy interventions.

In advancing our transdisciplinary vision for ocean sciences, the National Research Foundation (NRF) has recently offered the University a SARCHI Bilateral Chair in Ocean and Coastal Heritage and Cultures, which will come on stream in 2020. This will complement the excellent 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.

6.2.3 Revitalising the Humanities

As part of the renewal of the academic project, Mandela University has, as one of its focus areas, the revitalisation of the humanities to draw on a constellation of scholarship that can make sense of the complex social, political, economic and environmental challenges we face, and drive meaningful, practical solutions for change. This will contribute to the University's efforts in building social cohesion and democratic citizenship through the sharing of new knowledge paradigms, as these foster the depth of thinking and understanding required to engage critically and creatively in identifying innovative solutions and approaches. In today's ever-changing world of work, along with the realities of

the Fourth Industrial Revolution (4IR), the arts, humanities and social sciences are integral to human progress.

Under the rubric of Critical Mandela Studies, the Transdisciplinary Institute for Mandela Studies (TIMS) was endorsed by Senate and Council in 2019 and will constitute a key differentiator for the University. TIMS will be anchored within an overarching Memorandum of Understanding (MOU) with the NMF and together we will explore opportunities for mutually beneficial exchange, collaboration and sharing of resources. With a firm scholarly and strategic justification in place, we are now putting the formal proposal together to process the MOU through the University system.

Together with TIMS, our Chair in Critical Studies in Higher Education Transformation (CriSHET), the SARCHI Chair in Identities and Social Cohesion in Africa and the Centre for Philosophy in Africa are driving efforts to respond to the call for decolonised, innovative ways of thinking and being as part of the transformation agenda of the University.

Each Faculty has attuned its research and innovation to the strategic priorities of the University. Highlights include, for example, the success of an educational gaming app developed by the Computing Sciences Department, the design and construction of a creche for an informal settlement by the School of Architecture and mobile law clinics provided by students and staff in the Faculty of Law. The Faculty of Education's Centre for the Community School continues its outreach across the province, and there are many more such initiatives detailed more fully elsewhere in this report.



In addition to the above strategic growth trajectories, the University is recalibrating its systems, structures and processes to ensure that these are agile, fit for purpose and strategically aligned. To this end, steady progress has been made in implementing the organisational redesign process as part of the overarching efforts to enhance the responsiveness of the University to future demands.

6.2.4 Organisational Redesign

As the University pursues its strategic and transformational imperatives within highly unpredictable global and local contexts, we are mindful that the rapidly evolving future will require of universities to embrace vastly different ways of knowing, being and doing. To this end, during the course of 2018/19, the University engaged purposefully in a comprehensive review of its organisational design to assess the extent to which organisational structures, workflows, processes, procedures and systems are appropriately aligned to institutional strategy. It is anticipated that this will result in several advantages including enhancing the agility of the University to respond efficiently to the complexities inherent in its future within the parameters of our social justice purpose and praxes.

Our organisational redesign process unfolded across the University in 2019 under the leadership of senior management. Wide-ranging consultations were held with multiple stakeholders to communicate the case for change and the subsequent blueprint for the Vice-Chancellor's macro-structure was approved by Council in June 2019. The executive portfolios reporting directly to the VC were realigned with effect from 1 July 2019 followed by an intense process of cascading the organisational redesign process to the operational levels in all faculties and support service portfolios. This culminated in a consolidated set of organisational redesign proposals approved by Council in December 2019 to facilitate the implementation of strategy-aligned structures, systems, and processes across the University during 2020.



6.3 Student Life

Increased Government expenditure on higher education in recent years has led to much-needed, expanded access for academically deserving, financially needy students. In spite of this, we remain mindful that challenges remain and many students experience difficult material conditions, which necessitates the provision of holistic support and development services within and beyond the classroom. The University also needs to attend to broader systemic issues such as access to student financial aid, accommodation, transport, nutrition and food security, as well as access to study materials, computing devices and WiFi connectivity.

6.3.1 Student access for success

Our organisational redesign process included a significant reimagining of student life and development interventions to enhance student access for success and provide an exceptional learning experience for all students. This is a core feature of a humanising pedagogical approach, which is a distinguishing feature of Mandela University's learning and teaching philosophy. The 2019 findings of the South African Survey of

Student Engagement (SASSE) are a testament to this in that this research indicated that our University obtained the highest ranking in South Africa among those universities participating in the study for providing a supportive learning environment for students.

We have implemented several interventions aimed at improving the quality of the undergraduate student access and enrolment value chain, in particular for first-time entering students, including the Pre-Uni Connect Programme, the Orientation Team and How2 Buddies. The use of digital technologies remains key and solutions introduced include improved communication with applicants. Furthermore, a mobile app was designed and the pilot version placed on the App store for all Android devices in March 2019. In 2019, the University also introduced a structured Late Orientation Programme and sessions to target students who were unable to attend orientation due to late registration, funding and accommodation issues.

Significant growth in total student enrolments in 2019 placed some strain on student: academic staff ratios and venues. In certain modules, this was offset by appointing additional peer mentors, tutors, Supplemental Instruction leaders and

academic advisors, with funding from the University Capacity Development Grant (UCDG). We are furthermore rethinking our use of space, exploring greater use of live streaming and blended learning, as well as looking into venues on- and off-campus, which could provide new learning, teaching and assessment possibilities.

In the light of declining success rates, we have enhanced our efforts to support students through an electronic system RADAR (Risk Analysis and Detection to Assist and Retain Students) so that we can identify students who experience challenges at an early stage with a view to targeted provision of learning support. Such support includes faculty-linked, but centrally connected, success coaches (academic advisors) to assist students throughout their learning journey.

The Student Life and Development division has continued with the Beyond the Classroom (BtC) programme targeting potential and aspiring leaders, while a Leaders for Change programme aimed at attracting student leaders in elected positions is being implemented. A Women in Leadership programme has also been developed and the VC has begun a mentorship and coaching programme targeting female leaders in the SRC.

Mental health issues, including depression and anxiety, are an increasingly prevalent national challenge and a team of Campus Health Services and Student Counselling employees is attending to this in an integrated manner as part of efforts to address the rising demand for psychosocial support.

6.3.2 Broadening access to differently abled students

The Universal Accessibility and Disability Services Unit (UADS) provides for reasonable accommodation measures and assistive technologies required by differently abled students and also facilitates workshops for lecturers on teaching strategies to promote inclusive education. During 2019, the UADS Unit furthermore entered into a partnership with the provincial Department of Education's Inclusive Education Unit. Through this partnership, UADS was able to conduct awareness workshops as part of Grade 12 learner readiness programmes at special needs schools as part of an initiative to increase the numbers of differently abled, academically deserving students pursuing higher education studies.

6.3.3 Financial aid

It is widely acknowledged that access to finances is one of the most important determinants for both student access



and success. Through the expanded NSFAS bursary scheme, the University has significantly increased the number of students from disadvantaged backgrounds. Financial Aid administered more than R930million to support academically deserving, financially disadvantaged undergraduate students during 2019.

Access to mobile devices and data connectivity is becoming an increasingly important determinant of student success given the upsurge in the demand for blended and online learning globally. To this end, the first phase of an initiative to provide first-time entering, NSFAS-funded students with a laptop upon registration saw an uptake of close to 3 000 students in 2019 and it is envisaged that numbers will continue to increase in 2020.

NSFAS support for financially needy students only extends as far as the first qualification, which necessitates the development and approval of an integrated postgraduate funding support strategy. Going forward, we need to provide additional funding from Council and other sources for postgraduate bursaries and

scholarships if we are to encourage an increase in postgraduate student enrolments.

6.3.4 Student Accommodation

Access to student accommodation remains a major challenge nationally. To this end, the University has significantly increased accredited off-campus accommodation with a total of 12 220 beds available in 2019 compared to 9 925 in 2018, which constitutes a 23% increase.

The University has furthermore extended living and learning programmes to off-campus accommodation and WiFi connectivity is being rolled out in these residences to enhance remote access to online University resources, such as the library and learning materials placed on the learning management system (Moodle). The first phase of this project is nearing completion with 32 of the 36 residences having been connected already while phase 2 of the project will focus on the additional 12 recently accredited residences.

6.3.6 Student Transport

With a greater proportion of students living off campus, the student transportation system is under increased pressure due to increased student demand. As a result, transport provision has been expanded and currently 30% (3 348) more students are being transported per day.

6.3.7 Nutrition

Campus Health Services spearheads our nutritional programme, which includes distributing fresh produce to indigent students. A new vegetable garden has been established at Sanlam Student Village in Summerstrand, which brings the number of vegetable gardens at the University to three.

The ongoing student nutrition programme is under strain as the demand exceeds supply and we are exploring additional partnerships in response to the ever-increasing demand. A student nutrition programme was developed in response to about 2 000 (mainly first-year) students whose NSFAS allowances were exhausted by the end of October 2019. To avert a potential crisis, the University implemented various fundraising measures to provide food packs to about 900 affected students.

Other avenues to address this need include a partnership between Karoo Catch and the University to provide support in terms of establishing aquaculture and aquaponics production on University campuses, most notably Missionvale.

6.3.8 Safety and security

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 deter, detect and probe crime within its precincts. Work is ongoing to improve safety and security both internally and externally through monthly engagements with various stakeholders, including the Summerstrand Community Crime Forum and security providers within the Metro. The Missionvale Campus safety and security plan has also been implemented to benefit staff, students and those who live in the surrounding community.

6.3.9 Student entrepreneurship

Our University is recognised within the South African higher education sector as one of the leading institutions in promoting student entrepreneurship. The Chairperson of the Student Entrepreneurs National Forum established by the DHET is one of our students and the National Convener of the Student Entrepreneurs Community of Practice is a staff member from the University. The Entrepreneurship Development in Higher Education (EDHE) Programme and USAF invited the University to host the launch of National Student Entrepreneurship week in August 2019. Furthermore, the University has embarked on an entrepreneurship programme to create platforms for students to own and manage their own small business enterprises on campus.

6.4 Talented, High-Performing Staff

One of the University's six strategic priorities is to be an employer of first choice by investing in talented, high-performing employees. Developing and implementing a fully integrated talent management strategy will optimise the University's performance and advance transformation.

In particular, as part of its sustainability imperatives, the University is embarking on an intentional, structured approach to produce a critical mass of demographically diverse academic employees and leaders, including interventions to develop a sustainable pipeline of Black and women academics. It is worth noting that, for post levels 2-4 there were 12 vacancies during

the course of 2019 of which eight were filled. Only one of these appointments was outside the employment equity designated (A, C, I) groups. It is unprecedented for the University to make such a high number of executive appointments in a financial year and it will contribute significantly to the leadership capability and stability while diversifying the demographic profile of senior management.

6.4.1 Academic staffing

The University has a permanent academic staff to student ratio of 1:27 relative to the national average of 1:28. Financial constraints have made it difficult to fill all academic vacancies and this was further exacerbated by the intense competition for talented academic staff in the higher education sector, particularly in the scarce skills areas.

To address this, a different approach to the faculty Resource Allocation Model (RAM) was adopted for 2019 to ensure that every faculty was provided with the funding required to fill academic vacancies. This additional injection into the academic salary RAM of approximately R50million has made it possible to appoint 40 new academics across all faculties.

6.4.2 Transformative institutional culture

The University is developing a comprehensive employee engagement and communication plan covering issues raised during the Vice-Chancellor's Listening Campaign of 2018 with the aim of enhancing proactive communication and engagement with employees, students and other stakeholders.



In partnership with the Engagement and Transformation portfolio, Human Resources has also established a cross-functional Institutional Culture Working Group (ICWG) to design appropriate programmatic and organisational development interventions to foster a transformative institutional culture. This work has been informed by an analysis of data and themes that emerged from the VC's Listening Campaign and previously conducted institutional climate surveys.

6.4.3 Employment equity

Our employment equity profile shows that transformation has been very slow, particularly among senior academics and specialised support professionals who serve as a pipeline for senior management positions. By contrast, the equity profile at lower occupational levels (PL 13 to 17) has transformed more dramatically, sometimes beyond the set equity targets, largely due to the reintegration of more than 800 service employees.

The demographic profile of academic employees in 2019 was 21 per cent African, 52 per cent White, 16 per cent Coloured, 5 per cent Indian and the remaining 6 per cent foreign. For professional, administrative and support service (PASS) employees the demographic profile was 49 per cent African, 25 per cent White, 22 per cent Coloured, three per cent Indian and the remaining one per cent foreign.

The New Generation of Academics Programme (nGAP) and the Early Career Academics Advancement Programme (ECAAP) seek to diversify the academic staff profile by fast tracking the development of Black academics within levels where they are currently under-represented. The nGAP is funded by the Department of Higher Education and Training (DHET) and allows for young academics from designated groups to be fully employed with reduced workloads so they can concentrate on obtaining their higher qualifications and advancing their career paths. The University's ECAAP aims to contribute to early career academics' professional development by focusing on areas such as a scholarly approach to teaching, collaboration and networking, research methodologies, and postgraduate research supervision.

Efforts to diversify the University's staff profile furthermore require that the University improve the proportion of differently abled employees. Currently, employees with declared disabilities constitute 1.5% (38) of the total staff profile whereas the national benchmark is 2%. As part of its efforts to increase the representation of differently abled employees, the University is planning various initiatives including:

- Explicitly encouraging differently abled candidates to apply for University vacancies in our recruitment advertisements
- Implementing awareness campaigns to encourage differently abled employees to declare their status for the purposes of facilitating reasonable accommodation
- Implementing targeted talent sourcing strategies to identify talented, differently abled candidates for vacant positions.

6.4.4 Staff Wellness

The wellness and morale of staff in the South African higher education sector is a matter of concern and our University is

no exception. The strategic imperative in this regard is to create and sustain a visible, needs-driven staff wellness programme that includes the intentional creation of a culture that educates, motivates and empowers employees to adopt and maintain healthy lifestyle behaviours.

To this end, HR is currently reviewing the staff wellness initiatives with a view to developing an integrated strategy aimed at preventive health management for employees. This will include collaborating with service providers in the health and financial industries to assist with the education and training of employees, with a particular focus on assisting those who struggle with debt and financial management, as well as the provision of free counselling services to employees. The issue of absenteeism in catering, cleaning, technical and protection services continued to be addressed through ongoing absenteeism management training for the managers of these services.

HR has been focusing on finalising Phase II of the harmonisation of remuneration project, including designing the remuneration strategy, philosophy, and revised or new salary scales where necessary. Roadshows were conducted in August and September 2019 to create awareness of employee benefits especially among service level employees. This information will be included in the on-boarding programme for new employees joining the University.

Phase 2 of the project is underway with the crafting of guiding principles to inform the new remuneration philosophy and policy of the University. Further groundwork has started with the extraction of the payroll data for the internal parity analysis exercise and the preparation of data with proposals and costs for the conversion to cost to company.

6.5 Transformation

The University is accelerating efforts to ensure that it is known for its contribution to creating a more socially just, equal and democratic society. Several notable transformative initiatives were implemented in 2019 to advance our transformation agenda, including those outlined below.

6.5.1 Broad-Based Black Economic Empowerment (BBBEE) and preferential procurement

Using the adjusted generic BBBEE scorecard for specialised enterprises, the University achieved a level 6 recognition level, discounted to level 7 due to the sub-minimum target of 40% associated with the supplier development sub-element not being met. The University allocated a budget of R4.8million in 2019 to implement high-impact, short-to medium-term interventions to target areas for improvement identified by the relevant portfolios. These initiatives included reviewing and amending the Supply Chain Management Policy to align with new preferential procurement legislation and to incorporate the University's enterprise development strategy.

Other interventions receiving attention include developing electronic systems to improve the tracking of University spend on skills development, implementing apprenticeships and learnerships for unemployed graduates, improving the

representation of persons with disabilities (PWD) employed at the University, and diversifying the supplier database to include a wider pool of black-owned companies.

ELEMENT	ELEMENT WEIGHTING	SCORE
Management Control	20	13.21
Skills Development	25	16.81
Enterprise & Supplier Development	50	35.88
Socio-Economic Development	5	5.00
Overall Score	100	70.90

6.5.2 Gender transformation and responses to gender-based violence (GBV)

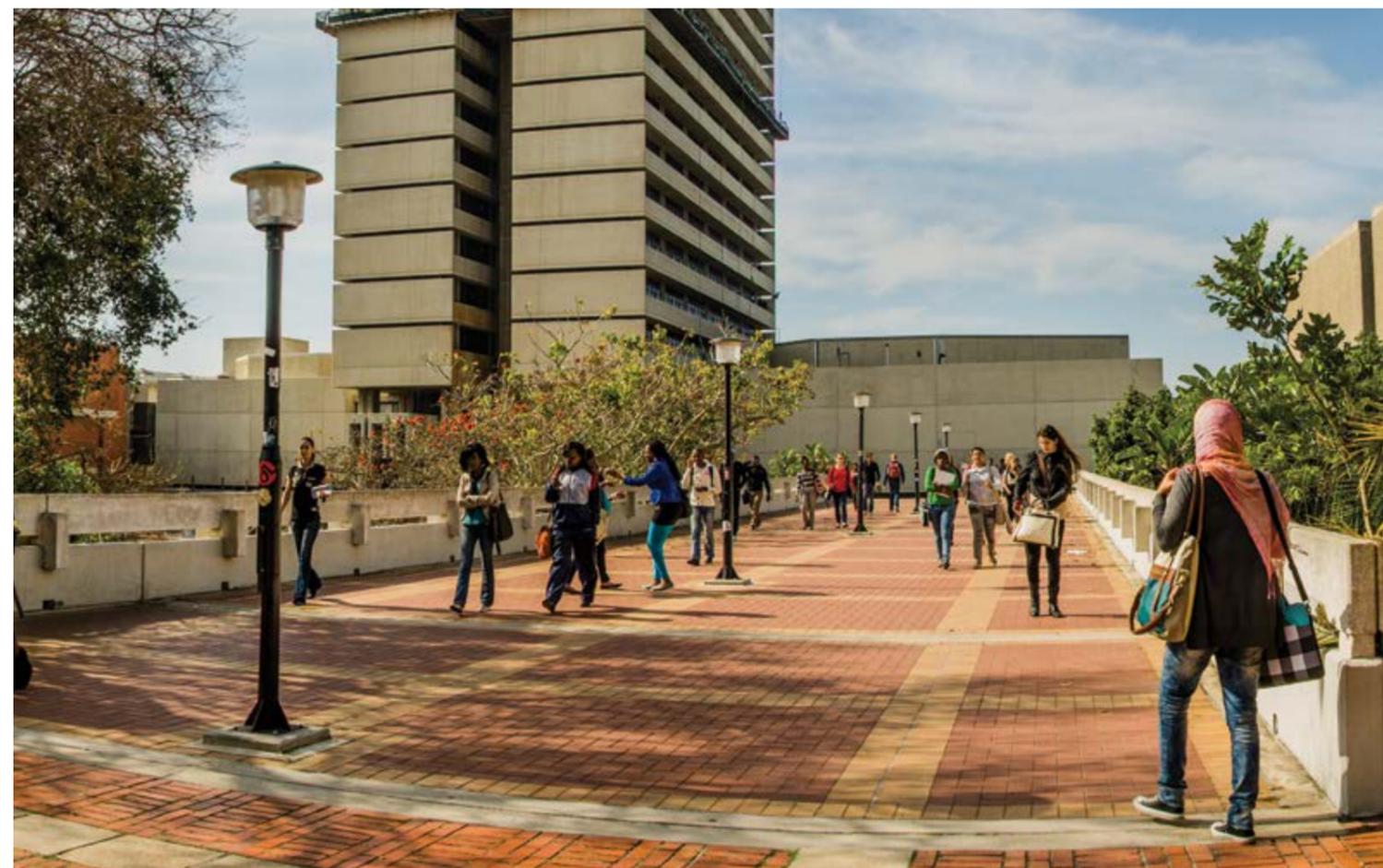
The University is acutely aware that our country is beset with the scourge of gender-based violence and femicide and we have massified structured programmatic interventions to address this at sectoral and institutional levels. Notwithstanding our efforts to foreground our values and promote social justice, the University readily acknowledges that it is a microcosm of the broader South African society and, as such, students and employees are increasingly vulnerable to acts of violence and criminality.

The University's multi-pronged strategy to end the abuse of women extends to deliberate advocacy for gender equality, women's empowerment and zero tolerance of GBV at the

highest level of our governance and management structures. It also includes ongoing academic research on gender equality and GBV, increased platforms for debate and dissemination, and advocating for national policies and strategies to address gender- and sexual-based violence. To this end, the Centre for Women and Gender Studies was formally launched in October 2019 accompanied by a series of successful meetings and dialogues, including the Inaugural Gender Dialogue at the Nelson Mandela Bay City Hall.

In addition to the launch of the Centre, notable progress was made in 2019 in promoting gender equality and combatting GBV, including the following highlights:

- The establishment of a gender transformation working group to drive the development of the gender transformation strategy. The working group prioritised the development of a declaration against GBV for implementation at the beginning of the 2020 academic year
- Providing a safe haven support system for GBV survivors, which will include a secluded space where they can reside while they are supported to transition back into their normal routines
- The appointment of a GBV case coordinator who, along with others, has worked on mapping the GBV protocol to track the progress of all GBV cases and regularly update the survivors until their cases have been closed
- The provision of psychosocial support to GBV survivors



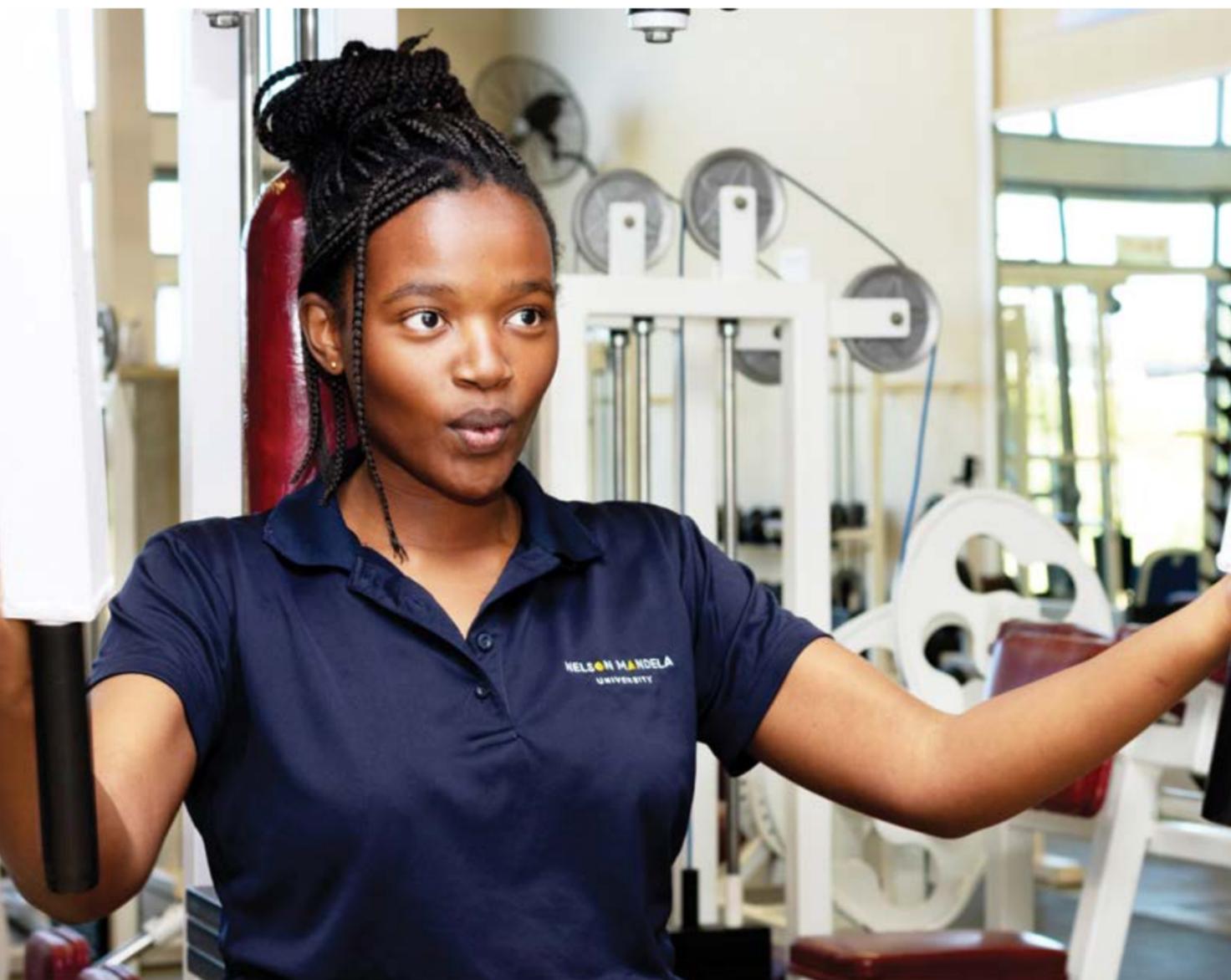
throughout their hearings by a designated GBV counsellor employed within Campus Health Services. Matters of this nature are prioritised by Legal Services and are set down as soon as the investigation reports are received from Protection Services

- The establishment of a support group for GBV survivors facilitated by student counselling and campus health services
- Improvements to the online “nerve centre” of security operations and the tracking of reported cases of GBV
- The implementation of a dialogue series specifically targeting male students as part of a campaign on saying no to women abuse, taking into account the constitutional values of human dignity, equality and fairness
- The Centre for the Advancement of Non-Racialism and Democracy (CANRAD) hosted various programmes to advance gender equality and justice, including seminars presented by international scholars aimed at advocating for the inclusion of non-racialism and democracy in gender studies, as well as feminism in the Global South.

6.5.3 Policy for the promotion of equality and the prevention of unfair discrimination

A process has been underway since September 2018 to review the University’s policies relating to discrimination, including racism, gender, and religion or belief. As part of this review, codes and procedures are also being considered to ensure that the University’s policies and protocols are aligned with relevant codes of ethical behaviour, as well as the student and staff disciplinary and grievance procedures. The purpose is to ensure that the effectiveness and responsiveness of the discrimination complaints mechanisms are improved and streamlined.

Two rounds of consultations with staff and students were completed in November 2018 and April 2019 to inform the policy review and development process. This review was particularly important given that many of these policies establish the foundation for fostering an enabling transformative culture characterised by non-racialism, non-sexism, democracy, equality and respect for diversity. In addition, the work of CANRAD is



contributing to a much-needed anti-racism advocacy network in the Metro and beyond.

6.5.4 Naming and Renaming

The institutional Naming and Renaming Project is a critical part of the University’s transformation and identity building process, flowing from the launch of the University’s new name in 2017. The Naming and Renaming project is set to build the University’s intellectual brand and is guided by the new Naming and Renaming Policy, which reflects the need to build social cohesion and solidarity. It also speaks to who and what Mandela University is becoming and should be, guiding the way forward for the naming of currently unnamed places and future buildings. On 27 May, we unveiled some of the renamed student residences on our Port Elizabeth campuses, honouring contributors to social justice such as Sarah Baartman, Lillian Ngoyi, Charlotte Maxeke, Solomon Mahlangu, Sol Plaatjie and Hector Pieterse.

6.6 Operations, Infrastructure and Support

6.6.1 Infrastructure development

Various infrastructural projects are ongoing in support of our strategic and academic priorities, including the construction of new student residences on our George (200 beds) and Port Elizabeth (1 800 beds) campuses. Construction on the first phase

of 800 beds in Port Elizabeth was due to start in October 2019, but progress was delayed due to SMME site closures in the Nelson Mandela Bay metro. In addition, various infrastructure projects are underway in support of the Medical School Clinical Skills buildings on Missionvale Campus and refurbishing the Ocean Sciences Campus in support of our key academic growth trajectories. In total, R580 million was incurred on capital expenditure in respect of infrastructure in 2019, with further capital development projects of R246 million being approved which have not yet been contracted for reporting to date.

6.6.2 ICT Connectivity and digitalisation

In line with the University’s digital first approach, ICT infrastructure continues to expand to address the digital transformation imperatives of 4IR. Furthermore, ICT Services is contributing towards the automation of key business processes such as digital enhancements to the student access and enrolment value chain, support to faculties in embracing blended and online learning, technology to support e-assessment on- or off-campus, and more extensive use of Zoom video conferencing software. The University’s drive to expand its digital footprint is gaining momentum with the new-look website, which will assist in broadening awareness of the Mandela University identity and brand.

6.6.3 Environmental sustainability initiatives

As part of its core values, the University strives to inculcate social awareness and responsible citizenship among all employees and students in promoting respect for the environment in all its manifestations to contribute towards local, national and global environmental sustainability. Various initiatives are being implemented to reduce the University's carbon footprint and operate more cost effectively using technological solutions and renewable energies.

A photovoltaic installation on South Campus started with full production in July 2019 to generate low cost, renewable energy. A return effluent irrigation scheme on South Campus in Port Elizabeth and the construction of a water reservoir on the George campus are, along with other projects, among the moves to preserve scarce water resources. Planning took place in 2019 for a "Green Star" rated Cross Laminated Timber (CLT) building in George, which we are endeavouring to build in 2020.

6.7 Sustainability and Stewardship

Within a context of global resource scarcity and constraints, it is vital to promote long-term sustainability through innovative resource mobilisation and responsible resource stewardship. The University has been implementing various financial sustainability interventions to ensure that, in the medium- to long-term, the recurrent cost structures are financed from recurrent revenue streams excluding finance income. This includes ensuring that earmarked reserves for funding five-year capital maintenance, replacement of teaching and research equipment and IT infrastructure are maintained.

The phased roll-out of expanded financial assistance to students from poor and working class backgrounds has alleviated some pressure on universities. However, it has not removed the necessity to raise funding for bursaries and scholarships to widen access for academically deserving, financially needy students who do not benefit from NSFAS, including the so-called "missing middle" and postgraduate students.

The University has developed a Strategic Resource Mobilisation Strategy with four strategic pillars: innovative resource generation; optimising Government subsidy funding and fees; responsible resource stewardship, and ramping up commercialisation ventures. This strategy was approved by Council in principle in 2019 and will develop capacity for strategic resource mobilisation through the restructuring of the University Trust and the establishment of appropriate internal institutional capacity for fundraising.

It is becoming increasingly evident that strategy-aligned budgeting and resource allocation is crucial in making difficult strategic investment choices. The University has developed criteria to be applied in resourcing catalytic transversal strategic interventions including the extent to which these contribute to the following:

- Strategically positioning and transforming the University
- Enhancing cross-functional collaboration, integration and innovation



- Promoting sustainability and resource mobilisation
- Contributing to multiple positive impacts on students, staff and the broader society.

The University is confident that sufficient measures are in place to promote responsible resource stewardship in its quest to provide life-changing educational experiences in support of a more sustainable future.

6.8 Conclusion

As the landscape of higher education in South Africa is shifting, we are mindful of our ongoing responsibility to take the University forward in the service of a society which remains deeply unequal and marked by poverty, discrimination and inequality. Many of our students, employees and local communities continue to experience difficult material conditions and the provision of holistic and integrated support, development and well-being

services remains a key priority to ensure that the full potential and contribution of each individual is released. It is a privilege to lead a University recognised for its role in widening access to students who may have otherwise never had the opportunity to pursue higher education, many of whom are the first in their families to obtain a university qualification.

Despite significant progress in achieving our overarching strategic priorities during 2019, the University will continue to pursue the following imperatives as we promote readiness for a complex and uncertain future, namely:

- Continued efforts to scale up strategic and academic growth trajectories that contribute to the distinctive identity and positioning of the University within an increasingly competitive global higher education landscape
- The development, approval and implementation of a Vision 2030 institutional strategy including more integrated

approaches to academic, enrolment, infrastructural, ICT, talent management and financial planning

- Accelerating digital transformation in support of massifying technology-enhanced, blended learning, as well as automation and business process re-engineering
- The development and implementation of an institutional sustainability plan and indicator framework, including targets owned and monitored by senior and middle management.

As a management team, we wish to thank our dedicated academic and support staff who are deeply committed to providing all our students with an exceptional education, both within and beyond the classroom. We also wish to express our sincere appreciation to Council for exercising judicious stewardship and oversight as we take the University to greater heights in the service of society.

Professor Sibongile Muthwa
Vice-Chancellor

7. REPORT OF THE CHAIRPERSON OF SENATE

We live in a society that remains profoundly unequal, with persistently high levels of poverty and unemployment, as well as various manifestations of exclusion. The University's vision aligns our intellectual resources to the historic task of creating a non-racial, non-sexist and democratic society. Furthermore, our mission articulates our commitment to offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

In alignment with our vision and mission, Mandela University continues to review the relevance of our programme qualification mix, curriculum content and assessment practices as well as the language of learning, teaching and assessment. This must be done in tandem with our response to the intractable challenges confronting South Africa which also hinder our students from achieving their full potential. Engagement and social responsiveness therefore permeate all facets of our learning, teaching, research and innovation, intrinsically linking our scholarly endeavours with the quest for a more socially just and sustainable world.

As the only university in the world with the privilege of carrying the name of the late Nelson Mandela, we are also striving to re-centre Africa through our commitment to awakening African scholarship, expanding our partnership footprint on the continent, and developing the next generation of African scholars. The University particularly strives to achieve this through strategic growth areas such as revitalising the humanities, fostering transdisciplinarity, critical Mandela studies, ocean sciences, and transforming health sciences education towards the establishment of the tenth medical school in the country.

In pursuit of these noble missions, the University seeks to position itself intellectually within a differentiated post-schooling landscape through several game-changing trajectories, including embracing humanising pedagogical approaches and holistic student-centric support to promote student access for success.

7.1 Learning and Teaching

At the heart of learning and teaching (L&T) at Mandela University lies our humanising pedagogical approach which recognises and respects the value and potential of every individual irrespective of their background, including their unique personal histories and narratives. We are working hard at creating conducive



spaces that resonate with who we are, where we are located and what this means for the future of our society. This implies that the University's life-changing educational experiences need to go beyond developing competent and knowledgeable professionals to cultivate graduates as enlightened citizens with sought after attributes such as innovative problem-solving skills, social awareness, creativity, adaptive expertise, and an entrepreneurial mindset.

7.1.1 Humanising pedagogies and student success

The University acknowledges that widening access to higher education must be accompanied by wide-ranging interventions to promote student success. To this end, various strategies are in place to provide supportive student-centred living and learning environments within and beyond the classroom. This includes peer support and mentoring, supplemental instruction, and various forms of extended curricula and foundation programme provisioning to assist students in transitioning effectively into university studies.

Nelson Mandela University has been one of five national partners in the Kresge-funded Siyaphumelela alongside the universities of the Witwatersrand, Pretoria, Free State and Durban University of Technology. There are now plans to

include other South African universities, particularly those that are historically disadvantaged, to scale this work nationally with the aim of yielding more graduates from all racial, gender and socio-economic groups. Through this project, the University aims to employ evidence-based practices informed by an electronic early warning tracking and monitoring system (RADAR) which it has developed to monitor student progress and the extent to which students take up academic support and development opportunities to enhance their academic performance and success.

The University is recognised as a leader in embracing humanising pedagogies and practices as the touchstone of learning and teaching and this has been adopted as one of our overarching institutional research themes to promote scholarly approaches and outputs across all faculties. This philosophy and praxis is a fundamental orientation for re-humanising the relationships within learning and teaching spaces, as well as contextualising and decolonising our mindsets and curricula. One of the outcomes of this work has been to change the name of the portfolio to Learning and Teaching since this recognises that learning is at the beginning and core of what we do in our search for knowledge and our aspirations to innovate, develop and evolve.

7.1.2 Knowledge and Pedagogy Symposium

The Learning and Teaching (L&T) portfolio presented its first Knowledge and Pedagogy Symposium in September 2019 to showcase ongoing efforts and achievements in transforming L&T with a special focus on decolonisation, Africanisation, digitalisation and multilingualism. The symposium was a vibrant

and collaborative interdisciplinary event signalling exciting directions for L&T at Nelson Mandela University.

Within the L&T portfolio there are multiple strategic projects directed at decolonisation and transformation through curriculum renewal, which is ongoing in all the faculties. We have been critically aware of how our changing times require more than a technical and compliance-oriented approach to curriculum renewal. We have therefore encouraged faculties to anticipate and draw on what the future requires of higher education, within and across various disciplines, as such efforts continue to unfold.

7.1.3 Language and multilingualism

The University is committed to multilingual practices that contribute to the development of African and global linguistic citizenship. This can be summed up in the words of one of our ten Curriculum Statements developed by the Learning and Teaching portfolio in consultation with internal stakeholders, namely "Language Matters - Taal Maak Saak - Ulwimi Lubalulekile".

Language experts and activists at the University have gathered an enormous amount of information through conducting "courageous language conversations" across various University constituencies, which will inform our revised language policy. As part of our efforts to promote multilingualism, the Faculty of Education started offering some of its modules on methods in both isiXhosa and English during 2019. Recognising that African languages have pedagogical relevance in multilingual classrooms, English- and Afrikaans-speaking students register for an isiXhosa conversational language in their teacher preparation



programme in the Foundation Phase. Study guides are available in English and translated into indigenous languages, with multilingual glossaries available in three languages. Guidelines on multilingual approaches have also been shared with staff to support learning.

In addition, during 2019, a number of activities such as writing and storytelling workshops, lectures, seminars and talks were held to commemorate the International Year for Indigenous Languages declared by UNESCO. The University is particularly proud that 2019 marked a decade of doctorates written in isiXhosa, the most widely spoken indigenous language in the Eastern Cape. The seventh doctoral student graduated in April 2019, and several more PhD candidates are in the process of completing dissertations written in isiXhosa.

The Faculty of Arts implemented an innovative project “Amalaphu Obulumko” (Cloths of Wisdom) to honour these seven female doctoral graduates with a headwrap or “doek”. BTech Textile Design student Thandozani Nofingxana designed the prints for the doeks, each of which is named after the authors of these groundbreaking theses and are now available for purchase.

7.1.4 Technology Enhanced Learning and Teaching

The University continues to make strides in embedding technology in learning and teaching. Statistics on the use of the

University’s Learning Management System (Moodle) indicate that the uptake of online platforms by lecturers across all faculties is steadily gaining momentum.

The University has recognised the importance of preparing for the Digital Transformation (Dx) of Learning and Teaching and to this end seconded the former Head of Department of Applied Design, Mike Swanepoel, to the position of Project Leader: Digital Learning Design and Innovation from late 2018 until mid-2020. The goal of the project is to scan the South African and global digital L&T landscape to correctly position Mandela University within the context of readiness for the Fourth Industrial Revolution (4IR).

A key feature of Dx at Mandela University is that it places people at the centre of the transformation process to guide the process of transforming L&T at both the human and technological levels. The project informed the institution-wide organisational redesign process and has led to the establishment of a Digital Learning Experience and Design cluster led by the Dean of Learning and Teaching.

7.1.5 Curriculum Renewal Shaping the Future of Science

The Faculty of Science has been redirecting its offerings under the theme of “Shaping the Future of Science at Nelson Mandela University”. In particular, the importance of

4IR has been foregrounded and the faculty is gearing itself to reconfigure its undergraduate degree streams to include exciting new focus areas such as Biosciences, Space and Astro Sciences, Ocean and Atmospheric Sciences, as well as Computational and Data Sciences.

Social Consciousness and Sustainable Futures

The first iteration of the Nelson Mandela University Social Consciousness and Sustainable Futures (SCSF) course was piloted in 2018 as a grounding programme for all first-year students. This was expanded in 2019 to include students on the George campus. This exciting initiative emerged from the 2015/16 #FeesMustFall demands for a decolonised and student-centred curriculum and seeks to provide students with opportunities for cross-cutting engagements to enhance their understanding of the basic social issues tied to justice, fairness, freedom, sustainability, dignity and recognition. Through a decolonial lens, the course encourages questions around sustainable futures and the connections between the environment and humanity, particularly on the African continent.

7.2 Research, Innovation and Internationalisation

A culture of vibrant research, innovation and internationalisation is central to the growth and reputation of any university. As part of the organisational redesign process in 2019, the core missions of research and engagement were decoupled to create two separate executive portfolios, namely Research, Innovation and Internationalisation (RII) and Engagement and Transformation. Alongside Learning and Teaching, this signals the equal priority and status we attach to these three academic missions as we move into a new decade.

7.2.1 Research and Innovation strategy

The University is seeking to position itself as a leading institution, recognised for its (RII) excellence across the continent and globally. To achieve this, Council approved strategies for research and innovation, as well as for internationalisation, during the course of 2019. As it relates to research and innovation, various strategic priorities were identified, namely, to:

- Diversify the profile of academic and research staff
- Improve the qualifications and postgraduate supervisory capacity of academic staff
- Attract more postgraduate students (including postdocs) and Research Fellows to the University
- Improve the throughput rates of our postgraduate students;
- Nurture inter- and trans-disciplinary research and innovation to ensure that our identified institutional research themes and focus areas remain relevant to the needs of society
- Embed research and innovation in the undergraduate curriculum
- Ensure that the University can respond quickly and efficiently to new opportunities that open up through streamlined RII policies, processes and support mechanisms
- Widely publicise RII successes and achievements.

In pursuit of the above strategy, our research and innovation is guided by six cross-cutting institutional research themes, namely:



1. Ocean and coastal sciences
2. Social justice and democracy
3. Environmental stewardship and sustainable livelihoods;
4. Innovation and the digital economy
5. Origins, culture, heritage and memory
6. Humanising pedagogy.

Internationally, all our faculties continue to build partnerships in domains aligned to our institutional research themes, with an emphasis on sustainability.

7.2.2 Postgraduate Studies

A crucial precondition of advancing our research and innovation culture is supporting postgraduate students from honours level through to Doctoral studies and thereafter as postdoctoral fellows and potentially the next generation of academics.

Strengthening our postgraduate pipeline and sustaining the development of the next generation of academics is particularly critical in revitalising the academy as a key dimension of our long-term sustainability and transformation trajectory. The intention is to support emerging, socially diverse scholars to obtain their Doctoral qualifications so that they are equipped to supervise





higher proportions of Master's and Doctoral enrolments and produce quality research outputs.

It is widely acknowledged that there is a direct correlation between the proportion of academic staff with PhDs and research outputs. In light of this, the University is committed to increasing the numbers of doctoral graduates, academic staff with doctorates, and the cohort of postdoctoral fellows. To do so, it is important that the University analyses the causes for the decline in Master's enrolments and graduates as these are crucial for growing our pipeline for doctoral studies and the next generation of academics.

7.2.3 Research outputs

The University is steadily making progress in implementing its Research and Innovation strategy with the overall aim of ensuring that our scholarly endeavours and outputs improve in quantum and quality as a critical dimension of enhancing our impact on society. However, an analysis of our research outputs indicates that we need to publish more publication units in international journals, and fewer in conference proceedings.

Although the 2019 research outputs still need to be audited, it is concerning that a significant proportion of our permanent academic staff do not publish in any given year. While the large number of senior academics who have recently retired has affected our research outputs, the University will

continue to invest in support for the growing cohort of early-career academics, many of whom are pursuing their Doctoral qualifications and still establishing their research careers.

The NRF-FRF BAAP funding allows for academic replacement and research running costs to enable black academics to complete their PhD or postdoctoral work while remaining permanently employed. This enables the successful recipient to focus entirely on their research and accelerates higher degree completion and the production of peer-reviewed research publications. In 2018, two academic staff members from the University received this award. We received a further three awards in 2019 and have applied for four which we hope will begin in 2020.

In 2018, the DHET announced that creative research outputs would be considered for subsidy purposes, which was a welcome development in view of the crucial role fulfilled by our School of Visual and Performing Arts. The DHET has also highlighted the importance of research publication integrity and ethics, which calls for us as to be alert and vigilant so that we do not fall prey to questionable publication practices.

One of the most critical activities in the RII portfolio every year is the consolidation of the research outputs for submission to the Department of Higher Education and Training (DHET) for subsidy purposes. This has become an increasingly heavy administrative process and we are pleased to announce that the development

of an online platform to capture individual researchers' outputs throughout the year is nearing completion.

7.2.4 Research Chairs

The University hosts a number of Council and externally funded research chairs with the aim of expanding research and innovation capacity, improving international research and innovation competitiveness while responding to social and economic challenges, attracting and retaining excellent researchers, and increasing the training of Master's and Doctoral graduates. To this end, the University is committed to increasing the number of externally funded research chairs.

As part of our Ocean Sciences strategy, the University was offered a fifth national South African Research Chair in 2019, to be jointly funded by the National Research Foundation from 2020, namely a SARCHI Bilateral Chair in Ocean and Coastal Heritage and Cultures, which we hope will come on stream by April 2020. This adds to the four existing chairs, namely, the SARCHI Chairs for the Law of the Sea and Development in Africa, Marine Spatial Planning, Shallow Water Ecosystems, and the UK-SA SARCHI Bilateral Chair in Ocean Sciences and Marine Food Security.

In 2019, the Chair in Critical Studies in Higher Education Transformation (CriSHET) organised a number of seminars, public lectures and book launches open to the public that have contributed to revitalising the humanities and developing intellectual vibrancy at the University. CriSHET's [Re]Directions/ Ukutshintshwa Kwendlela seminar series hosted several speakers. As part of the Mandela Centenary Celebrations, Xolela

Mangcu delivered Mandela public lectures in July on the topics "The Untold Heritage" and "Mandela's Tragic Pragmatism: Leadership as Radical Sacrifice". The "Unresolved Oppositions" discussion series highlighted the discourse on gender equity and transformation as part of CriSHET's work to raise the level of gender analysis at the University.

The Chair also worked on decolonising engagement tools, which including refashioning Xhosa terms and concepts into the intellectual space as a contribution to intellectualising African languages and grounding the University in its specific location through language.

Adding to our notable line-up of SARCHI Chairs is the new SARCHI Chair in Post-School Education and Training: Community and Worker Education. This is the first Chair to be co-hosted by two South African universities through our Centre for Integrated Post-School Education and Training (CIPSET) and the University of Johannesburg's Centre for Education Rights and Transformation (CERT).

In collaboration with the Faculty of Education, the Research Chair: Youth Unemployment, Employability and Empowerment, and the Centre for Community School (CCS), and CIPSET there is immense potential for the University to respond to the key strategic imperatives contained in the National Plan for Post-School Education and Training (NPPSET), which is about to be released.

Furthermore, the SARCHI Chair in Identities and Social Cohesion in Africa (ISCIA) was officially launched in March 2019, with





Prof Andrea Hurst as the incumbent. This Chair will be focusing on promoting cross-disciplinary, co-operative engagement and creative activity to understand and address social and environmental challenges.

The Centre for Philosophy in Africa was formally launched in February 2019, with Dr Sam Nzioki appointed as the interim Director. The first objective of the Centre will be to conduct and stimulate inter-disciplinary, intra-institutional and inter-institutional philosophical research with a focus on developing a canon for thinking, purposed for Africa and Africanity, without detaching Africa's issues from wider global realities.

The Centre for Philosophy in Africa, ISCIA and CriSHET worked on pivotal programmes such as the Atlantic Fellows for Racial Equity (AFRE) programme in partnership with the Nelson Mandela Foundation (NMF). Other initiatives, which will contribute towards embedding a transformative intellectual and

institutional culture within the University, are the Decoloniality Reading Club, launched in August, and ongoing dialogues on Decolonising STEM.

7.2.5 Innovation

The advent of the Fourth Industrial Revolution (4IR) requires us to explore how the University uses rapidly evolving technologies to enhance learning, research and innovation to equip our graduates to navigate the future world of work and society. The University has embarked on a number of initiatives to sharpen the focus on innovation, entrepreneurship, job creation and commercialisation, some of which are reported on below.

The Department of Management Practice in the School of Management, for example, has started "e-spresso sessions" to demystify the digital divide among students and staff in the Faculty of Business and Economic Sciences. The Department also hosted a Digital Colloquium at the beginning of November

2019. The Faculty is a pioneer in seeking to significantly broaden the use of digital open source e-books as an accessible and affordable alternative to textbooks. In addition, it is reviewing its delivery model to expand video-conferencing and livestream lectures to block-release support sites to save costs and enhance sustainable programme delivery.

The Faculty of Law has embarked on a collaborative project with one of the "big five" law firms (Cliffe Dekker Hofmeyr). This takes an innovative approach to upskilling law students and candidate legal practitioners in their preparedness for 4IR and its impact on the practice of law. Initial project discussions have considered introducing small snippets of the technologies used at big law firms into the Missionvale Law Clinic to enhance student success in practice. Furthermore, the revised LLB curriculum, which will be implemented from 2020 and part of the re-curriculation process, includes ensuring that students are equipped to handle technological developments in society.

On 16 August 2019, the Minister of Higher Education, Science and Innovation visited the Faculty of EBEIT's uYilo eMobility programme in eNtsa, funded by the Technology Innovation Agency. The visit enabled uYilo to engage with the Minister and his delegation on the challenges and opportunities that exist with the adoption of electric vehicles and associated technologies in South Africa, while showcasing some of their ongoing innovation projects.

The uYilo eMobility Programme hosted the Batteries and Electric Vehicle 2019 Conference on 31 October and 1 November 2019, which provided leading insights into technological and business opportunities with the latest updates in the fields of batteries and electric vehicles from local and international speakers. Also in October, the eNtsa uYilo e-Mobility group facilitated a student seminar hosted by United Nations Industrial Development Organization (UNIDO) to create awareness, particularly among women, about the career paths and skills required for a sustainable energy transition with a focus on energy economics and management.

Other notable contributions to the University's innovation agenda include the establishment of a Cross Laminated Timber research unit in the Faculty of EBEIT, which will tie in well with the future of building sustainable homes for all. Furthermore, Innoventon is another technology station located within our Faculty of Science and it is driving the development of sustainable fuels through the Coalgae® initiative in close collaboration with industry.

In October, the Innovation Office participated in the Technology and Innovation Support Centre (TISC) Workshop on Commercialisation and Technology Transfer. Innovation Office Director Dr Nqobile Gumede spoke on "The roles of a Technology Transfer Office in the Innovation Value Chain in South Africa".

The University, through its commercialisation company, Innovolve (Pty) Ltd, concluded a licensing agreement for one of our innovations, TouchTutor®/GammaTutor. Prof Werner Olivier, Director of the Govan Mbeki Mathematics Development Centre, developed the product as an independent CAPS Mathematics and Science Android software package that houses a range of app functionalities for educational purposes.

Innovolve also plays a role in Propella, the University's incubator, in partnership with the private sector (Engeli). Propella onboarded 46 start-ups based on the BCX National Innovation Programme brief to incubate innovative, scalable ideas. This comprised 53 founders of which 75 per cent are at BBBEE Level 1 and 68 per cent are under the age of 35.

Achieving national recognition for Propella, Innovative Dental Solutions was selected for the Small Enterprise Development Agency (SEDA) Pitch and Perfect Competition and was one of 20 South African innovators to be invited to participate in the Inventors Garage at the SA Innovation Summit in September 2019.

The Computing Sciences Department has had notable successes with the development of gaming apps and this plays an

important role in sparking youth interest in this field. Prof Jean Greyling won the University's 2019 Innovation Excellence Award for his work on the game TANKS and has been nominated for several other awards. He was placed in the top ten at the finals of the 2019 SAB Foundation Social Innovation Awards and won a development award of R400 000 for TANKS. A second game, BOATS is also proving successful while a third, RANGERS, is in development and focuses on game poaching in Africa.

7.2.6 Internationalisation

Dr Beata Mtyingizana was appointed as Senior Director: International Education as from October and will be driving the development of an Implementation Plan to give effect to the Internationalisation Strategy approved by Council in 2019. A major focus of the plan will be to establish new, strategic linkages with academic institutions across the African continent and the global South.

Successful resource mobilisation for the Medical School, Ocean Sciences, TIMS, Hubs of Convergence and other priorities depends on the extent to which relationships are built with potential international funders and partners, followed up with specific proposals and applications. During 2019, considerable effort was invested in positioning the University internationally and the Vice-Chancellor led delegations to the United Kingdom and the United States to introduce Nelson Mandela University as an exciting partnership and funding prospect.

Our University participated in the South Africa Sweden University Forum (SASUF) in May, and hosted four of the forum's satellite workshops. We have had four grants approved under the SASUF programme and a further two projects in which we will be collaborators. Having been a very competitive process, our significant involvement in SASUF will strengthen our collaboration with several Swedish universities including Gothenburg, Uppsala and the Swedish Agricultural University.

The approval of guidelines by which we can define joint Master's and Doctoral degrees with foreign institutions has been significant. At this stage, discussions are taking place with University of Strasbourg and the University of Brest (both in France). We have officially launched the International Research Laboratory as a formal partnership between Mandela University, the CNRS and the University of Lyon (France).

The Executive Dean and various staff members in the Faculty of EBEIT have been engaging internationally and nationally in various fields of engineering. This includes visits to Italy around Composite Laminated Timber and what this can offer to the building industry, as well as various focus areas that support Ocean Sciences with ongoing and strengthened partnerships with Norway and Scandinavian countries.

7.3 Engagement

Repositioning engagement

We signalled our intention to reposition engagement as a critical mission of the University in 2019, increasingly interfacing with communities to find innovative solutions to complex societal challenges in society. We are considering a number



of reconfigurations within the University to align ourselves with a new, equalising and non-paternalistic paradigm of engagement.

Reimagining engagement and Hubs of Convergence

On 3 May 2019, Nelson Mandela University hosted its Hubs of Convergence (HoC) Inception Event at the Govan Mbeki Multipurpose Sports Centre in Bethelsdorp. This brought together multiple stakeholders from within the University and across various sectors of the Nelson Mandela Bay community to discuss how to reimagine engagement at the University. The Hubs will provide an outward focus, in a physical space, where communities contribute their wisdom and indigenous knowledge while sharing in the intellectual and other assets of the University to address societal challenges.

As an outcome of the HOC Inception Event, a multi-stakeholder HoC Inception Committee was established to map out various signature projects that might fall under the auspices of the HoC. As part of this initiative, the underpinning philosophy of engagement is being conceptualised to achieve greater impact by:

- Developing a framework document on engagement and transformation against which to review the University's engagement approaches
- Providing additional support for the scholarship of engagement
- Conducting a seminar series on "Reimagining Engagement".

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, CANRAD hosted various events, dialogues and seminars in 2019 to address a wide range of critical issues such as politics and democracy, gender and women, creative expression, and internationalisation. In celebration of Youth Day, CANRAD hosted a programme on responsible young citizens on 13 July 2019 in George, in partnership with the City of George Municipality and George Museum. The following schools were also invited to participate in the programme: Imizamo Yethu High School, George High School, Jonga High School, Pacaltsdorp High School, and Thembaletu High School. The content of the programme aimed to stimulate young leaders to be proactive in their leadership style and encourage them to be responsible citizens.

CANRAD furthermore coordinated Diversity Month in August 2019 to celebrate one of the University's core values, namely, respect for diversity. The enlivening events that take place during Diversity Month serve as a space for different modes of engagement relating to social cohesion through surfacing issues such as gender-based violence, sexuality, culture, lived experience and ethos. A further highlight arranged by CANRAD was the hosting of the annual Steve Biko Memorial Lecture on 12 September, which was attended by more than 400 students, staff and visitors and generated lively discussion with a focus on human and gender relations.

Annual Youth Convention

The second Annual Youth Convention was held from 30–31 July 2019 with former President Kgalema Motlanthe delivering the keynote address. The convention is becoming a signature event focusing on youth development and leadership issues in collaboration with external partners.

Faculty engagement initiatives

In addition to the excellent efforts of our research and engagement entities, our faculties also arrange various engagement initiatives, including the following:

- Our Faculty of Science Engagement Strategy focuses 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.
- The Centre for Community Technologies in the Faculty of EBEIT aims to develop best practice strategies in collaboration with community actors that demonstrate effective ways of harnessing technological innovations in support of social and economic empowerment. The Centre partners with communities to work on progressive experiments and innovations in science and technology to enhance the living and working conditions of poor and vulnerable groups in society. Through the work of the Centre, various groundbreaking apps and web-based solutions have been developed for the benefit of disadvantaged communities, such as: electronic health records for use by community healthcare workers; digitised adult primary healthcare guidelines; a mental health app;

and the Ncediso app, which allows for the early detection of various disabilities and diseases.

- The Faculty of Education's Centre for the Community School led by director Dr Bruce Damons continued to work with under-served schools and communities to develop alternative approaches to school improvement that are relevant and responsive to the contextual realities of in the country. Taking into consideration the numerous contextual barriers to effective schooling in South Africa, the CCS promotes engagement with school communities to re-imagine new ways of dealing with current and future challenges, as well as redefining school success and functionality.
- Students in the School of Architecture in the Faculty of Arts designed and built a crèche for an informal settlement in Gqebera. The pedagogical complexities of the project contributed to a humanising learning and teaching practice whilst engaging in a tangible way with the community at large.
- The Faculty of Law's law clinics provide students with the opportunity to determine what legal problems affect residents of the Nelson Mandela Metro and then design solutions that will benefit local communities. In 2019, this led to the development of a mobile law clinic to take services to the community thereby developing the practical skills required by students to enter the legal profession while also providing a valuable community service.

7.4 Conclusion

As we look back and take stock of the achievements of 2019 and plan ahead for 2020 and beyond, we bear in mind our positioning as a comprehensive university within the South African and global higher education landscape. Student access for success is a national imperative and a key strategic priority, hence it is essential to review our unique programme qualification mix, including curriculum content and assessment practices, on an ongoing basis. Our academic offerings need to speak to where our students find themselves in the world and have relevance to their daily lives as they embark on the Nelson Mandela University experience.

As we step into the next decade, the University will continue to make strides in its pursuit of learning and teaching, research, innovation, and engagement that contributes to the advancement of a more inclusive, humane and sustainable world. We look forward to engaging with our stakeholders to co-create a future that honours the legacy and values of Nelson Mandela through distinctive and life-changing educational offerings and scholarship, as embedded in our mission.

Professor Sibongile Muthwa
Chairperson: Senate



8. INSTITUTIONAL FORUM REPORT



The Institutional Forum (IF) is a statutory body devised by official proclamation and promulgation of the Higher Education Act 1997. In 2019, the Institutional Forum undertook the following activities:

- Deputy Vice-Chancellor: Research, Innovation and Internationalisation (effective 1 April 2020): Dr Thandiswa Mgwebi

8.1 Senior management appointments

The Institutional Forum supported the following senior management appointments:

- Registrar (1 July 2019): Mr Edgar de Koker
- Senior Director: Communication and Stakeholder Liaison (1 August 2019): Ms Chantal Janneker
- Senior Director: Finance (1 September 2019): Ms Mariam Jogee-Jamal
- Senior Director: Internationalisation (1 October 2019): Dr Beata Mtyingizana-Buhlungu
- Chief Executive Officer: South African International Maritime Institute (1 November 2019): Mr Odwa Mtati
- Deputy Vice-Chancellor: Learning and Teaching (effective 1 January 2020): Prof Cheryl Foxcroft
- Executive Dean: Engineering, the Built Environment and Technology (effective 1 January 2020): Prof Barend Van Wyk
- Senior Director: Internal Audit (effective 1 February 2020): Mr Sizwe Nyenyiso
- George Campus Principal (effective 1 March 2020): Dr Kaluke Mawila

8.2 Human resources and employment equity

The Institutional Forum:

- Considered the selection of candidates for senior management positions though a presentation on human resources transformation. This entailed the techniques implemented in the selection of candidates for Senior Management positions with due consideration of Employment Equity requirements. The key guidelines in the integrated talent management model of the University were foregrounded. The Forum expressed concerns that the current platform used to advise Council on senior appointments lacked substance in that using only the Curriculum Vitae submitted to evaluate the candidate was insufficient for members of the IF to advise Council fittingly. The IF also advised that the role of the IF representative on the Senior Management Appointment Committee should be reviewed and aligned with the committee's objectives.
- Considered verbal feedback, as elaborated by the Chairperson, on the Selection of Candidates for Senior Management Positions. The IF proposed that a platform be established to advise Council on alternative dispute

mechanisms for senior appointments. Additionally, IF proposed that it should form part of the broader University discussion on employment equity. It would be beneficial for the Chairpersons of IF, the executive management member responsible for Transformation, one representative of each union and the Employment Equity Office to be part of this engagement.

to encourage differently abled employees to declare their status as non-disclosure could lead to an inability to provide the necessary accommodations.

- Supported the amendments to the Five-Year Employment Equity Plan, from 2017 to 2022.

8.3 Operations

- The IF noted that, in accordance with paragraph 13(5) of the Statute, the Registrar declared Mr Ryan Pillay duly elected as the IF Chairperson for the term January 2020 to August 2021, aligned with his term on the IF. Mr George Sarpong filled the Academic representative position on IF in accordance with paragraph 5(1) and 6(1) of the Institutional Forum Constitution for the term August 2019 to August 2022.

8.4 Institutional transformation: organisational redesign and planning, language policy and gender-based violence

- In view of the Institutional Forum advising Council, it considered a presentation by the Senior Director: Institutional Strategy on Nelson Mandela University's Institutional Transformation Plan and Monitoring and Evaluation Framework. The Forum noted that it needed to take legislation and policies relevant to higher education into consideration when developing regulations for institutional types (universities, university colleges and higher education colleges) in terms of the Higher Education Amendment Act (2016).
- Feedback on the DHET's Sectoral Language Policy to the Forum emphasised the significance of multilingualism. The IF further noted that a review has been conducted to formulate an integrated policy to promote social inclusion and equality within the University, building on the current policies and procedures to advance transformation and equity.
- The Senior Director: Institutional Strategy provided verbal feedback to the Forum on developments in respect of the Organisational Redesign of the University. This included the approved final proposal on the Executive Management structure reporting to the Vice-Chancellor. It also included the approval of the establishment of an Engagement and Transformation portfolio, with Professor Andre Keet leading this portfolio in an acting capacity from June to December 2019.
- The Forum noted that it needed to create a platform to address increased cases of Gender-Based Violence (GBV) among students and staff. This would include sensitising staff and students of all races and genders about the University's transformation process and assessing the implementation of transformation policies. The Forum noted that the University was establishing a mechanism to address GBV, including the formulation of a Gender and Transformation Strategy. The strategy makes provision for the establishment of the Centre for Woman and Gender Studies, as well as interventions such as wellness programmes and a safe house for victims of GBV and sexual offences.

Ryan Pillay
Chairperson: Institutional Forum

- Considered the Draft Employment Equity Report 2019 and supported it with consideration noted for the challenges with increasing the number of differently abled employees due to staff members not being comfortable disclosing their status. It noted the University is implementing an awareness campaign



9. REPORT ON INTERNAL ADMINISTRATIVE STRUCTURES AND INTERNAL CONTROL ENVIRONMENT



Nelson Mandela University maintains a system of internal control that enables a focused management approach in pursuit of its priorities and goals. The system is designed to provide reasonable assurance to the Council and management on the achievement of operational, reporting and compliance objectives in a manner that supports the overall governance of the University. Management is responsible for the prudent implementation of internal controls in a manner that promotes operational effectiveness, efficiency and compliance as well as the economic use of resources. The Council oversees the effectiveness of the system of internal control, a responsibility that is delegated to its Audit and Risk Committee (ARC). In pursuit of this responsibility, the ARC is supported by internal and external auditors who provide an independent and reasonable assurance on the adequacy design and operating effectiveness of internal controls.

During the reporting period, the University has embarked on an Organisation Redesign process. The aim was to ensure that the University is strategically aligned, fit for purpose and sustainable in the quest to be of service to society. As part of this process, the Council resolved to decouple the risk management from internal audit function, effective from July 2019 to give more meaning to the internal audit independence. Consequently, the Audit and Risk Management function was renamed "Internal Audit Department", while the risk management function was relocated to the Office of the Registrar as "Governance Ethics and Institutional Risk Advisory".

The Internal Audit (IA) Department reports functionally to the ARC and administratively to the Vice-Chancellor. It operates in terms of the approved Charter and uses a risk-based approach in its audits. During the reporting, the IA Charter, plans, resources and work schedules were consulted with senior management and approved by the ARC. The IA Department provided both assurance and advisory services on the processes of governance, risk management and internal control through assurance and consulting audits. Special purpose audits were also conducted to investigate the reported cases of suspected fraud, maladministration and other malpractices.

The IA Department reported quarterly to the ARC on the execution of its plans and on the internal control deficiencies identified during its audits. The internal audit reports served as a basis for annual evaluation of the overall design and operating effectiveness of internal controls. Based on the reasonable assurance provided by internal audit and other assurance provides, no material breakdown was reported in the system of internal control. We are also satisfied that in instances where control weaknesses were reported, management have implemented corrective measures to further improve the internal control environment.

Ms M. Manyama
Chairperson of the
Audit and Risk Committee

Prof S. Muthwa
Vice-Chancellor

10. REPORT ON RISK EXPOSURE ASSESSMENT AND MANAGEMENT



Nelson Mandela University risk management processes are aligned to and support the responsible pursuit of the University's strategic objectives as outlined in Vision 2020. Council has oversight responsibility for risk management within the University. The Audit and Risk Committee (ARC) is responsible on behalf of Council for the review of the integrity and effectiveness of the University's risk management framework and for alerting Council to any emerging issues. Executive Management (MANCO), with the support of the Risk Management Committee, is responsible for the implementation of an effective and responsible system of risk identification, assessment and management.

During the course of the year, as part of the Organisational Redesign Project, the Internal Audit and Risk Management functions were decoupled in line with governance good practices. A new function was established within the Office of the Registrar, which will be responsible for Ethics and Risk Management. This includes overarching responsibility for the administration of the risk management framework and the implementation of a fraud prevention framework.

The annual risk assessment process culminates in the preparation of departmental and faculty risk registers which,

once completed, inform the Institutional Top Risks Report. The ARC and Council review the progress of risk mitigation plans of the Top 10 Institutional Risks, Information Communication Technology Risks, as well as the risks relating to Strategic Projects of the University.

As part of good governance, a register of significant risks is maintained within the Risk Management office assigning named individuals as responsible officers for ensuring the risks and their treatment measures are monitored and effectively managed. After the establishment of an initial detailed risk register, each risk is regularly monitored, which will include noting the following:

- Any change in the assessment of the risk
- Any suggested changes to the risk mitigation strategy
- Progress made with regard to the detailed plan of action.

During the year, the following top 10 institutional risks were continuously monitored by executive management (MANCO) with the oversight of ARC and Council, to ensure that risk mitigation plans were adequate and effective to reduce risks to acceptable levels:

RISK NO	RISK FACTOR(S)	RISK MITIGATION PLANS
1	Human Resources: <ul style="list-style-type: none"> • Recruitment and selection processes • Relationship management with Organised Labour • Human Resources Operating Model; • Institutional Human Resources Strategy • Organisational Design. 	<ul style="list-style-type: none"> • Revised Recognition Agreements in alignment with the new Employment Relations and Conditions of Service • A MANCO commissioned Task Team to assist with the management of labour relations with both Unions • Policy on the redesign and structural changes approved • Revision to the Recruitment and Selection Policy for PL1 to PL17 • Development of staffing strategies for Faculties and Directorates to identify People Pipeline • Determination of factors to strengthen retention strategies. • Establish benefits unit and align University policies with external third party policies • Creation of enabling systems to support core business, add value and introduce more effective and efficient services.
2	Financial Sustainability: <ul style="list-style-type: none"> • Unpredictable funding impacting the sector and financial sustainability of the institution • Uncertainty regarding the quantum of state funding and administrative challenges at NSFAS, finance capacity, non-viability of certain academic modules and schools. 	<ul style="list-style-type: none"> • Recruitment of all PASS posts has been frozen and critical posts require Executive Director: Finance and Executive Director: Human Resources for an interim period • Council benchmark of 67.5 per cent subsidy plus tuition fees • Business model for reintegrated services implementation completed. • Approval framework is in place to govern the review and sign-off of expenses • The working relationship between Nelson Mandela University and NSFAS, as well as systems, has improved but is still reactive in nature. Dedicated NSFAS service agent appointed for Nelson Mandela University • 3rd stream income policy has been developed • Overhead recovery/levy is in place • Compliance with NIPMO full cost of recovery for intellectual property. • Review of entities • 2017 funding announcement by the President • Strategic Resource Mobilisation Office has been established.
3	Reintegration and business models: <ul style="list-style-type: none"> • Complexities related to the implementation of the reintegration and business models within the current Human Resources and operational systems • Integrating a commercial culture, effective implementation and management of the enterprise development model. 	<ul style="list-style-type: none"> • The reintegration of service functions is completed • The period until end March 2019 will be a transition phase focusing on the new business models for catering, cleaning, gardening, sports field maintenance and security services, including the redesign of the Estate and Facilities Management portfolio • Shared services function approved by MANCO.
4	Management capacity and culture: <ul style="list-style-type: none"> • Institutional culture of responsive and responsible stewardship – impacting engagement between line managers and centralised support functions to uphold good governance, compliance and internal controls, lack of succession plans. 	<p>The Senior Director: Organisational Development has been appointed and is consulting with relevant stakeholders in order to formulate an implementation plan.</p>
5	Lack of transformation architecture: <ul style="list-style-type: none"> • Institutional convening capacity for transformation and discrimination-related complaints relating to allegations of racism, gender-based violence, sexual harassment and other forms of discrimination • Capacity constraints to address compliance with the BBBEE Act; Department of Higher Education and Training (DHET) transformation directives and interventions to foster an inclusive, socially just institutional culture. 	<ul style="list-style-type: none"> • Transformation has been identified as an institutional priority area in revised Vision 2020 strategic plan (2018-2020) • Institutional transformation plan was approved by Council and submitted to DHET in December 2017 • Transformation monitoring, evaluation and reporting framework was approved by Council in June 2018 and will inform tracking of progress in achieving transformation priorities and goals • Transformation progress is reported on annually to Council and DHET as part of University governance processes • MANCO working group has been established to develop BBBEE strategy for the University and earmarked funding has been set aside to diversify the supplier database and promote preferential procurement.

11. REPORT OF THE NELSON MANDELA UNIVERSITY AUDIT AND RISK COMMITTEE

RISK NO	RISK FACTOR(S)	RISK MITIGATION PLANS
6	Project management capacity and increased workload: <ul style="list-style-type: none"> Institutional project management capacity and systems to support strategic projects. 	<ul style="list-style-type: none"> Medical programme project management structure and resources approved by MANCO Institutional project steering committee chaired by the Vice-Chancellor has been established to oversee medical programme developments Expertise being leveraged to support key projects such as Ocean Sciences Selected employees have been designated to the Shared Services function to support the reintegration project External capacity has been sourced to provide project management support for the reintegration project External capacity has been sourced to provide project management support for the reintegration project Dedicated capacity for strategic project management has been identified as a priority in the organisational redesign process.
7	Attractiveness of academic offering to high performance students: <ul style="list-style-type: none"> Academic strategies Increased competition from public and private universities Central Application System Growth in student base Declining quantum of per capita funding. 	<ul style="list-style-type: none"> Development of strategic relationships and strategies to attract new students across South Africa and Internationally Launching of Ocean Sciences Campus and Medical Programme. Enhancement of curricula, taking into account issues of relevance to 21st Century skills, to the world of work, to imperatives of transformation (such as calls for decolonisation and Africanisation), and to technology-enhanced learning initiatives and innovations. Consistent progressive work being done around humanising pedagogies and related curriculum development that sets us apart.
8	Outdated governance processes and academic administration systems: <ul style="list-style-type: none"> Institutional governance and academic administrative processes to support responsiveness in a dynamic landscape. 	<ul style="list-style-type: none"> Research: <ul style="list-style-type: none"> Software upgrades in progress for fast-tracking of ethics application approvals from staff and students Several research policies are being updated to improve decision-making. Academic Admissions: <ul style="list-style-type: none"> In a collaborative approach between the Centre for Community Technologies, ICT Services and the Registrar's Division, a proposal to streamline governance committee administration by implementing a governance software package is underway. A multi-stakeholder project called Student Access and Enrolment Value Chain project, which started in 2017 in view of the unsatisfactory enrolment numbers in 2017 and the need to provide an exceptional pre-arrival and arrival experience for prospective students and ensure that Nelson Mandela University becomes university of first choice for students, will continue this year.
9	Sustainability of infrastructure investments, including ICT investments: <ul style="list-style-type: none"> Growth in student numbers impacting space utilisation and effective delivery of related student services. 	<ul style="list-style-type: none"> 5 year rolling plans with dedicated reserves in place. Space utilisation and optimisation model developed. Review of approaches to sourcing ICT infrastructure and move towards cloud services.
10	Security and safety across campuses: <ul style="list-style-type: none"> Security management strategy and systems with high investments costs; Open campus permitting easy access; High crime rates, recent incidents threatening student safety; Safety, Health and Environmental strategy; Business Continuity Plan. 	<ul style="list-style-type: none"> Safety and security solutions have been implemented in conjunction with support services business model. Increased control of access points to the University for vehicles and pedestrian traffic, including installation of required infrastructure in phases. Technology strategy for enhanced safety and security developed and implementation of elements thereof underway.

All identified risks were reviewed in light of the revised scoring, risk mitigation strategies, and attainment of deliverables in accordance with detailed plan of actions. Through the annual risk identification process, the top ten institutional risks are subject to a review during 2020.

Ms Maureen Manyama
Chairperson: Audit and Risk Committee

Professor Sibongile Muthwa
Vice-Chancellor

11.1 Introduction

The Audit and Risk Committee (ARC) is established as an independent committee of Council in terms of section 9(7) of the Rules of Council (the Rules). Its terms of reference are formalised in the Audit and Risk Committee Charter (the ARC Charter), which is reviewed annually and approved by Council. Overall, the ARC operated in terms of its mandate as set out in the Rules and the Charter. In addition, the ARC concurs with the audit results as reported in the auditor's report.

11.2 Committee members and meeting attendance

The ARC consists of seven (07) independent, non-executive members with diverse skills and experience in financial, commercial, legal, governance and public sector environments. In addition to the ARC members, senior management of the University, Auditor General of South Africa, external auditors and the Senior Director: Internal Audit attended the ARC meetings as standard invitees.

The ARC is required in terms of the Charter to meet at least four (4) times a year in line with the University's financial reporting cycle. During the reporting period, four (4) meetings were held and the member attendance is summarised in the table below:

COMMITTEE MEMBER	TERM OF APPOINTMENT	MEETINGS ATTENDED
Ms M Manyama (Chairperson)	July 2017 to June 2021	3
Ms H Adams-Abader	October 2017 to October 2020	2
Mr L Billings	July 2019 to June 2022	4
Mr M Mawasha	January 2019 to December 2021	2
Mr SF Ncume	April 2019 to December 2023	3
Adv L Ntsepe	July 2016 to June 2019 <i>Resigned as from 18 March 2019</i>	0
Adv B Thakung	January 2019 to March 2022	3
Mr G Zamisa	July 2019 to July 2022	2

11.3 Responsibilities and functions

The responsibilities and functions of the ARC are set out in section 4 of the Charter. This includes assisting the Council in discharging its oversight responsibilities in respect of the financial reporting, risk management, internal controls, Information and Communication Technology (ICT) governance, compliance, assurance, fraud management and the annual reporting. The ARC reports to the Council and engages with the Finance and Facilities Committee (FFC) and other committees, as deemed necessary.

The ARC assessed the performance against its mandate and is satisfied that it has executed its mandate and diligently discharged its responsibilities independently and objectively within the relevant provisions of the Charter. In the executing its duties, the ARC had unrestricted access to records and information and received the required technical support and expert advice. Below is a summary of how the ARC carried out its functions:

11.4 Internal control framework

The ARC reviewed the reports of management and internal and external auditors on the design, implementation and effectiveness of the system of internal control. It also considered

the reports of internal and external assurance providers in respect of the University's system of financial controls, ICT governance and internal controls. The management's implementation of corrective actions in response to material findings was monitored and, where necessary, recommendations for further improvement were made to Council.

11.5 ICT Governance

The University has developed an ICT strategy to support the achievement of its priorities and goals through the automation of business processes. The ICT risks that may impede the achievement of this strategy were identified and managed by management. These were monitored by the ARC through the quarterly risk management reports.

11.6 Risk Management

Management is responsible for maintaining an effective risk management process. The role of the ARC is to assess the adequacy and effectiveness of risk governance and risk management processes. The University maintained a risk management policy which still requires alignment with the recent changes in the business environment. A Risk Management Committee (RMC) comprising members of management was established, and management reported quarterly to the ARC on the management of risks. This included strategic risks, ICT risks and those associated with the Medical School. The ARC guided management for further improvement of the risk management process and recommended improvement actions to Council, where deemed necessary.

During the reporting period, the Governance Ethics and Institutional Risk Advisory structure was still being operationalised, thus the risk management function continues to develop. The ARC will continue to monitor and support management in its efforts to strengthen risk management.

11.7 Internal Audit

The Internal Audit (IA) Department has been established as an independent function from management in line with the IA Charter. The IA Department operated in terms of the approved Charter and the risk based annual audit plan. It reported quarterly to the ARC against the audit plan, and the ARC is satisfied that the IA Department has operated effectively and addressed pertinent risks in its audits.

Over the past two years, the resourcing of the IA Department was affected by the vacancy in the position of the Senior Director: Internal Audit. We are pleased that the University has filled this position, effective from 01 February 2020. We hope this will further improve the maturity of the internal audit process. We would like to take this opportunity to appreciate the role played by Ms Odette van Zyl while acting in this position. We wish Mr Sizwe Nyenyiso (Senior Director) well in the new role, and we will continue to offer our support to work towards the most suitable business and resourcing model for optimal delivery of the IA value.



11.8 External Audit

The ARC has recommended to Council and obtained its approval for the appointment of SAB&T as external statutory auditors of the University and EY as the certification auditors for the period December 2017 to December 2021. In line with the ARC Charter, external auditors were represented in the ARC meetings and presented their audit strategy, engagement letter, audit fees and audit results for consideration and/or approval by the ARC. The ARC also verified the independence of external auditors and determined the nature and extent of allowable non-audit services including approving the contractual terms for the provision of non-audit services by the external auditors.

11.9 Quality of audited annual financial statements

The annual financial statements were prepared in accordance with International Financial Reporting Standards (IFRS), and in compliance with the reporting requirements of the Department of Higher Education and Training. The ARC reviewed the annual financial statements and recommended that the adoption of the latter by Council. The ARC is pleased that the University has once more received an unqualified audit opinion.

11.10 Compliance with laws, regulations and code of conduct

Management has maintained a case management system to record and track the reported allegations of fraud and misconduct. The investigations processes as well as implementation of the corrective actions were monitored by the ARC. The ARC is satisfied that management investigated and acted on the reported irregularities. This contributed in enhancing the image of the University. The ARC will continue working with management to enhance the overall compliance management through increased oversight including legal compliance management.

11.11 Conclusion

The ARC would like to take this opportunity to express its gratitude for the opportunity provided by Council. The ARC would further like to thank the Vice-Chancellor, management and University team for their determination and support. Their work contributed in maintaining good governance practices as no material deficiencies were identified in the systems of internal control, governance, risks management, financial management and compliance with laws and regulations. It is the ARC's view that commitment to excellence will further enhance delivery and accountability. Lastly, the ARC would like to express gratitude to internal and external auditors for their professionalism and support in the ARC's oversight role.

Ms M. Manyama
Chairperson of the Audit & Risk Committee

12. FINANCIAL OVERVIEW OF 2019 FINANCIAL YEAR

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. Nelson Mandela University is committed to good corporate governance and sound financial management.

The consolidated annual financial statements for 2019 cover all activities of the University. This includes audited results of the Nelson Mandela University Trust, companies and other partnerships where the University exercises control. The provisions of the Trust deed and an independent board of trustees govern the activities of the Trust. These consolidated financial statements provide a complete and comprehensive overview of the operations and financial position of the University.

12.2 Budgeting process

Through the annual and three-year rolling budget directives, 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 utilised to grow reserves, seed new initiatives and 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 allocations models. Committees which are representative of directorates within the University perform these processes to ensure stakeholder inclusivity.

These committees allocate funds based on models and processes informed by Vision 2020, strategic plans and Council's performance objectives. A three-year Annual Performance Plan (APP), cash flow and reserves accumulation plan supports the budget in order to monitor and evaluate future sustainability.

12.3 Higher Education and Training environment

Higher Education and Training as a national priority receives a significant portion of the national annual budget. There has been a significant increase in funding to public universities since

2015, including the funding allocated for NSFAS-qualifying students and roll-out of fee-free higher education.

This has assisted universities to respond to the capping of fee increases, the provision of debt relief concessions to academically deserving students in financial need and the re-integration of certain outsourced contracts, which have affected the financial sustainability of institutions.

Additional funding injected into the sector has occurred within a constrained national and global economy, with a national fiscus that is under pressure, even more so since the outbreak of the COVID-19 pandemic. As the University is still heavily reliant on fees and subsidies, a resource mobilisation strategy has been developed to contribute to our sustainability.

The future of the higher education funding framework in South Africa has a significant impact on financial planning within the sector.

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 R 479m (2018: R358m) after other comprehensive income, of which Council-controlled operations amounted to R261m (2018: R259m) or 10% reserve accumulation in line with Council's performance indicator of 5% to 10%.

Student accommodation reflected a deficit of R3m (2018: R3m deficit) and the Trust R115m (2018: R86m). Specifically funded activities (restricted) realised a net surplus of R105m (2018: R16m).

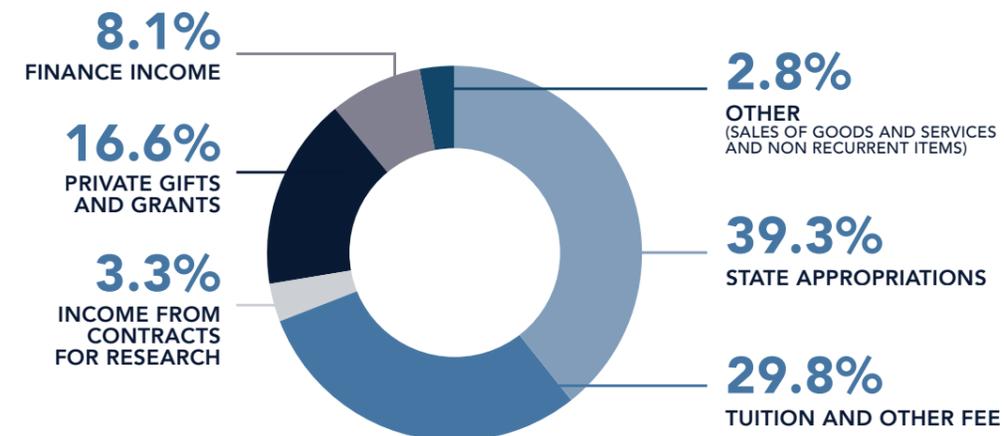
The consolidated surplus before other comprehensive income and finance income amounts to R215m (2018: R167m), of which Council-controlled operations amounted to R72m (2018: R111m).

The re-measurements of post-retirement obligations and revaluation of investments to market value disclosed under other comprehensive income have increased consolidated net surplus by R22m (2018: reduced by R6m).

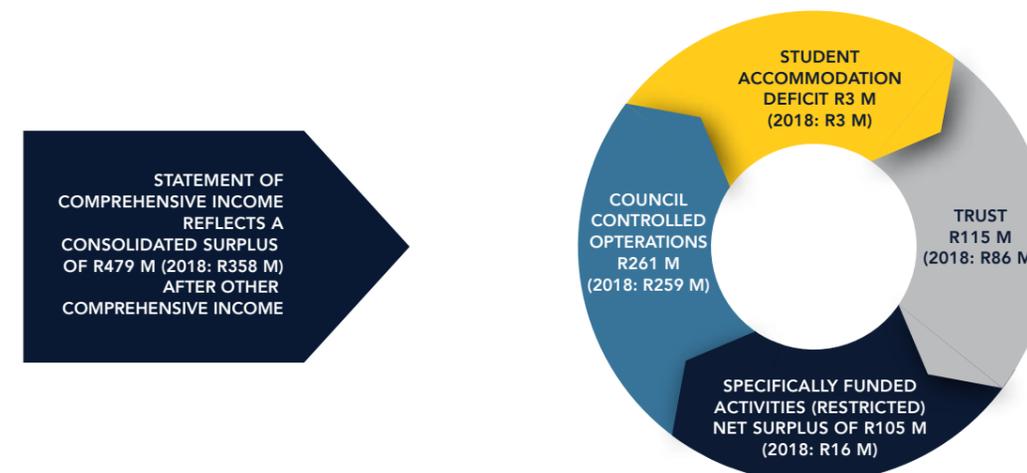
The statement of financial position reflects an increase in total assets of R532m with equity funds increasing by R313m and total liabilities by R219m, mainly due to deferred income on government grants for infrastructure. Retirement benefit obligations increased by R1m and now amount to R69m. The liquidity position is sound as indicated by the liquidity ratio.

Overview of 2019 financial position

INCOME STREAMS



EXPENDITURE CATEGORIES



FINANCIAL INDICATORS 2016 - 2019	2019	2018	2017	2016
Council-controlled: – State support income (State appropriations /total recurrent income)	49.09%	48.15%	47.89%	47.57%
Council-controlled: – Own funding as % income (Other income/total recurrent income)	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)	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%	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 for 2019 is 63.50%	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.	10.47%	11.76%	11.12%	3.47%
Council-controlled: – Net surplus as % excluding finance income	3.01%	5.12%	4.25%	-3.37%
Student debt ratio: – Student Debtors before provision for doubtful debt/Total Tuition & Other Fees.	24.34%	22.35%	17.64%	21.81%
Short Term Liquidity ratio (current assets/current liabilities). Expected normal standard is > 2:1	8.99	10.23	8.28	7.31
Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure)	0.55	0.62	0.46	0.26
Sustainability ratio (Total reserves) Total reserves / annual recurrent expenditure	1.60	1.63	1.29	1.08
Post-retirement Liabilities (balance sheet)	R69m	R68m	R61m	R35m

STATEMENT OF CHANGES IN FUNDS

TOTAL EQUITY	R3 125 482 m	R3 438 703 m
PROPERTY PLANT AND EQUIPMENT FUND	R1 251 019 m	R1 413 924 m
RESIDENCE FUNDS RESTRICTED	R12 226 m	R14 533 m
RESTRICTED USE FUNDS	R667 718 m	R833 699 m
COUNCIL UNRESTRICTED FUNDS	R1 194 519 m	R1 176 547 m

2018
2019

The consolidated statement of changes in funds indicates that Restricted Use funds increased to R833m (2018: R667m), Residence funds increased to R14m (2018: R12m), while Council unrestricted funds decreased to R1 176m (2018: R1 194m) of which the General Reserve increased to R834m (2018: R735m).

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, striving to contribute to national objectives in difficult economic trading conditions. It also remains a key strategic objective of Nelson Mandela University.

The full extent of the financial implications of the COVID-19 pandemic for the University in 2020 remains to be seen. The COVID-19 impact has presented the University with many challenges. These 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 in 2020.

Academic and Campus Readiness Plans have been approved by the Minister of Higher Education, Science and Innovation. These plans are to date largely funded through the 2020 budget reprioritisation, bridging funding from reserves and the virement of funding from Infrastructure and Efficiency Grant interest to a COVID-19 Responsiveness Grant approved by the Minister of Higher Education, Science and Innovation.

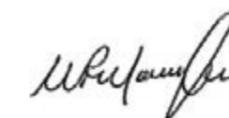
A task team has been established to consider the impact of COVID-19 on the financial sustainability of the University to ensure that in the medium to long term, the recurrent cost structures are financed from recurrent revenue streams excluding finance income, and that earmarked reserves for funding five-year capital maintenance, replacement of teaching and research equipment and IT infrastructure plans are maintained. The University will confront these challenges by means of its 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 events noted above do not impact the University as a going concern.

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



Mr D MacLean
Chairperson: Finance & Facilities Committee



Mr M R Monaghan
Executive Director: Finance

NELSON MANDELA UNIVERSITY

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION
at 31 December 2019**

	2019 R'000	2018 R'000
ASSETS		
Non-current assets	1 785 252	1 717 566
Property, plant and equipment	1 600 948	1 532 259
Investments	184 304	185 307
Current assets	3 501 270	3 036 913
Inventories	3 175	3 480
Short-term investments	3 020 900	2 560 504
Cash and cash equivalents	108 134	109 135
Trade, other receivables and contract assets	369 061	363 794
Total assets	<u>5 286 522</u>	<u>4 754 479</u>
EQUITY AND LIABILITIES		
Equity funds	3 438 704	3 125 482
Property, plant and equipment	1 413 924	1 251 019
Restricted use funds	848 232	679 944
Student residence funds	14 533	12 226
Other	833 699	667 718
Unrestricted use funds – Education and general	1 176 547	1 194 519
Non-current liabilities	1 458 388	1 332 111
Deferred income and contract liabilities	1 262 371	1 138 844
Interest-bearing borrowings	26 701	35 621
Retirement benefit obligations	69 022	68 261
Accumulated leave liability	93 339	84 992
Long service award accrual	6 955	4 393
Current liabilities	389 431	296 886
Current portion of borrowings	13 999	14 473
Accumulated leave liability	1 786	2 057
Accounts payable, accrued liabilities and contract liabilities	373 645	280 356
Total equity and liabilities	<u>5 286 522</u>	<u>4 754 479</u>

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2019

	2019						2018
	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
TOTAL INCOME	2 397 768	383 824	104 864	2 886 456	107 915	2 994 371	2 665 110
RECURRENT ITEMS	2 397 831	383 858	104 864	2 886 554	107 915	2 994 469	2 664 813
State appropriations	1 177 029	-	-	1 177 029	20	1 177 049	1 045 366
Tuition and other fee income	785 186	-	-	785 186	107 854	893 040	841 950
Income from contracts for research	-	98 467	-	98 467	-	98 467	111 793
Sales of goods and services	77 738	7 469	-	85 207	23	85 230	69 571
Private gifts and grants	179 159	219 165	99 370	497 695	18	497 713	396 452
Finance income	178 718	58 757	5 494	242 969	-	242 969	199 681
NON-RECURRENT ITEMS	(63)	(35)	-	(98)	-	(98)	297
Profit/(Loss) on disposal of PPE	(63)	(35)	-	(98)	-	(98)	297
TOTAL EXPENDITURE	2 146 762	277 855	679	2 425 296	111 268	2 536 564	2 301 041
Personnel	1 302 925	65 140	-	1 368 065	44 393	1 412 458	1 270 059
Academic professional	591 597	38 193	-	629 790	-	629 790	566 017
Other personnel	700 689	26 947	-	727 636	44 393	772 029	701 208
Accumulated leave accrual	8 078	-	-	8 078	-	8 078	2 820
Long service award accrual	2 562	-	-	2 562	-	2 562	14
Other current operating expenses	800 941	212 714	679	1 014 334	59 284	1 073 618	976 237
Depreciation	40 944	-	-	40 944	4 131	45 076	48 117
Finance costs	841 885	212 714	679	1 055 279	63 414	1 118 693	1 024 354
	1 953	-	-	1 953	3 460	5 413	6 627
NET SURPLUS	251 005	105 969	104 185	461 160	(3 353)	457 807	364 069
OTHER COMPREHENSIVE INCOME							
Remeasurements - retirement healthcare obligation	(834)	-	-	(834)	-	(834)	6 547
Remeasurements - pension fund obligation	10 963	-	-	10 963	-	10 963	(1 895)
Revaluation of investments to market value at year end	-	-	11 654	11 654	-	11 654	(10 244)
	10 129	-	11 654	21 783	-	21 783	(5 592)
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	261 134	105 969	115 839	482 943	(3 353)	479 590	358 477

NELSON MANDELA UNIVERSITY

CONSOLIDATED STATEMENT OF CHANGES IN FUNDS

For the year ended 31 December 2019

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
Balance at 1 January 2019	735 702	458 817	1 194 519	34 308	164 832	468 577	667 718	12 226	1 251 019	3 125 482
Net surplus	225 184	25 822	251 005	105 969	104 185	-	210 154	(3 353)	-	457 807
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)
Balance at 31 December 2019	834 966	341 581	1 176 547	39 685	174 371	619 643	833 699	14 533	1 413 924	3 438 704
Balance at 1 January 2018	458 636	318 685	777 321	55 591	186 275	371 636	613 501	22 329	1 235 057	2 648 210
Net surplus	224 218	31 060	255 278	16 091	96 351	-	112 443	(3 651)	-	364 069
Other comprehensive income	4 652	-	4 652	-	(10 244)	-	(10 244)	-	-	(5 592)
Other additions *	103 761	114 870	218 631	-	4 673	-	4 673	168	47 915	271 387
Funds utilised	(33 449)	-	(33 449)	(300)	(112 222)	-	(112 522)	(6 619)	-	(152 591)
Transfers – credit	163 776	3 057	166 832	-	-	162 756	162 756	-	20 079	349 668
Transfers – debit	(185 892)	(8 854)	(194 746)	(37 074)	-	(65 815)	(102 889)	-	(52 032)	(349 668)
Balance at 31 December 2018	735 702	458 817	1 194 519	34 308	164 832	468 577	667 718	12 226	1 251 019	3 125 482

* Internal and external loan redemptions
Savings on funds received from DHET (2019 only)
Surplus on NSFAS funds
NSFAS receivable and payable
Trust reserve fund adjustments

NELSON MANDELA UNIVERSITY**CONSOLIDATED STATEMENT OF CASH FLOWS**
for the year ended 31 December 2019

	2019	2018
	R'000	R'000
Cash flow from operating activities		
Cash generated by operations	330 042	219 074
Interest received - short term	124 537	194 273
Net cash inflow from operating activities	<u>454 580</u>	<u>413 347</u>
Cash flow from investing activities		
Interest received	2 732	2 565
Dividends received	2 762	2 843
Purchase of property, plant and equipment (own funds)	(121 973)	(30 848)
Disposal of property, plant and equipment	515	351
Purchase of short-term investments	(460 396)	(621 504)
Proceeds from investment portfolio at cost	12 059	27 722
Increase in deferred income	123 527	208 300
Net cash outflow from investing activities	<u>(440 774)</u>	<u>(410 571)</u>
Cash flow from financing activities		
Finance costs	(5 413)	(6 627)
Repayment of interest-bearing borrowings	(9 394)	(2 885)
Net cash outflow from financing activities	<u>(14 807)</u>	<u>(9 513)</u>
Decrease in cash and cash equivalents	(1 001)	(6 736)
Cash and cash equivalents at beginning of year	109 135	115 871
Cash and cash equivalents at end of year	<u>108 134</u>	<u>109 135</u>

Change the World

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