NELSON MANDELA

UNIVERSITY

INTEGRATED
ANNUAL
REPORT

2023

NELSON MANDELA UNIVERSITY INTEGRATED ANNUAL REPORT
for the year ending 31 December 2023

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

Respect for diversity

Excellence

Ubuntu

Social justice and equality

Integrity

Sustainable stewardship

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EXECUTIVE SUMMARY

Through Vision 2030, Nelson Mandela University (hereafter referred to as "the University") reaffirms its commitment to change the world through life-changing educational opportunities, innovative research, and transformative engagement. The University carries a significant responsibility to embody the legacy and ethos of its iconic namesake, the late Nelson Rolihlahla Mandela, and his lifelong struggle for a non-racial, non-sexist, democratic society where all citizens are treated with respect and dignity.

The University strives to promote social justice and the public good by nurturing socially conscious graduates who make a positive impact on society as responsible global citizens and leaders. The University is also widely recognised for its engaged scholarship, which seeks to co-create pioneering, African-purposed solutions to complex global challenges. This is part of a broader strategy to reconfigure the University in alignment with a reimagined and non-paternalistic paradigm of engagement that can more meaningfully contribute to alleviating human precarity.

The University furthermore seeks to differentiate itself within the higher education sector nationally and globally as one of six comprehensive higher education institutions in South Africa. To this end, the University strives to promote student access for success, especially for academically deserving students from disadvantaged backgrounds. The University enrolled a total of 31 400 students in 2023, of which 28 089 were undergraduate students while 3 143 were postgraduate students enrolled across seven different faculties.

The demographic profile of the student population has transformed rapidly with Black (African, Coloured, Indian) students increasing from 78% of all enrolments in 2021 to 85% in 2023. Similarly, female student enrolments increased proportionately from 55% in 2021 to 59% in 2023. More than two-thirds (65%) of all first-time entering students have attended quintile one to three schools, which are the most resource-deprived in our country. The mission of the University is to provide a diverse range of life-changing educational experiences that liberate the full potential of all students, irrespective of their socio-

economic backgrounds. To this end, the University achieved a success rate of 74% for all coursework modules in 2023 and produced more than 5 800 graduates at under- and postgraduate levels.

In 2023, the University employed 2 565 permanent employees, of which 1 842 (72%) were professional, administrative and support services (PASS) staff while 723 (28%) were academic staff. As with students, the demographic profile of employees has diversified with 77% Black (African, Coloured, Indian) and 59% female. Of all academic staff, 46% have a doctoral qualification compared to 45% in 2022.

As a socially embedded higher education institution, the University continuously strives to promote the public good through humanising learning and teaching, impactful research and innovation, and transformative engagement. These academic core missions are rooted in and informed by key milestones in the University's recent history, such as the name change to Nelson Mandela University in 2017, the Vice-Chancellor's listening campaign, inaugural and *Advancing Mandela* addresses, and a transversal organisational redesign process.

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

Vision 2030 and Strategic Trajectories

The institutional Vision 2030 strategy positions the University to optimise distinctive strategic opportunities as it seeks to chart its future direction and game-changing differentiators. The University's strategic trajectories developed further in 2023, and these intellectual niches will continue to distinguish the University as a dynamic African university in the service of society.

- Now in its third year, the **Medical School** has been making a tangible contribution to building expanded capacity for pro-poor and accessible healthcare service delivery in South Africa. It actively pursues partnerships on a local, regional, and national level to promote access to comprehensive health services as part of an integrated health and education innovation precinct on the Missionvale Campus.
- The implementation of the **Ocean Sciences** strategy is evolving towards the University becoming a premier destination of choice for Ocean Sciences nationally and on the African continent, particularly at postgraduate level. The University has developed a range of marine and maritime education and training, research, innovation, and engagement programmes to tap the potential of the blue economy for the benefit of local communities while preserving South Africa's rich marine biodiversity.

taking place through the Centre for Women and Gender Studies (CWGS) and the DSI-NRF SARChI Chair in African Feminist Imaginations.

- **Digital Transformation and the Virtual Academy** are taking centre stage at the University, with the Digital Transformation Strategy approved in 2023. The development of the Virtual Academy aligns with emerging concepts in post-pandemic higher education and Society 5.0, Industry 5.0, and Education 5.0, focusing on humanising and leveraging technology for impact on the world of work in service of society.
- **Transdisciplinary Sustainability Sciences** is an exciting new trajectory for the University, with work progressing on the launch of the Transdisciplinary Institute for Sustainable Futures. Assembling the University's work in *Sustainability Science* into an identifiable collaborative commons will include collaborations among scholars, and take advantage of resources in an area in which it already possesses so much research pedigree.

Further critical strategic enablers that support Vision 2030 intentions include promoting ethical governance and leadership, advancing a values-driven institutional culture and empowering employees to embrace the future world of work, creating an environment conducive to innovation, and ensuring digitalisation and the optimal use of modernised and flexibly designed infrastructure, and sustainable and responsible resource stewardship.

Academic Excellence

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

As an institution geared towards broadening the frontiers of knowledge, the University's commitment to academic excellence is a strong foundation on which to develop socially conscious graduates who serve as responsible global citizens and leaders in making a positive impact on society. The institution adopts an integrative approach to its three core academic missions to ensure that humanising learning and teaching approaches are informed by impactful research, innovation, and internationalisation, as well as transformative engagement.

Transformative Engagement

The University is widely recognised for its engaged scholarship which seeks to co-create pioneering, African-purposed solutions to complex planetary and societal challenges. As the broader matrix of inter- and transdisciplinary strategic imperatives take shape,

- **Revitalising the Humanities** is integral to the overall academic strategy of the University to reimagine the transformative potential of all disciplines in the quest to awaken transdisciplinary African scholarship and systems of thought. Alongside a focus on decoloniality and indigenous knowledges, the Faculty of Humanities has been pursuing strategic interventions to reposition and recentre the humanities and social sciences.
- **Transformative engagement** gives theoretical and practical guidance for how the University may achieve its transformation goals through scholarly engagement. Although the activities and entities of the Transformation Office are covered briefly in this report, transformation is expanded on separately in the Transformation Report, an annexure to this Annual Report. Engagement came strongly to the fore in 2023, with the Engagement Office and Hubs of Convergence playing a major role in driving the University's vision for socially just, sustainable futures, expressed in persistently and mindfully tackling social challenges such as inequality, poverty and food insecurity.
- With gender inequality deeply embedded in the social fabric of South African society, **Women and Gender Studies** is an integral part of the University's contribution towards attitudinal and social transformation. This trajectory is significantly bolstered by the vital work

the University continues to position itself as a socially responsive institution in the service of society.

The entities, projects and programmes constituting the Engagement and Transformation Portfolio flourished in 2023, co-creating new and revitalised affiliations, systems of working and means of accountability. Together, they represent a wide range of expertise, knowledge and approaches to the scholarship and praxis of a transformative, engaged university.

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

Student-Centric Life and Development

Students across South Africa faced an array of challenges during 2023, including delayed payment of allowances from the National Student Financial Aid Scheme (NSFAS). Student hunger is another sector-wide challenge and the University's efforts towards promoting food security are ongoing given that a higher proportion of students are experiencing the impact of poverty.

In a bid to address the increasing levels of youth unemployment in South Africa, the University is distinguishing itself as a leader in facilitating student entrepreneurship. Our Madibaz Youth Entrepreneurship Lab continues to provide an innovative and supportive

ecosystem for youth employability and student entrepreneurship.

As part of the University's commitment to assisting students with accessibility challenges, Universal Accessibility and Disability Services (UADS) provided students with assistive devices and technologies, facilitated awareness and advocacy campaigns, and hosted training for students and staff on how best to support individuals living with a disability within the university environment.

Infrastructure Development and Digitalisation

Infrastructure maintenance and development are ongoing and the completion of the new Science Centre in July 2023, with its new Digital Dome, was a highlight. This state-of-the art facility is set to become an iconic landmark for science engagement on the Ocean Sciences Campus. The provision of quality student accommodation was enhanced with new residences on North Campus becoming available.

Digital transformation is an imperative and the University recognises the importance of preparing students, staff and stakeholders for rapid technological advancements and the future world of work. Digitalisation has unfolded rapidly at the University with systems developed to assist with flexible, technology-rich learning, teaching, and assessment. Substantial investments in digital transformation projects have been integral to supporting excellence in academic core missions and support services. This is underpinned by humanising and inclusive

Employer of Choice

Nelson Mandela University strives to be an employer of choice by fostering an inclusive, values-driven institutional culture that promotes a sense of belonging and holistic well-being. The University invests in continuing professional development and lifelong learning opportunities for employees to unlock their full potential and create pathways for continuous professional development and growth. Efforts to diversify the demographic profile of academic and support staff continue and are bearing fruit in ensuring that our employees are broadly representative of the economically active population regionally and nationally.

The Harmonisation Project was a key initiative in 2023, with a focus on the implementation of a total guaranteed package for all employees of the University. The University continues to offer a variety of interventions and programmes to promote holistic employee well-being, which remains a key concern in a post-pandemic era.

Sustainable Resource Mobilisation and Stewardship

The planet is facing severe shortages of life-supporting resources such as water, with demand for natural resources far outstripping supply. The University has instituted various interventions to reduce its carbon footprint and advance responsible environmental stewardship.

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

Conclusion

The University is committed to ensuring strategic continuity and consolidation at a time when the higher education sector nationally and globally is under sustained fiscal pressure. While confronted with ever-increasing fluidity and uncertainty, the University continues to cascade its Vision 2030 strategy into every portfolio and faculty. The charting of future directions is informed by a rapidly evolving context and responsiveness to societal needs, particularly within an environment of deep social inequalities. As a dynamic African university, Nelson Mandela University contributes to building a more democratic, inclusive society in which the pursuit of knowledge generation serves to improve the quality of life of all communities and citizens.
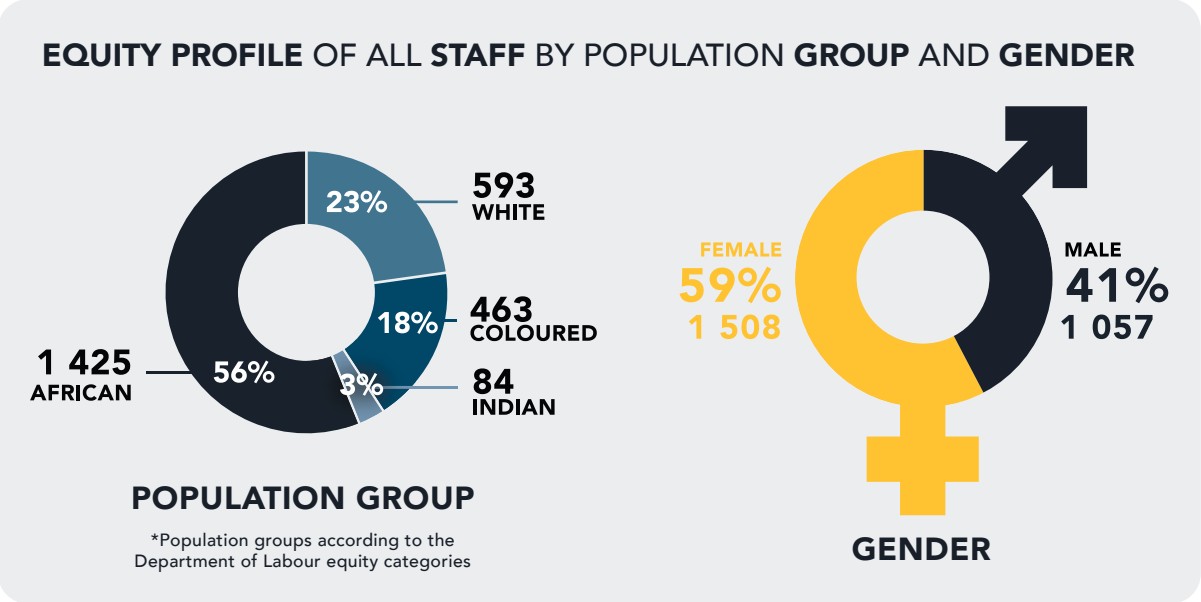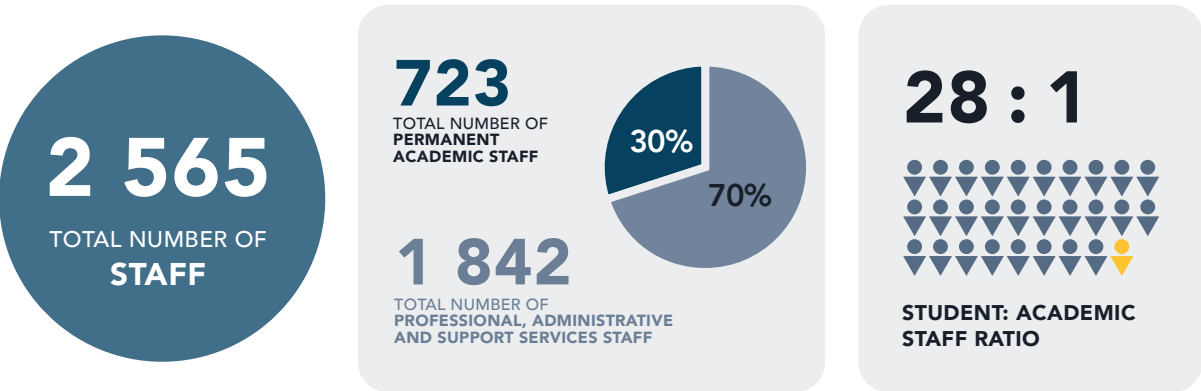
approaches, to ensure that no student or employee is left behind as a result of the digital divide.

7 FACULTIES
- ▶ Business and Economic Sciences
- ▶ Education
- ▶ Engineering, the Built Environment and Technology
- ▶ Health Sciences
- ▶ Humanities
- ▶ Law
- ▶ Science

379
NUMBER OF **PROGRAMMES** IN 2023
(from certificate through to doctoral programmes)

7 CAMPUSES
2nd Avenue, Summerstrand
Bird Street
George
Missionvale
North
Ocean Sciences
South

6 INSTITUTIONAL RESEARCH THEMES
- ● Ocean and coastal sciences
- ● Social justice and democracy
- ● Environmental stewardship and sustainable livelihoods
- ● Innovation and the digital economy
- ● Origins, culture, heritage and memory
- ● Humanising pedagogies

2 565 TOTAL NUMBER OF **STAFF**

723 TOTAL NUMBER OF **PERMANENT ACADEMIC STAFF** — 30% / 70%

1 842 TOTAL NUMBER OF **PROFESSIONAL, ADMINISTRATIVE AND SUPPORT SERVICES STAFF**

28 : 1 STUDENT: ACADEMIC STAFF RATIO

EQUITY PROFILE OF ALL STAFF BY POPULATION GROUP AND GENDER

POPULATION GROUP
- 23% — 593 WHITE
- 18% — 463 COLOURED
- 3% — 84 INDIAN
- 56% — 1 425 AFRICAN

*Population groups according to the Department of Labour equity categories

GENDER
- FEMALE 59% 1 508
- MALE 41% 1 057

Figure 1: Nelson Mandela University at a glance

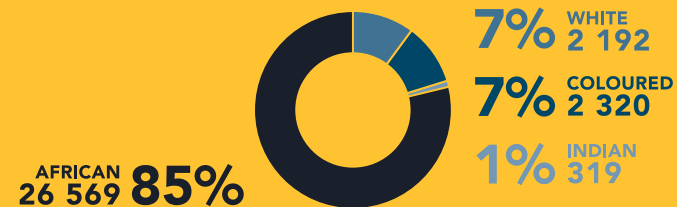**31 400**
TOTAL **STUDENT ENROLMENTS** IN 2023

28 089
UNDERGRADUATE STUDENTS (90%)

3 143
POSTGRADUATE STUDENTS (10%)

906
(3%) INTERNATIONAL STUDENTS

47
DIFFERENT COUNTRIES

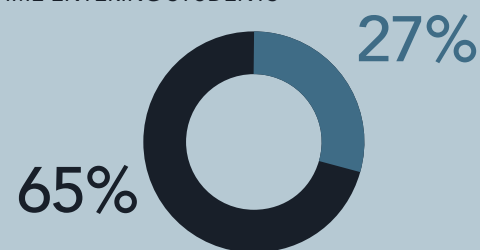**EQUITY PROFILE** OF ALL STUDENTS BY POPULATION GROUP

7% WHITE 2 192
7% COLOURED 2 320
1% INDIAN 319
AFRICAN 26 569 85%

EQUITY PROFILE OF ALL STUDENTS BY GENDER

59% 18 448 **FEMALE** STUDENT ENROLMENTS

41% 12 952 **MALE** STUDENT ENROLMENTS

QUINTILE PROFILE OF FIRST-TIME ENTERING STUDENTS

4 395 of all first-time entering students in 2023 were from Quintile 1 to 3 schools

27%
65%

1 829 are from quintile 4 & 5 schools and 526 or 8% from Private/Other schools

This analysis is based on those enrolling at the university for the first-time directly from high school, and also excludes international students.

74% STUDENT SUCCESS RATE

GRADUATE OUTPUTS

81% 4 712 TOTAL **UNDERGRADUATE**

5 815 TOTAL **GRADUATES**

19% 1 103 TOTAL **POSTGRADUATE**

Figure 2: Nelson Mandela University at a glance (continued) – student profile

1 STRATEGIC OVERVIEW

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

1.1 Vision

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

1.2 Mission

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

To achieve this vision and mission, Nelson Mandela University will ensure that:

- Its values inform and define its institutional ethos and distinctive educational purpose and philosophy.
- It is committed to promoting equity of access and opportunities to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- It provides a vibrant, stimulating and richly diverse environment that enables employees and students to reach their full potential.
- It develops graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- It creates and sustains an environment that encourages and supports a vibrant research, scholarship, and innovation culture.
- It engages in mutually beneficial partnerships locally, nationally, and globally to enhance social, economic, and ecological sustainability.

1.3 Values

The Vision 2030 stakeholder engagement processes re-affirmed the importance of all students, employees and alumni living the University's core values. The University therefore holds itself accountable to embodying its values as it executes its vision and mission, designs academic programmes and curricula, engages in academic core missions, delivers professional, administrative and support services, and engages with stakeholders.

1.3.1 Respect for Diversity

The University reflects and serves diverse regional, national, and global communities. It promotes an open society where critical scholarship, and the expression of a multiplicity of opinions and ideas are actively encouraged. It fosters an environment in which diversity is appreciated, respected, and celebrated. It fosters a culture that welcomes and respects diverse identities, heritages, and life experiences.

1.3.2 Excellence

The University encourages the pursuit of the highest levels of academic, civic, and personal achievement. It provides a supportive and affirming environment that enables students, employees, and publics to reach their full potential. It pursues inclusive excellence by embedding equality of access and opportunity in its policies, processes, systems, and practices. It seeks to foster a culture of intellectual and personal growth and lifelong learning. It promotes, recognises and rewards excellence in teaching, learning, research, innovation, creative outputs, engagement, and service delivery.

1.3.3 Social Justice and Equality

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

1.3.4 Ubuntu

It is a people-centred, values-driven university that seeks to foster a compassionate and caring institutional culture. It respects the dignity of others and strives to be human-centred and relational. It recognises mutual interdependence and promotes socially conscious and responsible citizenship.

1.3.5 Integrity

The University commits to the highest standards of personal honesty and exemplary moral character. It is dedicated to cultivating an atmosphere of trust. It takes responsibility for its decisions, behaviours, actions, and the consequences thereof. It ensures the integrity of policies, information, systems, and processes.

1.3.6 Sustainable Stewardship

The University is committed to environmental sustainability and recognises the responsibility to conserve, protect and sustainably manage natural resources for current and future generations. It promotes the integration of sustainability into governance, leadership, academic core missions, operations, as well as the design and maintenance of physical and digital infrastructure. It inspires students and employees to embrace responsible stewardship of all financial, human, infrastructural and environmental resources entrusted to them.

1.4 Statement of Commitment to an Inclusive Institutional Culture

Nelson Mandela University is committed to inclusive excellence and values that celebrate all forms of diversity. Diversity includes race, colour, culture, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, and/or class. It recognises that the University is both a contested and generative space, supporting the concurrent existence of multiple perspectives and experiences.

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

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

Embedding the values can be realised by:

- Fostering mutual respect, collaborative relationships, unambiguous communication, explicit understandings about expectations and critical self-reflection.
- Honouring freedom of expression, ideals of citizenry and civility of discourse, as fundamental to personal, professional, and organisational growth.
- Challenging and dismantling systemic oppression.
- Freely expressing who we are, our own opinions and points of view.
- Fully participating in teaching, learning, work, and social activities.
- Feeling safe from abuse, harassment, bullying and/or unfair criticism.
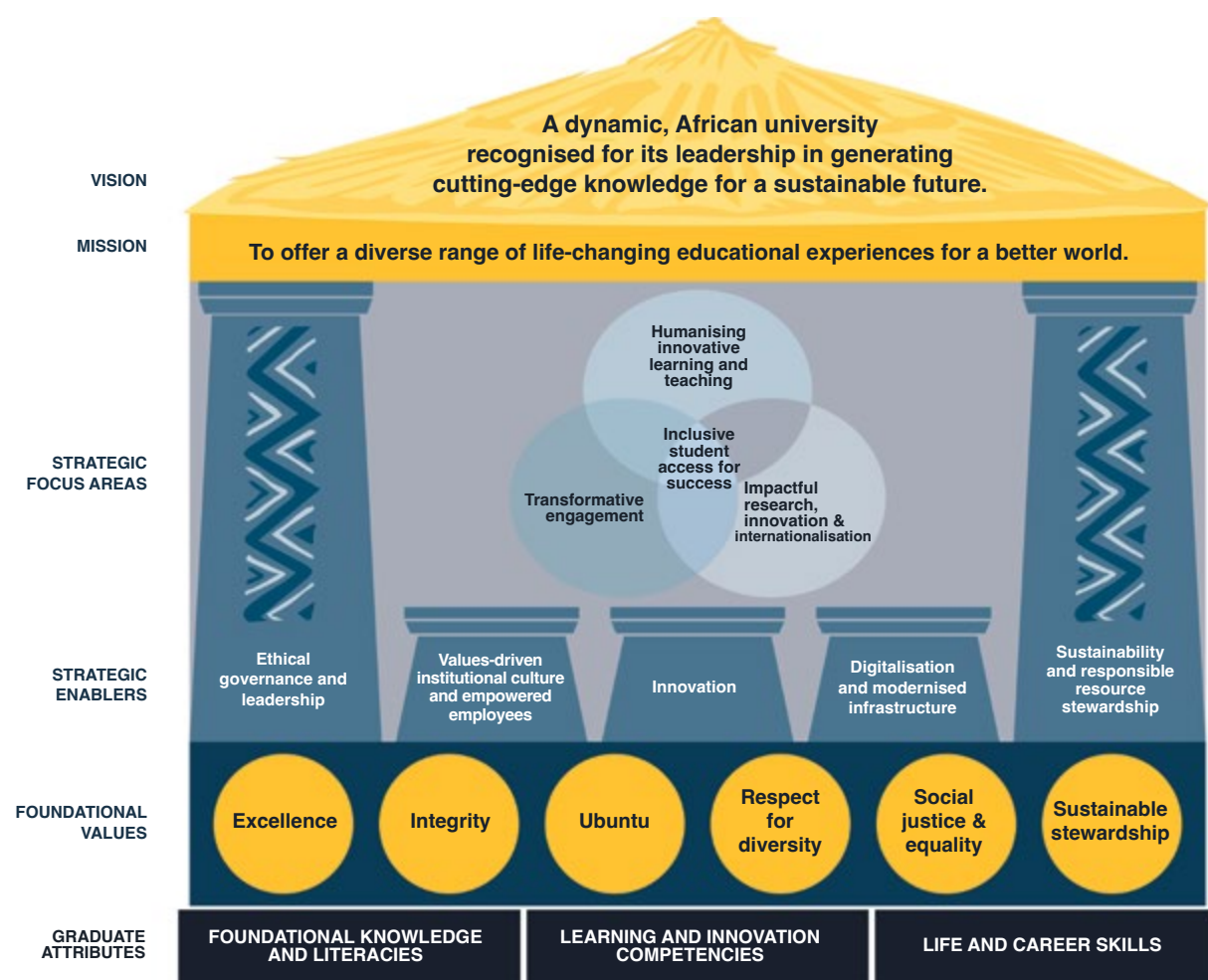
- Providing effective leadership in the development, coordination, implementation, and assessment of a comprehensive range of programmes and services to promote diversity and understanding of differences.
- Offering educational opportunities towards the development of socially responsible leaders who are willing to engage in discourse and decision-making that can lead to co-creative, transformational change within the University and broader society.
- Intentionally nurturing a culture of open-mindedness, compassion, and inclusiveness among individuals and groups.
- Purposefully building teams and groups whose members have diverse cultures, backgrounds, and life experiences. Creating and maintaining opportunities

Figure 3: Vision 2030 strategic framework

for engagement, education, and discourse related to issues of equity, diversity, and inclusion.
- Providing effective reporting mechanisms to address any form of exclusion and discrimination at the University.

Cascading the *Statement of Commitment to an Inclusive Institutional Culture* is a critical enabler for realising the University's Vision 2030 strategic aspirations. To this end, the Institutional Culture and Equality Working Group oversees the implementation of programmatic culture change interventions to foster a values-driven, transformative institutional culture.

The vision, mission, values, and *Statement of Commitment to an Inclusive Institutional Culture* are the foundations on which the University cultivates graduates who are known for their social and environmental consciousness, visionary leadership, innovative and pioneering search for solutions to complex challenges, and the ability to adapt their knowledge and expertise in multiple settings through embracing lifelong learning.

1.5 Desired Graduate Attributes

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

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

The Vision 2030 Strategy makes provision for generic, cross-cutting graduate attributes, skills, mindsets, and
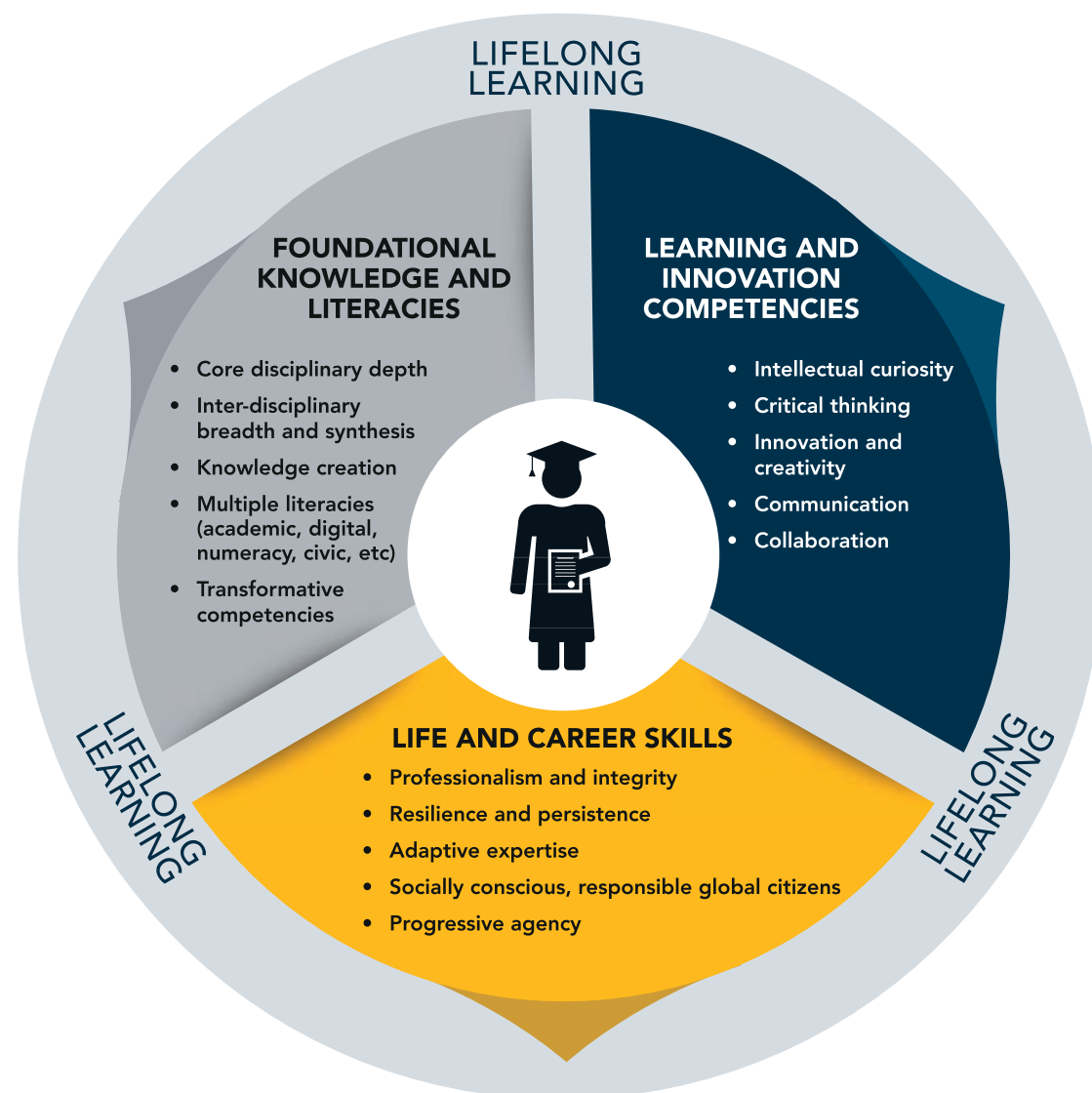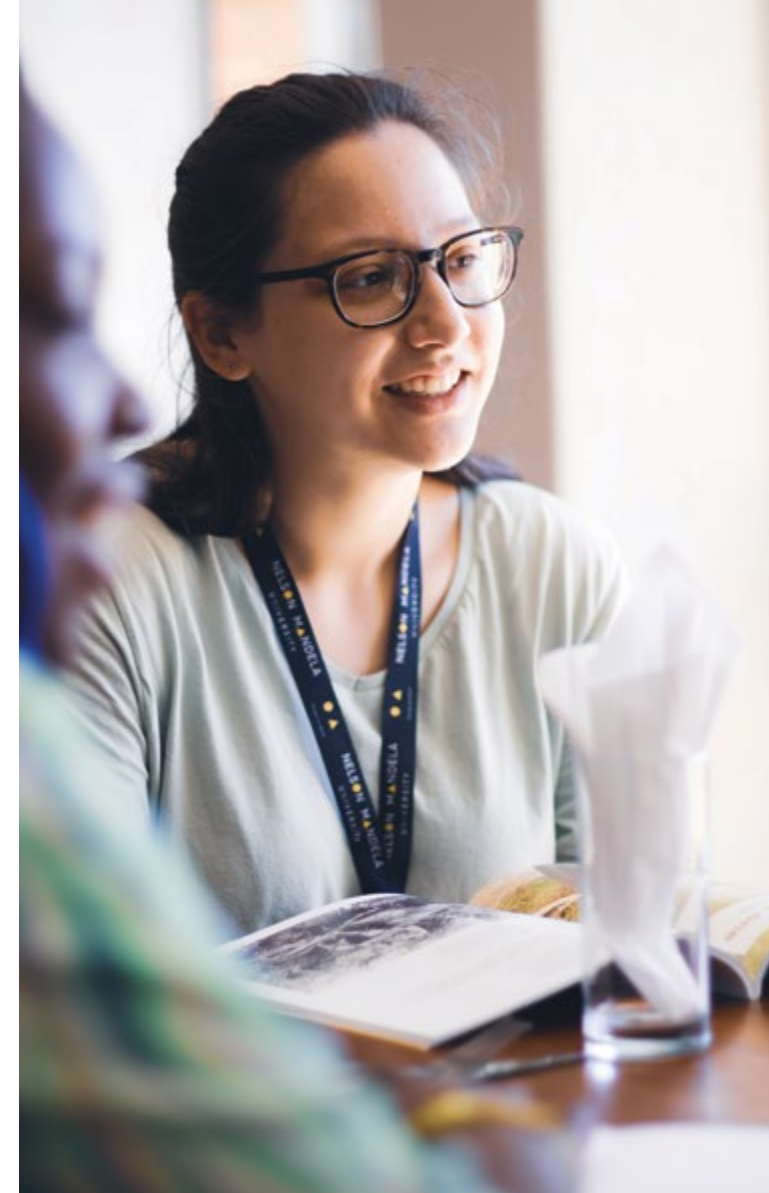

Figure 4: Graduate attributes

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

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

1.6 Foundational knowledge and literacies

Foundational knowledge and literacies represent how graduates apply core disciplinary and interdisciplinary knowledge to everyday tasks. Knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks.

Foundational literacies serve as the basis upon which graduates need to build more advanced competencies and character qualities. This includes numeracy and

various literacies such as scientific, linguistic, digital, financial, cultural, and civic literacy.

To meet the challenges of the 21st century, students also need to be equipped with transformative competencies to shape a better, more sustainable future. These include:

- Creating new value: means innovating to shape better lives, such as developing new knowledge, insights, ideas, techniques, strategies, and solutions, and applying them to problems.
- Reconciling tensions: implies the acquisition of a deeper understanding of opposing positions, developing arguments to support their position, and finding practical solutions to dilemmas and conflicts.
- Taking responsibility: is connected to the ability to reflect upon and evaluate one's actions, experience, and education to achieve personal, ethical, and societal goals.

1.7 Learning and innovation competencies

Learning and innovation competencies are increasingly being recognised as the skills that distinguish graduates who are prepared for complex life and work environments in the 21st century. Such competencies include intellectual curiosity, critical thinking, creativity, communication, and collaboration.

1.8 Life and career skills

Life and career skills need rigorous attention to ensure graduates can confidently navigate life and work environments in the global knowledge economy. Such skills include professionalism and integrity, resilience and persistence, adaptive expertise, and exercising progressive agency to bring about constructive change.

The University acknowledges the importance of students exercising their agency in advancing their personal development and growth while they are studying at the University. As part of Vision 2030, the intention is to articulate a broad framework of generic graduate attributes, which can be customised and elaborated on by faculties and professional support divisions to address the specific learning and teaching requirements of various disciplines and professions.

1.9 Distinctive Knowledge Paradigm

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

- The University as an open society of students and employees committed to generating knowledge that has a liberating effect on the world.
- Application of ethical knowledge to advance social justice, the public good and a sustainable future for the planet and all its inhabitants.

- Freedom of expression and thought in speech, writing and all art forms.
- Advancement of disciplinary depth while embracing collaborative inter- and transdisciplinary approaches to address complex and intractable challenges.

1.10 Educational Purpose and Philosophy

The University strives to be in the service of society through learning and teaching, research, innovation, and engagement. To achieve this, it:

- Commits to liberating the full human potential of employees and students in the pursuit of responsible, democratic global citizenship.
- Advances the frontiers of knowledge to contribute to a socially just and sustainable future in the service of society.
- Adopts innovative, humanising pedagogies and practices that affirm diverse knowledge paradigms and world views.
- Inspires stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- Is known for a values-driven, inclusive institutional culture that encourages all members of the University community to contribute optimally to the vibrancy of intellectual discourse and the respectful contestation of ideas.
- Places students at the centre of all it does to enable them to deploy their agency during their studies and in their future lives as alumni.

- Seeks to address the grand challenges confronting society and the planet through the co-creation of sustainable solutions with its publics.

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

1.11 Strategic Focus Areas

The cultivation of sought-after and highly valued graduates depends largely on the pursuit of excellence in the University's core academic missions. The University offers holistic curricular and co-curricular living and learning experiences that create an enabling, inclusive, and supportive environment for students to succeed in life and work. To this end, core academic missions are pursued in an integrated manner to ensure that humanising learning and teaching approaches are informed by impactful research, innovation, and internationalisation, as well as transformative engagement.

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

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

- **Strategic Focus Area 2:** Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.
- **Strategic Focus Area 3:** Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.
- **Strategic Focus Area 4:** Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom.

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

1.12 Strategic Enablers

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

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

1.12.2 Values-driven Institutional Culture and Empowered Employees
The University encourages students and employees to consistently live the values of excellence, ubuntu, integrity, social justice and equality, environmental and resource stewardship, and respect for diversity. It aims to attract, retain, and nurture talented, diverse, and high-performing employees by cultivating a values-driven, transformative institutional culture that promotes social inclusion, a sense of belonging, and holistic well-being. The University invests in continuing professional development and lifelong learning opportunities for employees to unlock talent and create pathways for development and growth.

1.12.3 Enabling Innovation
The University aspires to be a vibrant innovation hub that convenes diverse stakeholders to co-create transformative solutions to address perennial societal and planetary challenges. In so doing, the University seeks to foster a culture of innovation where students, employees and partners can collaboratively engage in scientific,

technological, and creative discovery that advances the frontiers of knowledge and promotes the public good.

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

1.12.5 Sustainability and Responsible Resource Stewardship
Innovative resource mobilisation and diversification are especially crucial within a context of ever-increasing costs and a shrinking national fiscus. The University recognises the need for responsible resource stewardship and cost-effectiveness to promote long-term financial sustainability.
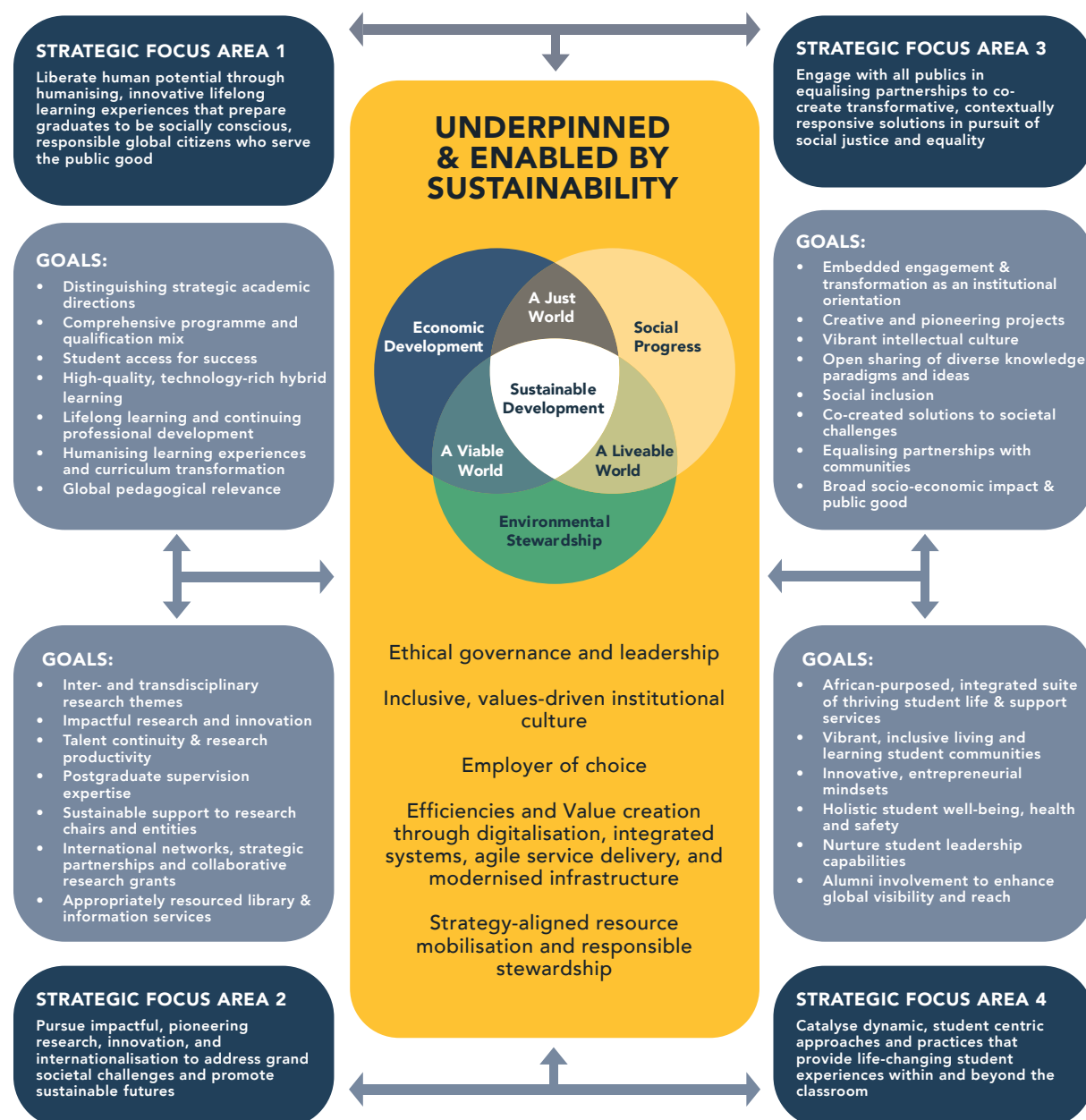

Figure 5: Vision 2030 strategic focus areas

STRATEGIC FOCUS AREA 1
Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good

GOALS:
- Distinguishing strategic academic directions
- Comprehensive programme and qualification mix
- Student access for success
- High-quality, technology-rich hybrid learning
- Lifelong learning and continuing professional development
- Humanising learning experiences and curriculum transformation
- Global pedagogical relevance

STRATEGIC FOCUS AREA 3
Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality

GOALS:
- Embedded engagement & transformation as an institutional orientation
- Creative and pioneering projects
- Vibrant intellectual culture
- Open sharing of diverse knowledge paradigms and ideas
- Social inclusion
- Co-created solutions to societal challenges
- Equalising partnerships with communities
- Broad socio-economic impact & public good

UNDERPINNED & ENABLED BY SUSTAINABILITY

Economic Development — A Just World — Social Progress
Sustainable Development
A Viable World — A Liveable World
Environmental Stewardship

Ethical governance and leadership

Inclusive, values-driven institutional culture

Employer of choice

Efficiencies and Value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure

Strategy-aligned resource mobilisation and responsible stewardship

GOALS:
- Inter- and transdisciplinary research themes
- Impactful research and innovation
- Talent continuity & research productivity
- Postgraduate supervision expertise
- Sustainable support to research chairs and entities
- International networks, strategic partnerships and collaborative research grants
- Appropriately resourced library & information services

GOALS:
- African-purposed, integrated suite of thriving student life & support services
- Vibrant, inclusive living and learning student communities
- Innovative, entrepreneurial mindsets
- Holistic student well-being, health and safety
- Nurture student leadership capabilities
- Alumni involvement to enhance global visibility and reach

STRATEGIC FOCUS AREA 2
Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures

STRATEGIC FOCUS AREA 4
Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom

Figure 6: Nelson Mandela University Vision 2030 Monitoring, Evaluation, Reporting and Learning (MERL) Framework

Furthermore, the institution is reducing its carbon footprint through harnessing the potential of renewable energies, waste reduction and recycling, and guardianship of campus ecosystems and biodiversity.

In cascading and operationalising Vision 2030 over the next decade, an institutional monitoring, evaluation, reporting and learning (MERL) framework is required to inform the key performance indicators (KPIs) used to report

on progress in implementing strategy. This framework is premised on a core philosophy that strives to promote student access for success through excellence in the core academic missions of learning, teaching, research, innovation, internationalisation, and transformative engagement. These core missions are buttressed and supported by transversal interventions to advance transformation and promote institutional sustainability. This is diagrammatically depicted in the graphic above.

2 STRATEGIC TRAJECTORIES

Vision 2030 highlights distinctive intellectual niches and strategic opportunities that differentiate Nelson Mandela University within a diverse higher education landscape as a socially embedded institution in the service of society. Key strategic trajectories include ocean sciences, the medical school, revitalising the humanities, transformative engagement, women and gender studies, digital transformation, and transdisciplinary sustainability sciences. These contribute towards the University's intention to advance social justice by providing transformative, lifelong educational experiences that liberate human potential and contribute to the public good.

2.1 Medical School

Developing a functional, high-quality medical programme, supported by a thriving faculty, has been an ongoing strategic priority for the University since the new Medical School accepted its first cohort of MBChB students in 2021.

Demand for the programme continues to increase, with more than 8 000 applications received for 100 places available for the 2023 academic year. Success rates remain high with 2022's first-year class of 81 students achieving a 97.5% pass rate and the second-year class of 47 (from the first intake in 2021) achieving a 100% pass rate. This is commendable and can be attributed to the holistic support

medical students receive, including the opportunity to interact with various professionals who offer additional input into their curriculum, as well as offering support for their mental well-being.

In 2023, the University obtained the long-awaited accreditation for the first four years of the six-year medical programme. The Faculty of Health Sciences also has received a letter of endorsement from the Health Professions Council of South Africa (HPCSA) and Programme and Qualification Mix (PQM) clearance from the Council of Higher Education (CHE) to proceed with the MMed (Psychiatry and Paediatrics) programmes. The curriculum refinement of the other five MMed programmes can now proceed, based on the successful formula employed in the first two.

The Medical School continues to fill new posts to support the delivery of its programme, and appointed Dr Reno Morar as Director of the Medical Programme with effect from 1 August 2023. Dr Morar will continue leading the Medical School in its quest to produce fit-for-purpose graduates who contribute to addressing priority healthcare needs in the Eastern Cape and nationally.

Potential partners locally and internationally are also needed to drive third-stream income generation in support

of the Medical School's long-term financial sustainability. To this end, key partnerships and collaborations are ongoing with the Faculty of Health Sciences having successfully hosted visits from Aspen, Synergy Biomedical Research Institute, Jose Pearson Hospital Clinical Governance and Management Team, and Ubuntu Pathways. Furthermore, in August 2023, the Faculty of Health Sciences celebrated the awarding of a six-year grant to support seven MBChB students, via the Chan Soon-Shiong Family Foundation and the South African Medical Research Council. The Eastern Cape Office of the Premier has also pledged bursaries to support four additional students.

2.2 Ocean Sciences

Ocean Sciences is continuing to grow at Nelson Mandela University, with the transdisciplinary research of the Institute for Coastal and Marine Research (CMR) advancing a deeper understanding of the coastal and marine environment in alignment with the University's institutional research themes. Several new international projects were started in 2023, including one funded by the United Nations Environment Programme that will develop planning guidelines and provide support to Kenya's marine spatial planning process.

The CMR provides excellent training and development opportunities in critical ocean sciences fields where knowledge gaps are addressed. Exchange programmes that contribute towards student success include

ongoing engagement with the University of Oldenburg's Helmholtz Institute for Functional Marine Biodiversity in Germany. The CMR and the HIFMB extended their five-year collaboration in 2023 to include a funded bilateral exchange programme in marine sciences. The Lower Saxony Ministry of Science and Culture in Germany is also funding an exchange programme for Doctoral candidates that continued until December 2023.

Another notable highlight in ocean sciences over this year was the development of a body of research, Principles for Transformative Ocean Governance. It took three years, from 2020 to 2023, for the group of 21 senior researchers from around the world and across ecological, social, economic, industry and legal disciplines, to develop a set of 13 principles for transformative ocean governance and action.

The new Master of Maritime Management degree, in the Faculty of Business and Economic Sciences, was offered for the first time in 2023. The University is also fostering and nurturing relationships with Transnet, the Eastern Cape Maritime Business Chamber, Nelson Mandela Bay Exporters Club, and the National Department of Transport.

The SARChI Chair in Ocean Cultures and Heritage arranged the International Conference on Human Relations with the Sea in September 2023. This included a transnational Human Oceans Exhibition of photography, sculpture and ceramics presented on the Ocean Sciences Campus in

Figure 7: Strategic trajectories

Gqeberha and at two venues in Windhoek, Namibia. This conference was leveraged to convene Khoi and Xhosa traditional leaders to discuss the importance of indigenous knowledge systems and the future of ocean management in Africa. Through the Chair, seven documentary films on themes of cultural heritage, ecological sustainability, and human relations with nature also were produced.

The new Science Centre on the Ocean Science Campus is a tangible expression of the University's commitment to being an engaged institution. The R86-million Science Centre, funded by the Department of Higher Education and Training's Infrastructure and Efficiency Grant, was completed in July 2023 and includes a two-storey, 138-seater Digital Dome with an extensive open-plan exhibition area. This dome features specialised Skyskan projection equipment that enables 360-degree screening to provide an immersive educational experience. This infrastructure aims to create a modern academic and research environment while showcasing the University's aspiration towards the advancement of science engagement and communication in the service of society.

Nelson Mandela University has won five national and international awards for the new triple-storey E Block extension on the Ocean Sciences Campus. The new building has a triple-volume, multi-layered foyer with several dedicated research spaces, specialised

laboratories, offices, and meeting areas. It also includes an eight-metre-deep diving tank that the University's Research Dive Unit will use to offer diver, swimmer, supervisor, and skipper training courses.

2.3 Revitalising the Humanities

The Faculty of Humanities is repositioning learning and teaching around key areas of an Africa-purposed curriculum, transdisciplinarity, digital humanities, entrepreneurship, and social justice. To this end, several curriculum changes were approved in 2022 for implementation in 2023 and beyond. New modules were introduced to provide access to indigenous knowledge, including African globalisation and the making of the modern world order, the history of technology, and medical anthropology. In addition, the School of Governmental and Social Sciences is collaborating with the Department of Economics to explore the introduction of a distinctly Mandela bachelor's degree in Politics, Philosophy, and Economics (PPE).

The launch of the Dr Brigalia Bam Foundation Archive was an important milestone in 2023. The archive is a partnership between the Brigalia Bam Foundation and the University that aims to create spaces for civil society to strengthen and enhance critical engagements on issues such as democracy, morality, and ethics. In her words, it is a space where *"we can revive our spiritual energies to bring about change"*.
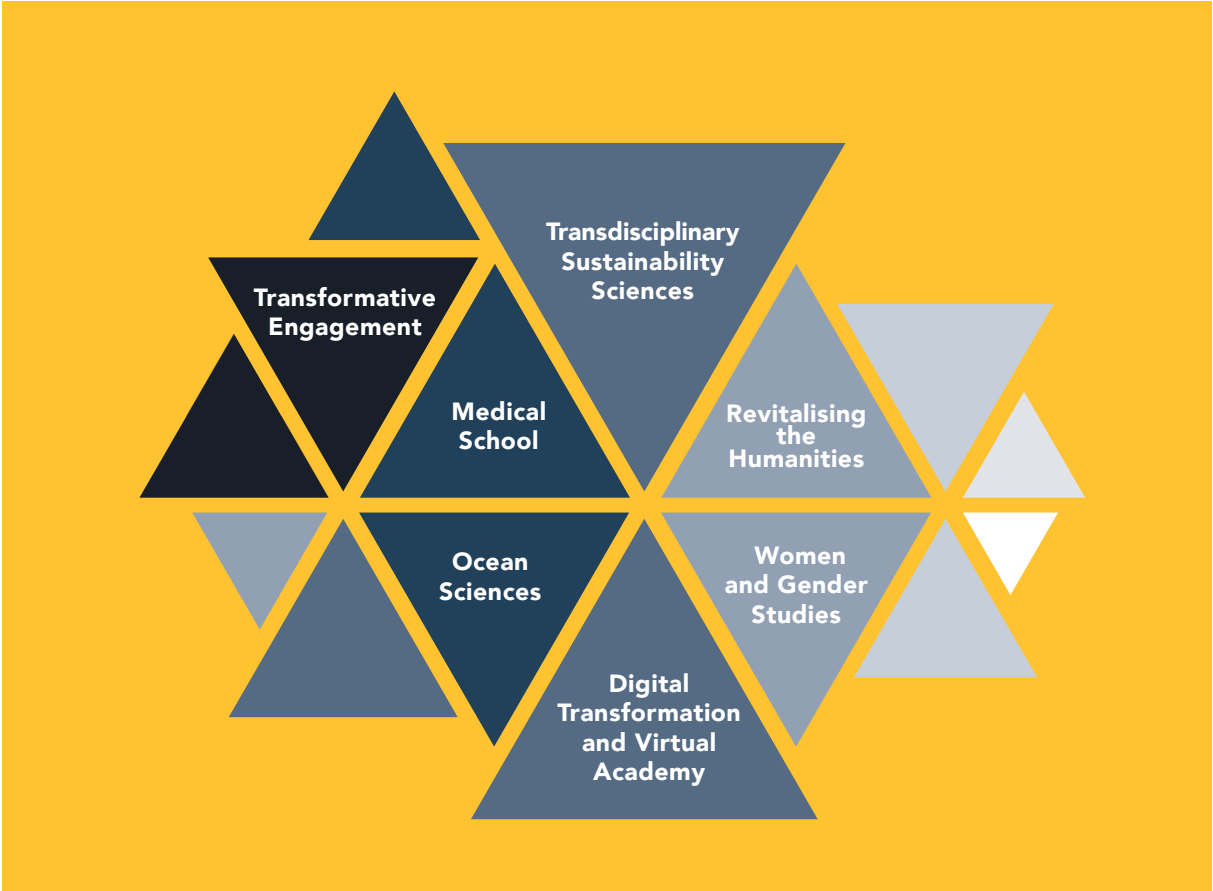
The archive underwent meticulous documentation of awards, letters, textiles, and symbols that personify the life and times of Dr Bam. Curating this inaugural archival collection within the University's new archives contributes to preserving the literary and cultural heritage of Black women and is an endeavour to rectify historical gender imbalances. Dr Bam also presented the Dr Brigalia Bam Inaugural Institutional Public Lecture in August 2023, on the topic *"Democracy is more than just elections"*.

The Faculty of Humanities collaborated with the Centre for Advancement of Non-Racialism and Democracy and the International Relations division of the Department of Arts, Culture and Sport in celebrating Africa Month in 2023. With a focus on the theme *"Our Africa, our future"*, the event aimed to foster unity, promote African identity, and honour the legacy of icons like Nelson Mandela.

The Faculty also hosted public lectures focused on the historicisation of various disciplines and ethical, values-based leadership. This included co-hosting Prof Barney Pityana and Prof Ngcukaitobi who engaged on African indigenous jurisprudence. Prof Somadoda Fikeni presented the annual Archbishop Thabo Makgoba Development Trust Lecture with a focus on values, principles, and character, discussing the missing link in the South African architecture of constitutional democracy.

The University is building a digital humanities hub focused on innovation and exploration of Indigenous Knowledge Systems (IKS), with flagship projects. These include virtual

African language learning, the intellectual histories of Black South Africans, and a self-sustaining, community-embedded, micro-certificate in IKS and Agricultural Science being developed in partnership with learners and youth from Gqeberha's northern areas. The Digital Humanities Association of Southern Africa conference, as well as the DHIgnite symposium, were hosted at the University in November 2023, indicative of the inroads being made nationally in this area. The Faculty of Humanities is also emerging strongly in national dialogues and scholarship on the value of humanistic and ethical considerations in Artificial Intelligence (AI) interventions.

2.4 Transformative Engagement

The Engagement and Transformation Portfolio (ETP) works in an integrated manner with the institution's other portfolios to advance the University's socially responsive, transformative imperatives. The ETP's Engagement Office (EO) and the Hubs of Convergence (HoC) continue to deepen partnerships between the University and the broader community. Various projects housed within the HoC and EO Strategic Projects aim to foster collaborative partnerships with industry stakeholders, University staff, students, and local communities, to identify solutions for local and global challenges, such as poverty and food insecurity.

The EO conducted workshops ahead of the launch of a community-based addiction rehabilitation project, Creating Cycles of Hope, in June 2023. Various activities

were planned under the theme of climate, food, and solidarity, for Mandela Day 2023 in July. The Borehole Project, which focused on addressing water scarcity in local communities, is another response, and representatives of this project have engaged with representatives from Makukhanye, Zwide Development Forum, the Water Crisis Committee, and Kusini Water to develop monitoring and oversight mechanisms.

Within HoC Hub 3, the End Period Poverty Project has engaged a range of stakeholder communities within and beyond the University. The project launched its 2023 student activation in June. This real-world initiative has involved staff and students across all campuses, as well as local schools, a TVET college, and the community based Phaphamani Rape Crisis Centre. These efforts culminated in "The Conversation" in October, featuring addresses from the Chair of Council, Vice-Chancellor, as well as reflections from team members, schools, organisations, and communities involved.

The Indigenous Knowledge Hub pilot project, Khoisan First Nation Programme, in collaboration with the Faculty of EBET, adopted a programme of action for 2023. It also met representatives of the House of David Stuurman and the Griqua Nation for engagements.

In partnership with the EO, Madibaz Sport has established a Madibaz Sports, Arts and Culture Hub of Convergence to house engagement activities initiated by various sporting codes and cultural groupings.

The University has renewed its civic engagement partnership with The *Herald* for the annual Citizen of the Year awards programme, which recognises outstanding contributions to community development. Award winners were announced at a gala event in September, accompanied by a newspaper supplement highlighting the University's engagement and transformation efforts.

The continuous efforts of the Engagement Information and Capacity Development Section are geared toward redefining engagement strategies. These efforts include supporting transdisciplinary research initiatives, providing annual reports for engagement entities, and managing the Engagement Awards and Engagement Advancement Funding programme. In November 2023, the Institutional Stakeholder Community Engagement Framework (ISCEF) was approved by the Senate and Council. This framework aligns the University's engagement initiatives with the Vision 2030 goals and core values.

2.5 Women and Gender Studies

2.5.1 Centre for Women and Gender Studies and Chair in African Feminist Imaginations

The Centre for Women and Gender Studies (CWGS) and the Nelson Mandela University DSI-NRF SARChI Chair in African Feminist Imaginations, known as the Chair, are dedicated to advancing gender transformation, women's empowerment, and gender equality. This commitment encompasses integrating gender perspectives into the

core academic missions, as well as critically examining gender inequality.

The CWGS hosts an Author Fridays Series, which encompassed the following themes in 2023, namely grief, trauma, masculinity and violence, Black intimacy, Black decolonial feminism, intersectionality, and the omission of women's roles in South African history.

The ongoing efforts of the CWGS and Chair to advance social justice were recognised when they received the Social Justice Team Award at the Human Science Research Council and the Universities South Africa (HRSC-USAf) Humanities and Social Sciences Awards in April 2023.

2.5.2 Gender Transformation, Gender-Based Violence (GBV) and Equality

Gender-based violence (GBV) has become a major scourge in society and the higher education sector despite policy interventions, awareness and advocacy campaigns, and training programmes.

Tragically, in June 2023, a female student died due to injuries sustained during an attack, allegedly by a male student, at a residence on the University's George Campus. Nelson Mandela University adopts a zero-tolerance stance on GBV and pledges to address the root causes of violent behaviour in society and on its campuses.

As part of the University's multi-faceted response to GBV, the Transformation Office (TO) organised a two-day Safe Campus workshop. This was part of the implementation of the National GBV Strategy, and included the participation of a national South African Police Service (SAPS) delegation. This workshop served as a catalyst for fostering enhanced collaboration between the University and SAPS in addressing GBV complaints. The TO conducts advocacy events and interventions, covering topics such as gender identity and expression, GBV and positive masculinity, on an ongoing basis. The launch of the Alumni-in-Action@ Mandela Initiative in the first quarter expanded the provision of advanced psycho-social support to GBV survivors.

2.6 Digital Transformation and the Virtual Academy

2.6.1 Digital Transformation

Technology-rich Learning and Teaching continues to expand at the University, with an ever-increasing emphasis on digital transformation. The Digital Learning Experience Design and Innovation cluster has been working on developing the University's first fully online programme offerings, in partnership with Higher Education Partners South Africa The first online offerings will be accessible to the public in late 2025 and, in future, fully online short learning programmes and certificates will also be developed. While expanding hybrid and hyflex

(components of hybrid learning in a flexible course structure) offerings, new revenue generation opportunities are being unlocked by ensuring that learners can access programmes virtually at different times of the year.

As part of the University's digitalisation strategy, venues are being transformed into new teaching spaces for both in-person and online learning. Students can access lectures from any place with WiFi connectivity and the new technology has built-in cameras, microphones, and speakers to enable hybrid learning and teaching. Lecturers have undergone training to use the new technology with confidence, with online user guides and pre-recorded training videos also available.

2.6.2 Virtual Academy

From the lessons learnt regarding technology-rich learning and working during the COVID-19 pandemic, a broad institution-wide consultation process started in April 2023 to conceptualise a new Virtual Academy. This transversal space is being incubated as a catalytic, strategic innovation in the Office of the Vice-Chancellor. It will foster institution-wide synergies and efficiencies in digital innovation across all University structures. The Virtual Academy encompasses a large, interconnected system for human-centred digital innovation, and is being designed to leverage technology to prepare students, staff, and communities for the future world of work.

The primary goal is to empower individuals to realise their potential, both personally and professionally, in using digital technologies effectively and ethically. The conceptualisation of the Virtual Academy was presented at the Council Strategic Reflections session on 29 November 2023 and bringing its work to life will take centre stage

in 2024, along with further advancements in digitalising institutional systems and processes. At all times, the focus will be on an inclusive, social justice approach to enabling human-centred digital innovation.
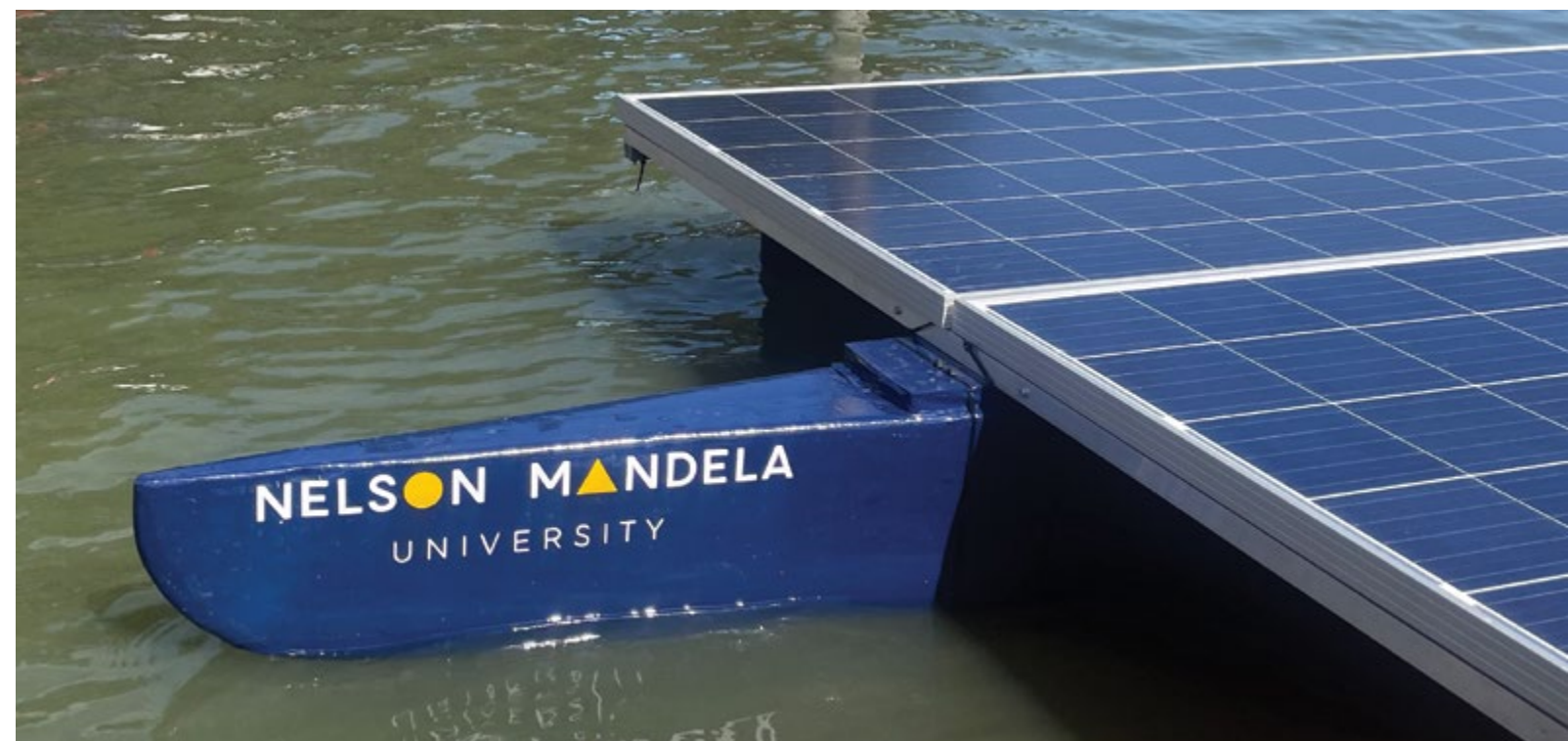
2.7 Transdisciplinary Sustainability Sciences

At Nelson Mandela University, sustainability encompasses social, economic, and environmental dimensions, within and across academic disciplines.

The University has confirmed its position as an emerging leader in sustainability sciences on the African continent with exceptional ratings in the Times Higher Education 2023 Impact Rankings. For the third year since the University started participating in these rankings, Life Below Water (SDG 14) continued to be a flagship, with the University rated the best in South Africa for this SDG. The University also performed well in Life on Land (SDG 15), ranking second in South Africa, and was ranked highly in Quality Education (SDG4).

Transdisciplinary sustainability science is an expanding niche and differentiator for the University. To this end, the DVC: Research, Innovation, and Internationalisation (RII) announced the launch of a Transdisciplinary Institute for Sustainable Futures at the Sustainability Research and Innovation Congress 2023 Africa satellite event held in Gqeberha in June 2023.

Furthermore, co-creating a sustainable, socially just world is a core outcome of the University's Vision 2030. A fuller view of the significance of sustainability for the University is covered in a separate chapter.

3 GOVERNANCE

Council Leadership

Ambassador Nozipho January-Bardill

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

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

Deputy Chairperson of Council

Ms Michelle Mbaco

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

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

Executive Management

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

Vice-Chancellor (VC)

Professor Sibongile Muthwa

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

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

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

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

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

Professor André Keet

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

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

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

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

Dr Muki Moeng

Dr Muki Moeng is the Deputy Vice-Chancellor: Learning and Teaching at Nelson Mandela University. Formerly Executive Dean of the Faculty of Education, a position she has held since 2015, Dr Moeng became DVC: L&T in 2023. Dr Moeng completed her BA, Higher Diploma in Education, BEd Honours, and DEd degrees at Nelson Mandela University, and holds an MSc in Curriculum and Instruction from St Cloud State University in the United States.

Dr Moeng is the outgoing chairperson of the national Education Deans Forum and a former member of the Council on Higher Education (CHE). Her research interests include the scholarship of teaching and learning, democracy and education, humanising pedagogy, and social justice.

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

Dr Thandi Mgwebi

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

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

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

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

Mr Lebogang Hashatse

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

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

(Mr Hashatse was DVC: P&O until 31 July 2023. Ms Nandipha Sishuba was appointed as acting DVC until the appointment of Mr Luthando Jack as DVC: P&O from 1 November 2023.)

Executive Director: Finance (ED: F)

Mr Michael Monaghan

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

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

Dean of Students

Mr Luthando Jack

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

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

(Mr Jack was Dean of Students until 31 October 2023; Dr Bernard Sebake was appointed acting Dean of Students from 1 November 2023.)

Secretary to Council Registrar

Mr Edgar De Koker

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

Advisory members

The following members served in an advisory capacity on the Management Committee:
- Professor Heather Nel, Senior Director: Institutional Strategy
- Mr Sizwe Nyenyiso, Senior Director: Internal Audit
- Dr Denver Webb, Senior Director: Strategic Resource Mobilisation and Advancement
- Ms Nandipha Sishuba, Executive Director: Human Resources, 1 January to 31 July, and from 1 November 2023
- Dr Amber Anderson, Acting Executive Director: Human Resources, 1 August to 31 October 2023.

Permanent invitees

The following served as permanent invitees to the Management Committee:
- Dr Denver Webb, Senior Director: Strategic Resource Mobilisation and Advancement; Acting Director: Executive Support to the Vice-Chancellor, until 30 September 2023.
- Ms Sameera Patel, Director: Executive Support to the Vice-Chancellor, from 1 October 2023.

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4 REPORT OF THE CHAIRPERSON OF COUNCIL

4.1 Statement of Governance

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

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

4.2 Council and Council Committees

The composition of Council, as contemplated in paragraph 5 of the Statute, provides for membership of external members, as well as employees and students of the University. The external members of the Council constitute more than 60% of its membership and are appointed for a four-year term. The majority of the external members are appointed on account of their competencies in fields such as governance, finance, law, human rights, business and higher education and training. Unless appointed *ex officio*, internal members are appointed to Council for a three-year term, and students are appointed for one year. This diverse composition yields positive and constructive interactions at meetings.

Council has established various committees to assist it in the execution of its functions. Figure 8 provides an overview of Council committees.

The following section provides information on the Council members for 2023, as well as details concerning the composition, and functions and powers of the various council committees.
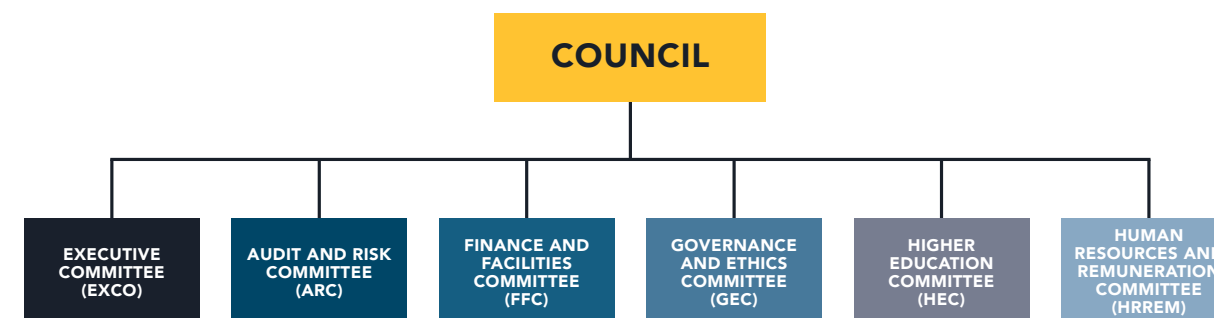
COUNCIL

| EXECUTIVE COMMITTEE (EXCO) | AUDIT AND RISK COMMITTEE (ARC) | FINANCE AND FACILITIES COMMITTEE (FFC) | GOVERNANCE AND ETHICS COMMITTEE (GEC) | HIGHER EDUCATION COMMITTEE (HEC) | HUMAN RESOURCES AND REMUNERATION COMMITTEE (HRREM) |

Figure 8: Council committees

2023 Members of Council

After the Chairperson and Vice-Chairperson, 2023 members of Council are presented in alphabetical order by name, with their field of knowledge/experience and manner of appointment below.

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

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

Dr Claudia Beck-Reinhardt[1]
Public and Development Sector Matters
Ministerial Appointee

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

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

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

Ms Lee-Ann Groener[2]
Employee, other than an academic employee, elected by such employees

Mr Lebogang Hashatse[3,4]
Deputy Vice-Chancellor: People and Operations

Mr Lwazi Jakalase
SRC Representative

Ms Sibongile Jongile
Finance Management, Strategy Development, People Development, Public Administration, Governance, Organisational Change
Appointed in terms of Par5(3)(a) of the Statute

Prof André Keet[4]
Deputy Vice-Chancellor: Engagement and Transformation

Prof Lis Lange
Higher Education Transformation, Institutional Planning, Strategy Development
Appointed in terms of Par5(3)(a) of the Statute

Adv Boitumelo Linchwe-Tlhakung
Law and Human Rights
Appointed in terms of Par5(3)(a) of the Statute

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

Mr Mncedi Mathambeka
SRC Representative

Dr Monde Mayekiso
Environmental Affairs, Strategy Formulation and Implementation, Compliance and Project Management, Strategic Leadership
Appointed in terms of Par5(3)(a) of the Statute

Dr Thandi Mgwebi[4]
Deputy Vice-Chancellor Research, Innovation and Internationalisation

Prof Nomalanga Mkhize
Academic employee elected by such employees

Dr Muki Moeng[4]
Deputy Vice-Chancellor: Learning and Teaching

Mr Luvuyo Mosana
Public Sector Matters
Ministerial appointee

Prof Sibongile Muthwa
Vice-Chancellor

Mr Vernon Naidoo[5]
Corporate Communications; Community Development; Project Management
Appointed in terms of paragraph 5(3)(a) of the Statute

Prof Ronney Ncwadi
Senate Member appointed by Senate

Ms Zanele Nyoka
IT Transformation, Strategic Vendor Management, IT Enablement
Appointed in terms of Par5(3)(a) of the Statute

Ms Lynette Roodt[6]
Employee, other than an academic employee, elected by such employees

Mr Joseph Samuels
Educational Policy, Qualifications Frameworks, Standards Setting, Quality Assurance, Adult and Community Education
Appointed in terms of with Par5(3)(a) of the Statute

Dr Bernard Sebake
IF Chairperson

Rev Madika Sibeko
Civil Society
Ministerial Appointee

Ms Elinor Sisulu[5]
Leadership and Management; Partnership Development; Strategic Advisor Leader In Reading and Literacy Promotion and Award Winning Author
Appointed in terms of paragraph 5(3)(a) of the Statute

Mr Simpiwe Somdyala
Public Sector Matters
Ministerial Appointee

Prof Darelle van Greunen
Senate Member appointed by Senate

Ms Rene van Wyk
Finance (Accounting, Auditing), Operations and General Management
Appointed in terms of Par5(3)(a) of the Statute

Key
[1] Member who resigned 5 June 2023 (Dr C Beck-Reinhardt)
[2] Appointed as a member of Council as from 18 July 2023 replacing Mrs L Roodt (Mrs L Groener)
[3] Member whose term came to an end on 31 July 2023 (Mr L Hashatse)
[4] The Statute of the University provides for three Deputy Vice-Chancellors (DVCs) to serve on Council. One of the outcomes of the organisational redesign process, was the establishment of a fourth DVC post i.e. DVC: Engagement and Transformation (E&T). The EXCO approved a process where the DVCs rotate as members of Council. From January 2023, the DVC: RII, DVC: L&T and DVC: P&O (Mr Hashatse - left 31 July 2023) served on Council. From 1 August 2023, the DVC: RII, DVC: L&T and DVC: E&T served on Council.
[5] Appointed as members of Council as from 28 September 2023 (Mr V Naidoo and Mrs E Sisulu)
[6] Term of office ended on 15 July 2023 (Mrs L Roodt)

4.2.1 Executive Committee (EXCO)

Composition

The Committee consists of:

(a) The Chairperson of the Council, who is the chairperson of EXCO: Ms January-Bardill
(b) The Vice-Chairperson of the Council: Ms M Mbaco
(c) The chairpersons of the other five Council committees contemplated below (except for those chaired by the Chairperson and Vice-Chairperson of Council): Mr J Samuels, Adv B Linchwe-Tlhakung, Mr D MacLean, Ms R Van Wyk and Mr L Mosana
(d) The Vice-Chancellor: Prof S Muthwa

Functions and powers

The Executive Committee may co-opt one or more members of the Management Committee in an advisory capacity without voting rights. The members contemplated in sub-paragraph (b) are: the Executive Director: Finance and the Executive Director: Human Resources.

The Executive Committee makes recommendations to the Council on:

(a) The Statute and the Rules of the University
(b) The broad organisational structure of the University
(c) Strategic matters, including medium- and long-term strategic plans of the University
(d) Council's performance objectives on recommendation of the Governance and Ethics Committee
(e) The delegation document of the University
(f) The following matters related to Council's membership and functioning:
   (i) Determines the knowledge and experience required of members to be appointed to the Council in terms of paragraph 5(3)(a) and (b) of the Statute
   (ii) Recommends to the Council the appointment of the members contemplated in paragraph 5(3)(a) of the Statute in accordance with the procedure determined in paragraph 4
   (iii) Annually reviews the size, demographics, knowledge and experience profile of the Council and recommends any amendments in this regard to the Council
(g) Any matters falling outside the ambit of the other Council committees.

The Executive Committee:

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

4.2.2 Governance and Ethics Committee

Composition

The Committee consists of:

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

Functions and powers

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

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

4.2.3 Human Resources and Remuneration Committee

Composition

The Committee consists of:

(a) One member of Council, elected by Council as the chairperson of the Committee: Adv B Linchwe-Tlhakung
(b) The Chairperson of the Finance and Facilities Committee of Council and at least two other members of such committee: Mr D MacLean, Mr M Odayar[1] and Mr L Hashatse[4]
(c) At least three members elected by Council on account of their expertise and experience in human resource management and remuneration matters: Judge N Dambuza, Mr Dayimani, Ms S Jongile
(d) The Vice-Chancellor: Prof S Muthwa
(e) One or more members of the Management Committee on such conditions as determined in the Rules of Council: Ms N Sishuba

Functions and powers

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

4.2.4 Finance and Facilities Committee

Composition

The Committee consists of:

(a) One member of Council, elected by Council as the chairperson of the Committee: Mr D MacLean

(b) At least three members elected by Council on account of their knowledge and expertise in financial management and management of physical infrastructure: Mr M Lorgat[3], Mr M Odayar[1], Mr S Somdyala, Ms Z Nyoka

(c) The Vice-Chancellor: Prof S Muthwa

(d) One or more members of the Management Committee on such conditions as determined in the Rules of Council: Mr L Hashatse[4], Mr M Monaghan

Functions and powers

(a) The Finance and Facilities Committee makes recommendations to the Council on matters relating to the financial and facilities management of the University, including but not limited to:

(b) The three-year rolling plan of the University as it relates to financial matters

    (i) Financial policy matters

    (ii) The annual budget of the University

    (iii) The financial implications for the University in respect of a loan or overdraft agreement; the purchasing of immovable property; a long-term lease of immovable property; the construction

of a permanent building or other immovable infrastructural development and maintenance of, and alterations to, infrastructure exceeding an amount as determined from time to time by the Council

    (iv) The tuition fees, residence fees and any other fees payable by students

    (v) The accommodation fees payable by employees

    (vi) Resource allocations

    (vii) Writing off bad debts exceeding an amount as determined from time to time by the Council

    (viii) The management accounts

    (ix) Ad hoc allocations outside the approved annual budget [not] exceeding amounts as may be determined by the Council

    (x) Annual assessment of budget surpluses for redistribution to the Endowment Fund of the Nelson Mandela University Trust.

(c) The Finance and Facilities Committee:

    (i) May advise the Council on any matter which it deems expedient for the efficient and effective financial and facilities management of the University

    (ii) Must, at the request of the Council, advise the Council on any matter within the mandate of the Committee

    (iii) Performs such other functions as the Council may determine.

4.2.5 Audit and Risk Committee

Composition

The Committee consists of:

(a) One member of Council elected by Council as chairperson, provided that the Chairperson of Council is not eligible for election as chairperson of the Committee: Ms R Van Wyk

(b) At least three other members elected by the Council on account of their knowledge and experience of the audit function:

    • Council members – Adv B Linchwe-Tlhakung, Dr M Mayekiso; and

    • External members (not on Council) – Mr L Billings, Ms P Mzizi, Mr G Zamisa, Mrs N Dhevcharran[2]

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

Functions and powers

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

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

    (i) The effectiveness of the University's internal financial control and risk management system(s)

    (ii) The effectiveness of the internal audit function

    (iii) The independent audit process including recommending the appointment and assessing the performance of the external auditor

    (iv) The University's process for monitoring compliance with laws and regulations affecting financial reporting

    (v) The process for monitoring compliance with the University's Code of Conduct applicable to staff members

    (vi) The oversight for the governance of information technology.

4.2.6 Higher Education Committee

Composition

The Committee consists of:

(a) One member of the Council, elected by the Council as the chairperson of the Committee: Mr L Mosana

(b) The Vice-Chancellor: Prof S Muthwa

(c) At least three members elected by the Council on account of their knowledge and experience in higher education: Ms M Mbaco, Dr C Beck-Reinhardt[5], Prof L Lange

(d) The Deputy Vice-Chancellors of Learning and Teaching and Research, and of Innovation and Internationalisation: Dr M Moeng, Dr T Mgwebi

(e) The Senior Director: Strategic Resource Mobilisation and Advancement to attend meetings in an advisory capacity, without voting rights: Dr D Webb

Functions and powers

(a) The Higher Education Committee makes recommendations to the Council on:

    (i) Higher education policy and related issues pertinent to the successful functioning of the University and achievement of its vision, mission and strategic goals

    (ii) Other national policy issues pertinent to the successful functioning of the University and achievement of its vision, mission and strategic goals

    (iii) Global trends in knowledge and production thereof that may have pertinence to the successful functioning of the University and achievement of its vision, mission and strategic goals
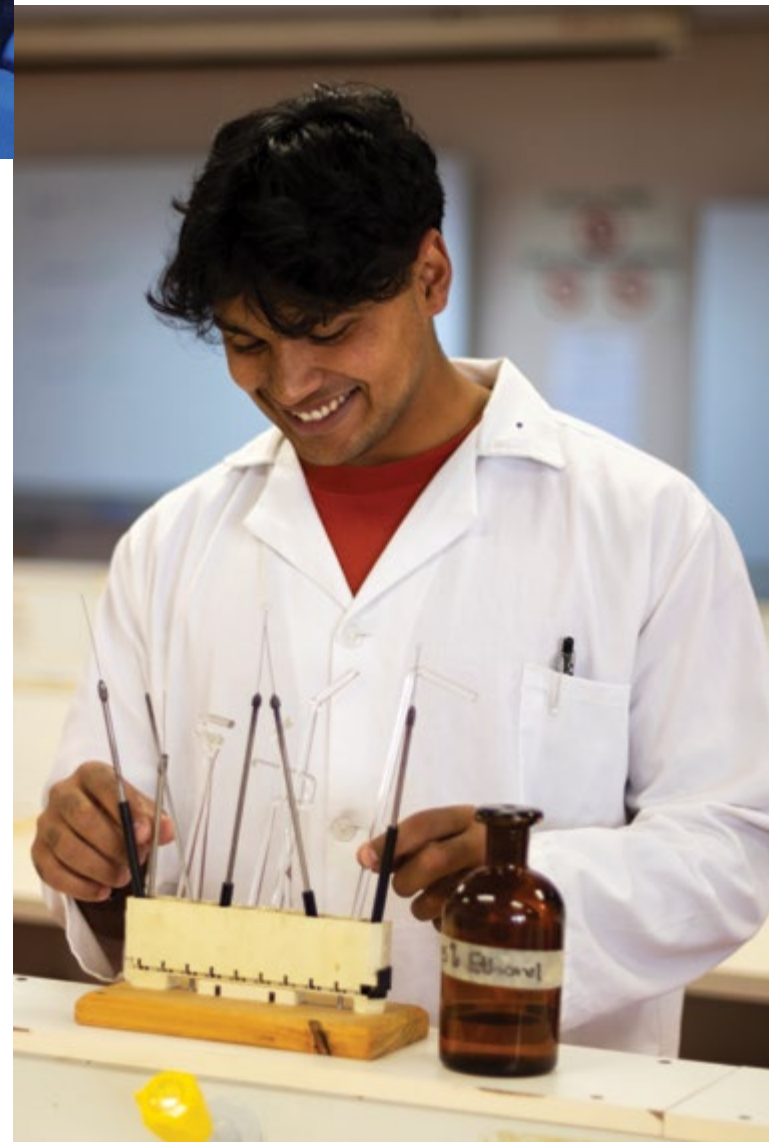
(iv) Any higher education related policy and strategic innovations that may make a significant impact on improving the capacity of the University to fulfil its core mandate

(v) Academic positioning and engagement matters related to the strategic intentions of the University, including international partnerships.

(b) The Higher Education Committee performs such other functions as the Council may determine to champion the strategic priorities of the University.

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

(d) During the period under review, all matters served at Council committees were implemented in accordance with the University's delegation of decision-making authority document. Council held four meetings in 2023 with attendance at these meetings averaging 92%. Council minutes of the meetings are available as supplementary information.

Key:
[1] Member whose terms came to an end during 2023 and were re-appointed (Mr M Odayar)
[2] Member who were appointed from 1 January 2023 (Mrs N Dhevcharran)
[3] Member whose term came to an end of 31 May 2023 (Mr M Lorgat)
[4] Member whose term came to an end on 31 July 2023 (Mr L Hashatse)
[5] Member who resigned in 2023 (Dr C Beck-Reinhardt)

4.3 Attendance of Council Committee Meetings by External Consultants

The following external consultants attended meetings of Council and Council Committees during 2023 to address specific items:

HRREM: 2 March 2023
Mr D Munton, Alexander Forbes
Item: Nelson Mandela University Retirement Fund

ARC: 30 January 2023 (Special meeting)
Mr V Kuzana, Auditor General SA (AGSA) transferred to Mpumalanga
Mr L Nongogo, Auditor General SA (AGSA) new representative

Mr K Jogo, SNG Grant Thornton
Mr T Mogano, SNG Grant Thornton
Ms N Mthombeni, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Item: External Audit Plan for 2023

Mr A Rathan, PricewaterhouseCoopers (PWC)
Ms R Raga, PricewaterhouseCoopers (PWC)
Item: PricewaterhouseCoopers: External Audit Findings on Grant Audits

ARC: 3 March 2023
Mr K Jojo, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Item: SNG Grant Thornton Audit Progress

ARC: 31 May 2023
Mr V Kuzana, Auditor General of SA (AGSA)

Ms R Raga, PricewaterhouseCoopers (PwC)
Item: PricewaterhouseCoopers: External Audit Findings on Grant Audits

Ms M Kanengoni, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Item: SNG Grant Thornton Audit Progress

ARC: 12 June 2023 (Special meeting)
Mr V Kuzana, Auditor General of SA (AGSA)

Ms N Mthombeni, SNG Grant Thornton
Ms M Kanengoni, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Items: External Audit Report for the year ended 31 December 2022
SNG Grant Thornton Audit Summary Memorandum

ARC: 30 August 2023
Mr T Mogano, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Items: Higher Education Management Information Systems (HEMIS) Audit and Clinical Training Audit Report for 2022
SNG Grant Thornton Report

Ms R Raga, PricewaterhouseCoopers (PwC)
Item: External Audit Findings on Grant Audits

ARC: 8 November 2023
Mr T Mogano, SNG Grant Thornton
Mr T Takawira, SNG Grant Thornton
Items: External Audit Plan and Engagement Letter
General Updates on Audit Matters – SNG Grant Thornton

Ms R Raga, PricewaterhouseCoopers (PwC)
Item: General Updates on Grant Audit Matters – PricewaterhouseCoopers

Council: 30 November 2023
Mr T Sithole, First Corporate Transfer Secretaries (Pty) Ltd
Mr A Ncube, First Corporate Transfer Secretaries (Pty) Ltd
Item: Evaluation of Council's Performance

4.4 Remuneration of Councillors

External Council members received honoraria for participation in meetings in accordance with University policies. The honoraria for 2023 were reviewed by Council and approved as follows: Chairperson of Council – R2 138; Vice-Chairperson of Council and Chairpersons of Council Committees – R1 870; External Members of Council and Council Committees – R1 603.

The honoraria are adjusted annually by the Consumer Price Index (CPI) as determined by Statistics South Africa in the preceding year.

4.5 Substantive matters considered by Council

4.5.1 Matters of Significance considered by Council during 2023
Below is a list of substantive matters that were considered by Council during 2023. Detailed resolutions are contained in the various minutes of Council meetings.

Appointment of Council members
- Dr M Moeng was appointed to Council as Deputy Vice-Chancellor: Learning and Teaching.
- Mr L Jack was appointed to Council as Deputy Vice-Chancellor: People and Operations.
- Prof R Ncwadi was appointed to Council as a Senate Representative.
- Dr B Sebake was re-appointed to Council as Chairperson of the Institutional Forum.
- Ms L Groener was appointed to Council as a Non-Academic Employee Representative.
- Mr V Naidoo was appointed to Council in terms of Paragraph 5(3)(a) of the Statute.
- Ms E Sisulu was appointed to Council in terms of Paragraph 5(3)(a) of the Statute.
- Mr L Jakalase was appointed to Council as a Student Representative Council member.
- Mr M Mathambeka was appointed to Council as a Student Representative Council member.

Council members' resignations during 2023
- Dr C Beck-Reinhardt as Ministerial Appointee.
- Dr T Mgwebi as Deputy Vice-Chancellor: Research, Innovation, and Internationalisation.

Council members' expiry of terms of office during 2023
- Mr L Hashatse as Deputy Vice-Chancellor: People and Operations.
- Ms L Roodt as a Non-Academic Employee Representative.

Term of office of the Chairperson of Council
- Ambassador N January-Bardill's term as Chairperson of Council was extended until 31 August 2024 to align with the end of her term on Council.

Appointment of Council Committee members
- Dr M Mayekiso was appointed to the ARC.
- Ms N Dhevcharran was appointed to the ARC.
- Mr G Zamisa was appointed to the HRREM Committee.
- Mr M Odayar was re-appointed to the FFC.

Integrated Annual Report for the year ended 31 December 2022
- The Narrative Component of the Integrated Annual Report was approved.
- The Consolidated Annual Financial Statements were approved.
- The Transformation Report was approved as an annexure to the Integrated Annual Report.
- The Annual ARC Report and Internal Control Environment Report for 2022 were approved.

2023 Mid-Year Performance Report
- The 2023 Mid-Year Performance Report was approved.

2024 Annual Performance Plan
- The 2024 Annual Performance Plan was approved.

Institutional Budget
- The 2024 Institutional Budget was approved.

Addendum to the Recognition Agreement
- The Addendum to the Recognition Agreement, to appoint a full-time Shop Steward for the National Education, Health and Allied Workers' Union (NEHAWU) was approved.

Enrolment and Efficiency Targets for 2023–25
- The amended Enrolment and Efficiency Targets for 2023–25 were approved.

Department of Higher Education Governance Indicators Scorecard
- The Governance Indicators Scorecard (Council's Performance Assessment for 2022) was approved.

Honorary Doctoral Degrees Conferred in 2023
- Honorary Doctoral Degrees were conferred on Prof Noel Chabani Manganyi, Mr Mandla Langa, Justice Jody Kollapen, and Ms Nkemdilim Uwaje Begho.

Senior Management appointments/re-appointments approved by Council
- The appointment of the Deputy Vice-Chancellor: Learning and Teaching, on a five-year, fixed-term contract was approved.
- The appointment of the Deputy Vice-Chancellor: People and Operations, on a five-year, fixed-term contract was approved.
- The re-appointment of the Executive Dean: Business and Economic Sciences, on a five-year, fixed-term contract was approved.
- The re-appointment of the Registrar, on a five-year, fixed-term contract was approved.

Revisions to substantive policies approved by Council
- Safety, Health and Environmental (SHE) Policy
- Grievance Policy and Procedure
- Privacy Policy
- Policy and Guidelines on Access to Information and Procedure for University Data Subjects
- Risk Management Policy
- Management of Leave Policy
- Employee Procedure and Code
- Delegation of Decision-Making Authority Document
- Institutional Rules
- Rules of Council

Reports from the Vice-Chancellor
- The Vice-Chancellor provided an overview of strategic matters at every Council meeting.

Induction and Strategic Sessions
- The Council Induction was held on 31 January 2023, facilitated by Prof Mervyn King.
- The Council Strategic Reflection Session was held on 29 November 2023.

4.6 Statements of Council

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

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

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

- Employee disciplinary procedure and code
- Grievance procedure
- Picketing rules
- Student disciplinary code
- Conditions for holding student demonstrations or protest action within the University
- 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).

4.6.3 Statement on Worker and Student Participation
Nelson Mandela University is a people-centred institution that supports the establishment of sound relationships with internal and external publics. The Council and management of the University are committed to cooperative governance and staff and students serve on the official decision-making structures of the University such as Council, Senate, and Institutional Forum, as well as key Management and Senate committees. In accordance with the Recruitment and Selection Policy of the University, appointment committees included representatives of organised labour and students throughout 2023.

4.6.4 Statement on Effective Ethical Leadership and Corporate Citizenship, Governance of Risk, Governance of Information Technology, Compliance with Laws, Codes, Rules, and Standards
The University is committed to ensuring effective ethical leadership and corporate citizenship; governance of risk; governance of information technology; and compliance with laws, codes, rules, and standards. As such, the Council established the Audit and Risk, as well as the Governance and Ethics Committees, to deliver on these mandates.

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

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

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

Governance and Ethics Committee

The Governance and Ethics Committee makes recommendations to Council on matters of an ethical and social nature, including any governance and ethics policies, practices, processes, and guidelines, as well as ongoing developments and best practices in governance and ethical issues affecting the University. The Committee provides oversight of and reports on organisational ethics, responsible corporate citizenship, sustainable development, and stakeholder relationships.

4.6.5 Statement on Sustainability

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

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

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

University management is cognisant of the importance of responsible resource stewardship and the fine balance between promoting the financial and environmental sustainability of the University, while also enhancing the well-being of employees, students, and external stakeholders. This includes the ongoing wage/salary negotiations for 2023/24.

Executive management established a Sustainability and Institutional Viability Task Team (SIVTT) in 2022 to plan, coordinate, oversee and report on various initiatives undertaken to promote long-term sustainability, as

mandated by Council. This includes optimising the academic core missions, improving efficiencies and cost-effectiveness especially as it relates to support services, and embracing strategy-aligned resource mobilisation and budgeting.

In support of technology-rich learning, teaching and research, the University has embarked on a digital transformation trajectory to increasingly enable flexible modes of working and learning as a critical dimension of advancing sustainability. As is the case annually, the 2023 budget directives, as approved by MANCO and FFC,

informed the institution's strategic approach to financial planning and constructing the 2023 budget.

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

4.6.6 Statement on Transformation

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

The Council-approved Transformation Conceptual Framework conceptualises transformation as a fundamental pre-condition for sustainability, excellence, and continuous institutional renewal. The University defines transformation as *"...an integrated process*

of continuous institutional renewal in all aspects of its functionality (academic, administrative and support services), in an ongoing effort to represent excellence, through diversity, with the aim of achieving its vision and mission towards providing liberating education." (Transformation Conceptual Framework, 2010: 3).

The University pursues transformation holistically across the following dimensions:

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

This is depicted in Figure 9 below.

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

Key themes of the revised ITP feed into the conceptualisation and implementation of catalytic programmatic interventions designed to foster a
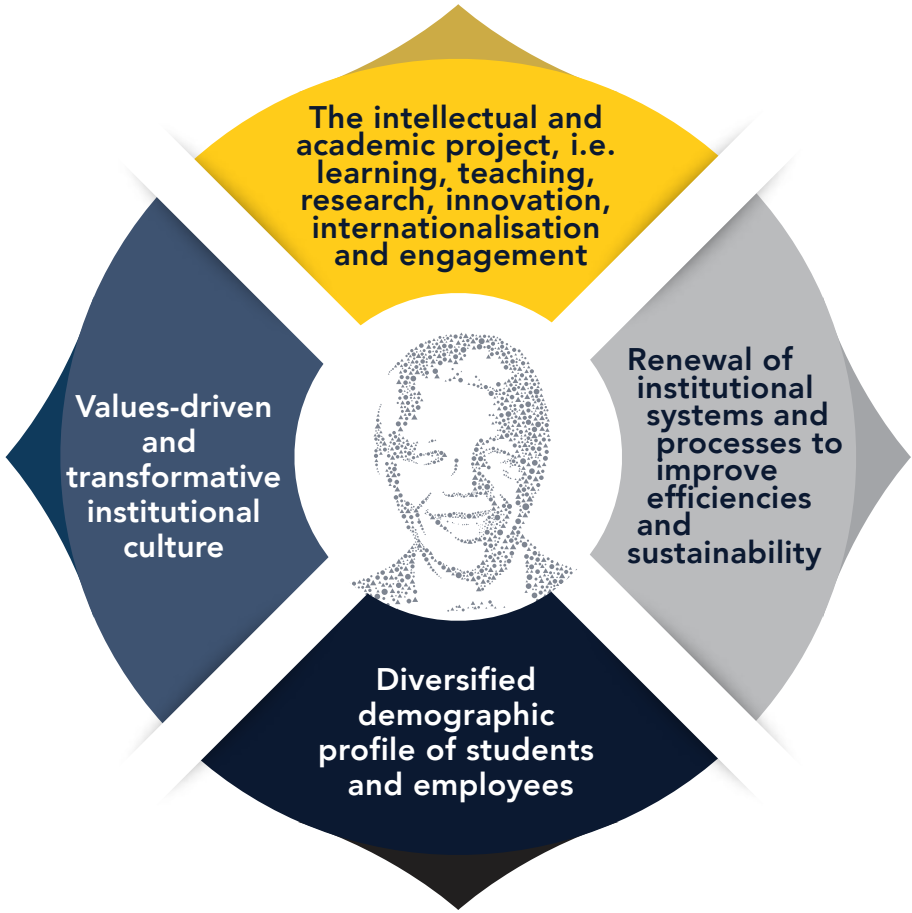

Figure 9: Transformation dimensions

transformative and affirming institutional culture at all levels of the University and on all campuses. This includes the critical role of arts, culture, symbols, rituals, naming, heritage, and language in fostering social inclusion.

The wide-ranging efforts of the University in advancing transformation are elaborated on in the 2023 Transformation Report included as an annexure of this report.

4.6.7 Statement of Commitment to an Inclusive Institutional Culture

The Institutional Culture and Equality Working Group (ICE WG) seeks to activate the Statement of Commitment to an Inclusive Institutional Culture within the University. As part of this initiative, the ICE WG has institutionalised a short learning programme (SLP) after a pilot phase in 2022 to cascade Vision 2030 to all levels of the University. The goal of this SLP is to cultivate a values-driven ethos across all faculties and support service divisions.

Nelson Mandela University has clearly signalled in policy, practice, and example that it places zero tolerance on all forms of discrimination, including gender-based violence (GBV) and harm. The promotion of gender equality and justice is an important part of the institutional culture of the University, particularly as GBV continues to be one of the most profound and intractable problems confronting the wider South African society. The University's SARChI Chair in African Feminist Imaginations and the Centre for Women and Gender Studies (CWGS) generate research of immense significance to the lived experience of many women in South Africa today, advancing gender equality and transformation.

Aligned with these values, and in collaboration with the South African Human Rights Commission, the University launched a social media charter in March 2023. This charter seeks to promote the responsible use of social media platforms. It guides social media users by explaining what is unacceptable as it relates to issues such as harmful expression, defamation, harassment and bullying, and cyberbullying. It further provides the steps a person can take if their rights or the rights of others are violated.

4.7 Performance of Council

Council fulfilled its oversight role in 2023 by considering reports from, among others, the executive Management Committee (MANCO) via the respective Council committees. In doing so, Council complied with the relevant laws and regulations, exercised responsible stewardship, and was committed to the principles of integrity, accountability, transparency, and fairness.

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

Council appointed Professor Sibongile Muthwa for a second term of office as Vice-Chancellor of Nelson Mandela University, with effect from 1 January 2023. Prof Muthwa has been determined to create an identity for Mandela University as a leading institution in the service of society, through the core academic missions of learning and teaching; research, innovation, and internationalisation; engagement and transformation, as well as a variety of ground-breaking projects that seek to position the University as a socially embedded institution recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

In her second-term acceptance speech on 29 March 2023, "*Advancing Mandela University: Consolidating the Gains, Charting the Future Together*", Prof Muthwa articulated a compelling vision for the next five years. Council and the broader University community note with deep appreciation Prof Muthwa's achievements at the helm of Nelson Mandela University and the significant progress

made in the quest to further social justice while providing inclusive, transformative educational experiences for all students. Council also extended congratulations to the Vice-Chancellor on being appointed by the Minister of Higher Education, Science and Innovation to serve on the Brazil, Russia, India, China, and South Africa (BRICS) Network University International Governing Board.

Council formally assessed its performance for 2023 to determine how effectively it met its responsibilities as the governing body of the University. This review was based on the following objectives, as stipulated in the Governance Indicators Scorecard for Councils of South African Higher Education Institutions:

- Strategic leadership, vision, mission, context and transformation, and risk management and sustainability
- Governance of the core functions of teaching and learning, research, and engagement
- Governance of resources: financial, human, equipment, and infrastructure
- Governance of institutional accountability, including public reporting.

In exercising its governance and oversight roles, Council robustly evaluates the institution's progress towards achieving its mission and strategic aspirations. The outcome of Council's performance assessment for 2023 was positive and is available as supplementary information.

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

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

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

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

4.8 Vision 2030 and Strategic Trajectories

As part of its oversight role, Council continuously evaluates the legislative frameworks and macro-environmental context within which the University operates to assess the impact of national policy provisions on institutional strategy. In 2023, the University's Vision 2030 Strategy, a roadmap for planning and decision-making for the current decade, continued to cascade throughout the institution.

Council has mandated key strategic trajectories that include the University's Medical School which opened in 2021, developing its Ocean Sciences Campus, and fostering intellectual renewal and transdisciplinarity through revitalising the humanities. Following the Vice-Chancellor's *Advancing Mandela University* address at the end of March 2023, these strategic trajectories were expanded to include digitalisation and the establishment of the Virtual Academy, food security, transdisciplinary sustainability science, as well as student entrepreneurship and youth employability. At the same time, the University is deepening its focus on transformative engagement, and this is threaded through each of these individual trajectories as a key imperative of the University.

4.9 Conclusion

The University has maintained continuity and stability despite multiple challenges that permeate South African society, the African continent, and the globe. These so-called "wicked problems" include climate change, the after-effects of the COVID-19 pandemic, rising inequality, and global instability and conflict. In South Africa, these are compounded by persistently high levels of poverty and unemployment, the digital divide, as well as energy, water, and food insecurity.

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

Ambassador Nozipho January-Bardill
Chairperson: Council

5 REPORT OF THE VICE-CHANCELLOR

Universities in South Africa are confronted with ambiguity and turbulence arising from rapidly changing economic, social, political, and technological environments. Nelson Mandela University cannot ignore the broader context within which it operates, nor the global mega-trends emerging within the higher education landscape. The accelerated pace of change requires novel approaches to managing complexity, contradictions, and uncertainty, including leadership approaches that promote sustainable growth and inclusive development. Nelson Mandela University seeks to advance social justice, equality, and inclusion by providing life-changing educational experiences in pursuit of a better life for all.

5.1 Strategic Planning

5.1.1 Vision 2030
The development and implementation of the Vision 2030 strategy are foremost among the milestones achieved since the historic renaming of the institution to Nelson Mandela University in 2017. As part of the process of cascading institutional strategy, executive management members developed five-year strategic plans, which will collectively inform risk management and resource mobilisation, as well as institutional monitoring, evaluation, and reporting.

As a centrepiece of Vision 2030, the University strives to reposition transformative engagement as an embedded orientation to learning, teaching, research, innovation, and internationalisation. Through this integrative approach to scholarship, Mandela University seeks to engage in equalising partnerships with stakeholders to advance the co-creation of pioneering Africa-purposed solutions.

Key priorities of Vision 2030 are expressed as strategic trajectories, which include the medical school, ocean sciences, revitalising the humanities, transformative engagement, women and gender studies, digital transformation, and transdisciplinary sustainability sciences. Each of these trajectories was outlined in more detail in the chapter on Strategic Trajectories.

Further critical strategic enablers that support Vision 2030's intentions include promoting ethical governance and leadership, advancing a values-driven institutional culture, empowering employees to embrace the future world of work, creating an environment conducive to innovation, advancing digitalisation and the optimal use of modernised and flexibly designed infrastructure, and sustainable resource mobilisation and stewardship.

Students are at the heart of the core academic missions and strategic enablers of Nelson Mandela University. Student life connects our students to the University and the wider society through vibrant intellectual, social, cultural, sports, recreational and other programmes that add value on and off campus.

5.2 Student Life and Development

The mandate of Student Life and Development is to facilitate learning for all students by cultivating an environment which enriches and supports their holistic development.

5.2.1 Readiness for the 2023 Academic Year
The Enrolment Management Committee (EMC) met weekly during the registration period and continuous engagement with student leadership through joint task teams was key in addressing bottlenecks such as funding shortfalls and unfunded accommodation needs. The interventions of the EMC led to fewer enquiries and there were no on-campus queues as students could register remotely and access online support services.

5.2.2 Student Governance and Development
The new Student Representative Council for 2023 was inducted on 17 and 18 January. Student Governance and Development created a platform for student organisations and the SRC to collaborate on common issues in response to start-of-year challenges, including task teams established to engage on financial aid, migration of academic programmes to online platforms, and student housing.

In May, the Dean of Students facilitated a session of the Ebuhlanti Men's Leadership Programme, themed *Ubuntu and Social Consciousness*. Four sessions were held, focusing on liberating male students to be active and responsible citizens.

Vibrancy of student life was further enhanced through the introduction of residence leagues and student-led initiatives in residences, as well as SRC-led activities including the celebration of Africa Month in May.

A joint leadership development session focusing on cultivating authenticity as a key leadership characteristic was hosted by Beyond the Classroom (BtC) and Leaders for Change (LFC) in July. The leadership programme was expanded to George Campus as a strategic response to ensure a solid foundation and reorientation to Nelson Mandela University values, particularly for first-year students.

In August, the newly launched LeadHER Women in Leadership Programme, in partnership with Ebuhlanti, held a *Women's Day Celebration Seminar* that focused on the attributes and embodiments of positive masculinity. The seminar was attended by more than 100 students. LeadHER was introduced to promote the development of

women leaders and attracted about 52 female students in formal leadership positions. More than 60% of the 620 students enrolled for various student leadership development programmes in 2023 completed their modules and expected hours of community work.

The SRC elections for the 2024 Academic Year (AY24) took place on 18 and 19 October 2023, with 53% of students who voted, doing so online.

5.2.3 Student Entrepreneurship and Youth Employability
South Africa has among the highest levels of unemployment in the world, which has a devastating impact on youth and graduating students. In response, Mandela University is increasing its focus on student entrepreneurship and youth and graduate employability. An institutional convening group has been established to better coordinate institutional efforts to promote student entrepreneurship and youth employability. This cross-functional team is co-convened by the DVC: Engagement and Transformation and the Dean of Students. As part of this work, the draft concept paper on the establishment of the Mandela Africa Hub for Youth Entrepreneurship and Social Innovation is in place.

Madibaz Youth Entrepreneurship Lab (YouthLab)

The Madibaz Youth Entrepreneurship Lab (YouthLab) is becoming an increasingly powerful incubator. Building on the success of the Student Employability and Entrepreneurship Development (SEED) programme and the dedicated YouthLab, the University is repurposing Student Governance and Development infrastructure towards a rapid youth entrepreneurship incubator, in partnership with the Small Enterprise Development Agency. Although not sector-specific, areas of focus include the oceans economy, tourism, manufacturing, and agriculture.

The YouthLab organised an indaba to reflect on challenges and successes in cultivating student entrepreneurship with participants drawn from Eastern Cape universities, TVET colleges, and other key external stakeholders. With approximately 80 people in attendance, it was resolved that this indaba should become an annual event.

The YouthLab has activated programmes through funding for the Student Employability and Entrepreneurship Development (SEED) programme. Approximately 500 students benefit from this annually and the programme expanded to the George campus in 2023, increasing this number to 547. The National Youth Development Agency was also invited to campus once a month to leverage their services.

The Student Entrepreneurship Support (SES) Assessment Tool, the result of a multi-year international collaborative project between Nelson Mandela University and other partners, is now live at Nelson Mandela University. The project was funded by VLIR-UOS, an organisation that supports partnerships between universities in Flanders (Belgium) and the Global South. The SES Assessment Tool evaluates student entrepreneurship support at South African public universities.

The annual student entrepreneurship week was held in August 2023 at both the Gqeberha and George Campuses. The theme *Innovation for Social Impact* focused discussions on driving catalytic initiatives that solve complex problems to contribute to business development and socio-economic transformation. In addition, eight Nelson Mandela University student entrepreneurs participated in the Entrepreneurship Development in Higher Education Intervarsity (EDHE) regional competition, with two students winning the categories for best business idea and best tech business.

The University's ENACTUS team was placed second in the ENACTUS National Competition for business solutions contributing to community development. Guided by academic advisors and business experts, the student leaders of ENACTUS develop and implement community empowerment projects that transform lives through the power of entrepreneurial action.

As part of building an ecosystem of youth entrepreneurs in the province, a chapter of the community of practice (CoP) for Youth Entrepreneurship Incubators has been established in Nelson Mandela Bay with the University as the convenor. Student Life and Development has furthermore staged the first "Best Practice Indaba" for enterprise development, attended by CoP representatives, and this is expected to be staged annually.

Presidential Youth Employment Stimulus (YES)

The University was awarded funding by DHET to host interns as part of the Presidential Youth Employment Stimulus (YES). The University placed more than 130 interns out of the maximum 170 allocated.

Career Services

The University's Career Services office organised a successful in-person Computing Sciences and IT Fair with participation from five companies over 2023. CSU also partnered with the Businesswomen's Association in Gqeberha on the Working Wardrobe project, supporting graduate students by helping them present their best selves during job interviews. Furthermore, career fairs have strengthened industry ties, helping students connect with potential employers and boost their confidence. Active social media engagement has also reinforced connections and supported the transition of students into the world of work.

Universum Survey and Graduate Destinations Survey (GDS)

The latest survey by Universum, an international employer branding organisation, includes the results of interviews with more than 2 600 Nelson Mandela University students. This survey found that most of Nelson Mandela University's students identify as change makers, since they are purpose-driven and seek organisations that serve the common good. When asked what word best describes their University, diversity and *ubuntu* were particularly associated with the institution. The variety of courses, the excellence of lecturing staff, access to learning materials and study spaces, and the quality of study programmes were highlighted as the drivers that attract students to the University.

The Office for Institutional Strategy administered the online Graduate Destinations Survey (GDS) in December 2022 and April 2023. Of the 1 745 respondents, it is encouraging to note that more than two-thirds (69%) indicated that they were either in employment or pursuing further studies. Furthermore, most of the employed respondents (70%) indicated that they were in a job relating to their field of study.

5.2.4 Student wellness
Emthonjeni Student Wellness (ESW) has observed a noticeable increase in the number of students requiring

pharmacological and psychiatric interventions. In response, it has introduced an online counselling request form, and a standardised triage system across all campuses to provide a timely assessment of a student's level of clinical need. To further address mental health and well-being challenges, ESW has trained off-campus residence leaders on peer-helping skills, to empower them as first responders in a crisis.

ESW has also revisited its counselling practice model to balance the number of students needing mental health support against the human and technological resources available. Using digital engagements, such as online programmes, brief videos, and self-help material on the website, ESW assists in reaching students and providing them with the necessary tools and resources for managing their mental health, thereby enhancing self-sustaining behaviours. In addition, ESW is contributing to student well-being by offering mindfulness and art expression programmes.

To respond to the plight of mental health challenges experienced not only by students but also by staff, the ESW collaborated with Student Health Services, Occupational Health, and Human Resources to conceptualise and co-create an integrated wellness strategy for the University.

As part of its drive to address the pervasive and ongoing issue of student hunger – which is a challenge across the higher education sector nationally – Student Health Services (SHS) provides food packs for 1 100 students per month. Demand increases each month and the SRC intervention of providing students in need with a meal per day during the exam period was welcomed. The Student Nutrition Working Group and Food Systems Working Group led by the DVC: L&T and DVC: E&T respectively, are exploring long-term sustainable solutions to promote food security.

In February, as part of Reproductive Health Month, Student Health Services (SHS) conducted the First Things First campaign at five campuses, focusing on sexual reproduction, family planning, HIV testing, and monitoring non-communicable diseases. In general, the demand for health care is increasing, particularly in the use of family planning services. SHS has been rendering mobile services at the shuttle stops to increase accessibility for students who are unable to book at the clinic.

Gender-Based Violence (GBV)

Ongoing advocacy promotes equality-related policies and addresses issues of gender-based violence (GBV), harassment and discrimination. The Alumni-in-Action@Mandela initiative, which started at the University of Cape Town in 2022, was launched at Nelson Mandela University in March 2023 to fund advanced psychological support for registered GBV survivors. In addition, the Safe Haven project is also making progress, with renovations to the facility nearing completion.

5.2.5 Student Housing

The University strives to provide safe and affordable housing for as many students as possible. As of 26 May 2023, 16 117 students had been admitted and registered in various types of on- and off-campus accommodation.

About 400 students were placed through the Student Housing Living and Learning Communities programme to support Residence Managers in ensuring that residences align with the University's values. The Living and Learning programme also offered holistic and transformative development initiatives for all residence students such as courageous conversations focusing on co-existence; awakening dynamic activists; residence name-sake discussions; reading groups; and wellness sessions focused on navigating the University and life.

Student Housing has initiated a waste management strategy to reduce waste reaching landfill sites through recycling. Discussions are underway with strategic partners to share the proceeds from the recycled waste in the residences, serving to generate third-stream income.

The Green Campus Initiative (GCI) Student Chapter and Water Saving Ambassadors drive responsible use of water in residences as a strategic response to sustainability. This includes the use of borehole water for the laundromats, as well as the design and maintenance of green spaces within the residences.

5.2.6 Madibaz Sport

In 2023, the University launched Campus Sport Leagues on 23 April with final matches on 14 October. This is a catalytic initiative aimed at elevating social sports to include all athletes and not only top performers. The inaugural Madibaz Campus Sport leagues involved four sporting code competitions, 59 student teams, 403 matches, 911 players, 65 referees, 54 linesmen and technical assistants, 52 coaches, and 53 team managers. Accumulative participation during the competition totalled 19 371 students, excluding spectators and supporters.

In partnership with the Engagement Office, Madibaz Sport is establishing a Madibaz Sport Hub of Convergence to house engagement activities initiated by various sporting codes. Madibaz Sport also partnered with the Transformation Office by offering self-defence classes for students and staff, while also advancing anti-GBV and anti-discrimination messaging at sporting events. Madibaz Radio aired a 45-minute monthly podcast on this topic.

Notable sporting highlights for the year include:

- Madibaz Rugby achieved second place at the Varsity Shield rugby competition
- Madibaz Cricket won the Eastern Province Cricket Premier League
- 11 Spar Madibaz Netball Players were selected for Netball Eastern Cape teams

- Mr Cheslyn Gie (Madibaz hockey coach) was selected to coach the national hockey team from 2023 to 2026.

It is encouraging to note that ten players from the Madibaz rugby women's team have been selected to represent the Eastern Province, showing growth in the sport from a gender equity perspective.

During the final quarter, Madibaz Sport secured partnerships with various entities and received sponsorships from Standard Bank, Vitality Discovery, Cricket Eastern Cape, and Eastern Province Cricket to host sporting events and contribute towards the Madibaz Cricket head coach's salary.

Madibaz Sport is also revitalising the TrimPark around the South Campus student residence block. These initiatives contribute to Vision 2030's strategic goal to promote a vibrant student life through sport and recreation.

5.2.7 Universal Accessibility and Disability Services (UADS)

Senate approved the Reasonable Accommodations Policy to level the playing field for students with disabilities. In the 2023 academic year, Mandela University had 290 students who reported disabilities, with 13 registered as first-time entering students. UADS implemented various programmes to facilitate the transition of first-year students with a disability into the University, including a dedicated orientation programme to convey relevant information.

UADS hosted a workshop themed, "*Maximise your potential – accelerate to success*", with 51 students from Gqeberha and George attending. The workshop provided practical tools and strategies to improve learning and

study habits, as well as techniques for managing stress and anxiety.

5.2.8 Graduation

During April, it was, as always, a great pleasure to preside over the Autumn graduation ceremonies. The season saw more than 7 300 students, including 83 doctoral recipients and 90 students with disabilities, graduating over 21 ceremonies in Gqeberha and George. The ceremonies were held using a hybrid format of in-person attendance and online streaming. At the Summer Graduation on 13 December, close to 150 qualifications, including 44 doctorates, were awarded to postgraduate students across all faculties.

5.3 People and Operations

Nelson Mandela University strives to provide enabling systems, processes, and infrastructure that promote an exceptional experience for students, employees, and key stakeholders. In 2023, the University continued its interventions towards attracting, retaining, and developing talented staff to advance a high-performing culture.

5.3.1 Human Resources

Human Resources (HR) submitted the Institutional People Strategy to MANCO for consideration and input as a roadmap for HR strategic interventions from 2022 to 2027. This included the Harmonisation Project, which was a key initiative in 2023, focused on implementing a total guaranteed package for all staff of the University.

After protracted salary negotiations, management, and the National Tertiary Education Union (NTEU) signed the wage agreement for 2023/24. The agreed increase of 6.9%, for all qualifying employees in the bargaining

unit, was effective from 1 March 2023. The Employee Relations Unit saw a decline in the number of disputes lodged with the CCMA by the NTEU in the final quarter of the year. This was largely due to bi-monthly meetings, which enabled the parties to address issues proactively. Bi-monthly meetings with the National Education Health and Allied Workers Union (NEHAWU) have been revived, and it is hoped this will further improve the relationship with organised labour.

Notably, there was a spike in the cases of misconduct in 2023 that led to dismissals, particularly within the Support Services division. Turnaround interventions will be implemented to address this, including introducing a code of conduct to indicate what is expected of staff.

In April 2023, the Employment Equity Amendment (EEA) Bill of 2020 was signed into law to amend the EEA of 1998 (Act No 55 of 1998). This legislation introduced EE sector targets and proposed that the current EE plans of institutions should come to an immediate end. As a designated employer, the University must therefore prepare and implement a new EE plan to demonstrate reasonable progress in achieving its equity targets.

Staff wellness

Staff health and wellbeing is one of the pillars of HR at the University and the Occupational Health Centre provides a variety of staff wellness programmes, such as Wellness@ Work. Mental well-being remains a deep concern with a steady increase in the numbers and frequency of staff requiring counselling. Staff health received heightened attention in 2023 with the phased implementation of the iterative and widely consulted Integrated Employee Health and Wellness Strategy developed in 2022.

5.3.2 Information and Communication Technology (ICT) Services and Digital Transformation

The Information and Communication Technology (ICT) Services Division is at the forefront of digital transformation at Nelson Mandela University with increased automation and online services significantly accelerated by technological advancements.

Business Intelligence Reports

Numerous Business Intelligence (BI) dashboards and reports have been added to the BI and analytics capability at the University. The most recent of these is the Online Application Dashboards. Progress is steadily being made towards providing a comprehensive centralised BI capability, including:

- Providing summarised statistics to support senior management decision-making
- Providing supporting datasets with a base analytical toolset to operational managers to facilitate in-depth analysis

- Enhancing the BI maturity level through descriptive, diagnostic, and predictive levels to inform decision-making at all levels.

Customer Relationship Management (CRM)

ICT Customer Services uses its online CRM to streamline engagement between current and prospective students, staff, and support service departments. This includes the remote configuration of personal machines to enable staff to access University systems and a remote work webpage to provide staff with guidance.

Cybersecurity

Cybersecurity capability is an extremely high priority for the institution due to the increased use of digital platforms, which creates opportunities for cybercriminals. Cybersecurity aims to prevent data leakage, protect digital assets, and safeguard sensitive information. Awareness campaigns are ongoing, and various solutions are being executed, to mitigate the attendant risks. Cybersecurity solutions implemented include improving endpoint protection for user devices and servers; patch management; backup strategy enhancements; phishing prevention as a service; and internal and external vulnerability assessments.

Support for flexible, technology-rich learning and teaching

The hybrid mode of delivering teaching continued in 2023 with simultaneous online and in-person participation in lectures. In 2023, ICT Services completed a technology assessment of venues to inform the University's digital transformation trajectory.

Modernising venues continues with the installation of audio, display, controller, and wired and wireless connectivity. During 2023, a solution was expanded to ensure that in hybrid scenarios, remote students have a similar experience to those attending class in person, using "smart classrooms". Enabling hybrid delivery modes includes installing tracking camera to work with MS Teams; video conferencing; lecturer audio; and easy switching between input sources.

In some instances, venues were merged to accommodate larger student numbers while old and unused venues were outfitted with appropriate technology to serve as lecture venues. The upgrades also entailed revamping the Audio Visual (AV) installations. A total of 30 large venues have been equipped with technology to enable a hybrid of synchronous online and contact delivery modes, while 15 mobile video-conferencing units were installed in smaller venues to support blended learning and teaching

All general computer labs, including teaching labs, were fully operational at full capacity across all campuses
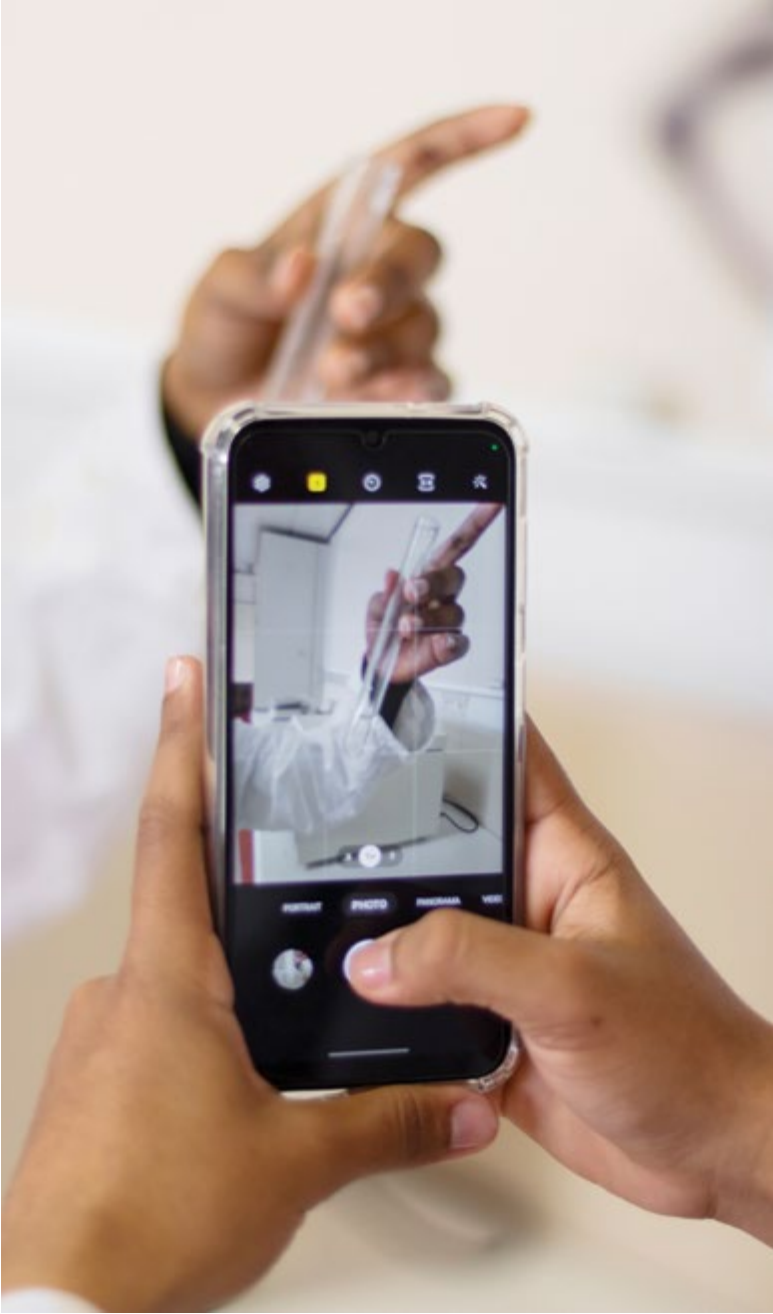
in 2023. Some were refreshed as part of the five-year replacement plan for 2023-2024

Learning Management System

ICT Services continues to support the use of the Moodle Learning Management System (LMS). The system has been upgraded and technical and functional support is provided to users. Furthermore, the Digiready app and other faculty resources were consolidated to provide a self-help and information resource for students.

Student mobile devices, data, and connectivity

The University is deliberate in promoting digital inclusion and has made notable strides in closing the digital divide by providing computing devices to students. The laptop scheme started in 2019 and, to date, 19 382 students have benefitted. Building on this success, an additional 2 456 devices were handed over to first-year students in 2023.

The University continues to enable student participation in flexible learning through data provision, Wi-Fi densification, and the expansion of uncapped Wi-Fi on campus and at accredited off-campus residences and sites. MANCO approved the ongoing disbursement of monthly data bundles to all registered students in 2023. This, coupled with a project that links accredited off-campus residences to the University network, has significantly facilitated digital access.

The University ICT network, which now connects to the teaching hospitals Dora Nginza and Livingstone, has a 98.9% uptime, a respectable figure given the effects of loadshedding. The current focus is on improving and expanding off-campus connectivity. In 2023, over 70 accredited off-campus residences were connected to the University's network for high-speed internet access. More than 9 000 students staying in these residences benefit from the improved access to the internet.

Commissioning the SANREN Point of Presence at the George Campus has introduced new opportunities. ICT Services worked with TENET to upgrade the link between the University's George and South campuses from 1Gbps to 10Gbps. ICT services also engaged with Vodacom and MTN to improve cellular coverage at the George campus.

5.3.3 Infrastructure Services and Space Optimisation
Infrastructure

The infrastructure projects at Nelson Mandela University aim to responsibly integrate the respective campuses into their social, economic, and environmental location; ensure that buildings and spaces are purposeful, productive, and stimulating environments; equalise resource distribution across all campuses; environmentally enhance all campuses; and ensure the sustainable use, deployment, and management of resources.

The construction of the Science Centre on the Ocean Science Campus was completed in July 2023. The new Digital Dome of the Science Centre is set to become an iconic landmark on this campus and offers viewers an immersive experience as three-dimensional images are projected onto the dome using advanced technologies and screening techniques. By design, the Science Centre provides a dynamic platform for the University to engage with the public to enhance science engagement and communication across a wide range of disciplines.

Progress was made with refurbishments to the Solomon Mahlangu residence during the 2023 academic year. Six of the eight blocks of the 1 800-bed new residences on North Campus were completed by January 2023. A project start-up process was initiated with the Tender Allocation Committee to complete the remaining two blocks during the year. With a R40-million grant, plans are underway to upgrade, modernise, and digitise Heinz Betz into a large multi-purpose venue that will also serve as an e-assessment centre.

Energy and Water

Securing and ensuring a reliable supply of energy and water continues to be an ongoing challenge for the University. Mitigating the impact of loadshedding through a network of generators includes procuring diesel and refuelling at a rate of 3 000 litres per day during stage 6 loadshedding. The energy efficiency plan hopes to enhance the networking of about 95% of critical facilities by remotely monitoring and controlling their on-and-off switches. In addition, a photovoltaic renewable energy project valued at R65 million will provide 30% of the energy consumption of all campuses combined.

The Metro water supply was at alarmingly low levels in 2023 and at one stage Day Zero was estimated to be between June and August 2023. Thankfully, this crisis was averted after good rains fell during the 2023 winter season. Due to its connection to the Nooitgedacht water scheme, Missionvale is the only University campus not at risk. Water tanks have been installed on all campuses. However, South Campus remains vulnerable, and three boreholes were commissioned to ensure that this campus does not run dry.

Safety and Security

With the tragic death of two students on two University campuses in 2023, safety measures and infrastructure were carefully reassessed to ensure a safe, enabling environment. Several safety interventions have been introduced in residences, and the University has deployed the services of an external security service provider to monitor the streets of Summerstrand where many students live.

5.3.4 Communication and Marketing
Communication and Marketing won a global gold award for the Autumn Graduation campaign in the 2023 Digital Communication Awards, hosted by Quadriga University in Germany. The campaign significantly contributed to positioning the Nelson Mandela University brand in Africa and internationally. These graduation season sessions received extensive regional and national media coverage across print and online media platforms reaching over 15 million users with posts receiving over 1.9 million engagements.

Nelson Mandela University hosted its first in-person Open Day in March 2023 after an absence of three years due to the pandemic. A total of 7 376 learners attended the Gqeberha event over two days in May 2023 while close to 3 200 learners attended the George Open Day event.

In addition, Student Recruitment implements ongoing projects to improve communication with prospective students including the launch of a chatbot, flyers issued in three official languages, and an online booking system to connect to a student recruiter.

5.4 Resource mobilisation and responsible resource stewardship

As part of Vision 2030, the University pursues financial sustainability as an integral part of its strategic positioning, nationally and globally. However, South Africa's higher education sector faces a variety of funding concerns, chiefly manifesting in the form of the lack of a comprehensive funding model covering all students in need of funding; NSFAS administration challenges; policy shifts and uncertainty; and an increased number of students who are dropped from NSFAS funding. All these factors call for judicious financial planning and strategy-led budgeting, both of which are ongoing priorities.

Under the auspices of SIVTT, the University has embarked on various sustainability interventions to guide resourcing and investment priorities as part of Vision 2030 strategy implementation. These are elaborated on in more detail in the chapter on Sustainability.
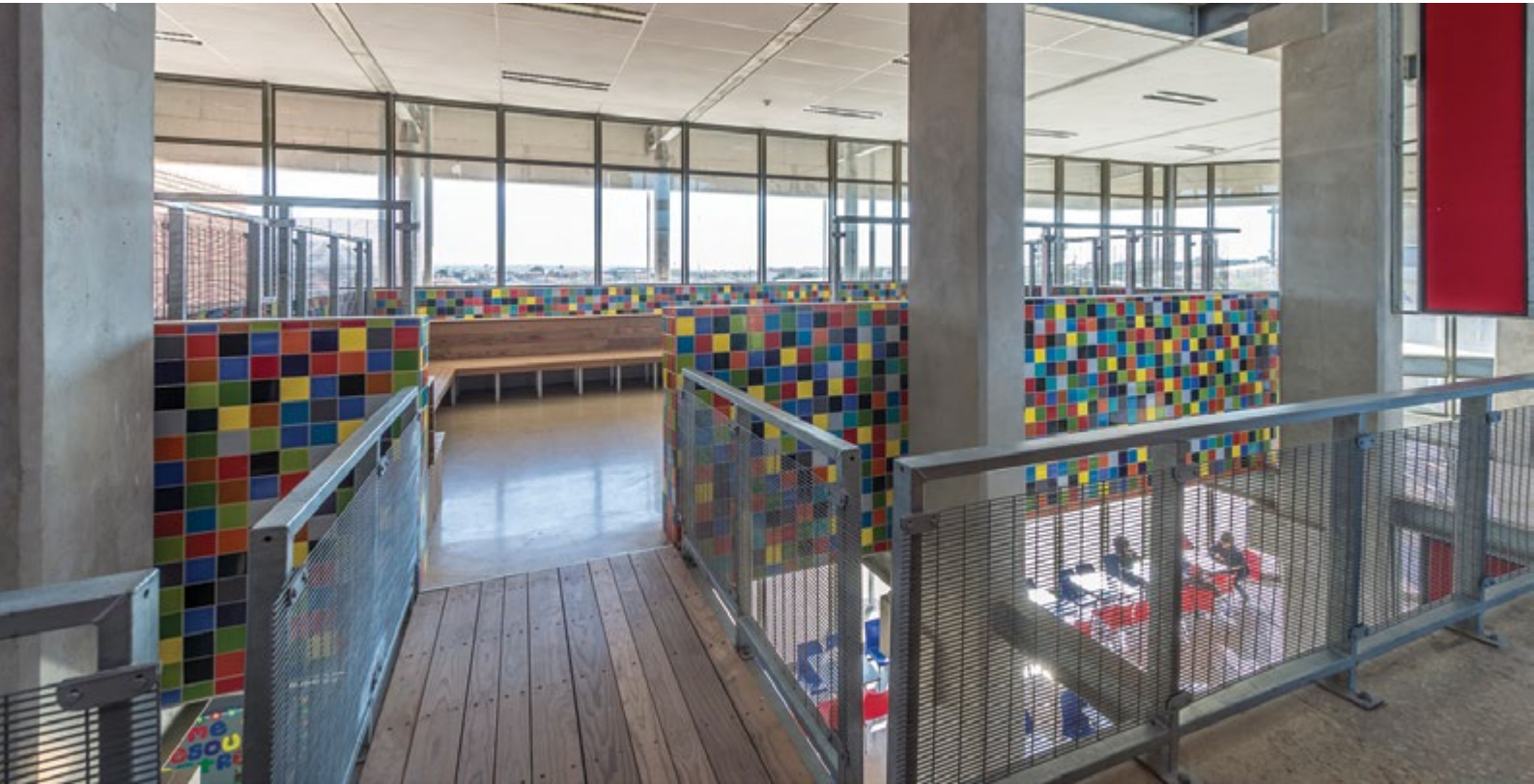
The Council-approved 2023 budget and APP aimed to resource the academic core missions, while driving strategic initiatives in a sustainable manner. A detailed financial report is included in a separate chapter of this report.

Giving Campaign

In 2023, the University expanded on the institutional *Giving to Mandela* donation page established in 2022 as a new integrated online fundraising platform for national and international resource mobilisation. In the Mandela Month of July, Nelson Mandela University launched its multi-year global Giving Campaign to raise R30 million for four projects. Concerted efforts are being made to diversify the donor base and, as a result, private sector donors constitute the highest number of donors (although they give less funding, on average, compared to public sector donors).

The "My Contribution" Alumni Fund is an important component of the package of possible projects to support, as it is a discretionary fund to advance University and Alumni Association programmes. Together, these facilities directly promote sustainability and enable the University to provide life-changing educational experiences within and beyond the classroom.

The Alumni Association engages with graduates across South Africa and internationally. It shares a quarterly

e-newsletter via email with 49 726 alumni. The Alumni Office also interacts with alumni via social media platforms and the Mandela Alumni Connect online networking platform. During 2023, in-person alumni events were held in Gqeberha, Johannesburg and Berlin. Four online sessions were also convened to address pertinent issues such as graduate employability, resource mobilisation, personal development, and governance services involving alumni.

The Alumni Association is an important role player to promote the interests, image, and reputation of the University, with alumni representing the global footprint of the University through their individual and collective efforts.

5.4.1 Broad-Based Black Economic Empowerment (B-BBEE)

All B-BBEE strategic initiatives approved by MANCO in 2023 were fully implemented by year-end. The University's B-BBEE verification process for 2022 was concluded in December 2023. The University achieved a Level 4 (82.46 points), discounted to a Level 5, due to the subminimum for enterprise development not being met. This was a pleasing improvement on the University's 2021 B-BBEE score of Level 6 discounted to a Level 7, but continued efforts are underway to ensure that the University contributes to the socio-economic empowerment of designated groups who were historically marginalised. The Transformation Report attached as an annexure to this report covers B-BBEE in more detail.

5.5 Conclusion

The socio-political and economic landscape of the 2023 academic year was marked by turbulence and uncertainty, but the University remained committed to cultivating an affirming, inclusive, and values-driven institutional culture, which liberates the full potential of students, staff, and communities. Embracing an ethos of care is a cornerstone of ongoing efforts to promote student access for success, while also enhancing long-term sustainability.

As with the broader national and international macro-environment, South Africa's higher education sector is confronted by numerous headwinds, not least of which include ever-increasing financial constraints. However, in reflecting on 2023, all staff and students will continue to embrace the ideals of the University's iconic namesake who dedicated his life to creating a more humane and just society.   Against this background, we pay tribute to our students, employees, communities, and other stakeholders who partner with the University to ensure that the institution promotes the public good. We also would like to thank the Council for its judicious oversight and stewardship of the University as we collectively co-create a socially just, sustainable future for all.

Professor Sibongile Muthwa
Vice-Chancellor

Nelson Mandela University has seen significant expansion in key strategic priorities outlined elsewhere in this report, such as sustainability science, youth employability, food security, and the digitalisation of learning and teaching. This calls for close collaboration with researchers, citizens, governments, industry, and other external stakeholders.

6.1 Learning and Teaching

Artificial Intelligence and Pedagogy

Globally and nationally, academia is grappling with the application and use of generative Artificial Intelligence (GenAI). Nelson Mandela University has been exploring approaches applied by other South African universities, along with policies or guidelines developed to ensure the ethical use of AI. To this end, the Dean: LT is leading a drive to prepare an institutional position statement to promote academic integrity in the age of AI.

The Faculty of Science curriculum renewal symposium in June was a highlight and covered important topics such as critical and humanising pedagogy, the impact of AI on

education, and preserving basic science disciplines while embracing transdisciplinary approaches to solve complex global challenges. The Digital Learning Experience Design and Innovation cluster in the LT Collab also has been focusing on understanding the impact of GenAI and its role in the generation of learning and teaching content and resources.

6.1.1 LT Collab

The LT Collab provides advice guidance and support to both students and staff to improve and maintain the quality of learning and teaching. The LT Collab and all its clusters are working toward developing resources and courses that bring the university's graduate attributes and co-curricular frameworks to life. Over the following five years, the development of multilingual resources, listening to the student voice, and the expanded use of digital platforms and resources are important focus areas.

The activities outlined below were a few of the initiatives of the Learning Development Cluster within the LT Collab over the course of 2023. The LT Collab provides a range of academic and personal development initiatives

including student success coaching and a range of peer-facilitated learning initiatives that seek to enable student success.

Academic Writing Literacies

Increasing emphasis is being placed on the critical role of writing and reading development and multilingualism in enhancing student learning and academic success. Language and writing support currently provided to students includes multilingual glossaries and tutorials, writing respondents and consultants, academic writing support interventions, as well as an app (Refer Easy) for academic writing and referencing. A revised language policy for Mandela University is being developed through intensive engagements with staff and students from every faculty and division to determine what types of language support should be provided.

Given the diversity of the student population, and the dominance of isiXhosa, the Faculty of Humanities is pioneering multilingual pedagogies where isiXhosa is used to support effective learning. The goal is to develop an inclusive pedagogic culture by acknowledging and nurturing students' linguistic experiences.

Student access and success are a continuous journey encompassing a holistic approach to academic achievement, student life, career success, and self-actualisation. The increased number of unfunded students and the rapidly changing profile of the student body calls for a rethink of the systems in place to support student success. To this end, the University has implemented various humanising pedagogical interventions to ensure that no student is left behind.

Student Readiness and First-Year Success

The Learning Development Cluster supports students transitioning from high school to higher education. First-Year Success (FYS) aims to support this transition. This has several focus areas, namely: pre-university connection, Vice-Chancellor's and faculty welcome ceremonies, faculty academic and social orientation, and FYS orientation Thrive@Mandela. More than 1 800 members joined the FYS Telegram channel.

The Vice-Chancellor's Welcome was hosted as a standalone in-person event on South Campus on 4 February, with 1 245 people registered to attend the event and a further 1 675 views on YouTube. The Deans' welcoming addresses and faculty meet-and-greet sessions were held from 31 January to 3 February, on all campuses, for the first time since the pandemic. The introduction of the DigiReady course and app in 2023 ensured that students were assisted with technology-related challenge

The research team in the Learning Development Cluster flags potentially-at-risk first years based on matric results, admissions requirements, and school quintile grouping. Sharing this information with faculties and learning and teaching development units helps in the early identification of potentially vulnerable students who would benefit the most from targeted developmental support.

Siyaphumelela

The University prioritises academic support for students from quintile 1-3 schools through implementing the Siyaphumelela mentoring project, which was piloted in 2022 and funded by the Kresge Foundation.

Student Success Coaching (SSC)

Student Success Coaches (SSCs) support access for success of students by interacting in the areas of academic progress, time management, goal setting, and learning skills. Academics also monitor student engagement in learning by analysing activity on the Moodle Learning Management System (LMS) module site.

The SSCs are all registered with professional bodies. To ensure the sustainability of professional body registration, the SSC team registered its own CPD programme with the national accreditation body in 2023, saving the costs of paying an external provider. The aim is to develop this programme and to become a registered service provider for CPD points that will be recognised nationally, and can serve as a third-stream income generator for the SSC team.

Supplemental Instruction (SI)

Supplemental Instruction (SI) continues to be a flagship programme and research has indicated that SI is an impactful intervention in enhancing student academic performance in high-risk, gateway modules. During SI sessions students are encouraged to participate in their mother tongue with peers interpreting for each other and explaining difficult concepts to each other in an accessible language. It is a fluid code-switching approach that creates a comfortable, inclusive space for students to sustain learning and success. SI intends to strengthen

quality assurance rather than merely massification of service in the next three years.

Academic and Life Management (ALM)

Extended programme students are supported in transitioning into the University through life skills that augment their academic studies.

6.1.2 Digital Learning Experience Design (LXD)

Online learning and digital literacy continue to be focal points. The ongoing development and offering of the DigiReady Buddy support programme is planned for AY2024, with plans to expand this into a pre-university short learning programme in the future. With the rapid transition to flexible, technology-rich learning, the LXD is responsible for all physical access to the digital learning platforms and systems of the University. The LXD cluster provides support in the production of "how-to" resources, training webinars, and designing communications to alert students and staff to the digital access processes.

The LXD also has been managing the production of the University's first fully online programme offerings. These programmes form part of a partnership with Higher Education Partners SA (HEPSA). The lengthy process of redeveloping face-to-face programmes requires revisiting curricula and pedagogic strategies and is not likely to launch before 2025. In future, this is expected to offer

African context. To this end, the Siyaphumelela project has provided a grant to support academic staff in writing open education resources and textbooks. There are numerous additional TD initiatives, outlined below.

Beginning Your Journey (BYJ)

The academic induction programme, Beginning Your Journey (BYJ), focuses on empowering newly appointed academics and postgraduate assistants to enable student success through their learning, teaching, and assessment practices. The first leg of the BYJ in February 2023 covered areas such as multilingualism and academic literacies, the Nelson Mandela University institutional culture and ways of doing and being, and assessing for success. The second leg of the programme in April emphasised academics reflecting on their practice and how they enabled epistemological access for student success. It also included a session with academic literacies in the curriculum.

Early Career Academics Advancement Programme (ECAAP)

Offered collaboratively across the LT Collab and Research Development, the Early Career Academics Advancement Programme (ECAAP) facilitates workshops with themes focusing on the transformation of higher education in South Africa and the decolonisation of learning and teaching in the University context.

Teaching Enhancement Programme (TEP)

Lecturing staff benefit from the Teaching Enhancement Programme (TEP), which provides ongoing workshops and consultations on topical issues such as curriculum development, academic literacies, multilingualism, assessment of student learning, blended learning, teaching large classes, and developing a teaching portfolio. In contrast to ECAAP, TEP focuses on the development of mid-career academics, and during 2023, various stakeholders were included in the collaborative reconceptualisation of TEP through surveys, interviews, and scholarly conversations.

Academic Planning and Quality Advancement (APQA)

The Academic Planning and Quality Advancement (APQA) units have merged into one collective unit. This is in keeping with the University's vision to drive focus on quality enriched programmes that ensure the sustainability of the academy. APQA is anticipating the introduction of the new Quality Assurance Framework in 2024 by the Council on Higher Education (CHE), which will be aimed at implementing an integrated quality assurance system to strengthen and enhance the quality of higher education provisioning. The Unit is also looking at ways to enhance student engagement in its quality assurance processes, as suggested by the *Good Practice Guide* by the CHE.

short learning programmes and certificates that will allow alumni to follow a life-long learning journey with their alma mater. Venturing into online learning will sustain the University, taking it into the future and allowing flexible opportunities for different sets of students. Through this it could expand hybrid and hyflex learning and teaching ideals, bringing the vision of a Virtual Academy closer.

6.1.3 Teaching Development (TD)

At Nelson Mandela University, the foundations of Teaching Development (TD) are anchored in transformative LT to instil critical and reflective thinking in both staff and students. Academic staff are provided with a range of opportunities to develop their teaching practice as part of efforts to actively engage students in learning. Regular writing retreats also continue to be arranged across all faculties to encourage academic writing and boost research outputs. The cost of prescribed texts is prohibitive and there is need for good quality Open Education Resources (OER) that are relevant to the South

Within the Teaching Excellence Cluster, Academic Planning and Quality Advancement and Teaching Development held a curriculum development and review workshop in July to capacitate staff on programme development and quality reviews. Teacher excellence is central to curriculum revitalisation and transformation towards an African curriculum infused with multilingualism.

Academic Literacies Writing Programme

The Academic Literacies Writing Programme engages students and staff through direct orientation awareness sessions, as well as setting up discipline-specific presentations, consultations, and workshops across the faculties and schools. These support facilities are offered on various campuses in Gqeberha and George, and are available online where possible.

Curriculum Renewal and Transformation

Curriculum transformation and changing approaches to assessment are key priorities in the LT portfolio. Regular consultations are convened with Learning Programme Coordinators and academics engaged in curriculum design and development throughout the year. Curriculum renewal and transformation, and enabling curriculum development, are covered in more detail in the accompanying Transformation Report.

6.2 Research, Innovation, and Internationalisation

6.2.1 Research

Research Outputs and NRF Ratings

Over several impactful years, the research profile of the University has grown considerably. The University's research outputs have been increasing since the implementation of the online Research Publication Management System (RPMS) in October 2022. There has also been an increase in the number of research chairs, transformation in research leadership, growth in external research income and an increase in National Research Foundation (NRF) rated researchers. The number of applications for NRF rating increased to 28 in 2023, with 14 of these new applications compared to nine new applications in 2022. The NRF rating system remains one of the key indicators of research stature in the South African national system of innovation. The University now has 91 NRF-rated researchers, of whom 18 are new.

In 2023, the University increased income generation from external research grants, including international grants and industry research partnerships. More than R63 million was mobilised, mostly from NRF Research Chairs and

international research grants. Income generated from NRF grants for postgraduate bursaries was more than R23 million and R6.8 million was allocated to emerging researchers. A total of 46 annual progress and financial reports were submitted to the NRF for the established researcher programmes in March.

The second annual Research Week took place on the Ocean Sciences Campus from 11 to 15 September 2023 and successfully showcased research excellence at Nelson Mandela University. Through a myriad of engaging sessions, discussions, workshops, and exhibitions, internal and external participants converged to celebrate the boundless potential of research and innovation in addressing contemporary global and local challenges. More than 500 delegates registered to participate with an average of 260 attendees per day.

Sustainability underpins Nelson Mandela University's research ethos, and it has numerous projects focusing on this. The Department of Chemistry, for example, is part of a three-year international project that started in October 2022. GreenQUEST is a multi-institutional, transdisciplinary German–South African research partnership aimed at greening the production and use of fossil fuel LPG in southern Africa, where it is widely used for cooking and heating in households, in laboratories and for many other purposes.

Academic Staff and Postgraduate Support

Nelson Mandela University implemented a new postgraduate funding policy in 2023 which seeks to advance social justice and inclusion. Citizenship, gender,

and disability are considered in the allocation of funding, with transformation of the postgraduate cohort being the core objective. The first postgraduate orientation programme in March was a hybrid event to enable the participation of part-time and off-campus postgraduate students.

The University continues to leverage funding from the NRF and DHET to ensure that academic staff receive the support and training needed to attain higher degrees. Targeted funding to support emerging academics is also offered through the DHET-funded University Capacity Development Grant (UCDG), a new cohort of grant recipients was approved through the course of the 2023 academic year.

The University is committed to transforming the equity profile of academic staff with doctoral degrees and has leveraged funding from the NRF and DHET towards this. There are 14 active Thuthuka grant holders, the Black Academics Advancement Programme (BAAP) currently funds three academics, while the DHET-funded New Generation of Academics Programme (nGAP) cohort at Mandela University numbers 17 Black academics, 10 of whom are women. Active recruitment is underway to fill four nGAP vacancies which will increase the cohort to 21.

Through the UCDG, the Office of Research Development runs a series of research capacity development workshops for staff, postdoctoral fellows, and registered postgraduate students. It was able to offer more than 90 workshops in 2023. The University has revamped its Research Publication Management System and strengthened

research support to encourage transdisciplinary work. Training and statistical services offered by the Unit for Statistical Consultation (USC) continued during the 2023 academic year.

Doctoral and postgraduate researchers play a vital role in advancing research for Africa's Sustainable Development Goals and Africa Agenda 2063. As a socially conscious institution, Nelson Mandela University has numerous researchers dedicated to addressing real-world issues in Africa. Dr Steven Mufamadi's research in nanomedicine, utilising gold, silver, and copper at the nanoscale, shows promise in treating cancer, HIV/Aids, diabetes, and other diseases. Other notable achievements include Professor Paul Watts and his team's work in microfluidic bio-chemical processing, enabling cost-effective production of vital medications. Notably, in 2023, four South African women earned their PhDs in this field: Dr Sibongiseni Gloria Gaqa, Dr Sinazo Nqeketo, Dr Kanyisile Mhlana, and Dr Thembela Celia Sonti.

Research Ethics

The work of the Human (RECH) and Animal (RECA) research ethics committees maintains the University's accreditation with the National Health Research Ethics Council (NHREC). Customisation of the Mandela Ethics Online System (MEOS) has been completed and it was introduced in a phased approach during 2023. Feedback from applicants, administrators, and reviewers thus far

has been positive, with improved process flow and turn-around times for reviews reported.

Research Entities

Overall, the University research entities contribute significantly to research outputs and postgraduate training, as well as the strategic imperatives of transformation and financial sustainability. Their work aligns with the six institutional research themes, strategic objectives, and the UN Sustainable Development Goals (SDGs). Of the 22 research entities, five have directors nearing or at retirement age pointing to the urgent need for talent continuity planning.

The Faculty of Engineering, the Built Environment and Technology (EBET) has aligned its research themes and engagement focus areas to the Sustainable Development Goals (SDGs). The faculty produced an innovative 2023 annual report, *iDEATE*3, focusing on the theme of "*Pursuing sustainable futures for a better world*".

The Faculty of Law convened a collaborative conference with the University of Johannesburg, with the theme of the role of law in shaping sustainable futures. Academics and postgraduate students from both institutions came together in September 2023 to explore themes relating to the relationship between the global SDGs and the South African legal system within a constitutional context. This will form the basis for two books to be published in the first quarter of 2024.

Launch: AIDC-EC Chair for Automotive Engineering
12.6.2023   Martin Sanne

- Nkemdilim Uwaje Begho, Information Technology
- Narandran Jody Kollapen, Law
- Mandla Langa, Humanities
- Noele Chabani Manganyi, Humanities

Times Higher Education (THE) Impact Rankings

The Times Higher Education (THE) Impact Rankings are performance indicators of research-active universities that measure performance against the United Nations Sustainable Development Goals (SDGs). The University aligns its research with the SDGs, and in June 2023 was ranked highly in Quality Education (SDG4), Life Below Water (SDG14) and Life on Land (SDG15) in the THE ranking awards.

The University has consistently been recognised for engagements and collaborations with emerging and other developing countries as partners in its research, hence its consistent top performance on SDG 17, Partnerships for the Goals. In recent years, it has improved significantly on the research output produced with African partners.

In 2023, Nelson Mandela University was listed in the 400-600 ranking. The drop in score is due to the increase in the number of participating universities which may be more research-intensive.

Library and Information Services

Nelson Mandela University is reimagining library and information services (LIS) for the future in line with the strategic intentions of Vision 2030. There has been an increased number of researchers and students using online sources, with fewer using the library space for research. Library service models have been transitioning toward providing self-service, online and independent access to information for users, as well as online training.

In response to these changing user needs, LIS has an active mobile app where users access services and resources 24/7, wherever they are. LIS is also working collaboratively with ICT services on a chatbot to be embedded in the library's website. The chatbot will be the virtual gateway to the library by providing users with personalised information without needing to physically visit the library.

Electronic resources have become the dominant format of library information resources and LIS now spends 80% of its budget on electronic information resources. This has propelled LIS to explore the sustainable management of financial resources through partnerships and free Open Educational Resources (OERs).

The University has purchased Get-It-Now, an article delivery service developed by the Copyright Clearance Centre for academic institutions. Other digital developments include the provision of training in the Figshare repository platform and the use of the LibGuides content management system, which includes research support tools.

Extended library hours during the mid-year exam periods have provided users with access to quiet and secure study spaces, ensuring the success of the academic endeavour. However, space in the libraries is a challenge as on-campus student numbers have risen and an online booking system, LibCal, has been identified to address this.

6.2.2 Innovation

The Innovation Office executes programmes and services targeted at students and staff to encourage innovation and help to translate research outputs into products and services that have national or global societal benefits. The University appreciates the innovation support received from the National Intellectual Property Management Office (NIPMO), and the Technology Innovation Agency (TIA), which enabled an increase in critical innovation capacity and technology development. Over the past three years, NIPMO has funded two positions in the Innovation Office, contributed to operational costs and supported the University through various funding

After a thorough evaluation, the MBA programme has successfully maintained its international Association of MBAs (AMBA) accreditation. The Faculty of Business and Economic Sciences has been crafting a Vision 2030-aligned strategy for the Business School to ensure that it carves out a distinctive niche and offerings that enhance its long-term sustainability and positioning in an intensely competitive landscape.

Research Chairs

The University's Research Chairs in 2023 generated income of approximately R55 million, which includes NRF and other external research grants and contracts. The Chairs contribute to the strategic research themes of the University and enhance the reputation of the institution both locally and internationally through their collaborations and partnerships. They also contribute to postgraduate student and emerging researcher development, and significantly to the financial sustainability of the University. Steps will be taken to ensure that each research chair has a succession plan to mitigate against future losses of niche knowledge areas and activities that support objectives in line with Vision 2030.

Nelson Mandela University hosts 18 Research Chairs, which includes a joint research chair with the University of Johannesburg and a SARChi Community of Practice. The University will focus on growing the number of research chairs, with an emphasis on tapping into external and industry funding for this purpose.

Two new Research Chairs were established in 2023:

- The AIDC-EC Research Chair in Automotive Engineering. Mr Martin Sanne was appointed through a partnership with the Automotive Industry Development Centre – Eastern Cape (AIDC-EC). The AIDC-EC endowed R14 million for an initial three-year period to strengthen the University's position as a centre of excellence in the automotive industry.
- SARChI Community of Practice (CoP), awarded to Prof Patrick Vrancken, who is the incumbent SARChI Chair in Law of the Sea. The role of a CoP is to fund research and use its resources and influence to nurture cultures, connect institutions, and create opportunities and platforms that span boundaries. The aim is to provide research-driven innovative solutions that will inform and guide policy development, while also translating research outputs into tangible outcomes with social and/or economic impact.

Distinguished Professors

A total of seven professors at Nelson Mandela University, recognised as leading national and international scholars in their fields, have received the prestigious title of Distinguished Professor in recognition of their dedication and commitment. They are professors Paul Watts, Darelle van Greunen, Ilse Truter, Andre Calitz, Janine Adams, Danie Hattingh and Graham Kerley.

Honorary Doctorates

Four honorary doctorates were awarded in 2023 to prominent individuals who have made significant contributions to society:

initiatives. During 2022/23, TIA has, inter alia, provided funding in the region of R2 million for three new projects: green hydrogen production, recovery of precious metals from waste and reuse of photovoltaic modules.

Innovolve

During 2023, the Innovation Office successfully managed and protected intellectual property (IP) generated by the university's faculty and researchers. Over 200 patent applications were filed through Innovolve, its commercialisation company. In addition to direct commercialisation, Innovolve is currently managing three active licence agreements for University IP that have been licensed to various partners. Technology transfer at Nelson Mandela University includes the licensing of active pharmaceutical manufacturing IP and of IP related to the production of solar grade silicon.

Propella

As a business incubator, Propella has provided vital support to start-ups founded by staff, student and Gqeberha resident entrepreneurs. In January 2023, Propella was honoured as the "Incubator of the Year" at the Africa Startup Ecosystem Builders Summit. This recognition reflects Propella's constant innovation and driving of impact projects with the support of its shareholders, partners, and funders, as well as the entrepreneurs who have chosen Propella as their launchpad.

It has run workshops for over 5 347 participants since its founding in 2015. Over the course of 2022 and 2023, more than 1 400 participants completed workshops on a wide range of topics, including funding and compliance, reinventing your business, pitching 101, and youth in entrepreneurship.

Propella successfully concluded its three-year journey with 10 industrial ventures in May, when these ventures were graduated to pre-commercial status. They operate in a variety of sectors including renewable energy, healthcare, waste management, smart water management, manufacturing, and construction. They have proven to be innovative, environmentally friendly, and socially beneficial, making them promising contributions to their respective industries, including patents.

Propella continues to reinvent and innovate its incubation approach to increase its reach and to tap into new territories. One example is the recent collaboration with the Kouga Windfarm Community Development Trust in

Kruisfontein, Eastern Cape, a community with high levels of socio-economic challenges. Propella also recruited tech-savvy youth who participated in a Hackathon and Design Thinking workshop focusing on designing community safety solutions. The overall workshop was a success, and the participants set up a platform for their development, naming it the Humansdorp Youth Development Forum.

InnoVenton

The University's internationally recognised institute for chemical technology, InnoVenton, the Institute for Chemical Technology and Downstream Chemicals Technology Station, continues to advance sustainability. With a powerful biorefinery to process microalgae as a renewable, health-giving resource, its team innovates and develops products for the energy, pharmaceutical, agriculture and food sectors. In the last 15 years, the InnoVenton team has developed expertise in cultivating multi-system, multi-species microalgal biomass and converting them into marketable products and fuels, such as Coalgae® (low-smoke fuel), phycocyanin (food colouring), fish feed (protein source) and fertilisers (bio-stimulant, algae-manure). One of several InnoVenton successes is a low-tech, cost-effective, high-yield spirulina cultivation system to produce biofertiliser and animal feed. This is currently being tested at a Gqeberha-based tilapia aquaculture project.

eNtsa

Under the leadership of Prof Danie Hattingh, the engineering hub eNtsa (Innovation through Engineering Institute) has stood as a beacon of engineering innovation for over two decades. It is widely recognised for its pioneering contribution to the field of friction welding and the associated development of the analysis of metal turbines and high pressure, high-temperature pipes. These techniques, currently used at both Eskom and Sasol, are crucial to energy security in South Africa.

eNtsa is also contributing to socio-economic development by providing subsidised engineering support for small and medium businesses in the manufacturing sector. Out of a total staff complement of 80, its transdisciplinary research and training team today includes 24 mechanical, mechatronics and electrical engineers, as well as student interns, graduates in training, postgraduates and postdoctoral fellows from a wide range of disciplines, including engineering, mechatronics, chemistry and business.

eNtsa is an active partner in the Incubating Great Engineering Minds (iGEMS) programme for school learners, striving to expose them to different avenues of engineering in a bid to help them to decide what they would like to pursue.

In the eMobility space, eNtsa, through the uYilo eMobility programme, collaborated with the UK Partnering for Accelerated Climate Transitions, which started in 2020 and concluded in April 2023. The goal was to capacitate key decision-makers within South African government and municipalities to contribute towards the country's climate change action plans and initiatives.

Centre for Rubber Science and Technology (CRST)

The CRST provides services to the automotive sector including fault-finding analytics, failure analysis, and

technical support (materials and processing). Research and development focus on effective recycling of waste materials, such as tyres, plastics, and biomass. The CRST team also has assisted start-up businesses.

Renewable Energy Research Group (RERG) and Mandela Autonomous Operations Group (MAO)

The innovative work of RERG and MAO are notable initiatives in the Faculty of Engineering, the Built Environment and Technology. The groups' Vertical Take-off and Landing (VTOL) aircraft leverages the advantages of two different types of motors and uses them in a unique manner, which has been patented. The first two prototypes demonstrate that autonomous, unmanned flights to and from confined areas over distances of 100km with payloads as high as 100kg will soon be feasible.

The MAO group is developing a multipurpose octocopter drone that can be used as an agricultural crop-sprayer. Its first research project involves determining the feasibility of creating a drone that can match the functionality and performance of leading crop-spraying drones at a significantly lower cost. The University's focus on real-world drone solutions means it can offer products that may be commercially produced and used in relevant research and support.

Advanced Mechatronic Technology Centre (AMTC)

The University's School of Engineering has been conducting solar and wind energy research in an ongoing project at Riemvasmaak in the Northern Cape. Run by

the School's Advanced Mechatronic Technology Centre (AMTC), in collaboration with RERG, the project is funded by the Manufacturing, Engineering and Related Services SETA (MerSETA). A team from RERG returned to Riemvasmaak in September 2023 to expand the project with the installation of a covered growing area, including an aquaponics facility and solar refrigeration for produce. The project has a second research site in the Riemvasmaak area that has been earmarked for an additional solar pump array as well as future research projects. Overall, this solar energy project is an example of engineers, as scientists, solving technical challenges, sharing knowledge, and contributing to social engagement.

The AMTC, in collaboration with the MerSETA, and in collaboration with RERG, launched a solar boat race in March 2023. Its main goal was to expose technical high schools and TVET colleges to renewable energy and the application of the technology. A second solar boat race in December 2023 attracted a wider field with more teams participating, including from the Nelson Mandela and Buffalo City Metros in the Eastern Cape and Mossel Bay in the Western Cape. Both events were extremely successful, providing students and learners with a unique and fun experience while learning about sustainable sources of energy.

Traditional Herbal Medicine (THM)

The role of Traditional Health Practitioners (THPs) and Traditional Herbal Medicine (THM) in the lives of Western and Eastern Cape citizens is the focus of groundbreaking research by Mandela University anthropologist Professor Luvuyo Ntombana and medical anthropologist Dr Denver

Davids, Acting HOD, Department of Sociology and Anthropology. They are investigating and documenting the use of THM among THPs, *bossiesdokters* (bush doctors), Rastafari healers and local people.

FishFORCE: Bridge Inspection

In March 2023, FishFORCE, the Fisheries Crime Law Enforcement Academy within the Faculty of Law, launched an innovative, educational game aimed at improving the training of law enforcement officers. *FishFORCE: Bridge Inspection* uses digital technology to transform training into a gamified detective experience, aiming to advance the learning experience of the officers and enhance their problem-solving skills through critical thinking.

Yebo Physics

In the Faculty of Science, the Yebo Physics Team has created a unique online support service for students where learners can connect via YouTube voice call-ins and chat. The Yebo Tutor livestream channel runs daily, offering free quality education, with Yebo Physics connecting learners to tutors for real-time interactive help anywhere, anytime. The impact of the initiative extends far beyond the University, with learners and viewers from all over the world subscribing and joining their channel.

FOREST21

Nelson Mandela University has been invited to participate in the international FOREST21 project. FOREST21 strengthens the capacity of South African universities to produce exceptional talent for climate-smart forestry through student-centric approaches and problem-based learning. The Forestry Department on the George Campus

is the custodian of this project and the Senior Director of the George Campus Dr Kaluke Mawila was nominated as the first Chair of the Advisory Board.

6.2.3 Internationalisation

The International Office (IO) supports initiatives that address the University's mandate to serve local and global communities through pioneering and transformative scholarship and innovation. Over the review period, Nelson Mandela University established partnerships and agreements with institutions spanning five continents: Africa, Asia, Europe, North America, and South America. The distribution showcases a predominance in Europe (39%), followed by Africa (31%), Asia (19%), South America (8%), and North America (3%). The institution also launched the Africa Engagement Programme, a visionary initiative that traces the footsteps of Nelson Mandela across the continent and serves as a catalyst for heightened partnerships with other African universities.

Notable connections included the Australia-Africa Universities Network (AAUN), Global Challenges University Alliance (GCUA) and South Africa Sweden University Forum (SASUF). SASUF is pivotal to the University's global strategy, bolstering ties and synergies in research, education, and innovation with 40 partner universities in South Africa and Sweden. The SASUF has awarded a Virtual Exchange Grant to Mandela University's Professor Ronney Ncwadi and Dr Palesa Makhetha-Kosi from the University of Fort Hare to partner with their counterparts at two Swedish universities.

BRICS partnerships

Nelson Mandela University is on a promising trajectory of BRICS partnerships, and ties were actively explored with

visiting Brazilian, Russian, Indian, and Chinese Ministerial officials, and academic leaders in 2023. The University and the delegations discussed possible strategic areas of collaboration, areas of mutual research cooperation, and possible staff and student exchanges.

In February, the University actively participated in the Global Science, Technology, and Innovation Conference (G-STIC) in Rio de Janeiro in Brazil, where Centre for Community Technology (CCT) Director Professor Darelle van Greunen presented on behalf of the South African chapter of the Sustainable Development Solutions Network (SDSN). An engagement with Woxsen University in India has explored the uncharted realm of the metaverse, and a potential partnership is being explored with the Ocean University of China.

The University hosted a roundtable discussion on Africa, BRICS and EU research collaborations and funding during Research Week 2023, focusing on strengthening intra-continental networks.

African Engagements and Partnership Programme (AEPP)

As part of leveraging opportunities to build relations and respond to the goals of the African Union Agenda 2063, the University embarked on strategic engagements across Africa over 2023. The commitment to be a dynamic African university was recognised by the government when the Global African Footprint Expansion Portfolio was approached by the Department of Science and Innovation (DSI) through the Africa Bilateral Cooperation Portfolio to identify mutual areas of research engagement on the continent.

In 2022, the University conducted the first leg of AEPP through a visit to East Africa led by the Vice-Chancellor. In January 2023, this was followed up through a visit to Kenya and Uganda to consolidate and expand relationships with universities in the region. The team facilitated signing a Memorandum of Understanding (MoU) with St Paul's University in Kenya and met the Ugandan Management Institute to explore collaborative possibilities.

Continental partnerships fostered through the African Footprint Expansion Programme are increasing. Representatives visited Moi University in Kenya to collaborate and share knowledge with Moi School of Education staff in establishing a Hub of Convergence engagement framework.

Work is ongoing to finalise a Memorandum of Understanding (MoU) which would allow collaboration in indigenous knowledge systems with four other African universities, namely: Great Zimbabwe University (Zimbabwe), National University of Lesotho (Lesotho), University of Kwazulu Natal (South Africa), Walter Sisulu University (South Africa). The university also is working on signing MoUs with Ba Isago University (Botswana) and Ghana Institute of Journalism (Ghana).

Collaborative Online International Learning (COIL)

The IO is establishing the Collaborative Online International Learning (COIL), a virtual exchange, and is exploring implementing COIL with the resuscitated partnerships from the African footprint project, as well as existing partners in Europe, the US, and Asia. The IO is now working on the next phases of this initiative, which will cover West Africa starting with Ghana and Nigeria in

May and July 2024 as part of driving a deliberate agenda which prioritises African scholarship and indigenous knowledges.

Northern Europe and America

The University sustains partnerships with numerous universities from the Global North. Over the course of the year, several staff members visited countries such as Norway and Germany and several guests from universities in Europe visited Nelson Mandela University.

Vice-Chancellor Prof Muthwa let a delegation to the UK in February to meet partners and funders, as well as to discuss various areas of collaboration including funding, COIL, joint grants, and emerging areas in the humanities. MoUs were signed with the Universities of Sussex and Southampton.

In June, a delegation from Nelson Mandela University visited Oldenburg to commemorate the 25th anniversary of the academic partnership with Carl Von Ossietzky University. Both universities have agreed on a Roadmap for Cooperation 2023-2028, which is intended to strengthen existing relations in areas such as education, sustainability and marine sciences, humanities and social sciences, medicine and health sciences, and renewable energy.

Through its collaboration with Oldenburg University, the Faculty of Humanities has embarked on a research project focusing on the Digitisation of the Archive. This project will receive 2.7 million euros in initial funding over the next three years from the state of Lower Saxony and the Volkswagen Foundation in Germany.

In October, the DVC: RII led a University delegation in a high-level bilateral meeting between South Africa and Norway. The University had been nominated to be part of the Economic, Social and Technological Working group in this meeting due to its strength in ocean sciences and multidisciplinary research.

Nelson Mandela University is collaborating with the University of Utrecht and the Swedish University of Agricultural Sciences (SLU) on sustainable futures. To this end, it is jointly designing an Erasmus+ funded student exchange programme that will facilitate participation by eight students from each institution.

The University also hosted international delegations from Wuerzburg University and Ostfalia University from Germany, and St Cloud State University from the United States.

International Office Travel Grants

The inaugural Master's and Doctoral Travel Grant programme was piloted in 2023 in collaboration with the Research Development Office, with 24 applications received. After a rigorous evaluation process, 17 travel

awards were granted, totalling R328 318 and enabling nine South African and eight international trips. Scholars engaged in research, attended conferences, and collaborated with peers globally. Recipients reported valuable academic experiences, including enhanced research opportunities and cross-cultural exchange.

International Student Recruitment

Nelson Mandela University admitted 906 international students into under- and postgraduate programmes for the 2023 academic year. In addition, the University welcomed 56 study-abroad and exchange students from the US, Germany, France, and Norway. However, it must be noted that overall international student enrolments have declined significantly. Visa and immigration-related challenges, as well as finances, have contributed to this decline. Efforts are being made to engage recruitment agencies in countries of interest, to engage the Department of Home Affairs, and to work closely with alumni and other partners on recruitment plans. To this end, an IO delegation led by Dr Priscilla Mensah visited Nigeria and Ghana in West Africa for recruitment drives in October 2023. Interviews with prominent media outlets in these countries amplified this outreach.

6.3 Engagement and Transformation

The work of the Engagement and Transformation Portfolio (ETP) is dedicated to co-creating a transformative, responsive, and socially embedded university in the service of society. In this way, the University can foster a

more equal, inclusive, and just society through action and stewardship.

6.3.1 Engagement Office

The mandate of the Engagement Office is to engage and form partnerships, interacting with stakeholders and reaching out and contributing towards the sustainable development of the communities it serves. The realignment of the Engagement Office remains a priority for the ETP, with the Hubs of Convergence and Engagement Office Strategic Projects seeking to develop coherence around the concept of engaged scholarship. The Institutional Stakeholder-Community Engagement Framework, adopted in November 2023, guides the initiatives of the Engagement Office (EO) in alignment with Vision 2030. The EO has embraced a three-tier agreement framework, including the joint development agreement, partnership agreement, and memorandum of understanding in fostering relationships with various stakeholder communities.

Nelson Mandela University, in collaboration with Bath University and the University of South Africa, hosted the InsideOut Engagement Festival in November 2023 to celebrate engagement as an important institutional mission of universities. Engagement with multiple stakeholder communities "inside and outside" university spaces, alongside learning, teaching, and research, must agitate for equalising relationships placing universities side by side with communities to co-create a socially just world.

The Engagement Office hosted a Community Wellness, Empowerment, Leadership and Life Skills (CWELL)

Workshop bringing together scholars from Limerick University, North-West University, and the University of the Free State from 30 November to 1 December 2023, addressing humanising pedagogies and innovation.

Hubs of Convergence (HoC)

The Hubs of Convergence (HoC) have become a collaborative multi-stakeholder space, bringing together communities of connected action in reimagining the University. Several projects previously activated within the HoC have been brought under the umbrella of the Engagement Office, and new projects have been established through fresh relationships across the University and communities in the region, as well as national and international partnerships. Over 2023, there were several highlights within the eight hubs, a few of which are outlined in the chapter on Sustainability.

6.3.2 Transformation Office

The mandate of the Transformation Office is to promote institutional transformation through programmatic interventions focusing on the Constitutional principles of human dignity, equality, fairness, non-racism, non-sexism, and redress. The work of the TO during 2023 is outlined in more detail in the accompanying Transformation Report.

6.3.3 Engagement Entities

The following research and engagement entities form a diverse yet interconnected network of game-changing bodies whose members strive to learn from, and give back to, communities.

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

Professor Bheki Mngomezulu joined the University as the Director of the Centre for the Advancement of Non-Racialism and Democracy (CANRAD) in January 2023, flagging the start of a constructive year for the Centre. CANRAD introduced Black History Month into its calendar in February with the topic *"Why is racism still an issue in South Africa after 29 years of democracy?"*.

In March, CANRAD presented a community dialogue in Bethelsdorp exploring anti-racism. In May, the Centre launched *Decolonising African University Knowledges: Volumes 1 and 2* actively contributing to Mandela University's decolonisation imperatives. An Africa Month event was held on 31 May with the theme *"Higher education in Africa today: roles, challenges, and possible solutions"*.

In August, CANRAD hosted an event titled *"South African youth perspectives towards national elections: a critical analysis"*, supported by funding from the Konrad Adenauer Stiftung (KAS). Another event on AI, co-hosted with the Independent Electoral Commission and The Herald, took place on 29 August.

The Director of CANRAD delivered a keynote address at the UN Nelson Mandela International Day event in Perth, Australia, focusing on *"Reflections on racial discrimination, self-determination and justice in South Africa and Australia"*.

In September, CANRAD collaborated with the Azanian People's Organisation and the Pan-Africanist Students Movement Association to host events commemorating Steve Biko, culminating in the Annual Steve Biko Memorial Lecture. The Centre also co-hosted a public debate with the KAS regarding South African youth perspectives on the energy crisis and its impact.

The Centre for Women and Gender Studies (CWGS) and DSI-NRF SARChI Chair for African Feminist Imaginations (AFEMI)

Professor Babalwa Magoqwana was appointed as the new Director of the Centre for Women and Gender Studies (CWGS) from August 2023. Ongoing projects undertaken by the CWGS and the DSI-NRF SARChI Chair for African Feminist Imaginations (AFEMI) to advance gender equality include developing a Gender Transformation Framework and a Gender Mapping Database. CWGS and AFEMI are also designing and implementing two new postgraduate degree programmes in gender studies.

AFEMI Chair Professor Pumla Gqola, along with Chair members Aphiwe Ntlemeza and Tumi Mampane, presented at the African Feminisms Conference in July 2023 in Makhanda. The Centre and the Chair also successfully partnered with the University of Fort Hare to present the "*Speaking Truth to Power*" Institutional Joint Public Lecture in memory of Dr Phyllis Ntantala and Prudence Mabele in East London on 27 July.

Prof Gqola participated in a seminar as part of the Network on Decoloniality and the Curriculum, hosted by the Education Faculty at the University of Mpumalanga, and also presented at the Zeitz Museum of Contemporary Art Africa Cape Town Webinar Series.

CWGS and AFEMI have expanded global engagement, partnering with the Centre for Interdisciplinary Women's and Gender Studies at Oldenburg University.

Chair for Critical Studies in Higher Education Transformation (CriSHET) and Transdisciplinary Institute for Mandela Studies (TIMS)

The Transdisciplinary Institute for Mandela Studies (TIMS) has welcomed Professor Norman Duncan from the University of Pretoria as a visiting professor. Intra-university discussions regarding the adoption of the Mandela identity in various fields will be catalysed through an "insights" document of programmatic work over the past few years. The Chair for Critical Studies in Higher Education Transformation (CriSHET) and TIMS will continue to strengthen relations with academic networks such as Critical University Studies – South Africa and the Advancing Critical University Studies Across Africa (ACUSAfrica) Network.

In 2023, the award of the National Institute for the Humanities and Social Sciences (NIHSS) Catalytic Programme Grant for ACUSAfrica contributed to the sustainability of its work. CriSHET organised the annual ACUSAfrica Conference at the University of Ghana in partnership with Queen's University Belfast, the University of Ghana, and the Human Sciences Research Council (HSRC). This three-day conference brought together delegates from various universities and institutions in Africa and globally to advance the intellectual project of Critical University Studies in the African context. The Chair is also actively pursuing the possibility of a memorandum of understanding with the Protestant Institute of Arts and Social Sciences in Rwanda to enhance the University's presence in Africa.

The infrastructure for the user-friendly, searchable archive, Online Resource in Higher Education Transformation (ORHET), has been developed and is being populated. The fortnightly Madibaz Reading Group run by the student research assistants has been a notable contributor to building a transformative intellectual culture.

TIMS continues to pursue its vital mission of embedding the Mandela ethos while promoting human potential and social justice. During 2023, TIMS produced outputs such as *"Embodying Mandela and reflexive voices"* to map the Mandela identity at the University.

TIMS made progress across three strategic dimensions in 2023, namely:

- Ingraining the Mandela identity within the University, led by Professor Crain Soudien.
- Engaging with emerging Mandela-related scholarship to enhance the academic and social identity of the University, guided by Professor Verne Harris.

- Developing a Mandela lens for decolonial work, in collaboration with the Africanisation-Decolonisation Working Group (ADWG).

The ADWG organised the Decolonisation Indaba in May 2023, which promoted decolonisation and Africanisation across all faculties. A steering committee led by Dr Jacqueline Lück and working group coordinators developed a template to map transformative and decolonised learning and teaching initiatives.

Chair for Youth Unemployment, Employability and Empowerment (CYUEE) and Centre for Integrated Post-School Education and Training (CIPSET)

The Research Chair for Youth Unemployment, Employability and Empowerment (CYUEE) and the Centre for Integrated Post-School Education and Training (CIPSET) are reorganising their mandate and focus areas into a combined entity. Highlights of the year included Dr Francis Muronda, a leading researcher in the Africa Peer Network, visiting Zimbabwe in September 2023 as part of his international collaboration with Zimbabwean institutions. The University hosted a student dialogue session in October through CYUEE and CIPSET, with the participation of PE College and East Cape Midlands College student leaders. CIPSET has also completed the second and third phases of the research in the realm of renewable energy for the Presidential Climate Commission (PCC).

HIV and AIDS Research Unit

The HIV and AIDS Research Unit has embarked on a new research project titled *"Exploring the convergence* *of traditional and orthodox models of managing communicable and non-communicable diseases in selected countries in the South African Development Communities (SADC) region"*. The Unit has designed three short learning programmes, namely HIV and AIDS Curriculum Integration, Workplace Wellness, and Gender-Based Violence. The Unit also participated in a workshop organised by the Southern Africa Development, Research and Training Institute on healing the wounds of manhood and masculinities, as part of the prevention of GBV and femicide.

6.3.4 Institutional Public Lectures

Institutional Public Lectures (IPLs) provide platforms for engagement with the public. The following IPLs were highlights of 2023.

Griffiths and Victoria Mxenge Memorial Lecture

Held on 20 July, Chief Justice Raymond Zondo presented an address on the topic: *"The role and significance of a strong judiciary in South Africa's Constitutional democracy"*. This event also included the naming of the new Law Building after the late Judge Pius Langa.

Florence Mabele and Phyllis Ntantala Lecture

Co-hosted with the University of Fort Hare, this lecture was held on 27 July in East London and presented by Dr Stella Nyanzi. The topic was *"Speaking truth to power"*.

Dr Brigalia Bam Inaugural Institutional Public Lecture

Presented on 25 August, a trio of speakers, Dr Brigalia Bam, Dr Phumzile Mlambo-Ngcuka and Dr Sithembile

Mbete spoke to the theme: *"Democracy: more than just elections"*.

Raymond Mhlaba Annual Institutional Public Lecture

Presented on 6 September, Prof Sydney Mufamadi spoke on *"What does it take to create a society of Raymond Mhlaba's aim?"*

13th Steve Biko Institutional Public Lecture

The Steve Biko public lecture was held on 12 September 2023 and presented by former Statistician-General, Dr Pali Lehohla, with a response by Prof Barney Pityana. Dr Lehohla spoke on the topic of *"Activating the agency of the people to free the land, the mind and the spirit"*.

6.4 Awards and Achievements

Nelson Mandela University academic staff continue to excel locally, provincially, and nationally.

AFEMI Chair Professor Gqola received an honorary doctorate from Stellenbosch University in October, in recognition of her contributions to academia and the impact that her work in literary and cultural studies has had on social transformation in the higher education sector in South Africa.

In the last quarter of 2023, Nelson Mandela University students participated in the Global Challenges University Alliance's (GCUA) online postgraduate courses. Ms Olwethu Poswayo, a doctoral student in the Chemistry department, was announced the winner of the 2023 GCUA 2030 PhD thesis award.

6.4.1 Vice-Chancellor's Excellence Awards

Excellence is one of Nelson Mandela University's six values and high-performing academic, professional, administrative and support service (PASS) staff are recognised annually through the Vice-Chancellor's Excellence Awards in the categories of research, learning and teaching, creative outputs, and institutional support.

Research and Innovation Awards

Researcher of the Year
Prof Syden Mishi, Economics, Faculty of Business and Economic Sciences

Research Excellence Award
Prof Magda Minguzzi, Architecture, Faculty of Engineering, the Built Environment and Technology

Research Excellence Award
Prof Anass Bayaga, Secondary School Education, Faculty of Education

Emerging Researcher of the Year

Dr Zikhona Tywabi-Ngeva, Chemistry, Faculty of Science

Faculty Researcher and Emerging Researcher of the Year Awards

Researcher of the Year
- Prof Syden Mishi, Faculty of Business and Economic Sciences
- Prof Anass Bayaga, Faculty of Education
- Prof Sijekula J Mbanga, Faculty of Engineering, the Built Environment and Technology

- Prof Ilse Truter, Faculty of Health Sciences
- Prof Leah Ndimurwimo, Faculty of Law
- Prof Janine Adams, Faculty of Science

Integrative Researcher of the Year: Sustainable (Green) Research

Prof Syden Mishi, Faculty of Business and Economic Sciences

Emerging Researcher of the Year

- Dr Thobekile Qabhobho, Faculty of Business and Economic Sciences
- Dr Zakhile Somlata, Faculty of Education
- Mr Vuyolwethu Mdunyelwa, Faculty of Engineering, the Built Environment and Technology
- Mr Johannes Sibeko, Faculty of Humanities
- Mr Mahlubandile Ntontela, Faculty of Law
- Dr Rao Appadu, Faculty of Science

Innovation Excellence Award (Team)

Dr Carla Kapman and the Innoventon Downstream Chemical Technology Station team, Innoventon, Faculty of Science

Emerging Innovation Excellence Award

Dr Gaathier Mahed- Geoscience, Faculty of Science

Innovation Excellence Project Award

Prof Farouk Smith- Mechatronics, Faculty of Engineering, the Built Environment and Technology

Faculty Teacher and Emerging Teacher Awards

Teacher of the Year
- Ayanda Simayi, Faculty of Education
- Tanya Wagenaar, Faculty of Law
- Leizel Williams, Faculty of Science

### Emerging Teacher of the Year

- Storm Watson, Faculty of Business and Economic Sciences
- Tarryn Lovemore, Faculty of Education
- Jacqueline Maholo, Faculty of Law

Creative Outputs

Awards are given for exceptional creative research outputs emanating from fine and visual arts; music; theatre, performance, dance; design; film and television, and literary arts.

Performance of the Year

Dr David Bester, Music, Faculty of Humanities
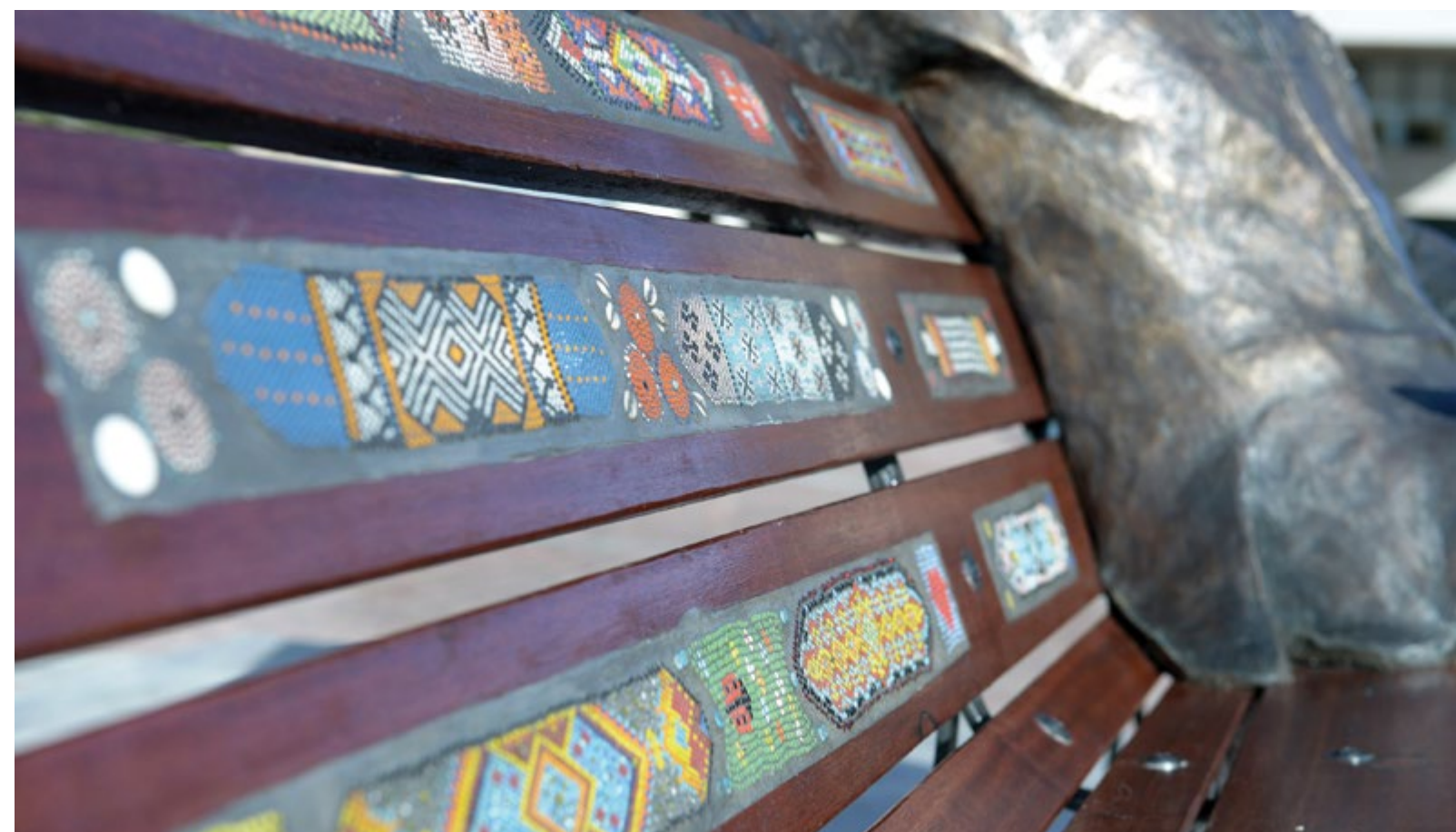
Creative Arts of the Year (Team)

Prof Subeshini Moodley and Dr Tarryn Rennie, Online Archival Repository: Media, Faculty of Humanities

Engagement Awards

The Engagement awards are divided into individual, project, and team awards.

Emerging Engagement Excellence Award:

- Dr Noluvo Rangana and the Beacons of Hope Project
- Thomas Terblanche and the Muir Bicentennial Project

Engagement Excellence Award (Social Sciences and Humanities)

Prof Magda Minguzzi and the First Indigenous Peoples Leaders Partnership

Engagement Excellence Award (STEM)

Isabel van Gend and STEM in Action

Engagement Excellence Project Award (Social Sciences and Humanities)

Prof Subeshini Moodley and Dr Tarryn Rennie, Online Archival Repository: Media

Engagement Excellence Project Award (STEM)

Dreyer Bernard and the eNtsa Industrialisation of Friction Stir Welding

Engagement Excellence Team Award

- Andrea Govender and the Alumni Initiative: Perception vs Reality
- Julien de Klerk and the eNtsa Automotive Localisation Testing (ALT) Programme

Professional, Administrative and Support Services

The following employees were acknowledged for excellence in the Professional, Administrative and Support Services (PASS) category.

- **Peromnes level 5–7:** Dr Denise Schael, Senior Manager External Opportunities: Research Support and Management
- **Peromnes level 8–9:** Chenel Robey, System Engineer: ICT Services
- **Peromnes level 10–12:** Jacqueline Smith, Executive Assistant: Executive Dean of Education, Faculty of Education.

6.5 Conclusion

Nelson Mandela University strives to build a more democratic, inclusive society in which the pursuit of knowledge contributes to the promotion of social justice and equality. To this end, the University pursues the cultivation of an inclusive and affirming intellectual culture, which liberates the human potential of all students, staff, and communities. Through humanising pedagogies, innovative research and innovation, and transformative engagement, the University is making strides as it pursues its mission to offer a diverse range of life-changing educational experiences for a better world.

Professor Sibongile Muthwa
Chairperson of Senate

7 ACADEMIC SIZE AND SHAPE
PERFORMANCE REVIEW

7.1 Vision 2030 Performance Indicator Framework

Nelson Mandela University's Annual Performance Plan 2023 (APP 2023) constitutes the basis for monitoring and evaluating progress at institutional level in relation to the key performance indicators (KPIs) for academic core missions. These are referred to in the Vision 2030 Strategy as Strategic Focus Areas (SFAs), as indicated in the Strategic Overview, and include humanising learning and teaching, impactful research, innovation and internationalisation, transformative engagement, and student access for success.

The Management Committee (MANCO) approved the Vision 2030 institutional Monitoring, Evaluation, Reporting, and Learning (MERL) Framework on 18 May 2022 and the subsequent revised, Vision 2030-aligned, version was approved on 17 May 2023. The dimensions of the institutional Vision 2030 MERL Framework are visually depicted in Figure 6 on page 16.

Specific performance indicators in the Vision 2030 MERL Framework are fully aligned with the broad policy goals that are articulated in higher education policy, as well as the strategic focus areas articulated in Vision 2030. Qualitative and quantitative data for each of the indicators are analysed and reported to Council each quarter, which in turn informs annual reporting to regulatory and statutory bodies such as the Department for Higher Education and Training (DHET).

This report therefore includes the required DHET indicators for annual performance reporting (see Table 1 below), as well as an expanded set of key quantitative performance indicators, which align with the Vision 2030 strategic focus areas (SFAs) of the University.

7.2 Annual Performance Report: Performance Indicators

The University pursues a sustainable growth strategy in terms of student enrolments, staff capacity, financial resources, and infrastructural facilities. As a comprehensive university, the balance between diploma and degree enrolments, as well as between undergraduate (UG) and postgraduate (PG) enrolments is closely monitored. Furthermore, enrolment targets are informed by various strategic considerations, such as the distinctive academic mandate and identity of a comprehensive university; the student intake profile; current and emerging research capabilities; the qualifications profile and research outputs of academic staff; and academic planning and curriculum renewal across all faculties.

DHET Performance Indicators

Table 1 provides an overview of the student access and success, staff profile, and research output indicators that DHET requires all universities to report on, accompanied by their associated targets for 2023. This will be complemented by a comprehensive analysis of additional quantitative indicators to monitor and evaluate progress in implementing the Vision 2030 SFAs, which can be assessed quantitatively.

7.3 Performance Indicators for the Vision 2030 Strategic Focus Areas

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

KEY PERFORMANCE AREA	HEMIS 2021 AUDITED	HEMIS 2022 AUDITED	HEMIS 2023 2ND SUBMISSION	YEAR ON YEAR CHANGE	APP 2023 TARGET	ACTUAL VERSUS TARGET VARIANCE
A. Access						
Headcount totals						
First-time entering undergraduates	5 916	8 555	6 917	-19.1%	7 185	-3.7%
Headcount enrolments	29 735	32 320	31 400	-2.8%	31 360	0.1%
Headcount enrolments (Foundation Provisioning)	2 388	3 291	3 693	12.2%	3 371	9.6%
Headcount enrolments total UG	26 134	28 698	28 089	-2.1%	27 300	2.9%
Headcount enrolments total PG	3 441	3 410	3 143	-7.8%	3 820	-17.7%
Occasional Students	160	212	168	-20.8%	240	-30%
Enrolments by major field of study						
Science and Engineering, Technology	10 421	10 976	10 463	-4.7%	10 983	-4.7%
Business/management	9 501	10 917	11 212	2.7%	10 042	11.7%
Education	2 254	2 175	2 241	3.1%	2 510	-10.7%
Other humanities	7 559	8 252	7 484	-9.3%	7 845	-4.6%
Distance education enrolments	16	20	21	5%	20	5%
B. Success						
Graduates UG	6 025	6 102	4 712	-22.8%	6 135	-23.2%
Graduates PG	1 242	1 271	1 103	-13.2%	1 501	-26.5%
Success rate	84%	81%	74%	-8.4%	83%	-10.6%
Undergraduate output by scarce skills						
Engineering	381	402	200	-50.2%	380	-47.3%
Life and physical sciences	256	193	148	-23.3%	248	-40.3%
Animal and human health	406	344	339	-1.6%	495	-31.6%
Teacher education *	501	390	380	-2.6%	558	-31.9%
Scarce skills success rate	88%	84%	81%	-3.3%	87%	-6.7%
*Includes PGCE - See below for breakdown of teacher education outputs.						
Teacher Education						
B Ed	403	273	281	2.9%	414	-32.1%
PGCE	98	117	99	-15.4%	144	-31.3%
Total	501	390	380	-2.6%	558	-31.9%
C: Staff profile						
Percentage of staff with doctoral degrees	47%	45%	46%	1.7%	47%	-2.6%
Number of NGAP staff	17	16	18	12.5%	17	5.9%
Ratio of FTE students to FTE instructional or research staff	27	29	28	-3.6%	29	-2.3%
D. Research output						
Publication units per FTE staff	0.68	0.66	**0.67	1.5%	0,80	-16.3%
Research Master's graduates	224	219	204	-7%	265	-23.1%
Doctoral graduates	96	83	93	12%	88	5.7%
Publication units	581	556	**573	3.1%	565	1.4%

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

*** This data is preliminary. Final data will only be available by the end of 2024 once DHET has reviewed the publication output units for books, chapters in books and conference proceedings.*

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

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

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

As indicated in Table 2 undergraduate enrolments grew at a high rate of 3.5% on average per annum from 2020 to 2023.

In 2022, the University experienced unprecedented growth in enrolments from 29 735 in 2021 to 32 320 (8.8% increase), because of a first-time entering (FTEnt) UG intake of 8 555, which was 30.0% above the APP 2022 target of 6 580. The sharp increase in the number of first-time entering students placed a strain on the available resources of the University, such as lecturing venues and the student transport system. In addition, the overall student: staff full-time equivalent (FTE) ratio increased from 27:1 to 29:1, which was 3.6% higher than the target ratio of 28:1.

Considering these factors, the University set lower FTEnt UG enrolment targets for 2023 in the revised Mid-Term Review Enrolment Plan for 2023 to 2025. This was intended to ensure that the quality of learning and teaching was not adversely affected by enrolment growth. In total, the University had an average annual growth rate of 2.4% in headcount enrolments over the 2020 to 2023 period, which can mainly be attributed to the high growth in UG enrolments.

Enrolments increased for all UG qualification types from 2020 to 2023, especially for UG diplomas and certificates and advanced diplomas. Advanced diplomas were introduced to replace the former BTech degrees that were phased out in alignment with the Higher Education Sub-Qualification Framework (HEQSF) requirements. Advanced diplomas grew on average by 3.9% per annum over this period. Despite this, advanced diploma enrolments for 2023 numbered 1 723 compared to the APP 2023 target of 1 845, which was 6.6% below the target. It appears that the target was set too high in view of the steep growth rates in the initial years, during the introduction of these qualifications, but that the growth has now stabilised.

UG diplomas and certificates showed a very high average annual growth rate of 5.5% on average per annum from 2020 to 2023. A possible explanation for this is that the University is enrolling higher percentages of students from quintile 1-3 schools. These students are coming from a resource-deprived schooling environment and higher proportions qualify for diploma studies. The decline of 548 enrolments from 12 370 in 2022 to 11 822 in 2023 resulted from the implementation of enrolment caps on the first-time entering intake in 2023 due to the over-enrolment of FTEnt students in 2022.

UG degree enrolments grew at an average annual rate of 1.9% over the 2020 to 2023 period. This growth rate was much lower than that of diplomas but can be explained by the fact that BTech degrees were phased out during this period and replaced by advanced diplomas. The UG degree enrolment figure of 14 544 in 2023 was 1.6% higher than the target of 14 315. In total, UG enrolments grew at an average annual rate of 3.5% over the 2020 to 2023 period, with 28 089 enrolments compared to the target of 27 300, which was 2.9% above the target.

Postgraduate enrolments remain disappointing. These have declined from 3 731 in 2020 to 3 143 in 2023, an average decline of 5.6% per annum and 17.7% below the

Qualification Type	2020	2021	2022	APP 2023 targets	2023 actuals	% Deviation from 2023 targets	Average annual growth rate 2020-2023
UG Diploma or Certificate	10 077	10 650	12 370	11 140	11 822	6.1%	5.5%
Advanced Diploma	1 538	1 751	1 752	1 845	1 723	-6.6%	3.9%
UG Degree	13 752	13 733	14 639	14 315	14 544	1.6%	1.9%
Total UG	**25 367**	**26 134**	**28 698**	**27 300**	**28 089**	**2.9%**	**3.5%**
PG Diploma	647	500	527	612	427	-30.2%	-12.9%
Honours	761	770	829	868	730	-15.9%	-1.4%
Master's	1 741	1 556	1 486	1 700	1 429	-15.9%	-6.4%
Doctoral	582	615	568	640	557	-13.0%	-1.5%
Total PG	**3 731**	**3 441**	**3 410**	**3 820**	**3 143**	**-17.7%**	**-5.6%**
Occasional	188	160	212	240	168	-30.0%	-3.7%
Grand total	**29 286**	**29 735**	**32 320**	**31 360**	**31 400**	**0.1%**	**2.4%**

Table 2: Total headcount enrolments by qualification type and qualification level, 2020-2023
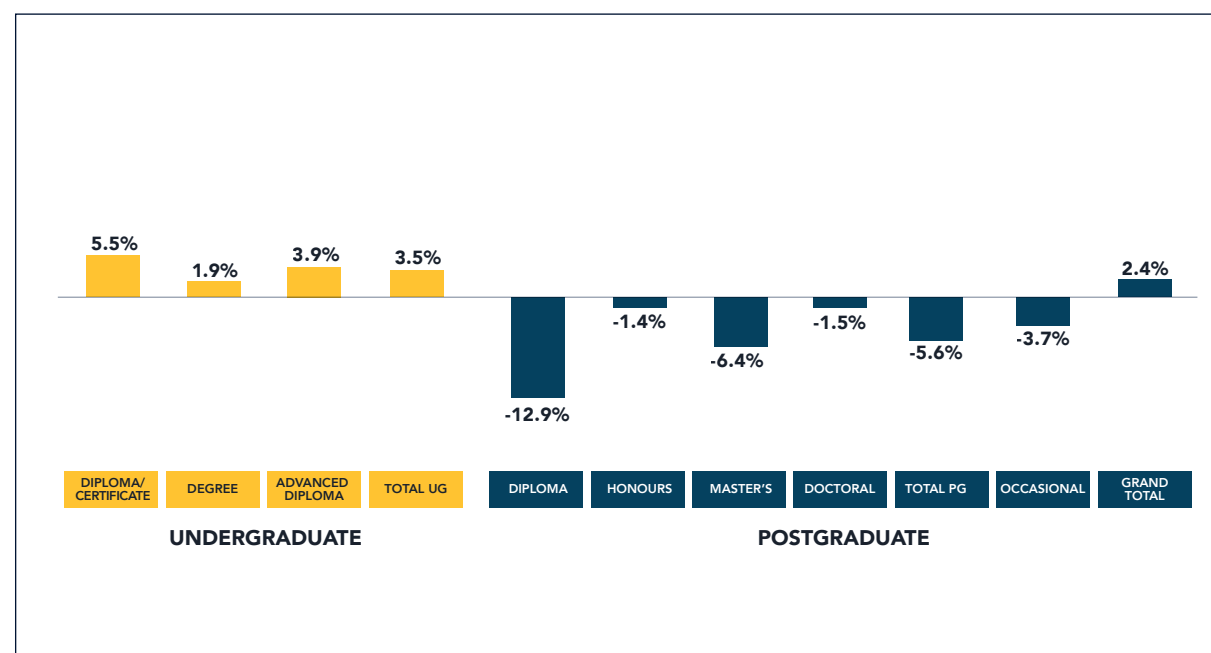
Figure 10: Average annual growth rate by qualification type, 2020-2023

target of 3 820. Enrolments across all PG qualifications were below the targets. The PG diploma enrolments of 427 were 30.2% below the target of 612 and have been declining at an average annual rate of 12.9%. Honours enrolments in 2023 (730) were 15.9% below the target of 868 and showed an average annual decline of 1.4% per annum from 761 to 730 over the 2020 to 2023 period.

The decline in Master's enrolments is most concerning, shrinking at an average annual rate of 6.4% over this period, moving from 1 741 in 2020 to 1 429 in 2023. The 2023 enrolment of 1 429 was 15.9% below the target of 1 700. Doctoral enrolments declined by 1.5% on average per annum over the same period, from 582 in 2020 to 557 in 2023 which was 13% below the APP 2023 target of 640.

Reasons for PG enrolment declines include the following:

- The financial support available to PG students does not cater for the number of academically eligible, financially needy students wishing to pursue PG studies, especially those who received NSFAS funding at UG level.
- Restricted supervisory capacity remains one of the most significant impediments to an increase in PG enrolments. This is caused largely by the retirement of senior academics with doctoral qualifications.
- Declines in international student enrolments, worsened by the COVID-19 pandemic, also contributed to the decline in PG enrolments.

The University is developing various targeted strategies to stimulate PG enrolment growth. Among these, efforts are being made to secure external funding for PG students through fellowships offered by the National Research Foundation (NRF), but these opportunities are highly competitive. To mitigate this, the strategic resource

mobilisation endeavours of the University will be geared towards securing additional third-stream funding for PG scholarships and bursaries.

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

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

7.3.2 Performance Indicator 2: Demographic profile of students

As can be seen from Table 3, the demographic profile of the student population is changing rapidly. Black (African, Coloured, Indian) students increased from 26 590 enrolments in 2021 to 29 208 enrolments in 2023, while White student enrolments continued to decline from 3 145 in 2021 to 2 192 in 2023.
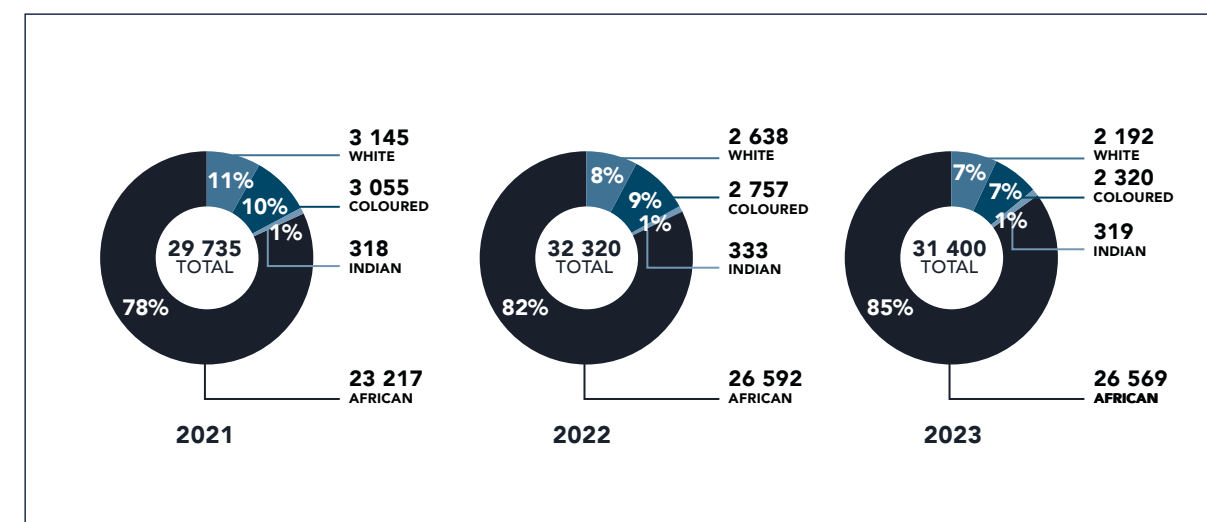

Figure 11: Percentage headcount enrolments by population group, 2021-2023

Population Group	2021	2022	2023 targets	2023
African	23 217	26 592	26 359	26 569
Coloured	3 055	2 757	2 824	2 320
Indian	318	333	314	319
White	3 145	2 638	1 883	2 192
Grand Total	29 735	32 320	31 380	31 400

Table 3: Total headcount enrolments by population group*, 2021-2023
*Throughout this report, population group is reported on using the classifications prescribed in the Employment Equity Act

Figure 11 indicates that the percentage of African students increased from 78% in 2021 to 85% of total enrolments in 2023 (1% more than the target), while that of White students decreased from 11% in 2021 to 7% in 2023 (which was also 1% more than the target). The percentage of Coloured students decreased from 10% in 2021 to 7% in 2023 (2% below the target), while Indian student enrolments remained stable at 1%.

Female enrolments continued to increase from 16 431 in 2021 to 18 448 in 2023, with male enrolments decreasing from 13 304 in 2021 to 12 952 in 2023 (see Table 4).

Figure 12 shows that female enrolments continued to increase from 55%, as a proportion of total enrolments, in 2021 to 59% in 2023, while male enrolments decreased from 45% to 41%. The target was to increase the male enrolments to 45% because the continued decline in the percentage of male enrolments is of concern. The University is striving to improve the enrolment of male students and address their poorer academic performance compared to female students.

The profile of the student intake has also been changing rapidly over recent years as it relates to the percentage of students coming from quintiles 1 to 3 schools, which are the most resource deprived. Table 5 shows that the intake from quintile 1 to 3 schools increased from 61% in 2021 to 65% in 2023. The high increase in students from these schools requires expanded holistic, wraparound support services

Gender	2021	2022	2023 targets	2023
Female	16 431	18 464	17 259	18 448
Male	13 304	13 856	14 121	12 952
Total	29 735	32 320	31 380	31 400

Table 4: Total headcount enrolments by gender, 2021-2023
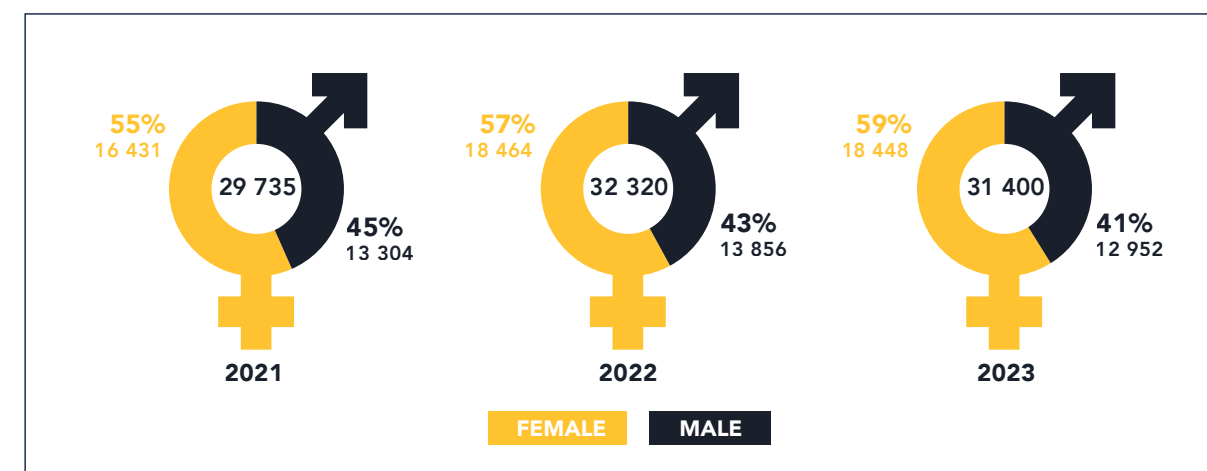
Figure 12: Percentage headcount enrolments by gender, 2021-2023

	2021	2022	2023 targets	2023 actuals
Private or Other	8%	8%	11%	8%
Quintile 1	15%	15%	16%	15%
Quintile 2	15%	16%	17%	16%
Quintile 3	31%	35%	33%	34%
Quintile 4	10%	9%	9%	9%
Quintile 5	21%	17%	14%	18%

Table 5: School quintile profile of first-time entering students (matriculants), 2021-2023

to ensure that these students achieve their full academic potential irrespective of their socio-economic background.

Drawing a higher percentage of students from more disadvantaged backgrounds has resulted in a rapid increase in foundation provisioning (extended programmes) enrolments from 2 388 in 2021 to 3 693 in 2023. Table 6 indicates that the 2023 foundation enrolments were 10% above the target of 3 371. Foundation programme enrolments increased by 16% on average per annum from 2021 to 2023. The consistent growth in these programmes is encouraging since research has shown that expanded foundation provisioning contributes to student success.

2021	2022	2023 Target	2023 Actual	Deviation from target	Average annual growth rate 2021-2023
2 388	3 291	3 371	3 693	10%	16%

Table 6: Foundation programme headcount enrolments, 2021-2023

Figure 13 indicates that the percentage of differently abled students has remained stable at 1.1% for 2021 (327) and 2023 (345).
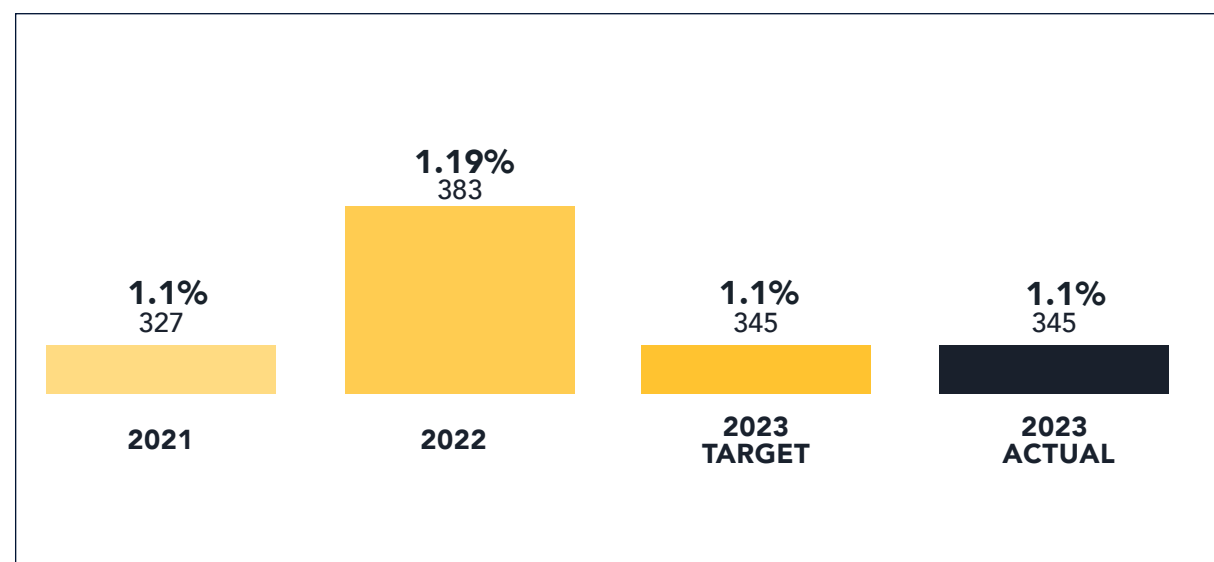
The University strives to ensure that all campus facilities are accessible to students with disabilities and every reasonable attempt is made to provide students with assistive devices and technologies, and the accommodations they require. To create an inclusive and enabling environment for differently abled students, Universal Accessibility and Disability Services (UADS) offers the following services:

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

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

In 2021, most students at Mandela University were enrolled in science, engineering, and technology (SET) (35%), followed by business and commerce (32%). Other humanities programmes constituted 25% of enrolments and education 8% (see Figure 14). By 2023, business and commerce represented 36% of enrolments, largely attributed to sharp enrolment increases in the UG diplomas in this field. Enrolments in UG diplomas and certificates experienced the highest growth rate, of 5.5% on average per annum. Enrolments in other humanities declined

Figure 13: Percentage of differently abled students, 2021-2023

Major field of study	2021	2022	2023 targets	2023 actuals	Deviation from 2023 targets
Science, Engineering and Technology	10 421	10 976	10 983	10 463	-5%
Business and Commerce	9 501	10 917	10 042	11 212	12%
Education	2 254	2 175	2 510	2 241	-11%
Other Humanities	7 559	8 252	7 845	7 484	-5%
Total	**29 735**	**32 320**	**31 380**	**31 400**	**0%**

Table 7: Headcount enrolments by major field of study, 2021-2023

slightly from 25% in 2021 to 24% in 2023, with a similar decline in education enrolments from 8% in 2021 to 7% in 2023. Enrolments in the field of education declined by 0.6% in total and enrolments in other humanities by 1.0% in total over the period 2021 to 2023.

Although the targets aimed to shrink enrolments in business and commerce from 34% to 32% the opposite happened. Rather, the proportion increased further to 36% due to the popularity of diploma programmes in business and commerce. SET enrolments declined from 35% in 2021 to 33% in 2023 (see Figure 14) due to a low enrolment growth rate of only 0.4% in these fields.

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

An Enrolment Management Committee (EMC) was established in 2021 to develop strategies to address the trend of the low rates of conversion from admissions to

enrolments, with a view to implementing the proposed solutions for the 2022 intake. Five transversal workstreams were established to address issues affecting intake such as the admissions process, financial aid and accommodation issues, IT support and integration, communication and marketing, and the orientation programme for first-time entering students. The interventions implemented by the EMC are bearing fruit and, in 2023, enrolments were only 2.9% below the target with 6 979 enrolments compared to the target of 7 185 (see Figure 15).

7.3.4 Performance Indicator 4: Actual versus approved teaching input units

At an overarching level, the actual teaching input units of the University in 2020 stood at 49 435, compared to the approved funded teaching input units of 54 194. This was 8.8% below the approved target, which falls outside the acceptable deviation range of 2%. In 2021 and 2022, the deviations worsened, with 2021 actual teaching inputs (49 014) falling 11.8% below the target of 55 594, and the 2022 actual teaching inputs (51 088) falling 9.9% short of the approved funding units of 56 717. These trends, depicted in Figure 16, had a negative impact on the
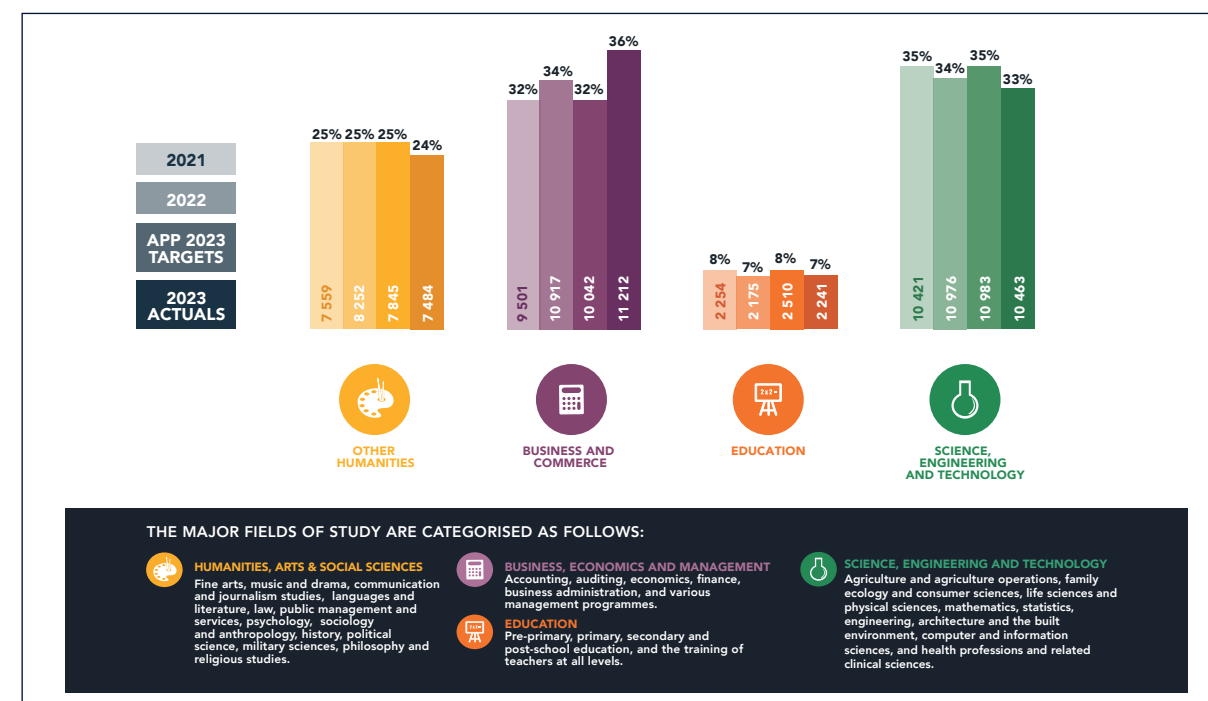

Figure 14: Percentage distribution of headcount enrolments by major field of study, 2021-2023
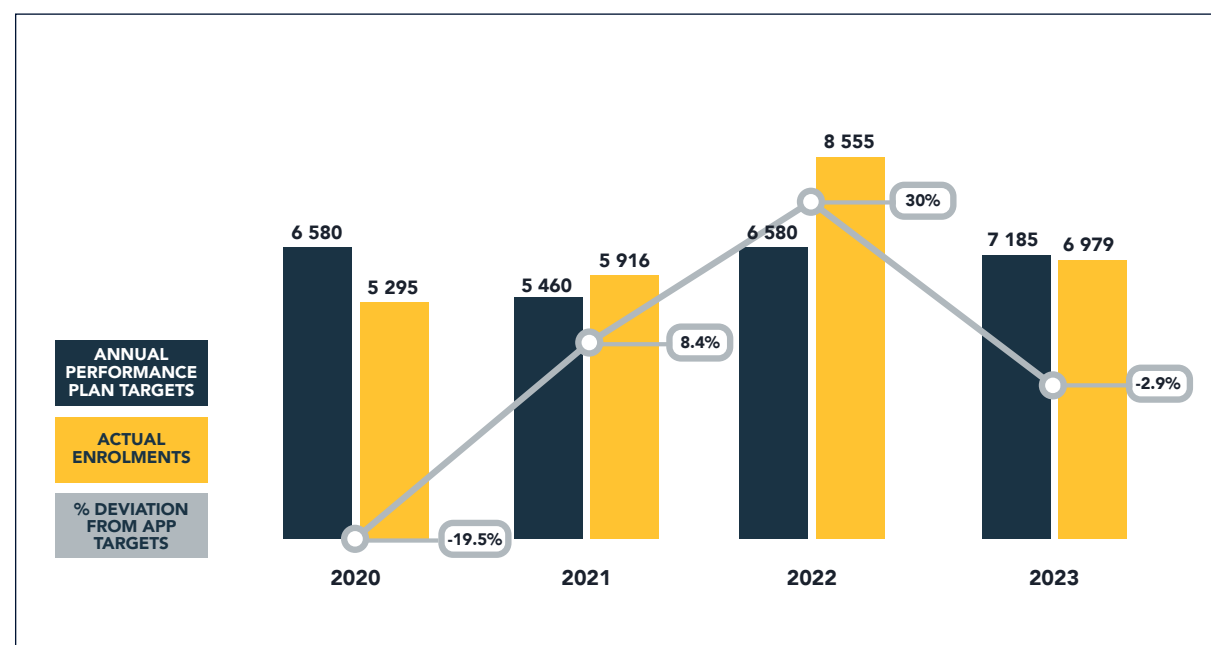
Figure 15: First-time entering student enrolments relative to targets, 2020-2023

teaching input subsidy allocation to the University and were mainly due to the non-achievement of PG enrolment targets. The University will continue to implement wide-ranging strategies to reverse these concerning trends.

Preliminary data for 2023 indicates a 3.5% shortfall of actual teaching input units of 49 887, compared to the approved teaching input units of 51 705. The shortfall in 2023 was much lower than in previous years. Considering the non-achievement of PG enrolment targets over recent years, the University has set lower targets for PG enrolments for the period 2023 to 2025 than those in the original 2020 to 2025 enrolment plan. This will lead to lower teaching input unit targets than those based on the

previous enrolment plan, but the shortfall should be less significant than during the period 2020 to 2022.

7.3.5 Performance Indicator 5: Student success rates in coursework modules

The student success rate is defined as the percentage of enrolled credits successfully completed. According to the APP 2023, the 2023 student success rate target for both coursework and research modules was 83% (see Figure 17). The success rate increased steeply from 79% in 2019 to 85% in 2020, and then declined to 84% in 2021. The high success rates in 2020 and 2021 were a national trend and can probably be attributed to continuous assessment being widely implemented during the COVID-19
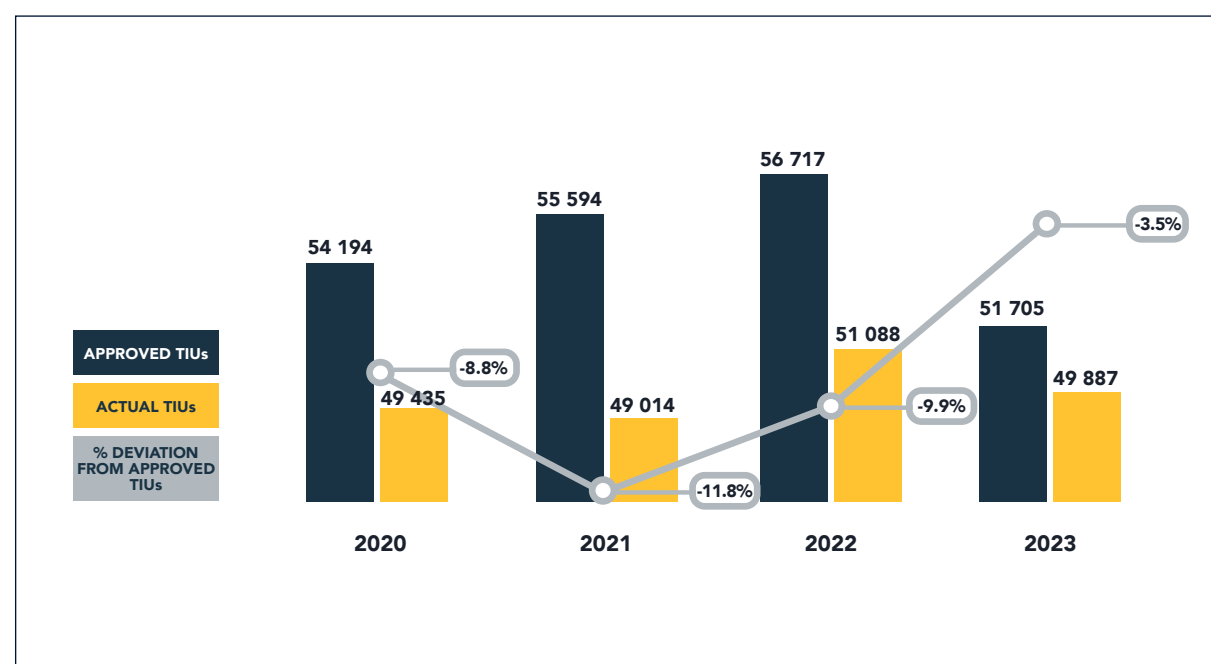
Figure 16: Achievement of the approved Teaching Input Unit (TIU) targets, 2020-2023
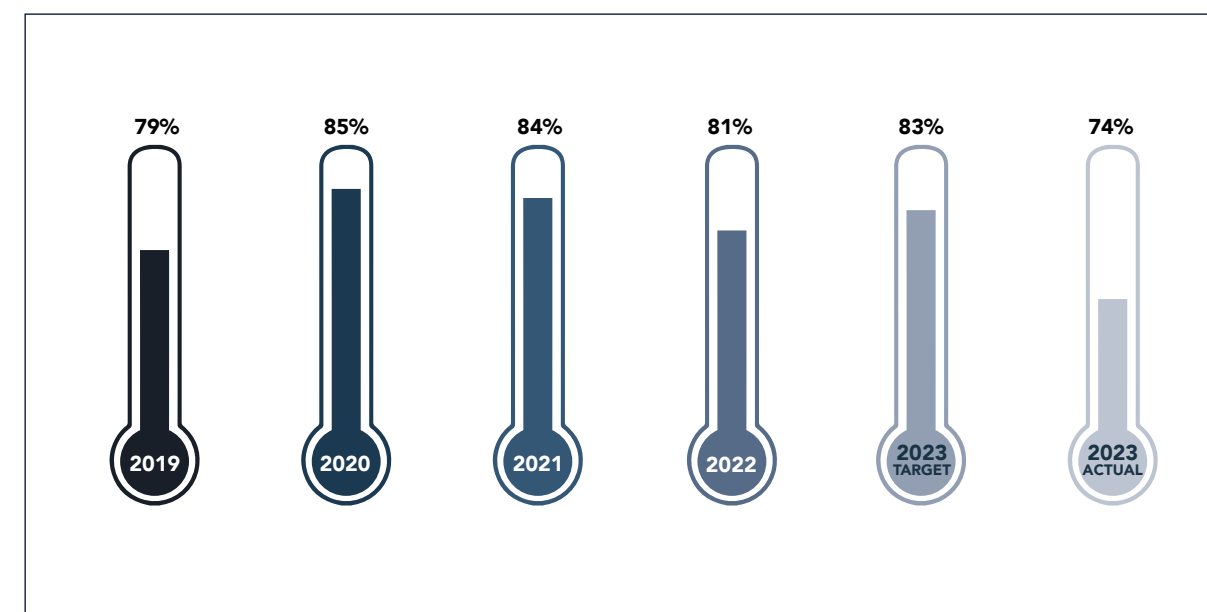
Figure 17: Success rate for all modules, 2019-2023

pandemic. Students were given multiple opportunities for online assessment due to the challenges experienced with the rapid transition to emergency remote learning and formal, summative examinations were not possible in most instances.

In 2022, when students returned to campus, the success rate dropped to 81%, as a result of assessment practices returning to normal without special concessions and arrangements. In many instances, students did not complete the full curriculum in 2020 and the academic year rolled over to 2021, shortening the 2021 academic year, which probably impacted on the success rates in subsequent years.

The University aimed to increase the success rate from 81% in 2022 to 83% in 2023. However, the success rate for all modules (coursework and research) declined to 74%, which is the lowest success rate at the University in many years. This will be investigated more thoroughly, but possible factors contributing to this low success rate are:

• A sizeable increase in students from resource-deprived quintile 1 to 3 schools enrolling at the University. Many of these learners have received inadequate career counselling at their schools and enrol for qualifications

that are not necessarily their first choice. This impacts on their motivation levels and academic performance, especially in the first year of study.

• The impact of incomplete learning and curriculum coverage during the COVID-19 pandemic on all students.

• With the shift back to face-to-face learning and teaching, students are expected to attend classes, yet many are not doing so, since they have become accustomed to learning online.

• The transition from continuous assessment during the pandemic to formal summative examinations has had a significant impact on most students.

In the APP 2023, the success rate indicator was expanded to include disaggregated data for coursework modules according to population group, gender, FTEnt status, and NSFAS-funded students. The success rate for coursework modules is normally higher and, in the APP 2023, a target of 83% for 2023 was set for these modules (see Table 8 and Figure 18). The student success rate in coursework modules increased from 79% in 2019 to 86% in 2020, but decreased slightly to 84% in 2021. A slightly lower target of 83% was set for coursework modules for 2022, and the University achieved a success rate of 81%. As indicated above, the success rate for coursework modules declined

Population group	2021			2022			2023 target			2023 actual		
	F*	M*	Total	F	M	Total	F	M	Total	F	M	Total
African	86%	78%	83%	84%	75%	80%	85%	77%	82%	75%	68%	72%
Coloured	89%	84%	87%	88%	82%	86%	88%	83%	86%	84%	76%	81%
Indian	91%	86%	89%	90%	85%	88%	90%	85%	88%	84%	84%	84%
White	95%	89%	92%	94%	88%	91%	94%	88%	91%	93%	87%	90%
Total	**87%**	**80%**	**84%**	**85%**	**77%**	**81%**	**86%**	**79%**	**83%**	**77%**	**70%**	**74%**

Table 8: Success rate in coursework modules by population group and gender, 2021-2023
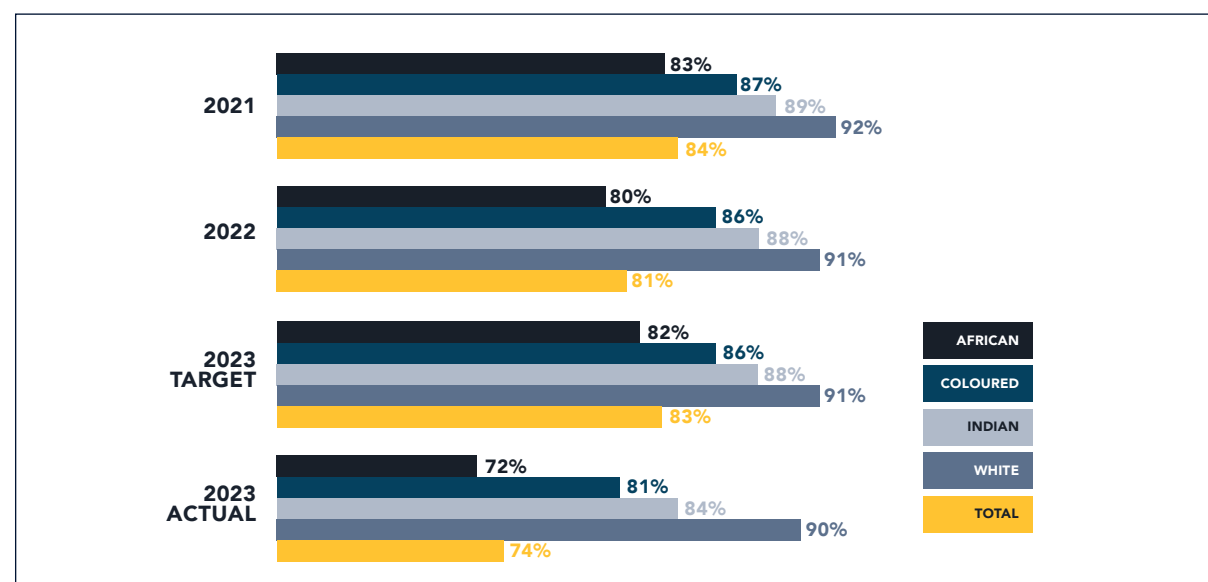* F = Female; M = Male

Figure 18: Student success rates in coursework modules by population group, 2021-2023

to 74% in 2023 and targeted interventions will be required to reverse this trend.

As Table 8 shows, the difference in success rate between students of the various population groups remains a matter of concern with an 18% achievement gap between White (90%) and African students (72%). As indicated in both Table 8 and Figure 18, the success rate of African students was 10% below target. The success rate of Coloured students was 5% below target, while the success rate of Indian students was 4% below target. The success rate of White students was 1% below target. It is foreseen that it will take time to narrow this achievement gap, especially since more African students from socio-economically deprived schools (quintiles 1 to 3) are enrolling at the University. However, the University will continue to provide expansive student support to academically vulnerable students to maximise their opportunities for success.

In terms of gender, Figure 19 indicates that female students had a much higher success rate (77%) in 2023 compared to male students (70%). This trend is consistent for all population groups. The performance gap between female and male students remained at 7% in 2021 and 2023. The overall success rate of females (77%) was 9% below the target of 86% and the overall male success rate (70%) was 9% below the target of 79%.

The pandemic significantly disrupted core academic missions in 2020 and 2021. At the same time, however, the crisis also catalysed innovative solutions that including increased use of technology-rich learning and teaching. Interestingly, Figure 20 shows that, in 2021, first-time entering undergraduate students had the same success rate of 84% for coursework modules as the average for all students in 2021. This can possibly be attributed to the
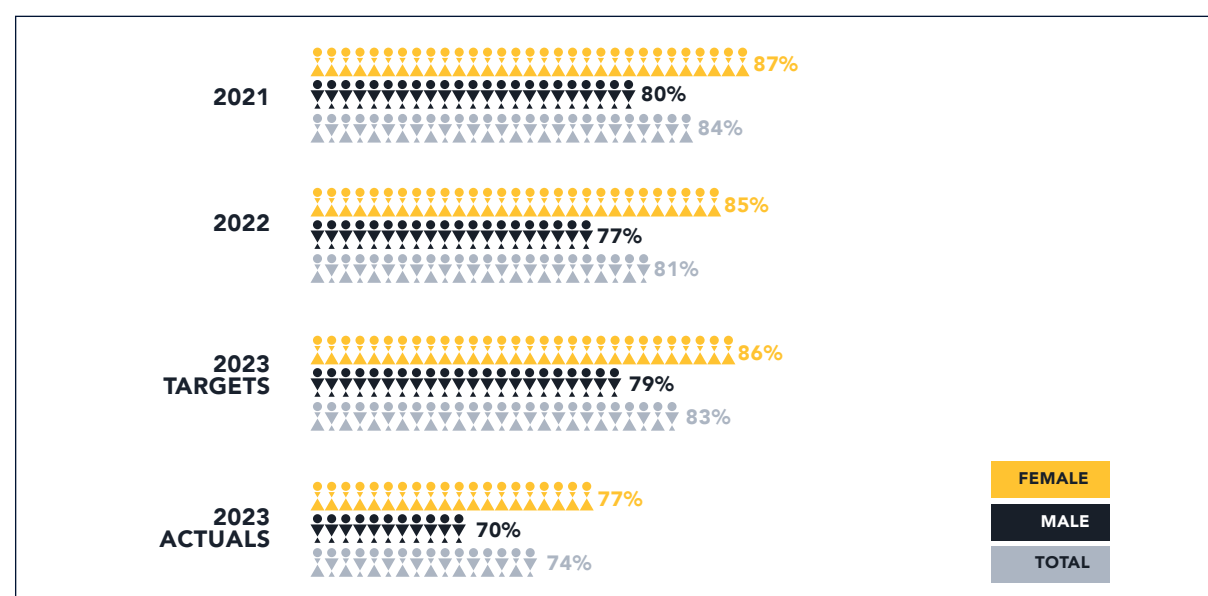

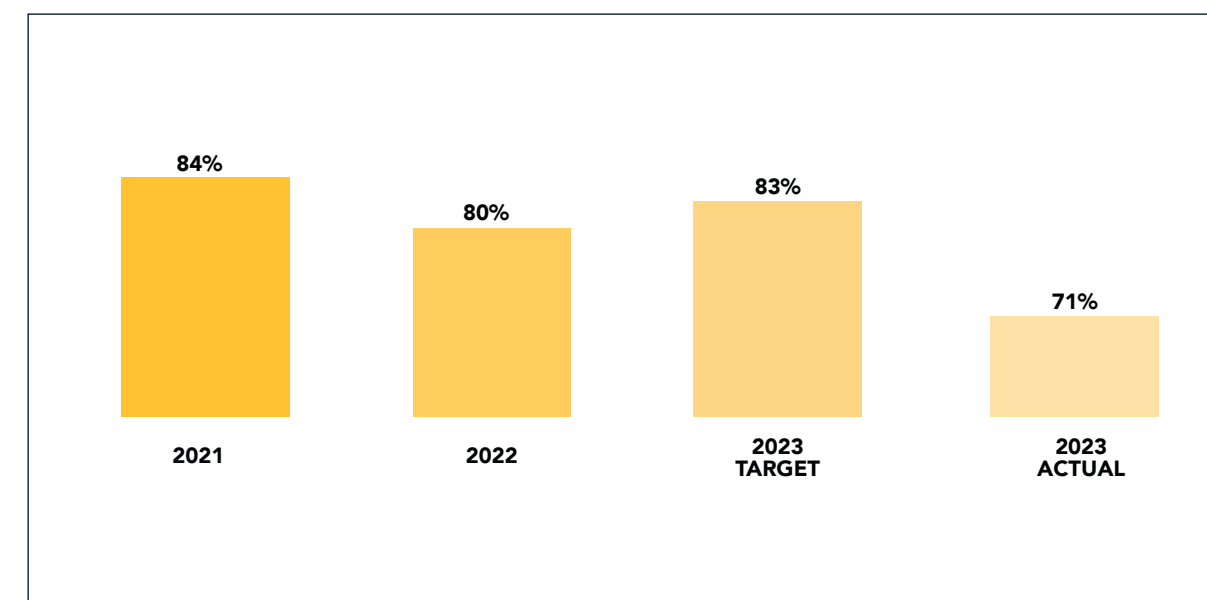Figure 19: Student success rates in coursework modules by gender, 2021-2023

Figure 20: Success rate of first-time entering undergraduate students, 2021-2023

improved support provided, based on the lessons learnt from transitioning to emergency remote learning in 2020.

The target for 2023 was informed by the intention to maintain the success rate of FTEnt students at the same level as the average for the University, that is, 83% for coursework modules (82% for coursework and research modules). In 2022, FTEnt students had a success rate of 80%, 1% below the success rates of all students. With the high intake of FTEnt students (8 555) in 2022, the University significantly exceeded the target of 7 000 enrolments. This placed a strain on the student: staff ratio and student support services, which probably had a negative impact on the success rate of first-time entering students. In 2023, the FTEnt students had a success rate of 71% which was lower than the 74% success rate for all students in coursework modules.

For 2021 and 2022, the success rate of NSFAS-funded students was lower than the success rate for students not

funded by NSFAS (see Figure 21). In 2023, the success rate of NSFAS-funded students was 4% lower than the success rate for students not funded by NSFAS, and 10% below the target of 83%. This difference is probably due to the impact of the socio-economically deprived backgrounds of many NSFAS students, as well as challenges experienced in the sector with the administration of NSFAS funding.

7.3.6 Performance Indicator 6: Student retention rates

Cohort analyses show that the highest percentage of dropouts occur during, and at the end of, the first year of study. It is thus vital to track the retention of FTEnt students and intervene timeously to assist them to succeed academically. As indicated in Table 9, the percentage of 2021 FTEnt students who returned the following year was 91.1% and 90.0% for 2022. In 2024, 89% of the 2023 first-time entering students returned, which was below the target of 91.7%. This is likely to be as a result of the decline in the success rate in 2023.
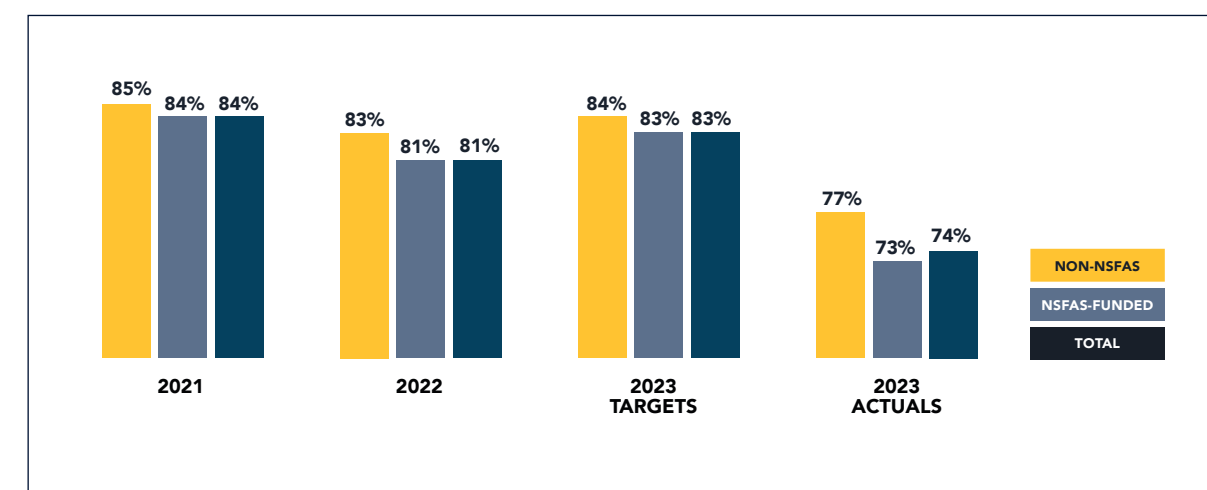

Figure 21: Success rate of NSFAS-funded students, 2021-2023

	2021	2022	2023 Target	2023 Actual
Percentage of first-time entering students who registered the following year	91.1%	90.0%	91.7%	89.0%

Table 9: Retention of first-time entering undergraduate students, 2021-2023

*Note: Students enrolled for a Higher Certificate and who graduated at the end of the year were left out of the calculation as well as all occasional students (who are not expected to return)

The University has a wide range of programmes to support student success and retention, which are discussed in more detail in the Report of the Chair of Senate.

7.3.7 Performance Indicator 7: Student graduation rates

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

Although the University projected lower numbers of graduates for 2023 to 2025, the actual number of graduates in 2023 was much lower than the targets. The lower success rate in 2023 and the non-achievement of the postgraduate enrolment targets were probably the after-effects of the pandemic. Many students who were supposed to graduate in 2023 were enrolled during the pandemic either as first-time entering or senior students and, as noted earlier, could have experienced gaps in their learning. This may have led to them failing modules, as seen in the lower success rate, and therefore not graduating in minimum time.

As illustrated in Table 10, in 2023, the University had 4 712 UG graduates compared to the APP 2023 target of 6 135, which was 23.2% (1 423 graduates) below the target. The 2023 target for graduates in PG programmes was 1 501, but the University only produced 1 103 graduates, which

was 26.5%, or 398 graduates, below the target. The targets for the various qualification types were introduced in the APP 2023 to align with Vision 2030, as noted earlier.

Graduates in Advanced Diplomas increased on average by 0.8% per annum during the 2020 to 2023 period (see Figure 22). The growth rate was much higher during the initial years of implementation when these qualifications were introduced to replace the BTech degrees that were phased out. Graduates in Advanced Diplomas increased by 38% on average per annum from 373 in 2019 to 981 in 2022. The high growth in graduates in the Advanced Diplomas has now stabilised since these qualifications are well established. Graduates in undergraduate certificates and diplomas declined at an average annual rate of 10.1% over this period, from 2 472 in 2020 to 1 795 in 2023. The phasing out of BTech degrees also contributed to the decline in degree graduates. Graduates in degree programmes declined from 2 587 in 2020 to 2 035 in 2023, at an average rate of 7.7%.

Due to the decline in PG enrolments, the number of PG graduates declined by 8.1% on average per annum from 2020 to 2023, with the highest average annual declines seen in Postgraduate Diplomas (-17.5%), Master's graduates (-8.6%) and Honours graduates (-3.4%). Doctoral graduates increased from 80 in 2020 to 93 in 2023 with an average annual growth rate of 5.1%.

The average annual growth rate in graduates for all the scarce skills fields of study was negative from 2020 to 2023 (see Table 11 and Figure 23). Given actual enrolment trends, the University has had to constantly lower the

Qualification type	2020	2021	2022	2023 Targets	2023 Actuals	% Deviation from the 2023 targets	Average annual growth rate 2020 to 2023
UG Diploma or Certificate	2 472	2 265	2 633	2 451	1 795	-26.8%	-10.1%
Advanced Diploma	860	1 069	981	1 107	882	-20.3%	0.8%
UG Degree	2 587	2 691	2 488	2 577	2 035	-21.0%	-7.7%
Total UG	**5 919**	**6 025**	**6 102**	**6 135**	**4 712**	**-23.2%**	**-7.3%**
PG Diploma	420	267	305	385	236	-38.7%	-17.5%
Honours	516	540	577	598	465	-22.2%	-3.4%
Master's	405	339	306	430	309	-28.1%	-8.6%
Doctoral	80	96	83	88	93	5.7%	5.1%
Total PG	**1 421**	**1 242**	**1 271**	**1 501**	**1 103**	**-26.5%**	**-8.1%**
Grand Total	**7 340**	**7 267**	**7 373**	**7 636**	**5 815**	**-23.9%**	**-7.5%**

Table 10: Number of graduates per annum, 2020 –2023

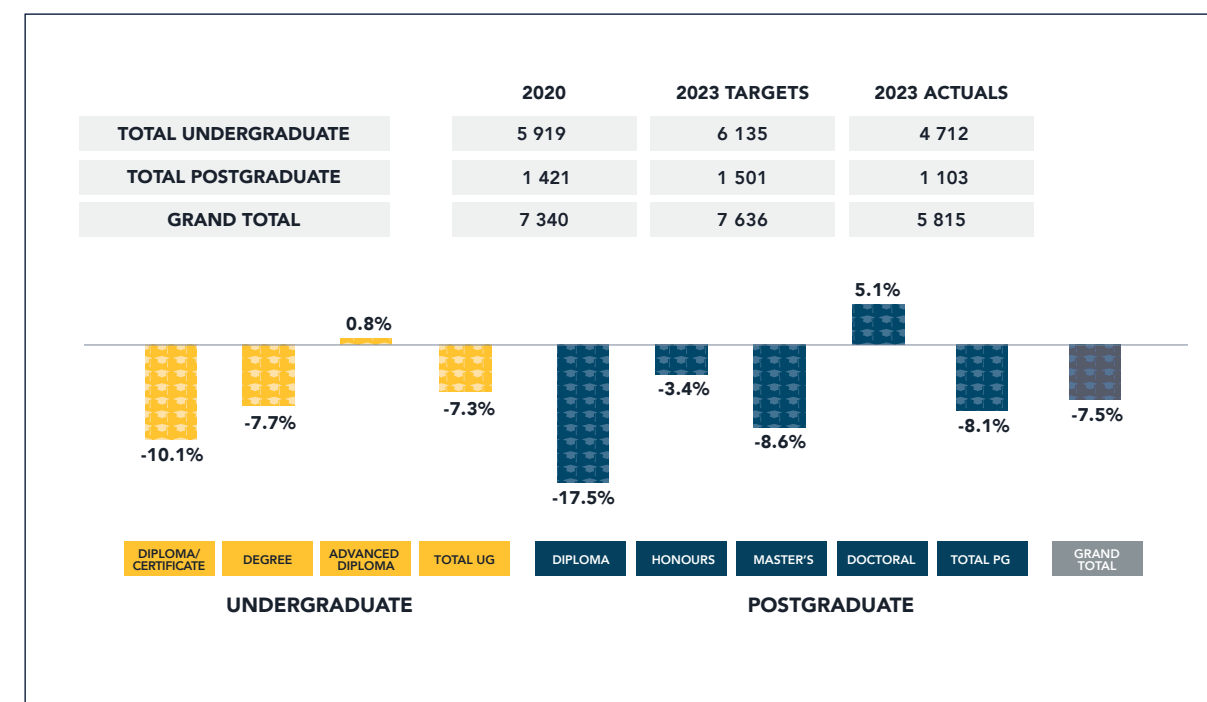|		2020	2023 TARGETS	2023 ACTUALS
TOTAL UNDERGRADUATE		5 919	6 135	4 712
TOTAL POSTGRADUATE		1 421	1 501	1 103
GRAND TOTAL		7 340	7 636	5 815

Figure 22: Average annual growth rate in graduates, 2020-2023

targets set in the original 2020 to 2025 Enrolment Plan for UG outputs in the scarce skills fields.

As can be seen in Table 11, in 2023, the number of engineering graduates dropped to 200, which is down from 402 in 2022, and is 47.4% below the target of 380. Engineering graduates declined at a rate of 19.8% over the period 2020 to 2023. The University continues to find it difficult to substantially increase enrolments and graduate outputs in engineering due to the poor Mathematics and Physical Science results of applicants. Competition for high-performing school leavers with Mathematics and Physical Science has intensified with the introduction of the NSFAS fee-free bursary scheme as these students may choose to study at any university in the country. There is a concerted effort in the Faculty of Engineering, the Built Environment and Technology (EBET) to improve student success, to

increase the number of students who complete their qualifications.

The number of graduates in life and physical sciences declined from 193 in 2022 to 148 in 2023, which was 40.3% below the target of 248. The decline in life and physical sciences was at an average annual rate of 11.7% over the 2020 to 2023 period.

The Faculty of Health Sciences has historically produced more graduates than the targets, although in recent years the number of graduates in animal and human health sciences has been declining sharply. In 2023, there were only 339 graduates compared to the target of 495, which was 31.5% below the target. The number of graduates in animal and human health sciences declined on average at an annual rate of 6% from 2020 to 2023.

Scarce skills field	2020	2021	2022	APP 2023 targets	2023 Actuals	% Deviation from targets	Average annual growth rate 2020 to 2023
Engineering	387	381	402	380	200	-47.4%	-19.8%
Life and Physical Sciences	215	256	193	248	148	-40.3%	-11.7%
Animal and Human Health Sciences	408	406	344	495	339	-31.5%	-6.0%
Teacher Education	451	501	390	558	380	-31.9%	-5.5%
BEd	321	403	273	414	281	-32.1%	-4.3%
PGCE	130	98	117	144	99	-31.3%	-8.7%
Success rate in scarce skills	90%	88%	84%	87%	81%	-6.9%	

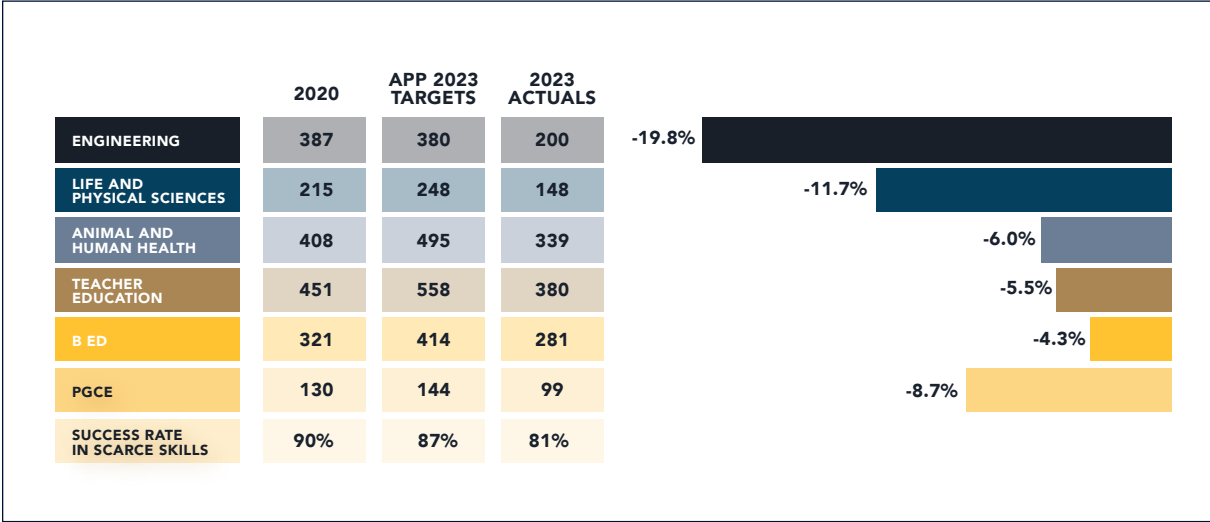*Table 11: Number of graduates in scarce skills fields per annum, 2020-2023*

Figure 23: Average annual growth rate in graduates in scarce skills fields, 2020-2023

	2020	APP 2023 TARGETS	2023 ACTUALS	
ENGINEERING	387	380	200	-19.8%
LIFE AND PHYSICAL SCIENCES	215	248	148	-11.7%
ANIMAL AND HUMAN HEALTH	408	495	339	-6.0%
TEACHER EDUCATION	451	558	380	-5.5%
B ED	321	414	281	-4.3%
PGCE	130	144	99	-8.7%
SUCCESS RATE IN SCARCE SKILLS	90%	87%	81%	

The discontinuation of certain qualifications in pharmacy and nursing, due to professional accreditation challenges, and which have had historically high enrolments, led to a sharp decline in enrolments, and graduates, in the human health sciences. The new MBChB programme will improve the situation but will only produce the first graduates in 2026.

Teacher education graduates declined on average by 5.5% per annum with the number of BEd graduates declining on average by 4.3% per annum and that of PGCE graduates by 8.7%. In 2023 there were 380 graduates, which was 31.9% below the target of 558.

The success rate in the scarce skills fields was 81% in 2023, which was higher than the success rate of 74% for the University, although much lower than the APP 2023 target of 87%. Students in the scarce skills fields generally achieve higher success rates than other students due to the higher admission criteria for these qualifications. This also points to the fact that the non-achievement of scarce skills targets is not necessarily due to lower student success rates, but rather due to the non-achievement of enrolment targets in these fields.

The low numbers of graduates in the scarce skills fields points to the need for targeted and integrated student recruitment strategies to attract talented students to pursue these qualifications at Nelson Mandela University. Efforts to expand the national footprint of the University have

started to bear fruit and need to be strengthened further given the heightened competition for top-performing school leavers, especially those with Mathematics and Physical Science. There are other endeavours aimed at increasing FTEnt enrolments, including wide-ranging interventions to improve the quality of Mathematics and Science teaching and learner performance in schools.

Table 12 shows that only the average annual growth in headcount enrolments at the UG level over the period 2020 to 2023 was higher than the target. The average annual growth in headcount enrolments at PG level and the average annual growth in graduates over the period 2020 to 2023 was far below the targets set. The average annual growth rate in enrolments compared to graduates indicates graduate efficiency. If the number of graduates grows at a higher rate than the number of enrolments over the same period, it indicates that the graduate efficiency is improving.

Figure 24 shows that, at the UG level, the average annual growth rate of enrolments versus graduates from 2020 to 2023 grew on average by 3.5% per annum while UG graduates declined on average by 7.3% per annum. This was mainly caused by the significant drop in graduates in 2023. This points to a decline in graduate efficiency at the UG level. At the PG level, enrolments declined on average by 5.6% per annum and graduates by 8.1% on average per annum which also points to a decline in graduate efficiency at the PG level.

	Headcount enrolments		Graduates	
	Average annual growth rate 2020 to 2023	Target: Average annual growth rate 2020 to 2023	Average annual growth rate 2020 to 2023	Target: Average annual growth rate 2020 to 2023
Total undergraduate	3.5%	2.5%	-7.3%	2.7%
Total postgraduate	-5.6%	0.8%	-8.1%	1.2%
Total	2.4%	2.3%	-7.5%	2.4%

Table 12: Average annual growth in enrolments relative to graduates, 2020-2023

7.3.8 Performance Indicator 8: Student throughput rates

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

Table 13 and Table 14 provide an overview of throughput rates for the 2016 and 2017 cohorts by qualification type compared to the national throughputs for the 2017 cohort. (UNISA is excluded for the national cohorts because its throughputs are different than for contact universities.)

Given that 67% of UG students who were enrolled in first degree, diploma, and certificate programmes in 2023 were NSFAS funded, and that the rule is to graduate in MT+1, it is important to note the difference between those who complete in MT+1 and MT+2. This is because these students will be without financial support from NSFAS if they complete their qualification after MT+1. An additional 10% of three-year diploma students and an

additional 8% of three-year degree students graduated in year M+2. There was an additional 7% of four-year degree students who graduated in year M+2 from the 2017 first-time entering cohort. This will need to be continuously monitored, given the negative implications for student throughput and graduate outputs if students do not qualify for NSFAS funding in their final year of study.

At the PG level, Master's and doctoral candidates take much longer to complete their qualifications. The University considers a minimum of three years acceptable for these qualifications, while also including those who have completed in six years. University throughput rates for research Master's students for the 2017 cohort were 40% in MT and 60% in MT+3 compared to the national averages of 40% and 58% respectively. The throughput rate for PhDs was 20% in MT and 54% in MT+3, compared to the national averages of 14% and 51% respectively.

The percentage of graduates is cumulative. Table 13 shows the throughput rates for the 2017 first-time entering cohorts by qualification type. This indicates that the University's throughput rates for one-year UG certificates and three-year diplomas are above the national averages, as indicated in Table 14. The opposite is true for three- and four-year degrees in MT+2. The throughput rate for three-year degrees in MT+2 was 54% compared to the national average of 59%.
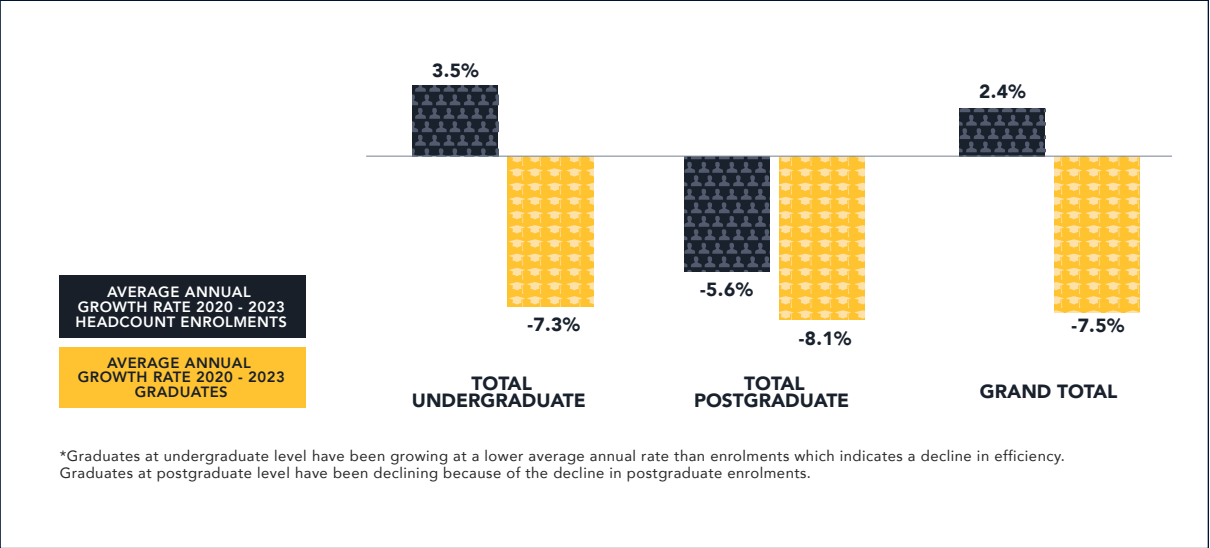

*Graduates at undergraduate level have been growing at a lower average annual rate than enrolments which indicates a decline in efficiency. Graduates at postgraduate level have been declining because of the decline in postgraduate enrolments.

Figure 24: Average annual growth rates in enrolments relative to graduates, 2020-2023

Qualification type	Nelson Mandela University (2016 cohort)				Nelson Mandela University (2017 cohort)			
	MT	MT+1	MT+2	MT+3	MT	MT+1	MT+2	MT+3
1-year UG certificates (MT=1)	60%	71%	74%		58%	74%	76%	
3-year diplomas (MT=3)	25%	41%	51%		24%	44%	53%	
3-year degrees (MT=3)	31%	46%	54%		29%	46%	54%	
4-year degrees (MT=4)	46%	60%	67%		44%	60%	66%	
PG Diplomas (MT=1)	66%	80%	83%		61%	79%	82%	
Honours (MT=1)	64%	83%	86%		59%	81%	85%	
Coursework Master's (MT=3)	43%			60%	55%			70%
Research Master's (MT=3)	50%			62%	40%			60%
PhDs (MT=3)	20%			48%	20%			54%

Table 13: Throughput rates for the 2016 first-time entering cohorts and targets for the 2017 first-time entering cohorts by qualification type

Qualification type	Targets: Nelson Mandela University (2017 cohort)				National average excluding UNISA (2017 cohorts)			
	MT	MT+1	MT+2	MT+3	MT	MT+1	MT+2	MT+3
1-year UG certificates (MT=1)	61%	72%	75%		26%	46%	58%	
3-year diplomas (MT=3)	26%	42%	52%		24%	42%	53%	
3-year degrees (MT=3)	32%	47%	55%		30%	51%	59%	
4-year degrees (MT=4)	47%	61%	68%		46%	64%	70%	
PG Diplomas (MT=1)	67%	81%	84%		61%	79%	82%	
Honours (MT=1)	65%	84%	87%		65%	79%	83%	
Coursework Master's (MT=3)	44%			61%	45%			64%
Research Master's (MT=3)	51%			63%	40%			58%
PhDs (MT=3)	21%			49%	14%			51%

Table 14: Throughput rate targets for the 2017 first-time entering cohorts and national averages for the 2017 cohorts by qualification type

The throughput rate for four-year degrees in MT+2 was 66% compared to the national average of 70%. This could be because 67% of UG degree students are NSFAS-funded (2023) in programmes that qualify for NSFAS funding, and these students have a lower success rate (73% in 2023) than those students who are not NSFAS-funded students (77% in 2023).

Postgraduate diplomas had a throughput rate of 61% in MT, increasing to 82% in MT+2, which was the same as the national averages. The throughput rate in MT+2 for Honours degrees was 85%, which was higher than the national average of 83%. The throughput rates for the coursework Master's (MT=55%, MT+3=70%) were higher than the national averages (MT=45%, MT+3=64%).

Figure 25 provides an overview of the percentage of students who dropped out from one academic year to the next without completing their qualification for the period 2020 to 2023. The first observation is that the dropout rates at the PG level are much higher than those at the UG level. The PG dropout rates have continued to increase to 21% in 2023. This is concerning as it has been contributing to the decline in PG graduate efficiency. While the onset of the COVID-19 pandemic and the consequent decline in the economy could have contributed to this trend, the

University needs to investigate this phenomenon and develop strategies to support and retain PG students.

At the UG level, the dropout rate increased from 9% to 14%. The large intake of first-time entering students in 2022 and the decline in success rate would have contributed to this. As indicated earlier, the University has lowered the FTEnt intake targets for 2023 to 2025 to enhance the quality of learning and teaching.

A deeper qualitative analysis of the student success and throughput rates will be conducted to enable the University to fully understand the reasons for the declines and align our interventions and mitigation strategies accordingly.

Furthermore, the University is developing a Framework for Student Success to guide the range of student learning development programmes and services provided. The development of the Framework considers how student success is anchored in Vision 2030 to maintain alignment with the institutional strategic focus areas and goals. It also considers the profile and academic performance of our students to ensure relevance. In addition, the Framework will be developed through a dialectic collaboration with

academics, student representatives from faculties, and those serving in our various peer-led programmes.

Given the complexity of higher education as a microcosm of society, the Framework will be multi-pronged, diverse in scope, and scaffolded in delivery to take into account students' academic and life circumstances. It will foreground self-management that extends beyond the classroom and will provide the basis on which learning support takes place.
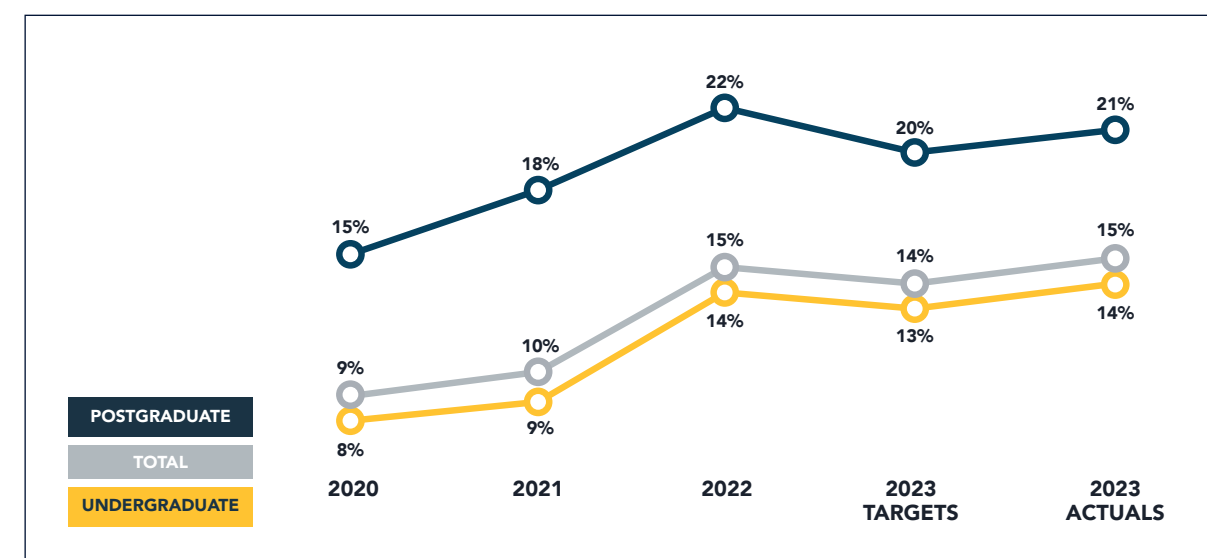

Figure 25: Under- and postgraduate dropout rates, 2020-2023

7.3.9 Performance Indicator 9: Average time to completion for coursework and research Masters' and PhDs

A further indicator of student success for Master's and doctoral (M&D) graduates is the average number of years graduates take to complete their degree. It is generally acceptable for a Master's graduate to take three years to complete and for a doctoral graduate to take five years. Table 15 indicates the average number of years M&D graduates took from 2020 to 2023 to complete their degrees.

As can be seen in Table 15 and Figure 26, the average number of years taken by coursework Master's graduates at the University declined from 3.2 years in 2021 to 2.9 years in 2022, which is a marked improvement and it is now slightly below the expected norm of 3 years. It increased again to 3.1 in 2023, but it is still very close to the expected three years. The average number of years taken by research

	Year of graduation			
	2021	2022	2023 Target	2023 Actual
Coursework Master's	3.2	2.9	3.0	3.1
Research Master's	3.3	3.4	3.0	3.5
Doctoral	5.0	4.9	5.0	5.1

Table 15: Average time to completion for coursework and research Master's and PhDs, 2020-2023

Master's graduates at the University increased from 3.3 years in 2021 to 3.5 years in 2023, which is now above the expected norm of three years.

The average number of years taken by doctoral graduates increased slightly from 5.0 years in 2021 to 5.1 years in 2023, which is still very close to the expected five years for completion.

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

- Postgraduate students registered on a part-time basis usually take longer to graduate, especially those employed full-time while pursuing their studies.
- Limited PG supervisory capacity in some faculties is exacerbated by retirements, resignations, and many more junior academic staff appointed while still in the process of obtaining their PhDs. This leads to a heavier PG supervisory workload for the remaining senior academic staff who must take on more PG students, which may have a knock-on effect in respect of these students taking longer to complete their qualifications.
- Ethics clearance and approval processes for Master's and doctoral studies need to be streamlined and digitalised to improve the turnaround times as PG students often experience this as a bottleneck.
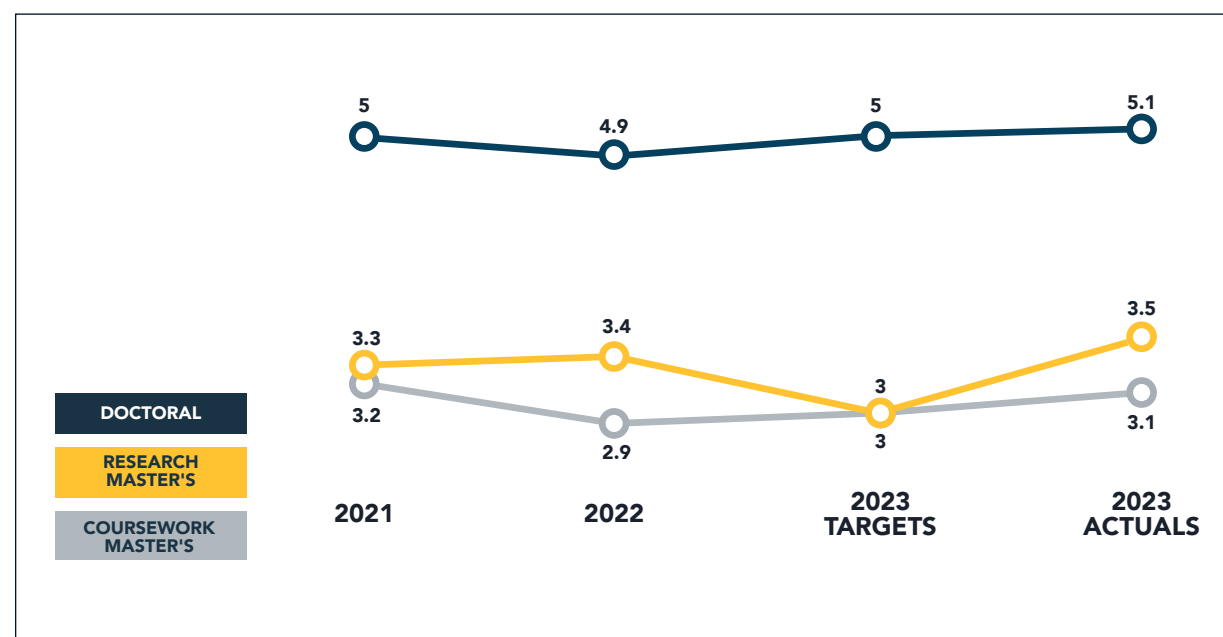
Figure 26: Average number of years to graduate for Master's and doctoral students, 2021-2023

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

Weighted graduate outputs are calculated by applying the relevant funding weight to each graduate in each qualification type, with the weight for the Higher Education Funding Framework used to calculate the teaching output subsidy. The funding weight for each qualification type is indicated in the second column of Table 16.

The weighted teaching output units per permanent academic staff member are calculated by dividing the weighted teaching outputs by the number of permanent academic staff. This ratio provides a measure of the average graduate productivity per permanent academic staff member. The ratio declined sharply from 8.7 in 2022 to 6.7 in 2023. A target of 9.4 has been set for 2023 (the original targets set in the APP2023 were incorrect and were replaced by new targets for 2023 in the APP 2024), but the actual weighted teaching output ratio per permanent academic staff member was 6.7. This output ratio has been declining from year to year (see Figure 27) and this can be attributed to the decline in PG and international student enrolments and the significant decline in graduates in 2023.
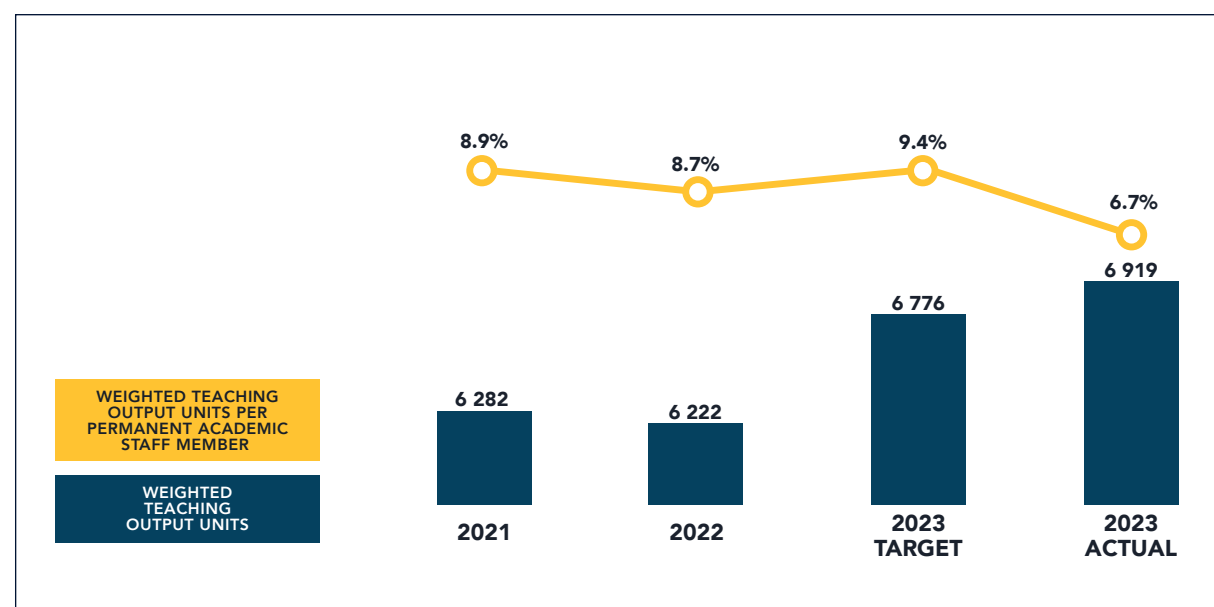
Figure 27: Weighted teaching output units per permanent academic staff member, 2021-2023

Qualification Type	Funding Weight	2021		2022		2023 Targets		2023 Actuals	
		Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs
UG Certificates and Diplomas (1 year)	0.5	478	239	735	368	659	330	377	189
UG Certificates and Diplomas (3 years)	1	1 787	1 787	1 898	1 898	2 158	2 158	1 418	1 418
UG Bachelor's Degrees (3 years)	1	1 549	1 549	1 501	1 501	1 740	1 740	1 273	1 273
UG Bachelor's Degrees (4 years or more) NQF 7/8	1.5	999	1 499	891	1 337	1 514	1 514	258	387
UG B Tech (1 Year)	1.5	142	213	96	144	0	0	504	756
UG Advanced Diplomas (1 Year) NQF7	0.5	971	486	864	432	990	495	783	392
PG Certificate in Education (1 Year) NQF7	0.5	98	49	117	59	116	58	99	50
Honours Degrees/PG Diploma (1 Year)	0.5	807	404	882	441	870	435	701	351
Non-Research Masters Degrees and Diplomas	0.5	115	58	87	44	94	47	105	53
Total		6 946	6 282	7 071	6 222	7 636	6 777	5 518	4 867
Permanent Academic Staff			702		719		721		723
Weighted teaching output units per permanent academic staff member			8.9		8.7		9.4		6.7

Table 16: Weighted graduate output units per permanent academic staff member, 2021-2023

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

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

Weighted research output units per permanent academic staff member declined from 1.6 in 2021 to 1.4 in 2022, but then increased again to 1.5 in 2023 (see Table 17 and Figure 28).

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

As can be seen in Table 17, the number of research Master's graduates at the University declined from 224 in 2021 to 218 in 2022, declining further to 204 in 2023. This constitutes a decline of 8.9% (20 fewer research Master's units) from 2021 to 2023 and is 7% below the target of 219. The original targets set in the APP 2023 were incorrect and were replaced by new targets for 2023 in the APP 2024.

	2021	2022	2023 Targets	2023 Actuals
Research Publication Units	581	556	570	*573
Master's Research Units	224	218	219	204
Doctoral (Weighted)	288	246	270	279
Total Weighted Research Output Units	1 093	1 020	1 059	1 056
Permanent Academic Staff	702	719	721	723
Weighted research output units per permanent academic staff member	1.6	1.4	1.5	1.5
Publication units per permanent academic staff member	0.83	0.77	0.79	0.79
Full-time equivalent academic staff members	854.32	846.00	855.97	857.60
Publication units per FTE staff member	0.68	0.66	0.67	0.67

Table 17: Weighted research output units per permanent academic staff member, 2021-2023

*This data is preliminary. Final data will only be available by the end of 2024 once DHET has reviewed the publication output units for books, chapters in books and conference proceedings
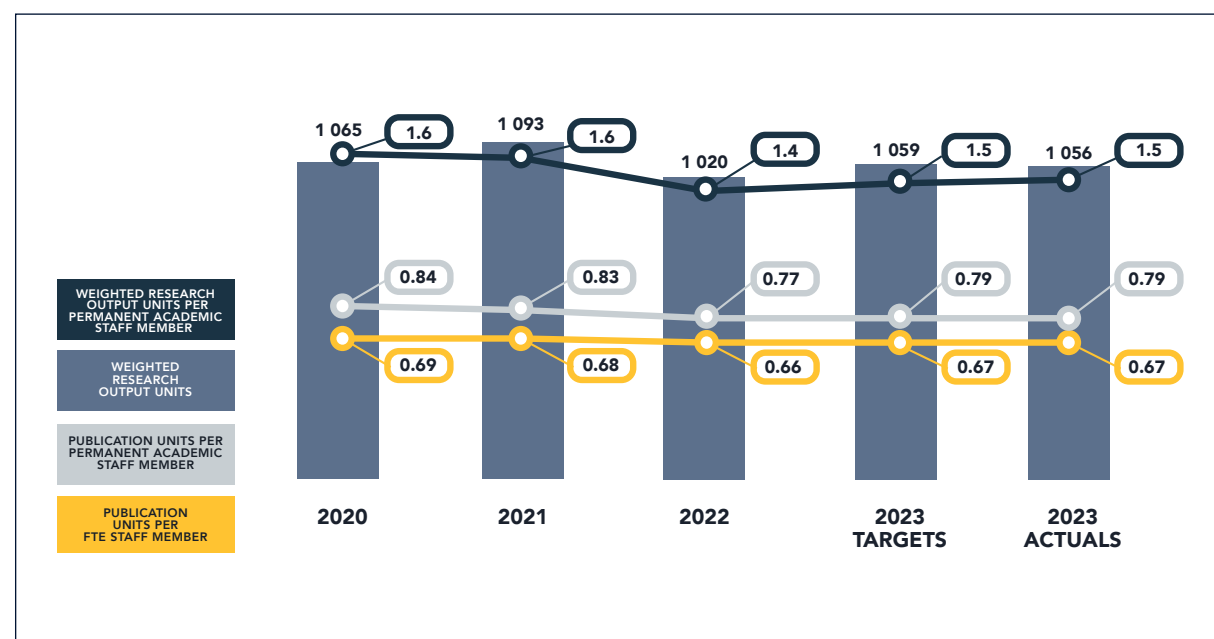
Figure 28: Weighted research output units per permanent academic staff member, 2020-2023

Over the period 2020 to 2023, international PG Master's enrolments declined by 10.1% on average per annum, from 135 in 2020 to 98 in 2023, and South African Master's enrolments declined by 6% on average per annum over this period, from 1 606 in 2020 to 1 331 in 2023. The decline in international enrolments was exacerbated by the COVID-19 pandemic, while successive lockdowns during the pandemic also triggered a sharp decline in economic activity in South Africa, leading to a widespread reduction in household incomes. This could have impacted negatively on the ability of students to continue with PG studies.

PhD weighted research output units declined by 14.6%, from 288 to 246, from 2020 to 2021, but then increased to 279 in 2023. Doctoral graduates at the University increased from 80 in 2020 to 96 in 2021 (20% increase), but then declined to 83 in 2022. Doctoral graduates increased to 93 in 2023, which was five graduates more than the target of 88. Doctoral enrolments declined at an average annual rate of 1.4% from 582 in 2020 to 557 in 2023. The number of international doctoral graduates increased from 29 in 2020 to 33 in 2023, at an average rate of 2.9% per annum.

A large percentage of students at Nelson Mandela University depend on NSFAS funding, which is not available at the PG level. This acts as a barrier for these students when they want to progress from UG to PG studies. Furthermore, many of these students qualify for bursaries and scholarships to register for PG studies, which they cannot take up due to historic debt.

A further challenge is that the percentage of academic staff with doctoral qualifications was 46% in 2023 (see Figure 29 on page 102), which is below the national average. Many academic staff appointed in recent years are still pursuing their doctoral qualifications and require training, development and mentoring by experienced PG supervisors before they take up these responsibilities. Furthermore, there is often a mismatch between the fields in which prospective PG students want to pursue their studies and the available supervisory capacity in these fields.

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

Table 18 and Table 19 indicate that the number of Black (African, Coloured, Indian) PG student enrolments declined from 2 779 in 2021 to 2 594 in 2023, which constitutes a decline of 6.7%. White PG student enrolments declined from 662 in 2021 to 549 in 2023, which represents a decline of 17.1%.

As can be seen in Table 20 and Table 21, female students constitute a higher percentage of the PG enrolments than males. Female PG enrolments declined from 1 896 in 2021 to 1 752 in 2023, representing a 7.6% decline, while male PG enrolments declined by 10% from 1 545 in 2021 to 1 391 in 2023.

The percentage of female PG enrolments increased from 55% in 2001 to 56% in 2023, while the percentage of male PG enrolments declined from 45% in 2021 to 44% in 2023.

Qualification Type	2021			2022			2023 Targets			2023 Actuals		
	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total
PG Diploma	428	72	500	472	55	527	558	54	612	383	44	427
Honours	612	158	770	683	146	829	723	145	868	604	126	730
Master's	1 271	285	1 556	1 214	272	1 486	1 428	272	1 700	1 162	267	1 429
Doctoral	468	147	615	447	121	568	518	122	640	445	112	557
PG Total	2 779	662	3 441	2 816	594	3 410	3 227	593	3 820	2 594	549	3 143

Table 18: Number of Black* postgraduate students, 2021-2023
* Black includes African, Coloured, and Indian (A, C, I)

Qualification Type	2021		2022		2023 Targets		2023 Actuals	
	Black	White	Black	White	Black	White	Black	White
PG Diploma	86%	14%	90%	10%	91%	9%	90%	10%
Honours	79%	21%	82%	18%	83%	17%	83%	17%
Master's	82%	18%	82%	18%	84%	16%	81%	19%
Doctoral	76%	24%	79%	21%	81%	19%	80%	20%
PG Total	81%	19%	83%	17%	84%	16%	83%	17%

Table 19: Percentage of Black* postgraduate students, 2021-2023
* Black includes African, Coloured, and Indian (A, C, I)

Qualification Type	2021			2022			2023 Targets			2023 Actuals		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
PG Diploma	260	240	500	285	242	527	340	272	612	248	179	427
Honours	504	266	770	539	290	829	556	312	868	436	294	730
Master's	836	720	1 556	815	671	1 486	954	746	1 700	799	630	1 429
Doctoral	296	319	615	282	286	568	329	311	640	269	288	557
Doctoral	296	319	615	282	286	568	329	311	640	269	288	557
PG Total	1 896	1 545	3 441	1 921	1 489	3 410	2 179	1 641	3 820	1 752	1 391	3 143

Table 20: Number of female postgraduate students, 2021-2023

Qualification Type	2021		2022		2023 Targets		2023 Actuals	
	Female	Male	Female	Male	Female	Male	Female	Male
PG Diploma	52%	48%	54%	46%	56%	44%	58%	42%
Honours	65%	35%	65%	35%	64%	36%	60%	40%
Master's	54%	46%	55%	45%	56%	44%	56%	44%
Doctoral	48%	52%	50%	50%	51%	49%	48%	52%
PG Total	55%	45%	56%	44%	57%	43%	56%	44%

Table 21: Percentage postgraduate students by gender, 2021-2023

7.3.13 Performance Indicator 13: International student enrolments

Internationalisation is an important vehicle through which the University delivers on its academic missions and transformation agenda. However, the pandemic saw a significant decline in international student enrolments across the globe.

As indicated in Table 22, occasional international student enrolments increased from 63 in 2021 to 129 in 2022, but then declined to 106 in 2023. Undergraduate international student enrolments declined from 647 in 2021 to 578 in 2022, with a further decline to 474 in 2023. At the PG level, international student enrolments declined from 353 in 2021 to 331 in 2022, with a further decline to 326 in 2023. Total international student enrolments declined from 1 063 in 2021 to 906 in 2023, which represents a decline of 14.8%.

In 2021, 2.5% of the total student enrolments were from SADC countries (excluding South Africa), and this declined to 2% in 2023. The percentage of students from other African countries was 0.6% of total student enrolments in 2021, which declined to 0.4% in 2023. Enrolments from other foreign countries made up 0.4% of total student enrolments in 2021, increasing to 0.5% in 2022 and 2023 (see Table 23).

As can be seen from Table 23, the percentage of international student enrolments at both UG and PG levels has declined steadily since 2021.

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

Level	Origin	Headcount enrolments			
		2021	2022	2023 TARGETS	2023 ACTUALS
Occasional	Other African	1			
	Other foreign	60	126	131	105
	SADC excl. SA	2	3	4	1
	International	63	129	135	106
	South African	97	83	105	62
Occasional total		160	212	240	168
Undergraduate	Other African	79	60	61	39
	Other foreign	30	26	26	19
	SADC excl SA	538	492	511	416
	International	647	578	598	474
	South African	25 378	28 120	26 702	27 615
Undergraduate total		26 025	28 698	27 300	28 089
Postgraduate	Other African	110	101	118	94
	Other foreign	26	20	24	23
	SADC excl SA	217	210	245	209
	International	353	331	387	326
	South African	3 197	3 079	3 453	2 817
Postgraduate total		3 550	3 079	3 840	3 143
Total	Other African	190	161	179	133
	Other foreign	116	172	181	147
	SADC excl SA	757	705	760	626
	International	1 063	1 038	1 120	906
	South African	28 672	31 282	30 260	30 494
Grand total		29 735	32 320	31 380	31 400

Table 22: Headcount enrolments by South African, SADC, African and international origins, 2021-2023

	2021	2022	2023 TARGETS	2023 ACTUALS
Other African	0.6%	0.5%	0.6%	0.4%
Other foreign	0.4%	0.5%	0.6%	0.5%
SADC excluding SA	2.5%	2.2%	2.4%	2.0%
South African	96.4%	96.8%	96.4%	97.1%
% International UG students	2.7%	2.4%	2.7%	2.1%
% International PG students	9.9%	10.8%	10.1%	10.4%
% International UG & PG students	3.6%	3.2%	3.6%	2.9%

Table 23: Percentage of under- and postgraduate international enrolments (SADC, African and international origins), 2021-2023

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

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

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

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

According to Table 24, in 2022, 12% of all students were staying in on-campus student accommodation and a further 39% were in accredited off-campus student accommodation, with 51% of enrolled students housed in student accommodation. The addition of new residences in Summerstrand enabled the University to increase the percentage of students living on-campus to 16%. The percentage of students living in accredited off-campus accommodation rose from 39% in 2021 to 48% in 2023. In total, the percentage of students in student accommodation increased from 51% in 2021 to 64% in 2023.

The occupancy rate is the number of residence registrations as a percentage of beds available, and is summarised in Table 25. In 2022, the occupancy rate for on-campus beds was 98% and 99% for accredited off-campus beds. In 2023, the occupancy rate for both on-campus and accredited off-campus beds was 97%. The University is working on improving the occupancy rates of residences through improved processes and systems.

Residences	2022		2023 TARGETS		2023 ACTUALS	
	Total registered students	% Total student numbers in student accommodation	Total registered students	% Total student numbers in student accommodation	Total registered students	% Total student numbers in student accommodation
On-campus beds	3 833	12%	4 220	13%	5 063	16%
Accredited off-campus beds	12 882	39%	12 954	41%	15 099	48%
Total	16 715	51%	17 275	55%	20 164	64%

Table 24: Percentage of students living in on- and off-campus student residences in Gqeberha and George

Residences	Gqeberha/George	2022		2023	
		Beds	% Occupancy rate	Beds	% Occupancy rate
On-campus beds	Gqeberha	3 480	98%	4 437	97%
	George	626		626	
	Total	4 106		5 063	
Accredited off-campus beds	Gqeberha	13 722	99%	14 505	97%
	George	753		895	
	Total	14 475		15 400	
Grand Total		18 581		20 463	

Table 25: Number of on- and accredited off-campus residence beds and occupancy rate

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

Table 26 shows that the permanent academic and Professional, Administrative and Support Services (PASS) staff complement increased from 2 542 in 2021 to 2 577 in 2022, and declined slightly to 2 565 in 2023. Permanent academic staff increased from 702 in 2021 to 719 in 2022 and further increased to 723 in 2023 (see Table 27). The average annual growth rate from 2021 to 2023 was 0.1% for permanent PASS staff and 3% for permanent academic staff compared to 5.5% for students. Over this period, the student: staff full-time equivalent ratio increased from 28: 1 to 29: 1. Stagnant subsidy income has made it difficult for the University to appoint more academic staff to maintain a lower student: staff full-time equivalent ratio, which contributes to high-quality learning and teaching.

Gender	2021	%	2022	%	2023 TARGETS	%	2023 ACTUALS	%
Female	1 494	59%	1 525	59%	1 485	59%	1 508	59%
Male	1 048	41%	1 052	41%	1 018	41%	1 057	41%
Total	2 542		2 577		2 503		2 565	
POPULATION GROUP		%		%		%		
African	1 352	53%	1 402	54%	1 351	54%	1 425	56%
Coloured	457	18%	462	18%	452	18%	463	18%
Indian	87	3%	89	3%	88	4%	84	3%
White	646	25%	624	25%	612	24%	593	23%
Total	2 542		2 577		2 503		2 565	
DISABILITY		%		%		%		
	66	3%	69	3%	66	3%	76	3%
NATIONALITY		%		%		%		
South African	2 489	98%	2 521	98%	2 450	98%	2 505	98%
International	53	2%	56	2%	53	2%	60	2%
Total	2 542		2 577		2 503		2 565	

Table 26: Total permanent academic and PASS staff according to gender, population group, disability and nationality, 2021-2023

Gender	2021	%	2022	%	2023 TARGETS	%	2023 ACTUALS	%
Female	366	52%	380	53%	374	53%	372	51%
Male	336	48%	339	47%	330	47%	351	49%
Total	702		719		704		723	
POPULATION GROUP		%		%		%		
African	224	32%	248	34%	243	35%	265	37%
Coloured	120	17%	121	17%	119	17%	126	17%
Indian	37	5%	39	6%	40	6%	36	5%
White	321	46%	311	43%	302	43%	296	41%
Total	702		719		704		723	
DISABILITY		%		%		%		
	19	3%	19	3%	18	3%	22	3%
NATIONALITY		%		%		%		
South African	659	94%	676	94%	660	94%	674	93%
International	43	6%	43	6%	44	6%	49	7%
Total	702		719		704		723	

Table 27: Permanent academic staff according to gender, population group, disability and nationality, 2021-2023

As depicted in Table 27, there were changes in the demographic profile of permanent academic staff from 2021 to 2023 as follows:

- The percentage of females decreased from 52% in 2021 to 51% in 2023, while that of males increased from 48% in 2021 to 49% in 2023. This is a balanced gender distribution.
- Black (African, Coloured, Indian) academic staff increased from 54% in 2021 to 59% in 2023, while the percentage of White academic staff declined from 46% in 2021 to 41% in 2023.
- 3% of academic staff reported a disability for the years 2021 to 2023.
- The percentage of international academic staff increased from 6% in 2021 and 2022 to 7% in 2023.

From the above, it is evident that considerable progress has been made in diversifying the demographic profile of staff to become more representative of the economically active population.

7.3.16 Performance Indicator 16: Highest qualification of academic staff

The highest qualification of staff with doctoral degrees is of particular importance since it correlates with PG supervisory capacity as well as the research outputs of the University. The University continues to face challenges relating to a small pool of suitably qualified equity candidates who wish to take up academic careers, especially in scarce skills disciplines. Affected faculties have a growing group of early career academics (ECAs) who need to be nurtured and developed to become the next generation of academics. The University has leveraged funding from the NRF and DHET to ensure that these early career academic employees receive the support and training needed to obtain higher qualifications. Table 28 shows the highest qualification of academic staff by population group and gender from 2021 to 2023.

As can be seen in Figure 29, in total, the percentage of permanent academic staff with doctoral degrees declined from 48% in 2021 to 46% in 2023. The percentage of African permanent academic staff with doctoral degrees was 42% in both 2021 and 2023.

Highest Qualification	2021							
	Female	Male	Total	African	Coloured	Indian	White	Total
Doctoral degree	175	153	328	95	43	20	170	328
Master's degree	132	127	259	91	53	9	106	259
Other	59	56	115	38	24	8	45	115
Total	**366**	**336**	**702**	**224**	**120**	**37**	**321**	**702**
	2022							
Doctoral degree	174	152	326	101	42	20	163	326
Master's degree	143	130	273	104	53	10	106	273
Other	63	57	120	43	26	9	42	120
Total	**380**	**339**	**719**	**248**	**121**	**39**	**311**	**719**
	2023 TARGETS							
Doctoral degree	180	151	331	104	44	22	161	331
Master's degree	137	127	264	99	54	10	101	264
Other	57	52	109	35	22	9	43	109
Total	**374**	**330**	**704**	**238**	**120**	**41**	**305**	**704**
	2023 ACTUALS							
Doctoral degree	170	161	331	111	44	19	157	331
Master's degree	139	130	269	107	51	10	101	269
Other	63	60	123	47	31	7	38	123
Total	**372**	**351**	**723**	**265**	**126**	**36**	**296**	**723**

Table 28: Highest qualification of academic staff by gender and population group, 2021-2023
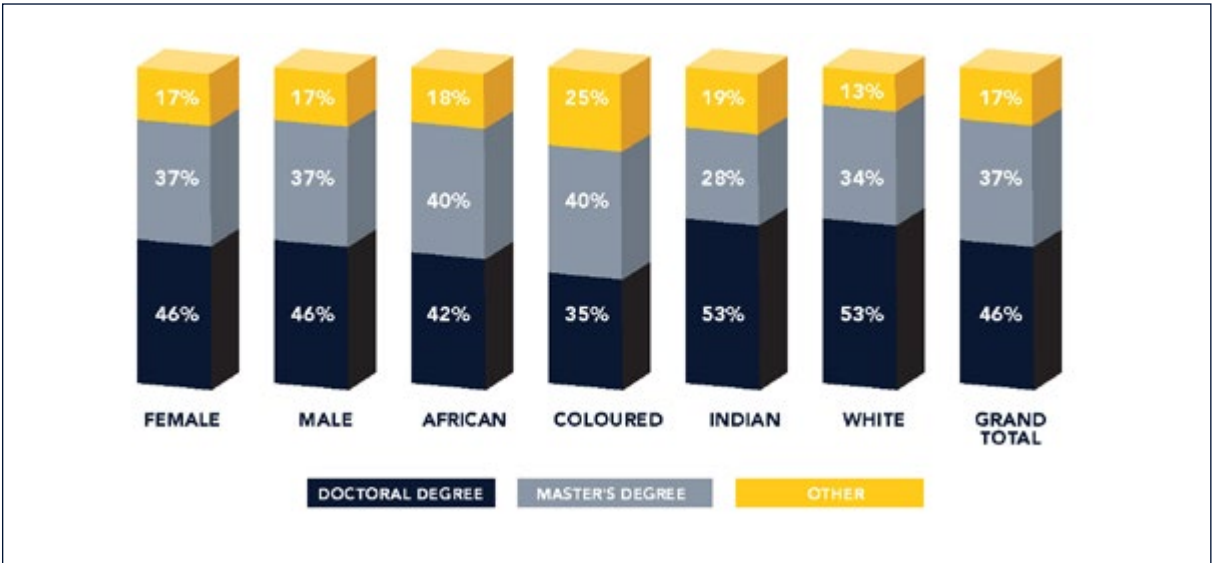
Figure 29: Percentage highest qualification of academic staff, 2023

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

As a comprehensive university, Nelson Mandela University seeks to promote the convergence of inter- and transdisciplinary "blue sky" and applied research, including concerted efforts to revitalise the humanities while consolidating strengths in science, engineering, and technology to foreground the scholarly contributions of all fields of study. To this end, the University strives to increase the number of research chairs and NRF-rated researchers as part of its efforts to enhance its academic stature and reputation. As Table 29 illustrates, in 2023, the University had 91 NRF-rated researchers compared to 85 in 2021, while it currently hosts 18 research chairs (two more in 2023 compared to 2021).

	2021	2022	2023 targets	2023 actuals
Research chairs	16	16	17	18
NRF-rated researchers	85	92	94	91

Table 29: Number of research chairs and NRF-rated academic staff, 2021-2023.

The demographic profile of research chairs at the University is disaggregated in Table 30 below.

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

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

The academic staff turnover (excluding retirements) was the lowest in 2021 at 3.3%, but then increased to 4.9% in 2022 with a slight decrease to 4.4% in 2023 (see Table 31). It is important to monitor remuneration and conditions of service regularly, and compare these with other universities, to enhance talent retention.

In 2020, White academic staff had the highest turnover (1.8%), but this shifted to Black (African, Coloured, Indian) academic staff (2%) in 2021. In 2022, the turnover of Black staff increased considerably to 3.6%, which is of concern as it impacts negatively on diversifying the demographic profile of academic staff. The turnover of Black academic staff members was also quite high in 2023 with a turnover of 2.9% compared to the turnover rate of 1.5% for White academic staff.

The turnover rate for PASS staff from 2020 to 2021 has been much higher than for academic staff over the same period (see Table 32). In 2020, the percentage turnover of PASS staff was 4.3%, increasing to 4.7% in 2021, with a further increase to 5% in 2022. The turnover rate declined slightly to 4.5% in 2023.

In 2021, the turnover rate for Black PASS staff was 3% compared to 1.7% for White PASS staff. In 2023, the turnover rate for Black PASS staff increased to 3.5% and this will need to be monitored since it impacts on the attainment of the University's employment equity targets.

Demographic profile of research chairs	2022		2023	
	Number	%	Number	%
Black (A, C, I) female	4	25%	4	22%
Black (A, C, I) male	4	25%	4	22%
White female	3	19%	3	17%
White male	5	31%	7	39%
Total	**16**	**100%**	**18**	**100%**

Table 30: Demographic profile of research chairs, 2022-2023

Academic staff total	2020	683	2021	702	2022	719	2023	723
Academic staff exits	2020 Exits	Turnover %	2021 Exits	Turnover %	2022 Exits	Turnover %	2023 Exits	Turnover %
African	11	1.6%	10	1.4%	18	2.5%	15	2.1%
Coloured	4		4	0.6%	5	0.7%	3	0.4%
Indian					3	0.4%	3	0.4%
White	12	1.8%	9	1.3%	9	1.2%	11	1.5%
Total exits	**27**	**4.0%**	**23**	**3.3%**	**35**	**4.9%**	**32**	**4.4%**

Table 31: Turnover of academic staff (excluding retirements) by population group, 2021-2023

PASS staff total	2020	1 845	2021	1 840	2022	1 858	2023	1824
PASS staff exits	2020 Exits	Turnover %	2021 Exits	Turnover %	2022 Exits	Turnover %	2023 Exits	Turnover %
African	32	1.7%	35	1.9%	49	2.6%	53	2.9%
Coloured	7	0.4%	13	0.7%	15	0.8%	7	0.4%
Indian	3	0.2%	7	0.4%	2	0.1%	3	0.2%
White	38	2.1%	32	1.7%	27	1.4%	19	1.0%
Total exits	80	4.3%	87	4.7%	93	5.0%	82	4.5%

Table 32: Turnover of PASS staff (excluding retirements) by population group, 2020-2023

Academic staff total	2020	683	2021	702	2022	719	2023	723
Academic staff exits	2020	Turnover %	2021	Turnover %	2022 Exits	Turnover %	2023 Exits	Turnover %
Female	10	1.5%	14	2.0%	19	2.6%	11	1.5%
Male	17	2.5%	9	1.3%	16	2.2%	21	2.9%
Total exits	27	4.0%	23	3.3%	35	4.9%	32	4.4%

Table 33: Turnover of academic staff (excluding retirements) by gender, 2020-2023

Table 33 summarises the turnover of academic staff over the period 2020 to 2023 by gender, and Table 34, the turnover of PASS staff. In 2023, the turnover rate of male academic staff (2.9%) was higher than for females (1.5%). Male PASS staff members also have slightly higher turnover rates than females. In 2023, male PASS staff members had a turnover rate of 2.7% compared to the turnover rate of 2.3% for female staff members.

Table 35 summarises academic staff retirements over the period 2020 to 2023 by population group, and Table 36, the retirements of PASS staff. It is important to

monitor and project retirements (based on staff records) to ensure vacancies are filled timeously, especially as it relates to highly qualified academic staff given that this has a direct impact on PG student supervisory capacity. In 2022, 1.4% White academic staff members retired, and this percentage declined to 1.1% in 2023 while it remained stable at 0.4% for Black academic staff in 2022 and 2023.

It is interesting to note that, in 2023, the retirement rate for Black PASS staff members was 1.4% compared to 0.8% for White PASS staff members.

PASS staff total	2020	1 845	2021	1 840	2022	1 858	2023	1 824
PASS staff exits	2020	Turnover %	2021	Turnover %	2022 Exits	Turnover %	2023 Exits	Turnover %
Female	35	1.9%	41	2.2%	46	2.5%	42	2.3%
Male	45	2.4%	46	2.5%	47	2.5%	49	2.7%
Total exits	80	4.3%	87	4.7%	93	5.0%	82	4.5%

Table 34: Turnover of PASS staff (excluding retirements) by gender, 2020-2023

Academic staff total	2020	683	2021	702	2022	719	2023	723
Academic retirements	2020	As a % of total	2021	As a % of total	2022	As a % of total	2023	As a % of total
African	6	0.9%	3	0.4%	2	0.3%	2	0.3%
Coloured			4	0.6%	1	0.1%		
Indian							1	0.1%
White	5	0.7%	7	1.0%	10	1.4%	8	1.1%
Total retirements	11	1.6%	14	2.0%	13	1.8%	11	1.5%

Table 35: Academic staff retirements by population group, 2020-2023

PASS staff total	2020	1 845	2021	1 840	2022	1 858	2023	1 824
PASS retirements	2020	As a % of total	2021	As a % of total	2022	As a % of total	2023	As a % of total
African	8	0.4%	10	0.5%	10	0.5%	19	1.0%
Coloured	2	0.1%	2	0.1%	5	0.3%	6	0.3%
Indian					2	0.1%	2	0.1%
White	5	0.3%	8	0.4%	11	0.6%	15	0.8%
Total retirements	15	0.8%	20	1.1%	28	1.5%	42	2.3%

Table 36: PASS staff retirements by population group, 2020-2023

Academic staff total	2020	683	2021	702	2022	719	2023	723
Academic retirements	2020	As a % of total	2021	As a % of total	2022	As a % of total	2023	As a % of total
Female	2	0.3%	4	0.6%	6	0.8%	5	0.7%
Male	9	1.3%	10	1.4%	7	1.0%	6	0.8%
Total	11	1.6%	14	2.0%	13	1.8%	11	1.5%

Table 37: Academic staff retirements by gender, 2020-2023

PASS staff total	2020	1 845	2021	1 840	2022	1 858	2023	1824
PASS retirements	2020	As a % of total	2021	As a % of total	2022	As a % of total	2023	As a % of total
Female	7	0.4%	4	0.2%	17	0.9%	28	1.5%
Male	8	0.4%	16	0.9%	11	0.6%	14	0.8%
Total	15	0.8%	20	1.1%	28	1.5%	42	2.3%

Table 38: PASS staff retirements by gender, 2020-2023

Table 37 summarises academic staff retirements over the period 2020 to 2023 by gender, and Table 38, the retirements of PASS staff by gender over the same period. The retirement figures for academic staff show that higher percentages of male staff members retired in the years 2020 and 2021. In 2022 and 2023, almost equal percentages of male and female academic staff retired.

In 2020, equal percentages of female and male PASS staff members retired (0.4%) while, in 2023, 1.5% female and 0.8% male PASS staff members retired.

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

Nelson Mandela University has used Moodle as a Learning Management System (LMS) since 2008. The transition to flexible, hybrid modes of learning and teaching was significantly accelerated with the onset of the COVID-19 pandemic in 2020. To compare the activity rates of students and academic staff on the LMS, the activity rate of unique users logged into the Moodle system was calculated in March each year. This was assessed as a percentage of the total number of students and permanent academic staff (see Table 39).

Number of unique users logged into the Moodle system in March annually	2020	2021	2022	2023
Users logged in during March each year	24 914	27 668	32 013	31 301
Student headcount enrolment	29 286	29 735	32 320	31 400
Permanent academic staff	683	702	719	723
Total students and permanent academic staff	29 969	30 437	33 039	32 123
Percentage of users logged in as a percentage of total number of students and permanent academic staff	83.1%	90.9%	96.8%	97.4%

Table 39: Activity rates of students and academic staff on the learning management system, 2020-2023
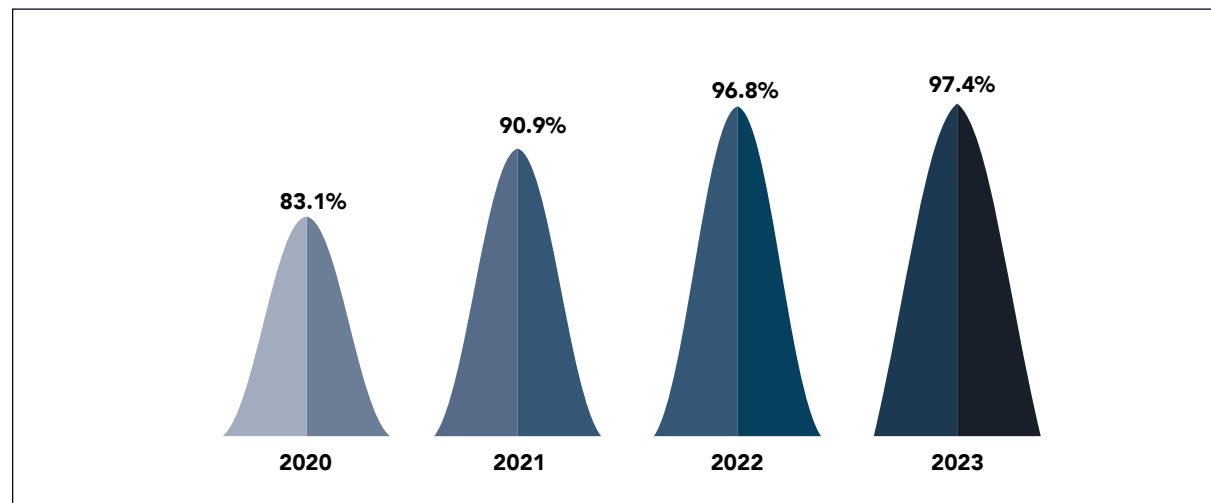
Figure 30: Percentage of users logged in as a percentage of total students and permanent academic staff, 2020-2023

As can be seen from Table 39 and Figure 30, the activity rate on the LMS increased steeply from 2020 to 2023, from 83.1% to 97.4%, due to the rapid migration to emergency remote learning during the pandemic. Beyond the pandemic, it is evident that the activity rates on the LMS have continuously increased and its use is now embedded in learning and teaching activities. This points to rapid improvements in technology-rich approaches to learning.

Related to this, uneven access to and ownership of devices remains a social justice challenge that the University has been addressing systematically, by stepping up the provision of data and increasing spend on access to mobile devices and WiFi densification.

7.4 Conclusion

An analysis of the University's academic size and shape indicates that it is important to monitor trends continually against strategy-aligned indicators with a view to assessing areas for improvement, and to devise evidence-based strategies to address these. The lower FTEnt target set for 2023 and the implementation of capping and other enrolment management strategies implemented led to a more manageable first-time entering intake in 2023, which was just 2.9% below the target. There was a slight decrease in the student: staff FTE ratio from 29:1 to 28:1 due to the much lower intake of FTEnt students in 2023.

The increased proportions of Black, NSFAS-funded students from quintile 1-3 schools highlights that Nelson Mandela University's drive to increase access to learners from previously disadvantaged backgrounds is yielding

the desired outcomes. At the same time, it does also require the University to invest more in academic support interventions to assist these students in their journey to academic success.

In addition to the above, the University is making remarkable progress in respect of digital transformation, reflected in rapid advances in the uptake of technology-rich approaches to learning and teaching. There has also been a pleasing increase in on-campus residential accommodation in 2023, enabling the University to offer more students the benefits of living on campus.

The most concerning trends in 2023 were the significant decline in the success rate from 81% in 2022 to 74% in 2023 and the decline in the number of graduates from 7 636 in 2022 to 5 815 in 2023. The University has a wide range of programmes in place to support student success and retention and will have to explore strategies to improve their impact and reach. In addition, the non-achievement of PG enrolment and graduate output targets also requires dedicated attention and targeted strategies to reverse these trends.

The University continues to invest in developing the next generation of socially diverse, early career academic staff to obtain their doctoral qualifications so that they are equipped to supervise PG candidates and produce quality research outputs. To this end, there was a slight increase in the percentage of permanent academic staff with doctoral degrees, from 45% in 2022 to 46% in 2023, but this needs to improve further to ensure that there is sufficient capacity to increase postgraduate enrolments.

8 REPORT ON SUSTAINABILITY

Globally, the natural environment, economy and international peace are perhaps more brittle than at any other stage in world history. Higher education institutions are being called upon to chart future directions that address these social, economic, and environmental sustainability challenges. This makes Nelson Mandela University's ongoing, ever-deepening commitment to sustainability even more imperative.

Societal expectations of higher education institutions to demonstrate social responsiveness and impact are simultaneously growing, particularly in developing nations.

Universities in South Africa are increasingly expected to participate more actively in addressing the developmental needs of the African continent, with specific reference to the United Nations Sustainable Development Goals (SDGs), the African Union Agenda 2063, and South Africa's 2030 National Development Plan.

As universities collectively work to shape the future, they seek to undertake four missions as effectively as possible, namely to: embrace humanising learning and teaching; undertake transformative research and scholarship; promote impactful engagement with society;
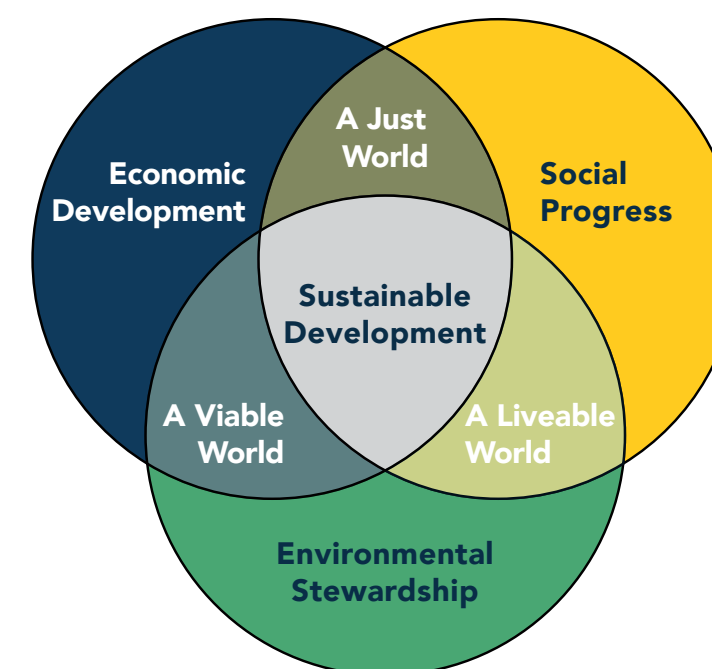
Figure 31: Sustainable development at Nelson Mandela University

and serve as hubs of innovation and entrepreneurship for sustainable and progressive change. In addition, an implicit fifth mission – the duty of care – is crucial and this is characterised by humanistic and ecological values to promote the sustainability of our species, societies, and nature (Zeleza, 2020).[1]

A sustainable university can be defined as: *"a higher educational institution, as a whole or as a part, that addresses, involves and promotes, on a regional or a global level, the minimisation of negative environmental, economic, societal, and health effects generated in the use of their resources in order to fulfil its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable lifestyles"* (Velasquez, Mungia, Platt and Taddei, 2006: 812).[2]

The future vibrancy of higher education institutions rests on a shared commitment to responsible stewardship of vital resources to promote long-term well-being and leave a sustainable legacy for future generations.

Embedding sustainability within the core academic missions and operations of universities requires a co-creation model where the efforts of all stakeholders are integrated through a transdisciplinary approach to addressing global development needs. The concept of co-creation can be defined as a creative process that is carried out simultaneously by two or more persons, providing a collective dimension that encourages transformation to achieve a mutually valued result. By changing the way people behave and involving them in embracing sustainability, the results are more likely to be impactful.

As discussed in the preceding chapters, Nelson Mandela University, through its academic programmes, research, innovation, various local, national, and international partnerships, and engagement activities, continues to address pressing local needs across all facets of social, economic, and environmental sustainability in an inter- and transdisciplinary manner. As a dynamic African university, finding transformative solutions to accelerate economic growth and development, and co-creating a sustainable, socially just world are core outcomes of the University's Vision 2030. Sustainability science is a priority, encompassing diverse disciplines across all seven faculties, and will be significantly catalysed through the establishment of the Transdisciplinary Institute for Sustainable Futures, as announced in June 2023.

8.1 Social Sustainability

A socially sustainable society is characterised by social justice, equality, and a decent quality of life for all citizens. This is a crucial dimension of strategic differentiation for the University whereby its six core values serve as a compass for decisions and actions to advance the praxes of an engaged, socially responsive, and transformative university. These values include social justice and equality, ubuntu, respect for diversity, excellence, integrity, and sustainable stewardship.

8.1.1 Social Responsiveness and the Public Good

The University's Vision 2030 calls for engagement with all publics in equalising partnerships to co-create socially responsive solutions for a sustainable future. The establishment of the Engagement and Transformation Portfolio (ETP) confirms the University's commitment to reimagine, reposition and reframe its character as an engaged, responsive university. This is embedded as a key attribute of the University as depicted in Figure 32.

During 2023, the ETP spearheaded a variety of strategy-aligned activities and interventions to position the University as a locally responsive, regionally alive, nationally active, and globally aware higher education institution that serves the public good.

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

The Hubs of Convergence (HoC) were created to provide an outward focus by ensuring that communities benefit from the intellectual and other assets of the University while also contributing their wisdom to the co-creation of African-purposed solutions to societal challenges. The broad areas of engagement include agriculture and food security; arts, culture, and sport; education; environment; enterprise development; health; HIV/AIDS; housing and living conditions; social justice; social and community development; safety and security; and training and development. Several of these areas overlap with environmental sustainability, insofar as food security and quality of life are implicitly threatened by the negative effects of climate change.

Figure 33 provides an overview of the eight hubs which have been established, and how these interface with various faculties and other portfolios.

A few highlights pertaining to the social sustainability interventions of selected HoCs during 2023 are as follows:

- **Hub 1: Individual and Collective Wellness** includes the Creating Cycles of Hope project, which draws stakeholders including schools, churches, and governmental bodies, towards co-constructing a community-based, substance-abuse prevention approach. Twelve sites have been established as resource centres, offering counselling links, support, and community engagement. On 18 July 2023, as part of its Mandela Day activations, the University partnered with the Nelson Mandela Foundation (NMF), Community Chest, and the Gelvandale community to reimagine the Gelvandale High School Hostel as a hub of hope. The NMF theme of "Climate, Food and Solidarity" aligned with the work of the HoC in this collaborative endeavour honouring the legacy of Nelson Mandela.
- **Hub 2: Food Sovereignty** comprises the Food Systems Programme which is aligned with the University's Giving Campaign and Student Hunger Project. As part of the drive to address student hunger within this hub, Media students designed a bag that can carry food parcels while addressing the stigma that food-insecure students experience when collecting these parcels.
- **Hub 3: Gender Engagement branches into the End Period Poverty** Project which has engaged a range of stakeholder communities within and beyond the University. Period poverty in South Africa affects girls and women by preventing them from working and going to school, creating high absenteeism and drop-out rates. The End Period Poverty project addresses this with practical solutions.
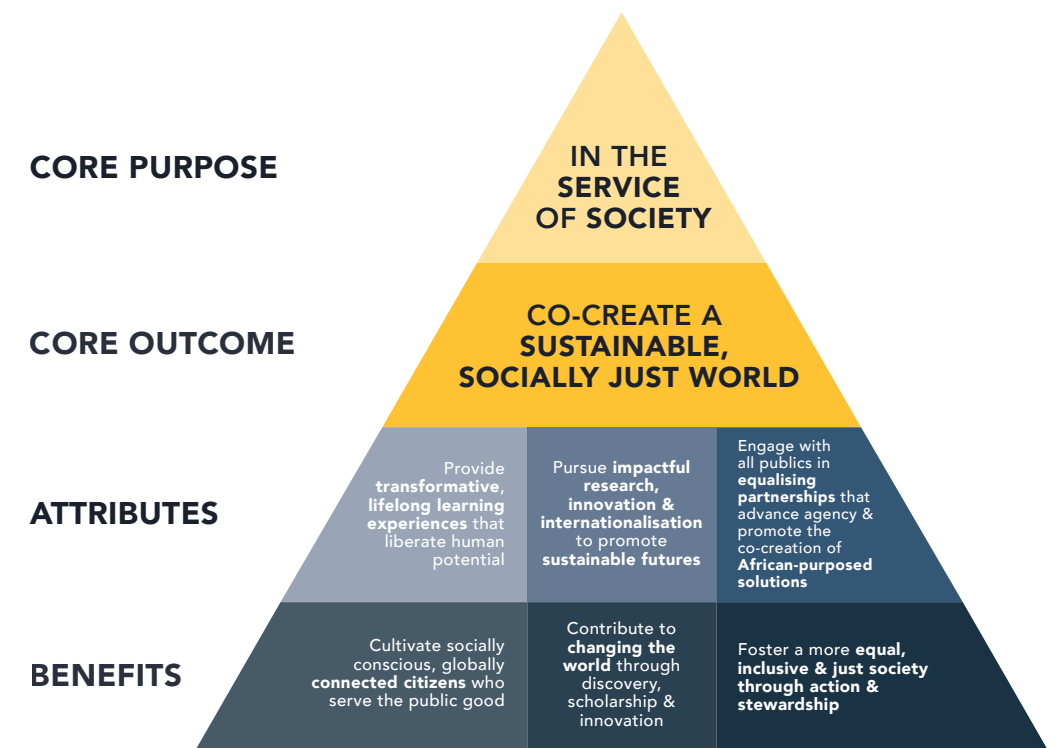

				IN THE SERVICE OF SOCIETY
CORE PURPOSE				
CORE OUTCOME				CO-CREATE A SUSTAINABLE, SOCIALLY JUST WORLD
ATTRIBUTES		Provide **transformative, lifelong learning experiences** that liberate human potential	Pursue **impactful research, innovation & internationalisation** to promote **sustainable futures**	Engage with all publics in **equalising partnerships** that advance agency & promote the co-creation of **African-purposed solutions**
BENEFITS		Cultivate socially conscious, globally **connected citizens** who serve the public good	Contribute to **changing the world** through discovery, scholarship & innovation	Foster a more **equal, inclusive & just society through action & stewardship**

Figure 32: Vision 2030 core messages

Figure 33: Hubs of Convergence

Central hub: HUBS OF CONVERGENCE & ENGAGEMENT OFFICE STRATEGIC PROJECTS

H1 INDIVIDUAL & COLLECTIVE WELLNESS
- THE HOPE REVOLUTION VISION
- GRACE TO GRACE HEALING JOURNEY
- 13 HOPE SITES
- THIRD SPACE

H2 FOOD SOVEREIGNTY
- STUDENT HUNGER SUBGROUP
- GREENHOUSE PROJECT
- COMMUNITY KITCHENS AS SUSTAINABLE FOOD RELIEF
- SIGNATURE PROJECTS
- MANDELA UNIVERSITY FOOD SYSTEMS
- NELSON MANDELA FOUNDATION
- MANDELA DAY
- BOREHOLE PROJECT
- CLIMATE CHANGE RESEARCH

H3 GENDER ENGAGEMENT
- END PERIOD POVERTY
- GENDER-BASED VIOLENCE & HIV FORUM

H4 COMMUNITY-DRIVEN INITIATIVES
- ZWIDE DEVELOPMENT FORUM
- ASSOCIATION FOR PEOPLE WITH PHYSICAL DISABILITIES
- INTABA KA VUBA DEVELOPMENT FORUM
- UMPHANDA FOUNDATION
- HOSTEL OF HOPE - GELVANDALE HIGH SCHOOL HOSTEL
- STUDENT HUBS OF CONVERGENCE (SHOC)
- SEWING PROJECT

H5 KNOWLEDGE COMMUNICATION & APPLICATION
- QUARTET COLLABORATION
- CO-CONSTRUCTING ACCREDITED COMMUNITY ENGAGEMENT QUALIFICATION Limerick, North-West, Free State, Mandela Universities
- POST DOCS COMMUNITY OF PRACTICE
- SOCIAL DEVELOPMENT - 3RD YEAR MODULE (SOWP312)
- GRAPHIC DESIGN - 2ND & 3RD YEAR (KCD210 & KCD310), AND PHOTOGRAPHY - 3RD YEAR (KPP310)
- MEDIA COMMUNICATIONS - ARTS AND CULTURE - 4TH YEAR (LMCV417)
- B ED - 4TH YEAR (PSBL400)
- ENGAGED TEACHING AND LEARNING

H6 EDUCATION ECOSYSTEM
- MANYANO NETWORK OF SCHOOLS
- MOTHERWELL COMMUNITY OF PRACTICE
- STELLENBOSCH UNIVERSITY, DEPARTMENT OF SCIENCE & INNOVATION & EDUCATIONAL PSYCHOLOGY DEPARTMENT
- MEMORANDUM OF UNDERSTANDING AUDIT
- CENTRE FOR COMMUNITY SCHOOLS
- CALA IKAMVELIHLE DEVELOPMENT TRUST
- FACULTY OF EDUCATION, TRANSFORMATION OFFICE & DEPARTMENT OF SOCIAL DEVELOPMENT
- THE LEARNING TRUST

H7 INDIGENOUS KNOWLEDGE SYSTEMS
- KHOI & SAN LEADERS
- GRIQUA NATION
- HANCUMQUA KINGDOM

H8 SPORTS, ARTS & CULTURE
- MADIBAZ SPORTS

Other nodes:
- COMMUNITY DEVELOPMENT UNIT
- ENGAGEMENT INFORMATION & CAPACITY DEVELOPMENT
- CONTINUING EDUCATION
- CAREER SERVICES

- **Hub 4: Community-Driven Initiatives** is home to several collaborations with local community-based organisations including the Zwide Development Forum, Umphanda Foundation for Autism, Intaba ka Vuba Development Foundation and Intsika Yokwabelana Ngolwazi.   An example of one collaboration is the greenhouse and community food systems project that serves community food producers associated with the Zwide Development Forum.
- **Hub 7: Indigenous Knowledge Systems (IKS)** is an exploration of how the University can play a significant role in responding to significant challenges concerning the historical marginalisation of indigenous people and their knowledges in South Africa. In 2023, a delegation visited Kokstad in the north-eastern part of the Eastern Cape Province to co-construct a collaborative project plan, alongside the Griqua group within the First Nations. This project seeks to explore indigenous cosmologies and praxes in responding to current challenges. It aims to deepen engagement with the Griqua nation and enrich their intellectual, scholarly, and programmatic endeavours to honour and protect indigenous wisdom in society.
- **Hub 8: Sports, Arts and Culture** is a new hub that aims to highlight the transformative power of sports, arts, and culture in fostering community engagement. This Hub has collaborated with the Dean of Students, Madibaz Sports, and Arts, Culture, and Heritage to explore opportunities to dismantle barriers that hinder young enthusiasts from accessing opportunities within the sports, arts, and culture sector.

8.1.2 Promotion of Equality and Social Inclusion

The University views transformation as the advancement of inclusivity and fostering an affirming institutional culture that welcomes and respects diverse identities, heritages, and life experiences. To this end, the Transformation Office designs and implements ongoing interventions to promote equality and social inclusion awareness and advocacy. In 2023, training programmes and workshops covered a wide range of topics, such as bullying, redistribution strategies and approaches to drive social change, creating a more inclusive institutional culture, disability rights, gender issues, LGBTQIA+ pride awareness, and many others. Specific GBV interventions continued throughout the academic year, including multiple talks, seminars, and first responder and self-defence training sessions.

Nelson Mandela University co-created the Social Consciousness and Sustainable Futures (SCSF) course with students to reimagine what a collaborative and inclusive curriculum would look like. The University offers the foundational SCSF course to all first-year students, which focuses on themes such as exploring what it means to be human; land, environment, food, economy, technology;

VARIOUS SHORT LEARNING PROGRAMMES (as per ProSkill C)	R2 947 813
SHARED SERVICES INTERVENTIONS	R1 317 592
UNIVERSITY CAPACITY DEVELOPMENT GRANT	R6 540 914*
TOTAL SPEND	R10 806 319

* Teaching and Research Development initiatives are mainly funded through the UCDG.
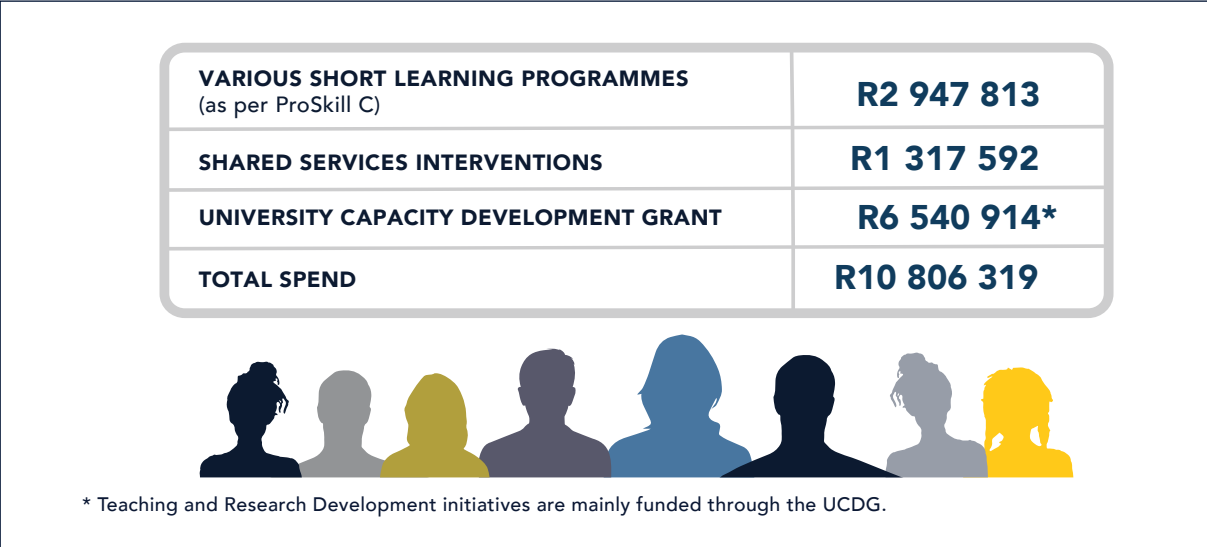
Figure 34: Human resource development spend: January – December 2023

Constitutional rights, ethics, entrepreneurship; and leadership. In so doing, students grapple with the social issues tied to justice, fairness, freedom, sustainability, dignity, and recognition.

During 2023, the Institutional Culture and Equality (ICE) Working Group mandated that HR and the Office of Institutional Strategy partner to craft a conceptual framework to inform the institutional culture strategy and signature programmes to cultivate a transformative institutional culture at all levels of the University. In addition, various short learning programmes, interventions, and development opportunities were offered to employees to develop their competencies and enhance work satisfaction (see Figure 34).

8.2 Economic Sustainability

Due to the unpredictable and constrained economic context, South African public universities are confronted with declining government subsidy and tuition fee income, escalating costs and ever-increasing demands for holistic support to promote student access for success. The higher education funding framework has a marked impact on financial planning at an institutional level, and the University needs to be innovative in mobilising, allocating and using resources in alignment with institutional strategy, underpinned by responsible financial probity and stewardship.

Against this backdrop, Vision 2030 foregrounds the need for transversal endeavours to enhance the University's long-term financial sustainability. It is especially critical to diversify income streams so that the University is not as reliant on government subsidy, NSFAS, and tuition fee income. To this end, the University is in the process of developing an institutional Resource Mobilisation Strategy to set out a series of integrated, multi-pronged and coordinated strategic interventions. This is premised on four strategic pillars, namely, innovative resource generation; maximising government funding and fees; responsible resource stewardship; and ramping up commercial ventures. These will, over five years, raise the resources needed to implement the Vision 2030 strategic trajectories in a financially sustainable manner.

8.2.1 Strategic Resource Mobilisation and Advancement (SRMA)

Despite continuing to operate in difficult economic trading conditions, the University has, to date, been able to sustain its financial integrity through ethical resource stewardship and dedicated resource mobilisation efforts. Sectoral challenges over the year included growing policy uncertainty on funding students due to annual changes to the NSFAS eligibility criteria. As of the AY2023, students who were studying less than 60 course credits towards their qualification, only qualifed for learning materials allowances. Other areas of concern include the 55% progression rate being applied, up from 50%, and the accommodation cap of R50 000 in urban areas. In addition, the risk associated with the N+1 rule will escalate as the second cohort of NSFAS-funded bursary students approach the completion of their studies.

The Nelson Mandela University Trust mobilises funding to complement the expanded NSFAS bursary scheme. From Figure 35, it is clear that the Trust, of which Nelson Mandela University is the sole beneficiary, is key to soliciting donations and managing investment assets to benefit the University. The Trust was able to mobilise funding of R112 478 141 in 2023, compared to R103 525 885 in 2022. In support of this, the University introduced a new integrated online fundraising platform for national and international resource mobilisation in September 2022.

8.2.2 Bursaries and Scholarships

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

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

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

A total of 1 266 students received bursaries from the income mobilised through the Trust in 2023 and more than 93% of the beneficiaries were Black students as defined in the B-BBEE codes. Of the bursary funding mobilised by the SRMA in 2023, 15% (just over R12.4m) was allocated to postgraduate bursaries, supporting 216 students. Following student protests at the start of the 2023 academic year, and the attention this drew to shortfalls in funding for postgraduate diplomas and Honours degrees, the SRMA increased its resource mobilisation activities to provide funding for students pursuing these qualifications. The University also contributed to addressing this challenge by subsidising accommodation for this cohort to the value of R2.5 million. Assistance was also extended through the R800 000 pledged by the SRC from a R1.3-million donation from the Motsepe Foundation.

Bursary funding has been a major focus of alumni donations, but the focus of these efforts has shifted since the introduction of the pro-poor NSFAS funding criteria. The emphasis is now on mobilising funding for "missing middle" and postgraduate student bursaries. The new institutional Giving to Mandela online fundraising platform allows donors to choose to support approved institutional fundraising projects through once-off or recurring donations and for tax certificates to be issued to qualifying donors. Figure 36 reflects alumni donations in 2023, which amounted to R152 989. Commercial companies either partly or fully owned by the University such as Innovolve, Propella and the Nelson Mandela University Investment Company (Pty) Limited, also create value that can be used to support the mission of the University.

8.2.3 Sustainability and Institutional Viability Task Team (SIVTT)

Executive management established SIVTT under whose auspices various sustainability interventions are guiding resourcing and investment priorities at the institutional level. These include academic optimisation, improving efficiencies, and promoting strategic-aligned resource mobilisation and budgeting.

Academic Optimisation

There is pressure on universities around the globe and nationally to plan and assess the long-term implications of decisions. Careful thought will need to be given when considering approval of recurrent resourcing projects or programmes. An implicit dimension of a focused differentiation strategy is not only defining what the University will invest in as key strategic differentiators, but also identifying what needs to be discontinued. In this regard, a careful analysis will be conducted of the University's current and desired programme and qualification mix (PQM) to identify gaps and assess the extent to which academic offerings are relevant and sufficiently equip graduates for the world of work.

Furthermore, the advancement of artificial intelligence and disruptive technology is rapidly changing the future of work and the knowledge, skills and attributes required of university graduates to thrive in the 21st-century workplace. This requires the higher education sector to be innovative and dynamic in responding to these advancements. The University must ensure that it develops graduates as responsible citizens who can contribute to sustainable socio-economic development through
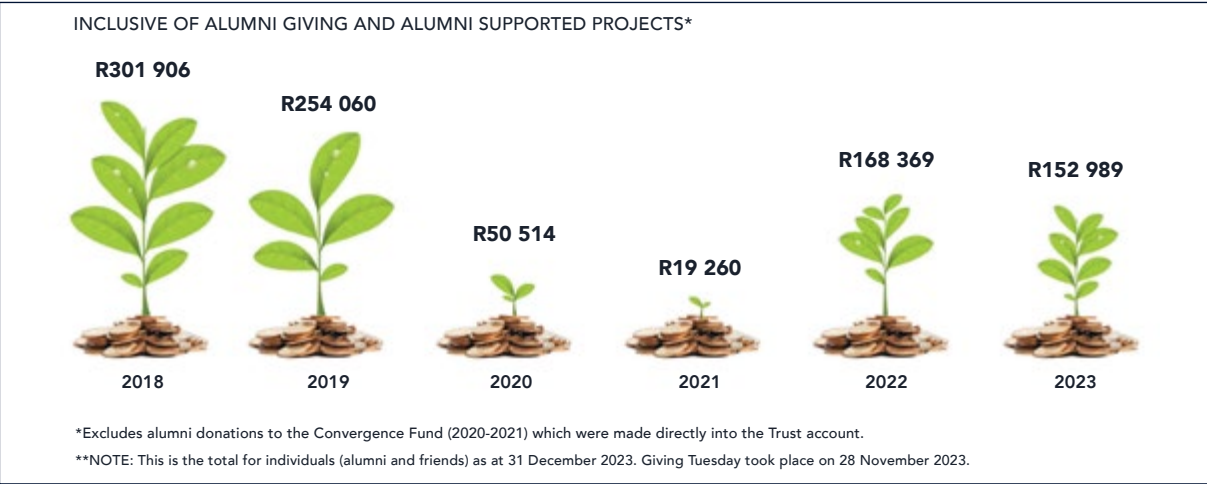
Figure 36: Alumni donations in 2023

sought-after qualities such as critical thinking, creative problem solving, adaptive expertise, and an ethic of care.

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

Improving efficiencies and digital transformation

As part of digital transformation, attention is being devoted to modernised infrastructure and access to digital technologies, mobile devices, and data connectivity. This requires an upfront investment to promote a seamless transition to flexible modes of learning and teaching, especially within the context of the "digital divide", which is particularly pronounced on the African continent.

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

Sustainability in the digital context also includes exploring what proportion of the University's academic programme offerings can be offered through fully online, technology-rich, and/or flexible modes of delivery. Through the development of the new Virtual Academy (VA), the University will expand its suite of online offerings, and focus on future skills readiness to enhance graduate employability, and to empower staff to re- and upskill against the backdrop of rapid technological advancements. The VA will also open new revenue opportunities by ensuring that learners can access programmes virtually at different times of the year.

Strategy-aligned budgeting and sustainable resource stewardship

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

Furthermore, through the process of cascading Vision 2030, members of executive management have developed five-year strategic plans, which will increasingly inform the annual budgeting process and provide the parameters for strategy-aligned resource mobilisation and budgeting at institutional level from 2024 onwards.

8.2.4 Infrastructure Development and Digitalisation

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

The University's Infrastructure Services and Space Optimisation (ISSO) division is well-positioned to leverage opportunities related to utilities and facilities. The University has seen significant infrastructural growth and has 284 buildings in use with a footprint of approximately 364 000m^2, spread across seven campuses in Gqeberha and George. Infrastructure management, delivery, and maintenance, in addition to staff costs, is a significant
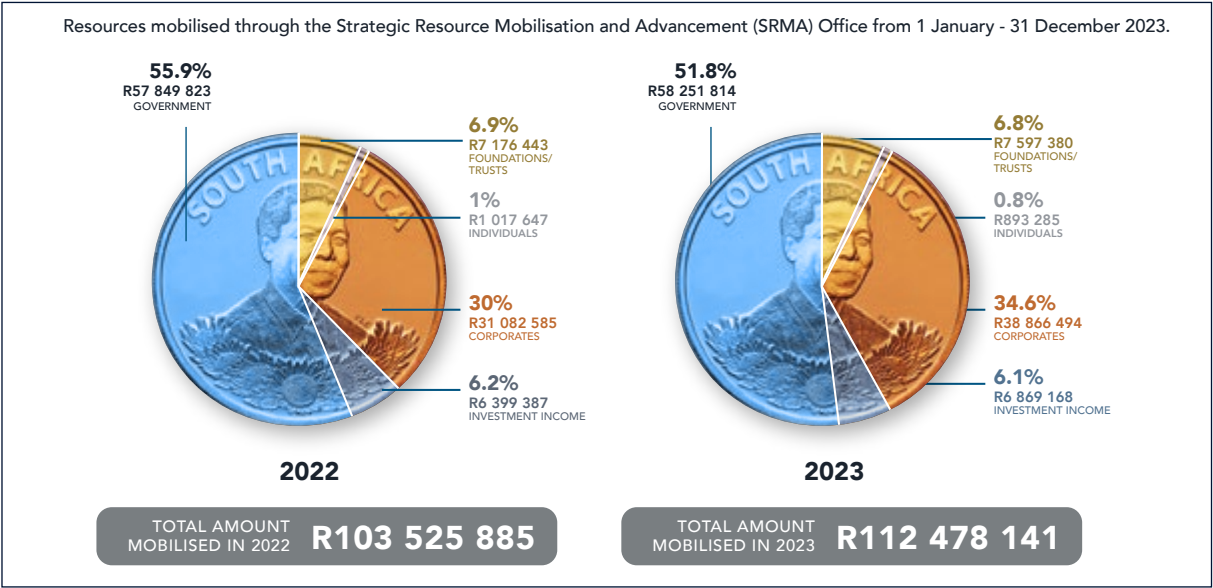
Figure 35: Funding mobilised through the Nelson Mandela University Trust in 2022-2023

cost and expenditure area that offers opportunities for realising efficiencies and contributing to both financial and institutional sustainability.

University facilities with the potential to generate revenues must be evaluated to establish the extent to which they can realise their revenue-earning potential, and this includes determining whether capital expenditure is warranted or not. Campus optimisation plans are ongoing, as are management frameworks for sports, conferencing, and other facilities.

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

Greening operations requires a review of the multi-campus governance and management model to assess the optimal mix of academic programmes and support services on each campus. This will promote the equivalence of educational and campus life experiences across multiple geographic locations.

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

8.3 Environmental Sustainability

In advancing environmental sustainability, Nelson Mandela University works with students, staff, and neighbouring communities to:

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

The University faced unprecedented challenges in ensuring operational continuity and the ongoing provision of basic services such as water and electricity during 2023. Up to May 2023, both the Nelson Mandela Bay Metro and George Municipality faced water restrictions and the possibility of a Day Zero (when no water comes out of the taps) in the Metro.

Loadshedding also increased over the same period, which affected operational and academic activities. To address these water and energy challenges, the University remained committed to ongoing expenditure to bolster backup energy generation capacity, enhance the use of renewable energy, manage energy demand, and promote sustainable water provision.

8.3.1 Responsible Energy Management

Nelson Mandela University has three applicable strategies for responsible energy management, namely the:

- Renewable Energy Strategy
- Demand Management Strategy
- Back up Energy Strategy

Since adopting these strategies, the University has approved the following:

- **Renewable energy:** MANCO approved a proposal worth R65 million late in 2022. This will include solar-photovoltaic (PV) installations across all seven campuses. The installation tender closed in March 2023. Current pricing indicates that the PV installations would generate savings of up to R8.5 million in every financial year, with a payback of six years.
- **Demand management:** It is vital to manage energy demand at any given time during the day as demand charges from the municipality can be up to 30% of any account received. Funding from the DHET and Council is being employed to create a greater network of switches to facilitate lower demand at certain times and thereby ensure that monthly demand charges are as low as possible.
- **Back-up energy generation:** The University has also approved back-up energy generation through the purchase of generators to the value of R42 million.
- **Energy audit:** The University is conducting an overall energy audit to assess the total usage of energy per campus and building with audit outcomes due by September 2024.
- **Business Chamber Cluster:** The Nelson Mandela Bay Business Chamber has concluded a request for proposals on behalf of the Metro's large energy users, calling for the provision of 250MW of renewable energy. If concluded, the University could have renewable energy penetration into its overall energy consumption in the region of 70 to 80%. This power purchase agreement would have a range of benefits, including being cheaper than the NMBM rates.

Figure 37 illustrates the total energy consumption by the University (across all campuses) in kilowatt hours. As shown in Figure 37, there has been a pleasing decline in energy consumed by the University over the past five years.

As can be seen in Figure 38, in 2023, the the total energy consumption was highest on South Campus. However, with regards to renewable energy production, there was a
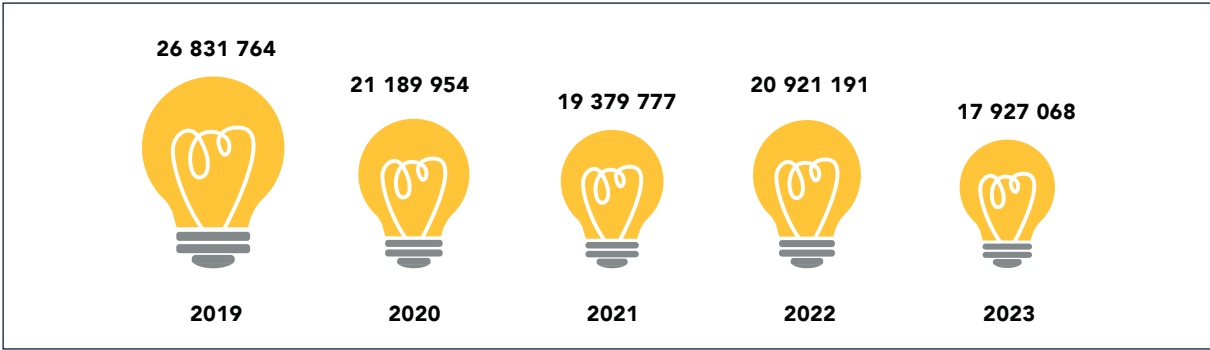
Figure 37: Energy kWh consumed on all campuses 2019-2023
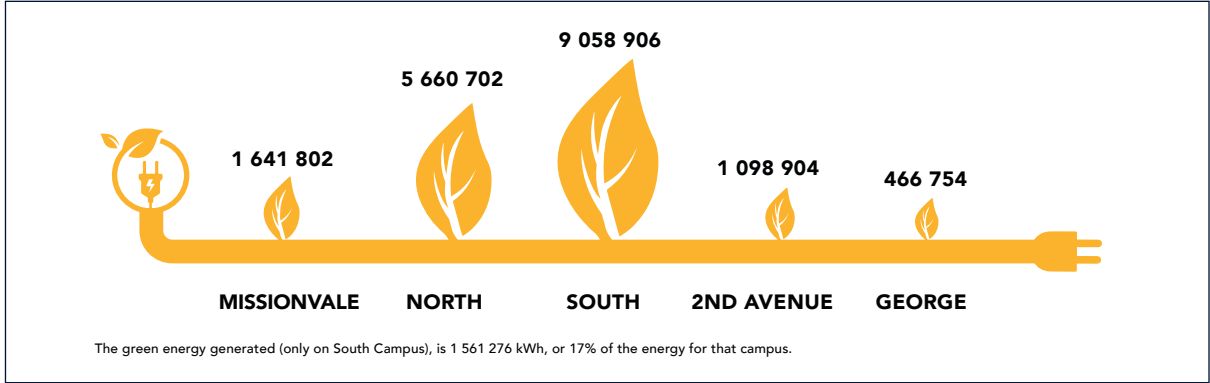
Figure 38: Energy consumption (KwH) per campus 2023

slight increase in production, in alignment with the original planned production for the 1 megawatt (MW) solar plant on South Campus, from 17% in 2022 to 17.23% in 2023.

The indications are that energy consumption by the University has returned to pre-COVID figures. If this assumption holds true, the per square metre usage reflected in Table 40 is a positive sign that there is a real reduction in usage. What makes this indicator so applicable is that the University measures usage as a measure of its footprint, and not just as a total per campus. This indicator then stays applicable as a measure of previous usage, even if the infrastructure footprint increases or possibly decreases. Indications are that previously expressed demand management techniques seem to have produced the desired outcomes, with combined effects of renewable energy installations. Electrical consumption measured

Campus	2019 kWh/m²	2020 kWh/m²	2021 kWh/m²	2022 kWh/m²	2023 kWh/m²
Missionvale	86.7	80.9	79.5	79.3	82.4
North	146.8	113.2	116.6	138.8	89.7
South	124.8	98.0	84.9	85.8	83.8
Second Ave	93.3	75.2	62.9	64.2	65.6
George	39.5	29.2	10.4	11.7	23.6

Table 40: Electrical consumption measured in kWh per total gross m²

Campus	2019 kWh/student	2020 kWh/student	2021kWh/student	2022 kWh/student	2023 kWh/student
Missionvale	1 680	1 568	1 540	1 535	1 596
North	1 342	1 035	1 066	1 269	820
South	983	772	669	676	660
2nd Ave	236	190	159	162	166
George	415	307	109	123	248

Table 41: Electrical consumption measured in kWh per student

INTEGRATED ANNUAL REPORT

ELECTRICAL CONSUMPTION MEASURED IN KWH PER STUDENT

NOTE: Historic data for both Bird Street and Ocean Sciences have not been accurate and will be refined for inclusion in future statistics.
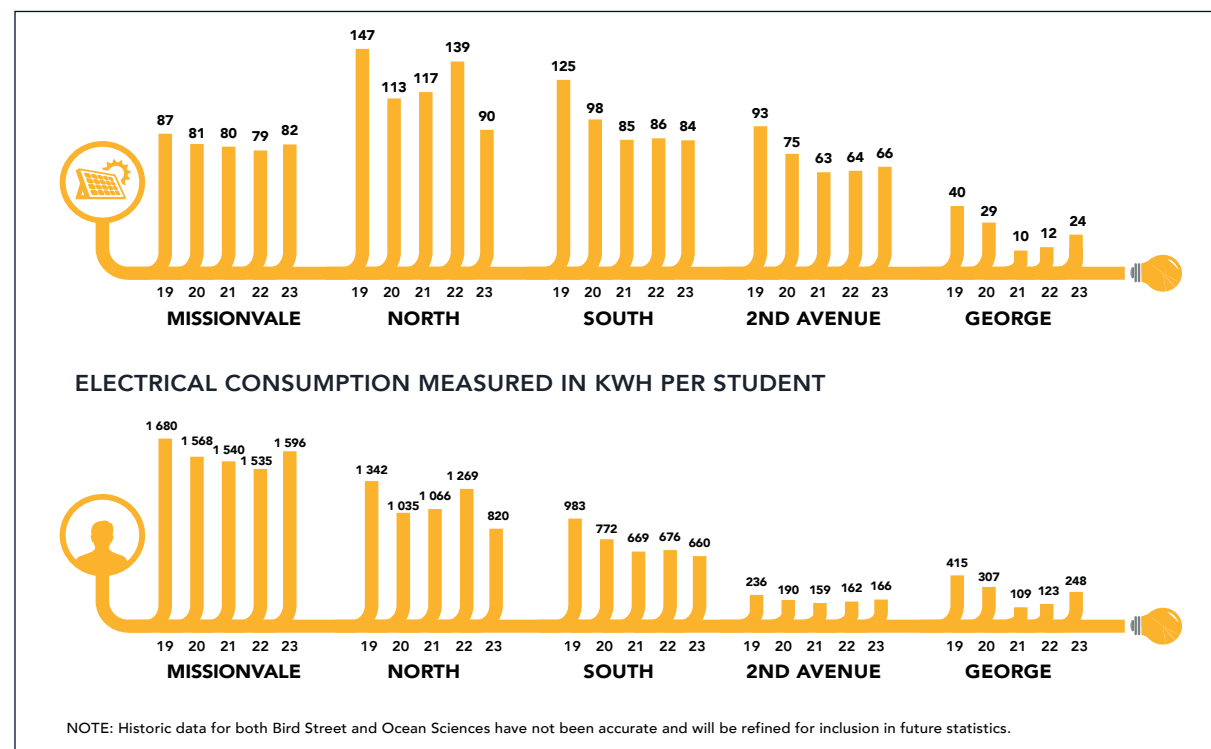
Figure 39: Electricity usage 2019 – 2023

in kilowatt hours per student, reflected in Table 41, supports this assumption.

From Figure 39, it is pleasing to note that there has been a consistent decline in energy use per square metre and per student over the past five years even with ever-increasing student numbers. However, a worrying trend is that energy usage was consistently high on some campuses and will need to be reduced.

8.3.2 Responsible Water Conservation

Cyclical droughts are part of the operational continuity risk that must be managed for Nelson Mandela University. In 2023, both George and Gqeberha continued to face severe water restrictions as the drought persisted in these regions. In April 2023, the percentage usable water in the Nelson Mandela Bay supply dams fell below 8%, with the possibility of a Day Zero being reached within 190 days. The catchment dams supplying the Nelson Mandela Metro finally received meaningful rain during 2023 with the winter months providing above-average rainfall. As a result, the University should be able to operate without fear of running out of water for two to three years, which permits long-term interventions to be refined, tested, and planned.

Strategically, the University remained focused on the following three-pronged water emergency management and sustainability focus areas implemented on all campuses since 2021:

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

During 2023, the University moved from an initial emergency response to creating a medium-term response to the possibility of Day Zero in the Metro, with most of these solutions being constructed and completed towards the end of 2023. These solutions have enabled the institution to overcome a break in the municipal water supply, either permanently or for two to five days. The next phase will look at developing these solutions towards a strategic implementation plan for the next three to five years for each campus. This will help to ensure that, when the next drought cycle or emergency strikes, the University would be able to seamlessly sustain operations.

An overall project prioritisation plan for each campus will be developed to ensure funding is allocated in line with the priorities for the period 2025-2030. In the past two years, each campus was surveyed with regards to the required capacity of water, the impact of loadshedding on water provision, the existence of an alternative water source, and the availability of potable water. These assessments have led to campus-specific solutions being put in place.

The University is also still working on securing a sustainable water supply for the George Campus through meetings with the George Municipality. The Municipality can now monitor the levels of the on-campus reservoir, but discussions are also underway relating to the replacement

PHOTOVOLTAIC SOLAR INSTALLATIONS ACROSS ALL CAMPUSES:

R65 000 000

PLANNED FOR INSTALLATION 2023/24

ONGOING WATER EMERGENCY PROJECTS:

R6 400 000

PLANNED FOR 2023

WATER PROJECTS

OCEAN SCIENCES:
Dry run protection – Campus pump
Campus pump housing

2ND AVE BOREHOLE:
Borehole controls/monitoring. Flow meter, borehole pump volume control
Borehole pump installation and campus pump housing
Dry run protection – Campus pump

MISSIONVALE
Planning around installation of isolation valves on campus

NORTH CAMPUS BOREHOLE
Borehole controls/monitoring. Flow meter, borehole pump volume control
STORAGE:
Tanks 24 x 10 000L
Dry run protection – Campus pump

GEORGE CAMPUS:
An additional **1 ML storage reservoir** to be planned and constructed in 2024

SOUTH CAMPUS:
Three new boreholes planned, drilled and tested in 2023. Water quality is relatively good, but some filtration will be required, to be undertaken in 2024/25

SOUTH CAMPUS RETURN EFFLUENT CONNECTION FOR HORTICULTURE:
Assess connection to horticulture reticulation + estimate

RESIDENCES PHASE 3
Install new valve to isolate University from NMBM

Figure 40: Funding for environmental sustainability projects 2023/24

383 239

282 888

172 464

147 938

173 977

2019 · 2020 · 2021 · 2022 · 2023
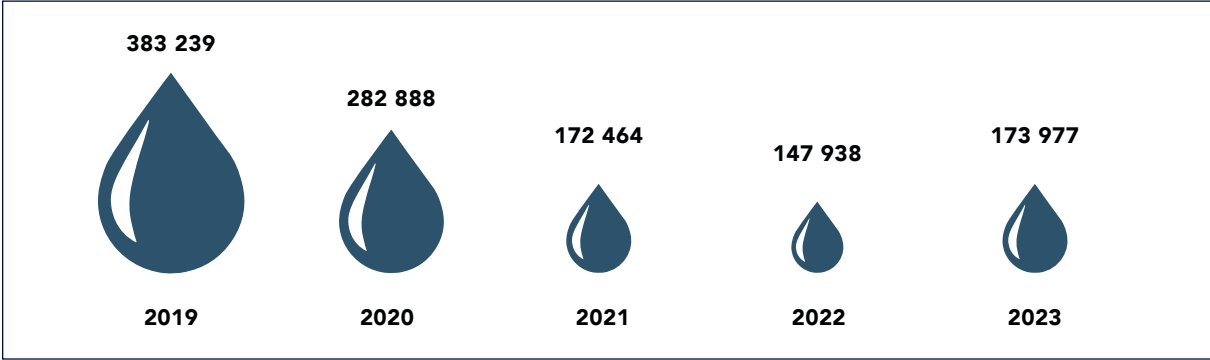
Figure 41: Water usage 2019-2023

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

MISSIONVALE: 0.7 1.8 0.2 0.3 0.2 — NORTH: 0.7 0.8 0.1 0.3 0.7 — SOUTH: 1.5 2.7 1.2 0.7 0.6 — 2ND AVENUE: 0.1 0.2 0.1 0.2 0.1 — GEORGE: 1.9 1.7 1.8 2.2 3

19 20 21 22 23

WATER CONSUMPTION MEASURED IN KILOLITRES PER STUDENT

MISSIONVALE: 12.7 35.2 4.4 6 3.6 — NORTH: 6.7 6.9 0.4 3.1 6.5 — SOUTH: 11.9 20.8 9.2 5.4 4.8 — 2ND AVENUE: 0.1 0.4 0.3 0.4 0.3 — GEORGE: 19.7 17.7 19.3 23.1 31.1

19 20 21 22 23

Figure 42: Water consumed on all campuses, 2019-2023

of the old supply line to the campus. The George Campus represents a relatively small student contingent, but is using 30% of the University's water. This Campus also has a risk as it relates to onsite firefighting capacity, which will be addressed by installing an additional 1 ML storage reservoir on campus. It is foreseen that the additional water storage will be planned and constructed in 2024.

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

Figure 41 shows a decline in water usage over the last five years. Similarly, Figure 42 shows a positive trend in the ongoing decrease in water usage per square metre and per student on the South Campus. This is by far the largest campus, representing 40% of overall water usage. In 2022, a return effluent project at the wastewater treatment works at the Cape Recife plant was undertaken to alleviate the pressure for water supply on South Campus. Unfortunately, however, the quality of the water was not acceptable.

In 2023, three new boreholes were planned, drilled, and tested on the South Campus which have been found to provide a sustainable yield, almost equal to daily usage. The quality of the water is relatively good, but some filtration will be required which will be undertaken in 2024/25. The University also has started the Water Use License Applications (WULA) with the Department of Water and Sanitation for boreholes planned for future use.

The University was also very active over the past two years in terms of communication and awareness campaigns to ensure that students and staff use water with the utmost respect.

Ongoing attention to energy and water sustainability initiatives is key to institutional sustainability goals, and includes ongoing water emergency projects, as well as PV solar installations across all campuses. Funding for these major environmental sustainability projects is reflected in Figure 40.

	CATEGORY 1: DIRECT GHG EMISSIONS AND REMOVALS tCO2e	CATEGORY 2: INDIRECT GHG EMISSIONS FROM IMPORTED ENERGY tCO2e	CATEGORY 3: INDIRECT GHG EMISSIONS FROM TRANSPORTATION tCO2e	CATEGORY 4: INDIRECT GHG EMISSIONS FROM PRODUCTS USED BY AN ORGANISATION tCO2e	CATEGORY 5: INDIRECT GHG EMISSIONS ASSOCIATED WITH THE USE OF PRODUCTS FROM THE ORGANISATION tCO2e	CATEGORY 6: INDIRECT GHG EMISSIONS FROM OTHER SOURCES tCO2e
2018	5 584	27 148	33 914	464		8 079
2019	6 637	25 686	34 639	558		7 418
2020	4 609	18 389	12 566	396		4 225
2021	5 720	19 099	10 152	272		14 087
2022	1 709	24 419	35 442	217		15 282
2022						
STAFF	5 904	5 904	5 904	5 904	5 904	5 904
STUDENTS	32 766	32 766	32 766	32 766	32 766	32 766
M² GROSS USABLE SPACE	250 279	250 279	250 279	250 279	250 279	250 279
TCO2E PER STAFF MEMBER	0.29	4.14	6	0.04		2.59
TCO2E PER STUDENT	0.05	0.75	1.08	0.01		0.47
TCO2E PER M² USABLE SPACE	0.01	0.10	0.14	0.00		0.06

tCO2e: Tonnes (t) of carbon dioxide (CO2) equivalent (e). The tCO2e related to each of the SANS categories.
* Most recent figures available 2022. 2023 figures available later in 2024.

Figure 43: Carbon footprint measured in metric tons per total gross square metre

8.3.3 Carbon Footprint and Waste Management

Carbon Footprint

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

As is clear from the carbon footprint infographic (Figure 43), the latest data available for 2022 indicates that increased activity on all campuses has resulted in the institutional carbon emissions returning to pre-pandemic levels. Recommendations from the carbon report noted the following:

- Align future carbon footprints with the SANS 14064-1:2021 standard and apply significance criteria to each emission source within the footprint boundary. Periodically reassess the significance of emission sources against the criteria in the SANS 14064-1:2021 standard.
- Expand the scope of emissions assessment to include a more detailed analysis of Scope 3 emissions. Collaborate with suppliers and partners to collect data on up- and downstream emissions associated with the University's value chain.
- Strengthen data collection processes to ensure comprehensive and accurate data on emission sources. Implement automated systems, integrate emission tracking tools into operational processes, and establish clear reporting guidelines from various departments.
- Conduct regular carbon footprint assessments as a good practice to track progress and identify trends over time.
- Engage a third-party auditor or verification body to independently review and verify carbon footprint calculations and reporting.

- Engage stakeholders, including students, staff, and the broader community, to foster collaboration and to better understand their expectations and incorporate their input into the carbon footprint quantification process.
- Consider setting specific emissions reduction targets for each scope, based on the data collected to measure progress over time.
- Compare the University's emissions data with industry benchmarks or data from similar institutions. Benchmarking can help identify areas where the University can further reduce emissions.
- Develop a comprehensive climate action plan that outlines specific strategies and initiatives to achieve emissions reduction targets. This plan should include timelines, responsibilities, and key performance indicators.

Other sustainability initiatives include recommendations on sustainability education and engagement; water and energy reduction campaigns; renewable energy clusters and green infrastructure; and expanding the University's Green Campus Initiative. These recommendations provide a framework to advance the University's sustainability initiatives, reduce carbon emissions, and improve the accuracy of its carbon footprint data.

Waste Management Strategy (WMS)

The University has initiated, but still needs to finalise, approve, and fund a sustainable Waste Management Strategy (WMS). The delay in finalising the strategy is mainly due to capacity and the overwhelming demands to drive water and energy security.

Figure 44 indicates that the volume of waste per square metre of assignable space showed a minor increase in waste volumes per square metre of usable space in 2023. The upward trend will be monitored in line with pre-COVID waste levels and could stabilise with increased activity

Cubic meter of waste (m³) generated per square meter (m²) of usable space on all the university campuses.

| 2019 | 2020 | 2021 | 2022 | 2023 |
| 0.093 | 0.053 | 0.176 | 0.191 | 0.193 |
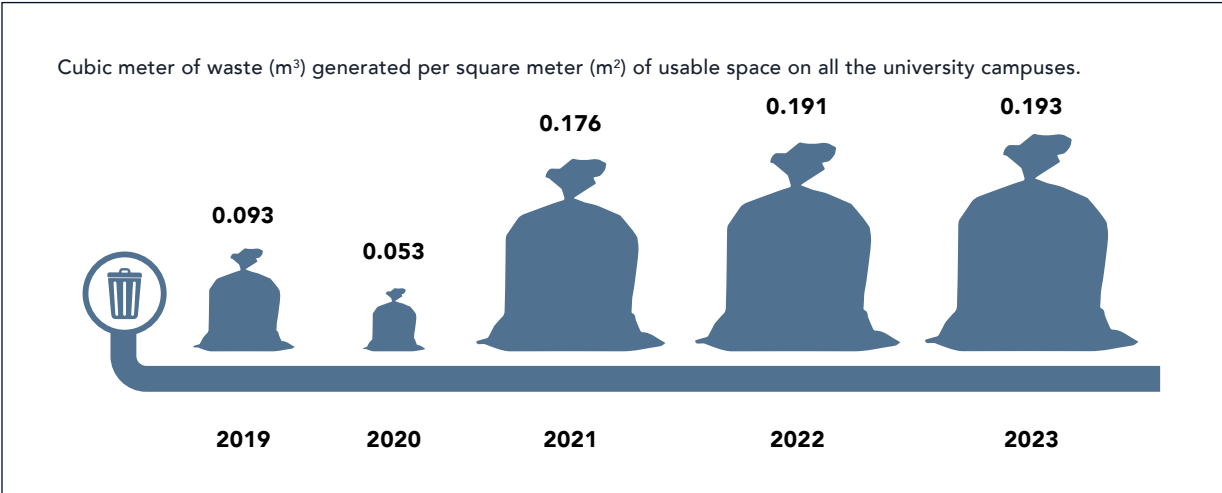
Figure 44: Cubic metres of waste to landfill per square metre of usable space for all University campuses 2019–2023

PAGES PRINTED PER YEAR

| 2012 | 2013 | 2016 | 2017 | 2018 | 2020 | 2021 | 2022 | 2023 |
| 23 166 667 | 19 013 268 | 16 682 633 | 16 162 652 | 13 298 172 | 5 731 615 | 2 683 857 | 3 633 895 | 7 087 360 |

In line with the increased activity of students and staff on campus, the number of copies increased in 2022 and again in 2023. Although the university has moved onto electronic platforms for many of its functions, the examination process and related operations still require printing, as required by academic accreditation bodies.

Figure 45: Reprographics from 2012-2023

on each campus post-pandemic. A waste management strategy is being drafted to promote sustainable waste management in the future.

Figure 45 shows that the University is producing more prints than the past two years, and reprographics are back to pre-COVID levels. The higher levels of printing in 2023 clearly show a return to normal contact learning and teaching operations where printing is required for examination processes and related academic operations to comply with the requirements of accreditation bodies.

8.3.4 Other Sustainability Initiatives

In addition to the above efforts to promote environmental sustainability, the University also makes a significant contribution through the management of the Nelson Mandela University Private Nature Reserve and the University's extensive grounds. At 640ha, it is the largest nature reserve of all the tertiary institutions in South Africa and is open to the public, which also contributes to social sustainability and wellness. As part of its open space management, the University's Maintenance Services partner with a range of sustainable wildlife initiatives.

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

8.4 Conclusion

As the University works towards its vision of being a dynamic African university recognised for its leadership in generating cutting-edge knowledge, it has wide-ranging interventions in place to contribute to sustainability in line with global, continental, and national development priorities. In this drive towards the UN SDGs, the African Union Agenda 2063, and the 2030 National Development Plan, Nelson Mandela University:

- Embraces the responsibility to conserve, protect and sustainably manage natural resources for current and future generations.
- Promotes the integration of sustainability into its governance, leadership, academic core missions, operations and the design and maintenance of physical and digital infrastructure.
- Weaves sustainability into its distinctive knowledge paradigm, educational purpose and philosophy and desired graduate attributes.
- Aspires to inspire students and employees to embrace responsible stewardship of all financial, human, infrastructural and environmental resources entrusted to them.

The University is working to enact this positive change with the collective support of students, employees, surrounding communities, and external stakeholders. This includes economic development, social progress, and environmental stewardship, with a view to co-creating a socially just, liveable, and viable world for current and future generations.

9 REPORT OF THE INSTITUTIONAL FORUM

The Institutional Forum (IF) at Nelson Mandela University advises Council within the legislated area of its jurisdiction. This includes promoting transformative dialogue among key university stakeholders within the guidelines outlined in the Higher Education Act, the Statute of the University, and the constitution of the IF. As a structure of governance, the IF takes part in various activities such as policy interventions and practical advocacy programmes in pursuit of cultivating an inclusive institutional culture. These activities also help to position Nelson Mandela University as a contributor to the broader higher education sector. The activities listed below highlight the work of the IF over 2023.

9.1 Capacity-Building Workshop

In August 2023, the Institutional Forum held a capacity-building workshop to renew and deepen the quality of advice it can offer to the University Council. The workshop involved reframing the transformative work of the IF though understanding its historic evolution, and then embedding the capacity for change management within its operations. The workshop explored fundamental strategic thrusts for the IF and reaffirmed its commitment to growing a transformative and inclusive environment at Nelson Mandela University.

9.2 Disciplinary Hearing Review Workshop

In October 2023, an integrated team including members of the Institutional Forum held a workshop to review the process of disciplinary hearings at the University. This included a review of how cases are lodged, investigated, and finalised. The IF's role was perceived to be that of assisting in streamlining the process. The review workshop was also followed up on through Council. The IF has committed to a follow-up workshop in 2024 to further improve how cases are handled.

9.3 Policy Proposals and Amendments

The IF received various policy proposals and reports to consider that were geared towards building an institutional culture that aligns with the aspirations of Vision 2030. These included:

- Institutional Rules of Nelson Mandela University
- Quarterly Reports on Social Inclusion and Equality Promotion Advocacy, Training and Complaints
- Employment Equity Report for Nelson Mandela University.

9.3.1 Language Policy

The IF plays a significant role in promoting an inclusive culture and this was reflected in work during 2023 on the University's Language Policy. The IF views the policy as an instrument to promote multiculturalism and the use of African indigenous languages. A working group was established to monitor progress on finalising the Language Policy which, once implemented, will contribute to fast-tracking a transformed university.

9.4 Senior Management Appointments

The IF participates in the Senior Management Appointments Committee and indicated its support for the following appointments in 2023:

- Deputy Vice-Chancellor: Learning and Teaching, Dr Muki Moeng
- Deputy Vice-Chancellor: People and Operations, Mr Luthando Jack.

9.5 Mitigation of Conflict and Student Unrest

The IF has noted with concern the volatility of the higher education sector in South Africa, as seen in issues such as access, funding and settling-in of students at the start of the academic year. Noting how this turbulence has extended to Nelson Mandela University, the IF explored the measures the institution had put in place to ensure stability in the face of disruption and uncertainty. Incoming Deputy Vice-Chancellor, People and Operations, Mr Luthando Jack, provided a presentation on the change management strategy to the IF, highlighting a renewed culture of engagement between the University and its student body. The IF indicated its support of this strategy and reports that Nelson Mandela University, despite the challenges, sustains a favourable working and learning environment.

9.6 Relations with University Committees

The IF Chairperson, Dr Bernard Sebake, represents the IF on Council, the supreme governing body of Nelson Mandela University, and is an active participant in the processes of Council. This reflects a collegial yet robust relationship, which supports the transformation of the institution. It also reflects Nelson Mandela University's posture as an institution that is in the service of humanity, through its value proposition of advancing social justice. The IF Deputy Chairperson, Dr Ongama Mtimka, represents the IF on the Engagement and Transformation Committee.

Dr Bernard Sebake
Chairperson: Institutional Forum

Missionvale Campus Library

The University has established and maintained a system of internal controls that aims to mitigate inherent risks in pursuit of strategic goals and objectives. The Management of the University is responsible for an adequate design of the system of internal controls as well as its effective implementation. The Internal Audit Department is responsible for providing independent and objective assurance to Management and the Audit and Risk Committee on the adequacy and effectiveness of internal controls. The Internal Audit Department is also responsible for assisting Management to improve the design and effectiveness of internal controls.

The University Council has an oversight responsibility over the internal control environment and the duty to preserve and protect stakeholder value. Council has delegated this responsibility to the Audit and Risk Committee (the Committee). The Committee, in turn, is supported by the main assurance providers: Management, the risk management function as well as internal and external auditors, to fulfil its mandate. The University has adopted and implemented the Control Self-Assessment model. During the period under review, the Internal Audit Department facilitated the self-assessment of key controls by Management. The results of the assessment indicate that the internal control design is partially adequate to support the achievement of the University's objectives. Where controls were not designed to optimally minimise the risks,

a detailed plan was developed and its implementation is monitored by the Committee on a quarterly basis.

Internal and external audit use the risk profile of the University to assure Management and the Committee on the effectiveness of controls to mitigate key risks. The reports of both assurance providers were presented to the Committee, highlighting areas where internal controls were working as intended, as well as those that require further enhancement. In all instances where gaps were identified in the system of internal controls, Management has developed and implemented audit improvement action plans. The status of implementation of these was tracked and the results presented quarterly to the Committee. Whilst the Committee is satisfied that Management has largely implemented the audit improvement plans, a number of actions were long overdue, thus signifying a need by Management to increase its efforts to address deficiencies identified by the audit processes.

Overall, and based on the results of the key control self-assessment, the University has maintained a partially adequate internal control environment. However, Management's efforts to further improve the University's internal control environment through the implementation of the audit improvement plans was noted. Continuous improvement in this regard will be necessary to ensure that a culture of internal control resilience is inculcated and maintained across the University.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

Mr Sizwe Nyenyiso
Senior Director: Internal Audit

Principle 11 of the King IV Report on Corporate Governance for South Africa recommends that the governing body governs risks in a way that supports the University in setting and achieving its strategic objectives. In the third quarter of 2023, Council approved the reviewed Risk Management Policy and Procedures which guide the University's Risk Management Framework. The reviewed Risk Management Policy and Procedures have introduced Key Risk Indicators (KRIs) as a metric for measuring and monitoring risks affecting the University. These key risk indicators can provide vital early warning signs to enable the University to effectively mitigate risks. These KRIs will be monitored with effect from 2024 onwards.

11.1 Risk Governance Structures

Various governance structures, listed below, provide oversight and monitoring to support the implementation of the Risk Management Framework.

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

- Reviews relevant institutional risks, treatment plans, and emerging risks
- Reviews the adequacy and effectiveness of the University's Risk Management Framework
- Reviews and recommends changes to the University's risk profile and established risk categories for the approval of Council.

11.1.2 Management Committee
The Management Committee (MANCO):

- Reviews risks, and establishes and updates the institutional mitigation and treatment approach for all risks
- Establishes the direction and strategies to align risk management and monitoring with the University's appetite for risk
- Reviews the results of risk assessments conducted by academic, professional, and administrative support service departments
- Reviews the efficiency and effectiveness of mitigations and coverage of risk exposures.

11.1.3 Risk Management Committee
The Risk Management Committee:

- Supports the Management Committee (MANCO) in the implementation of risk management practices in all academic and administrative departments
- Recommends a suitable risk appetite to the MANCO
- Conducts an initial review of institutional risks and responds to any additional requests for clarification or status updates by oversight committees
- Receives and considers recommendations and compliance reports from other functional structures and ad hoc task groups
- Serves as a platform to support internal Risk Champions.

11.2 Risk Appetite

Risk appetite is the level of risk the University is willing to accept in order to meet its strategic objectives. It serves to define the risk profile of the University; establish a consistent view of the risk parameters the University operates in; and establish boundaries for risk categories to determine whether further risk mitigation strategies are required.

As a principle, the University largely has a low residual risk appetite in achieving key strategic objectives. It accepts that certain levels of higher residual risk to foster growth, innovation, competitiveness, and efficient Institutional practices may be required.

Therefore, when determining the residual risk rating, the University's Risk Assessment Matrix is used to determine the levels of risk (LoR) at the inherent and controlled stages. Based on the risk appetite parameters, the University is not prepared to accept a controlled level of risk (residual risk) above Low and therefore anything above that rating must have controls recorded as less than effective, and have a treatment plan put in place.

11.3 Risk Management Maturity

Following the risk management maturity assessment conducted in 2022 by the Internal Audit Department, the Risk and Ethics Advisory Office started to implement the Risk Management Maturity Improvement Plan during 2023.

In embedding a risk-aware culture, the Risk and Ethics Advisory Office embarked on a risk awareness campaign by engaging stakeholders on Missionvale, Second Avenue, Bird Street, and the George campuses. Furthermore, the Risk and Ethics Advisory Office continued to improve the risk management reporting tools, that is, alignment of risk registers across the University for consistency.

11.4 Fraud Risk Management

The University has developed and approved its Anti-Fraud and Corruption Policy to proactively mitigate fraud-related risks or incidents. The policy seeks to establish a fraud-free environment and to affirm a zero-tolerance risk appetite and approach to fraud and corruption in the University. The University also developed a Whistleblowing Policy and Procedure to guide the reporting processes in fighting fraud and corruption. Furthermore, there is an Ethics Hotline for anonymous reporting, managed by an external service provider to ensure anonymity. The University's Fraud Response Group managed fraud and corruption-related incidents reported during the year.

11.5 Institutional Risk Approach

The University's approach to risk management is based on the ISO 31000 Risk Management Framework. Its risk management activities are guided by the Risk Management Plan as reflected in the University's Risk Management Policy and Procedures.

Following the formal Risk Assessment Workshop, informed by the Vision 2030 Strategic Framework, conducted in the fourth quarter of 2022, an updated institutional risk register was developed. Faculty and Departmental Heads were, and are, primarily responsible for identifying, managing, and reporting on strategic and operational risks in relation to the University's objectives.

In addition, Risk Champions further contributed to the quarterly institutional risk reporting requirements. They ensured that quarterly updates of risk registers were conducted, and recommended key institutional risks and mitigation strategies to the Council for approval. The Institutional Risk Register on controlled risk exposure after considering the existing control measures, is presented in the table that follows.

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
STRATEGIC FOCUS AREA 1 Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. PRIMARY RISK OWNER: DVC: RESEARCH, INNOVATION AND INTERNATIONALISATION			
Potential increase in respiratory problems, allergies and other health related illnesses to students and employees	• A well-designed and efficient natural ventilation system is mandatory for the visitors and workers of a library	**High Risk**	• Consideration of windows that open or openings through installation of burglar bars • Consideration of the installation of ceiling mounted fans for air movement
PRIMARY RISK OWNER: DVC: LEARNING AND TEACHING			
Possible violation of the Human Tissue Act	• Standard operating procedures (SOPs) developed for working with human tissue • Restricted access to camera footage in anatomy labs, with those who have access having non–disclosure agreements • Labs are access controlled with no photography signs displayed • Generators have been installed • Protocols for timeously monitoring and recording temperatures	**Moderate Risk**	• Continuous enforcement of SOPs and Human Tissue Act
Deficiencies in the progress of institutional responses to sustain inclusive and differentiated academic support to students and staff	• Teaching Development cluster programmes to empower academics to design relevant, innovative curricula as well as employ teaching, learning and assessment practices that are informed by best practice • Established Advisory Boards and student feedback • Three-year Learning and Teaching Plan • Learning Development programmes such as Academic Literacies, Learning Development and Student Success Coaching in support of student learning	**Moderate Risk**	• Ongoing review of three-year Learning and Teaching plans
Quality and mix of academic programmes are not enhanced to maintain relevant curricular and co-curricular interventions, to improve graduate employability, entrepreneurship and responsible citizenship	• Academic Planning Committee that oversees the nature and quality of programmes offered • Quality Committee oversees the implementation and monitoring of quality advancement systems in terms of approved criteria. Monitors the planning, the conduct and follow-up of Higher Education Quality Committee institutional audits and national programme reviews. Identifies and monitors academic and institutional risks through quality advancement processes. • Learning Development programmes such as Academic Literacies, Learning Development and Student Success Coaching in support of student learning • Quarterly meetings per committee	**Moderate Risk**	• Ongoing reviews and consultations with faculties on their academic plans

Table 42: Institutional risk register

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
STRATEGIC FOCUS AREA 2 Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. PRIMARY RISK OWNER: DVC RESEARCH, INNOVATION, AND INTERNATIONALISATION			
Deficiencies in capacity and enabling infrastructure to realise institutional research themes	• Interventions to recruit and retain senior academic and research professors • Joint Doctoral Degrees • Research and Innovation Committee (RIC)	**Moderate Risk**	• Strategy data-informed sessions to be held by EMANCO • Collaborative engagements with other portfolios • Increase joint-Doctoral degrees
Deficiencies in capacity to galvanise strategic partnerships and deepen internationalisation	• Transdisciplinary and Internationalisation Committee (TIC) • Internationalisation Strategy	**Moderate Risk**	• Recommend internal audit review of the Mandela International Office to identify areas for improvement
STRATEGIC FOCUS AREA 3 Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality. PRIMARY RISK OWNER: DVC ENGAGEMENT AND TRANSFORMATION			
Slow pace of integration of transformation principles across the University	• Hubs of convergence to co-create physical spaces where the University meets the community to engage on common platforms to find solutions to problems that affect our immediate communities • ICE Working Group being implemented across the University • Monitoring and reporting on the implementation of Integrated Transformation Plan (ITP) 2023-2027 will occur quarterly via the Engagement and Transformation Committee (as part of its remit) • VC's quarterly report to Council with transformation theme • Reporting of Institutional Transformation Plan (ITP) to the DHET Integrated Annual Report	**Low Risk**	• Developing an intellectual culture around engagement and transformation matters • Develop stakeholder engagement framework • Engagement Forum to review internal coherence in stakeholder community projects • Integration of transformation principles into all planned projects of the institution • Alignment of faculty structures with Engagement and Transformation Committee (ETC). • Develop and implement Engagement and Transformation, Evaluation and Monitoring Tool
STRATEGIC FOCUS AREA 4 Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom. PRIMARY RISK OWNER: DVC: LEARNING AND TEACHING			
Insufficient University support mechanisms to provide enabling psychosocial responses for student success	• Student Counselling Services (Emthonjeni) which provides students with support, guidance and professional counselling that contributes to holistic student success and the achievement of desired Nelson Mandela University graduate attributes • Student Health Services • Health personnel • Learning development programmes such as Academic Literacies, Learning Development and Student Success Coaching in support of student learning • Established advisory boards and student feedback • Three-year learning and teaching plan • Appointed a qualified social worker on a 12-month contract, funded by the Health and Welfare SETA	**High Risk**	• Expand the counselling services such as the appointment of social workers, psychologists and extend working hours into and over weekends

Table 42: Institutional risk register (continued)

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
STRATEGIC ENABLER 1 Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self. PRIMARY RISK OWNER: REGISTRAR, DVC: PEOPLE AND OPERATIONS			
Inconsistent adherence to behavioural standards as reflected in the Institutional Code of Ethical Behaviour	• Code of Ethical conduct	**Moderate Risk**	• To raise awareness and conduct training on ethics related policies
Ineffective attraction and retention of scarce and critical skilled employees	• Employee induction and onboarding • Remuneration benchmarking • Integrated Talent Management Strategy • Scarce and Critical Skills Policy	**Moderate Risk**	• Review the Scarce and Critical Skills Policy • Academic lag intervention to move remuneration to midpoint of scale for all academics (this will be obtained in 2024) • Conversion to total guaranteed package (TGP) for academics is a further intervention that offers flexibility that improves candidates' take-home pay • Remuneration philosophy of midpoint by 2024 • Improvement on the philosophy to 60th percentile is subject to funding and governance approval. However, it can be achieved in two years, 2025-2026 • Conversion to TGP envisaged to be completed and implemented in 2024 for academics • Draft Employee Value Proposition (EVP) under consultation with the stakeholders
PRIMARY RISK OWNERS: DVC: PEOPLE AND OPERATIONS **AND** **DVC: ENGAGEMENT AND TRANSFORMATION**			
Inability to foster a positive institutional culture	• Values and code of ethical behaviour humanising mindset • Institutional awareness about the Institutional Culture Statement of Commitment (ICSC) and provision of the Institutional Culture Short Learning Programme and staff participation in the training programme • ICSC • Institutional Culture and Equality (ICE) Working Group • Integrated Quality related policies	**Moderate Risk**	• Develop and implement the Institutional Culture Strategy • Strengthen and advance the implementation of the quality related policies • Increased awareness of the ICSC

Table 42: Institutional risk register (continued)
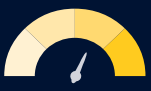
Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
STRATEGIC ENABLER 2 Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees. PRIMARY RISK OWNER: DVC: PEOPLE AND OPERATIONS			
Compromised employee health and wellbeing	• Medical aid benefits • Financial and mental wellness support • Lifestyle disease management programme • Health Care Committee established to oversee all aspects of health and wellbeing at the university • Campaigns to raise awareness • Reporting cases to Transformation Office • Referral to external wellness service provider, hospital or GP. For sexual harassment: external referrals to the Rape Crisis Centres at Greenacres and Dora Nginza hospitals • Limited facilities for cases of substance abuse • Emergency response and medical treatment on-site and hospital referrals. IOD process followed • Healthcare stakeholder report	**High Risk**	• Development of the integrated employee health and wellness strategy • Conduct wellness risk assessment • Introducing a decentralised model to ensure health and wellbeing service delivery on every campus • Conduct continuous health and wellness awareness sessions for employees and students • Continuously monitor adherence to policy • Create safe spaces (physical, psychological and psycho-social) for employees affected to report incidents • Establish partnerships with Eastern Cape DoH • Maintenance interventions to solve lift problems and continuous emergency services on-site • Disability application processes for incapacity to be diligently followed • Workplace reasonable accommodation for employees who are differently abled
STRATEGIC ENABLER 4 Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. PRIMARY RISK OWNER: DVC: PEOPLE AND OPERATIONS			
Safety and security compromise	• Safety and security strategy • Standard operating procedures • Safety and security forums • Safety and security systems (Cameras, CCTV rooms, online intelligence system) • Private Security Industry Regulatory Authority (PSIRA) registration • Conduct security risk assessments annually • External stakeholder engagement (SAPS, Metro Police Private Security Companies and so on) • Security risk assessment implementation plan in principle due to resources • Formal safety and security governance structure	**Extreme Risk**	• To find funds to pay for the hybrid security measures for the new residences
Inability to efficiently advance, execute and/or support the University's strategic priorities	• Development and implementation of a digital transformation strategy for the University • Benchmarking of ICT infrastructure and systems with other universities • Activated AI detection on TurnitIn	**High Risk**	• Enterprise Architecture and Digital (Dx) Strategy to be approved, including key performance indicators • Engagement with Office of Institutional Strategy to consider any other Performance Indicators • Provide guidance on Generative AI technologies to admin and academic staff to ensure academic excellence

Table 42: Institutional risk register (continued)

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
Energy insecurity	• Energy management strategy • Generators	**Moderate Risk**	• Remote monitoring of generators via building management systems • Propose a new generator installation plan that will provide seamless electricity during loadshedding • Installation of photovoltaic system
Ageing infrastructure	• Condition assessments aligned to five-year infrastructure plan • Adequate provision of annual budget to fund maintenance programme • Adequate provision of annual budget to fund five-year Infrastructure Plan	**Moderate Risk**	• Installation of an integrated workplace management system (Archibus) to manage infrastructure
Potential breach of environmental laws and legislation	• Estate and Facilities Management Committee monitors the management of safety, health and the environment at University, and maintenance of legal compliance with regards to: Disaster Management; Emergency preparedness; Relevant regulatory appointment; Access to required information, instruction, and training; Waste (hazardous and non-hazardous); Environmental impact assessment, mitigation; Environmental Management	**Moderate Risk**	• Conduct regular compliance audits on environmental laws and legislation • Ensure continuous alignment with environmental laws and legislation
Deficiencies in accessibility for disabled staff and students	• Allowance of R500k annually in the capital maintenance for universal access projects • Ensure that the accessibility audit document remains current • Universal Access Committee	**Low Risk**	• Update to accessibility plan for all buildings
Possible water scarcity	• Water Emergency Task Team established to liaise internally and with external stakeholders and the municipality in Nelson Mandela Bay • Various Day Zero scenarios and associated plans have been developed to minimise impact on university activities • Sustainability Strategy and Implementation Plan • Safe Campus Coordinating Task Team • Monitoring and evaluation of water usage	**Low Risk**	• The Water Emergency Task Team continues to meet on a regular basis monitoring the water crisis in the metro, and implementng plans to ensure water supply to the University • Finalise alternative water supply projects such as boreholes and the return effluent scheme.
PRIMARY RISK OWNER: PREGISTRAR			
Enrolment target may not be achieved	• Enrolment Management Committee	**High Risk**	• Conduct root-cause analysis (surveys) for and on rejected offers to find why students did not accept offers • Refine current enrolment processes through the Enrolment Management Committee

Table 42: Institutional risk register (continued)

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
STRATEGIC ENABLER 5 **Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship.** PRIMARY RISK OWNER: DVC: LEARNING AND TEACHING			
Inability to maintain and expand beyond planned capacity	• Strategy and plan for research opportunities which includes research opportunities with other universities and other schools within the faculty. • The Resource Mobility Workstream has been constituted to assist with financial planning, project budgeting, expense management, project financial reports, programme costing, review of appropriate Resource Allocation Model and financial governance • Engagement with DHET for additional funds • Alignment with SRMA to attract sponsors	High Risk	• Develop an MMed curriculum of at least two disciplines by the second semester of the 2024 academic year, thereafter work to commence on the remaining disciplines. Submissions of programmes have been made. Outcomes are pending • Look at possibility of use of Health Professionals Training and Development (HPTD) grant to support undergraduate medical education • Reviewed Master Plan needed • Engage DHET and DoH at national level • Institutionally work with Infrastructure workstream and Missionvale campus forum • Monitor feedback from DHET on the infrastructure and efficiency grant applications • The plans around the development of 500-bed student accommodation at Missionvale Campus would need to be tabled before the governance structures for consideration and approval, that is, MANCO, en route to Finance and Facilities Committee (FFC) and Council, following which a formal application would be submitted to the DHET
A sub-optimal working partnership between clinicians on clinical platform, DoH and University	• Academic Governance Committee (AGC) meetings • Ad hoc update with Medical School, clinical HoDs and clinicians • Medical School meetings with DoH clinical managers of the hospitals	High Risk	• Platform for University, DoH, HoDs and Heads of Clinical Units (HCUs) to meet regularly • Ensure Academic Governance Committee (AGC) meetings continue, and establish best composition of who should attend • Communication and feedback sessions with clinical platforms with both DoH and University involvement
Students who are accepted into the programme do not register	• Identify resources for students in need of assistance and provide support to secure the required funding timeously	Moderate Risk	• Inclusion of faculty representatives in the various discussions concerning the allocation of scholarships for students, with the aim of making the necessary input, where applicable
MBChB Programme for years four to six not accredited by HPCSA	• Curriculum developers appointed • Engagement with other Universities' Medical Schools for curriculum support • Academic Governance Committee (AGC) meetings • Ad hoc update with Medical School, clinical HoDs and clinicians • Medical School meetings with DoH clinical managers of the hospitals • Memorandum of Understanding (MoU) with Walter Sisulu University • Continuous engagement with the Eastern Cape Provincial Department regarding the readiness of the platform and joint appointment of staff	Moderate Risk	• Continue engaging with Medical Schools at other universities for curriculum support
Negative perception of the University by community	• Engagement sessions with Human Anatomy Department and community forums • Advisory Board meetings	Moderate Risk	• Conduct continuous engagement sessions with Human Anatomy Department and community forums
Failure to manage fiduciary responsibilities	• A faculty financial controller appointment • Onboarding training required for areas of governance and finance for new managers	Moderate Risk	• Development of the Faculty Business Hub model
PRIMARY RISK OWNER: DVC: RESEARCH, INNOVATION AND INTERNATIONALISATION			
Possible long term negative effect on sustainability of the student funding model	• The revised Postgraduate Research Scholarship (PGRS) Policy • SRMA Office sources funding for students • Increase drive to attract external grants and increase the value of postgraduate scholarships • Increased budgetary allocation for Council–funded postgraduate bursaries • Source bursaries for academically deserving students	High Risk	• Engage with scholarship funders to match the new PGRS funding values • Engage ICT colleagues to assist with efficient, integrated ICT systems to manage scholarships
PRIMARY RISK OWNER: ED: FINANCE MANAGEMENT			
Reduction in existing sources of revenue	• Sustainability and Institutional Viability Task Team (SIVTT) • Resource Mobilisation Strategy (SRMA) • Budget directives	Moderate Risk	• Review all financial sustainability initiatives undertaken by the University and identify opportunities to optimise various revenue streams including subsidy, fees and third-stream income as an essential dimension of the wide-ranging sustainability of the University • Work of SIVTT to inform future budget directives

Table 42: Institutional risk register (continued)

Table 42: Institutional risk register (continued)

Risk Event	Current Control or Mitigation Strategies	Controlled Risk Exposure	Future Control or Plan of Action
Escalating student debt exposure for missing middle and students who are no longer funded by NSFAS	• Debtors Management Policy • Student debt concessions. Annual viability and sustainability review of the debt concessions • Monthly reconciliations (NSFAS, Age analysis and so on)	**Moderate Risk**	• Ongoing assessment of the debt concessions • Mobilising bursary funding for the missing middle by SRMA • Review of the Debt Management Policy
Possible negative impact on sustainability of self-funding entities and business units due to the low B-BBEE score of the University	• B-BBEE Improvement Strategy	**Moderate Risk**	• Roll-out and funding of the B-BBEE Improvement Strategy
Resource allocation and budgeting insufficiently aligned to strategic priorities	• Strategic Resource and Financial Sustainability Committee • Annual budgeting process and budget directives • Governance and oversight structures • Sustainability and Institutional Viability Task Team (SIVTT)	**Moderate Risk**	• Work of SIVTT to inform future budget directives

Table 42: Institutional risk register (continued)

The University is continuously identifying new or emerging risks, as well as assessing, managing, and monitoring risks on an ongoing basis to ensure that the risk exposure is mitigated to an acceptable level.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

Professor Sibongile Muthwa
Vice-Chancellor

12 REPORT OF THE AUDIT AND RISK COMMITTEE

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

12.1 Composition and Meeting Attendance

The Committee consists of seven independent, non-executive members who collectively possess a mix of skills in internal and external auditing, internal controls, financial and performance management, information and communications technology (ICT) governance, corporate governance, risk management, and law. In terms of the ARC Charter (the Charter), the University's senior management, the Office of the Auditor-General South Africa, external auditors, Senior Director: Internal Audit, and the Deputy Director: Ethics and Risk Advisory attend

the Committee meetings as standing invitees. During the period under review, one member was appointed to the Committee as per Table 43.

In terms of the Charter, the Committee must meet at least four times a year in line with the University's reporting cycle. During the reporting period, six meetings were held, and the members' attendance is summarised in Table 43.

12.2 Roles and Responsibilities

The ARC responsibilities as set out in section 7 of the Charter include assisting Council to discharge its oversight responsibilities in respect of institutional reporting; risk management; internal controls; ICT governance; compliance management; assurance; integrity and ethics management, internal and external audit processes, as well as the implementation of the combined assurance framework. In executing its responsibilities, the Committee had unrestricted access to records and information and

Committee Member	Term of Appointment	Changes	Meetings Attended
Ms R Van Wyk (Chairperson)	Jul 2021 to Jun 2025	None	6
Mr L Billings	Jul 2022 to Jun 2026	None	4
Ms N Dhevcharran	Jan 2023 to Dec 2026	Appointed	5
Dr M Mayekiso	Jul 2021 to Jun 2025	None	3
Adv B Tlhakung	Apr 2022 to Apr 2026	None	6
Mr G Zamisa	Jul 2022 to Jun 2026	None	6
Ms P Mzizi	Jun 2021 to Jun 2024	None	1

Table 43: ARC meeting attendance in 2023

received the necessary support from management and independent assurance providers. The Committee is accountable to Council and engages with any other Council committee, as deemed necessary.

Based on the results of the assessment of its work, the Committee believes that it has effectively executed its mandate and diligently discharged its responsibilities independently and objectively, as follows:

12.2.1 Internal Control Framework

The Committee reviewed the reports by management and the assurance providers on the design and effectiveness of internal controls, as well as the implementation of audit action plans. Overall, a fair system of internal controls has been maintained. In particular, management performed a self-assessment of key controls, thus providing a systematic approach to support the management assertion about the internal control environment. Based on this assessment, opportunities for further enhancement of controls were identified in, among others, areas such as timely review of policies, review functions, asset management, data management, and timely implementation of audit action plans.

Action plans to address gaps in these areas, as well as other areas reported by the internal and external auditors, were developed by management. The Committee monitors the implementation of audit action plans through the tracking mechanism that is presented quarterly to the Committee.

12.2.2 Assessment of the Quality of Reporting

The Committee has reviewed and assessed the mid-year and annual financial and performance reports, which are submitted to the Department of Higher Education and Training (DHET) through Council.

12.2.3 Information Technology Governance

The Information and Communication Technology (ICT) Department, which is led by the Chief Information Officer, is responsible for the development and implementation of the University's information technology (IT) and digitalisation strategies.

The Information and Communication Technology Committee (ICTC) was in place and operated in line with its terms of reference. The ICT governance report was presented to, and considered by, the Committee quarterly. The ICT risks were also presented as part of the ICT governance and risk management reports. The Committee tracked the implementation of the audit actions to address the gaps identified by internal and external assurance providers in the ICT environment. The Committee is satisfied that management has addressed, or initiated processes to address, the identified weaknesses.

12.2.4 Risk Management

The risk management process is guided by the University's risk management policy. The Risk Management Committee (RMC), established in terms of the policy, comprises senior management of the University and supports the Management Committee in monitoring the institutional risks. The Deputy Director: Risk and Ethics Advisory is responsible for the custodianship role of the risk management processes, supported by Risk Champions that are appointed across the portfolios of the University. While the risk management function has not been sufficiently resourced, it has provided much-needed support to advance the maturity of the risk management process of the University.

The Deputy Director: Risk and Ethics Advisory presented progress on the implementation plans to address the gaps identified by the Internal Audit Department in 2022, during its maturity assessment of the risk management process. The Committee is satisfied that the implementation of the risk management maturity plan to address gaps identified by the Internal Audit Department in 2022. The Committee is satisfied that the implementation of the risk maturity plan is positively contributing to the quality and resilience of the University's risk management process. The Committee will continue to monitor the implementation of the remaining actions in the maturity plan.

An institution-wide risk register, consisting of strategic and operational risks, is maintained, and managed by the RMC. The Committee receives quarterly reports on the management of these risks, as well as emerging risks with a potential impact on the University. The Committee is satisfied that management has effectively responded to the risks facing the University. The Report on the Risk Exposure Assessment and Management in this Annual Report provides the details of how risks were managed within the University. However, the Committee believes that the risk management process can be further enhanced by assessing the University's fraud and ethics risk exposure.

12.2.5 Compliance with Laws, Regulations and Code of Conduct

The compliance management function of the University is assigned to the Legal Services Department, which has presented quarterly reports to the Committee. No material non-compliance was reported to the Committee. However, the University's compliance management process has not achieved the desired level of maturity. Thus, more effort is still required from management to ensure that this area is fully capacitated to effectively deliver on the compliance management objectives. This includes the development of the compliance management programme to guide the compliance management journey of the University.

12.2.6 Fraud Risk Management

Policies that aim to improve controls over fraud risk management are in place. An anonymous anti-fraud reporting mechanism provides a platform for the University community to anonymously report suspected fraud without any fear of reprisal. A multidisciplinary fraud response group was established to assess and refer all allegations of fraud to the relevant investigative departments within the University. The Internal Audit Department is responsible for investigating the allegations of fraud, corruption, or maladministration. The Department presented its investigation reports quarterly to the Committee.

A case management system was maintained to record and track the status of investigations of the reported allegations of fraud and misconduct. In instances where wrongdoing was identified through investigations, the status of the implementation of consequence management was reported quarterly to the Committee.

12.2.7 Internal Audit

The Internal Audit Department is established in terms of the Internal Audit Charter (IA Charter) as an independent assurance and advisory function. The IA Charter outlines the mandate, authority, and responsibilities of the Internal Audit Department. The Charter, together with the internal audit strategy, risk-based internal audit plan and operational plan, were reviewed and approved by the Committee. The Internal Audit Department is led by the Senior Director: Internal Audit who reported quarterly to the Committee against the approved internal audit plans. The capacitation of the internal audit function continues to be a challenge as the approved structure has not been fully funded, owing to budget constraints. A co-sourcing model was used to minimise the impact of the resource limitation on the internal audit work.

During the period under review, the Internal Audit Department of the University has undergone an external quality review (EQR) by the Leadership Academy, a subsidiary of the Institute of Internal Auditors South Africa. The Committee is satisfied that the Department achieved "general conformance" and "general effective" results. This is an improvement from the previous EQR result, which indicated a "partial conformance" result and is to be commended. However, some gaps were identified in the internal audit process and the improvement plan was developed in response thereto. The Committee will continue to support the Senior Director: Internal Audit in the implementation of the plan.

In line with its responsibilities, the Committee met with the Senior Director: Internal Audit to satisfy itself that the Internal Audit Department has not been impeded in any way in executing its mandate. This was also to determine ways in which the Committee can enhance its support to the Internal Audit Department. Overall, the Committee is satisfied that the Internal Audit Department has operated independently and has effectively delivered on the internal audit strategies and plans.

12.2.8 External Audit

The external auditors of the University attended the Committee meetings in line with the Audit Committee Charter. The Committee also held meetings with external auditors without the presence of management. The external audit strategy, engagement letter and audit fees were presented, discussed, and approved by the Committee. The Committee also verified the independence of external auditors and determined that there were no other non-audit services that may impair the independence of external auditors.

12.2.9 Quality of Audited Annual Financial Statements

The annual financial statements were prepared in accordance with International Financial Reporting Standards (IRFS), and in compliance with the reporting requirements of the Department of Higher Education and Training. The Committee reviewed and recommended the annual financial statements to Council for approval. The Committee concurs with the audit results as reported in the auditor's report and is pleased that the University has once more received an unqualified audit opinion.

12.3 Independent Evaluation

During the year under review, an independent external evaluation was conducted by First Corporate Secretaries on the effectiveness of the Committee. The evaluation assessed the Committee's effectiveness in carrying out its governance role and responsibilities. It examined critical areas including committee composition, culture, and execution of duties.

The results indicate that the Committee exceeded expectations in performing its governance duties, with an overall score of 4.40 out of 5. Notable strengths identified include effective management of conflicts of interest, the successful appointment of qualified and experienced committee members, maintaining high ethical standards, accurate meeting minutes, and effective reporting and recommendations are made to the Council.

Key recommendations include investigating the need for additional training and/or resources in the Internal Audit Department, in the areas of forensic and ICT audits.

The evaluation indicates that the Committee has a strong foundation of good governance practices and a commitment to improvement.

12.4 Conclusion

The Committee would like to take this opportunity to express its gratitude to Council, for the opportunity provided. Special thanks to the Vice-Chancellor, senior management, and the entire University team for their support of good governance. The Committee would also like to thank the assurance providers, including the internal and external auditors, for their professional support in the execution of its mandate.

Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

13.1 Governance and Controls

The financial statements of Nelson Mandela University have been prepared in accordance with the DHET reporting requirements for higher education, and the accounting policies comply in all material respects with IRFS. The University is committed to good governance and sound financial management.

The consolidated annual financial statements for 2023 cover all activities of the University, which include audited results of the Nelson Mandela University Trust, companies, and other partnerships where the University exercises control. The activities of the Trust are governed by the provisions of the Trust deed and an independent board of trustees. These consolidated financial statements provide a complete and comprehensive overview of the operations and financial position of the University.

13.2 Budgeting Process

South African public universities construct their integrated budgets with the same revenue streams, though in different proportions. The revenue side of such an integrated budget comprises the following primary income streams: government subsidy/block grant, student fees, and third income streams.

Through the annual and three-year rolling budget directives, the University strives to optimally resource the academic project, operations, infrastructure and support services at optimal levels while driving strategic initiatives and growth areas in a sustainable manner. A surplus from Council-controlled recurrent operations, before finance income, is budgeted. Finance income is used to grow reserves, seed new initiatives and strategy. The University's budget is based on an Institutional Resource Allocation Model (RAM) that allocates high-level block allocations of resources per funding category and activity, that is, strategic allocations, academic staffing allocations, capital expenditure (capex), bursaries and other expenses further distributed via budgetary processes and allocation models. These processes are performed by various committees representative of directorates within the University to ensure stakeholder inclusivity.

These committees allocate funds, informed by Vision 2030, executive management strategic plans, and Council's performance objectives. A three-year Annual Performance Plan (APP), cash flow, and reserves accumulation, contribute to the strategic approach to financial planning and resource stewardship.

13.3 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 towards the budget vote since the implementation of fee-free higher education for the poor in 2018, mainly in contributions to NSFAS funding. This has assisted universities in providing access to academically deserving, financially needy students.

The block grant subsidy's growth, however, has fallen behind inflation for a number of years, with a decline in absolute terms. It is important to note that the decline in

block grant subsidy is not primarily due to government's fiscal difficulties, but rather to the DHET increasing the NSFAS budget within the total post-school education budget. The decline (relative to inflation) of the block grant subsidy to universities has meant that the second income stream has become an ever-more important source of funding to ensure the financial sustainability of universities, increasing the cost to access university education.

The capping of fee increases, providing debt relief concessions to academically deserving students in financial need, stagnant block grant subsidies for operational costs, and changing cost structures together with the effect of a constrained economy, have all had an impact on the financial sustainability of higher education institutions.

From the latest Ministerial Statement on University Funding, as well as the National Assembly Department of Higher Education and Training Budget Vote Presentation 2024 by the Minister of Higher Education, Science and Innovation, it is apparent that the already-constrained budget has been reprioritised to cater for the additional funding required for NSFAS First-Time Entering students.

This, together with the capping of fees, mean that the most significant streams of funding will be limited, which requires careful consideration around resource allocation. As the University is still heavily reliant on fees and subsidy, SIVTT has been established to contribute to the sustainability of the University.

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

13.4 Overview of 2023 financial position

The University once again posted a positive set of financial results during the year under review. The consolidated statement of comprehensive income reflects a consolidated surplus of R413m in 2023 (R425m in 2022), before other comprehensive income, of which Council-controlled operations amounted to R259m (R349m in 2022) or 8% reserve accumulation, achieving Council's performance indicator of 5% to 10%. Council-controlled operations encompass the main recurrent operating activities that support learning and teaching.
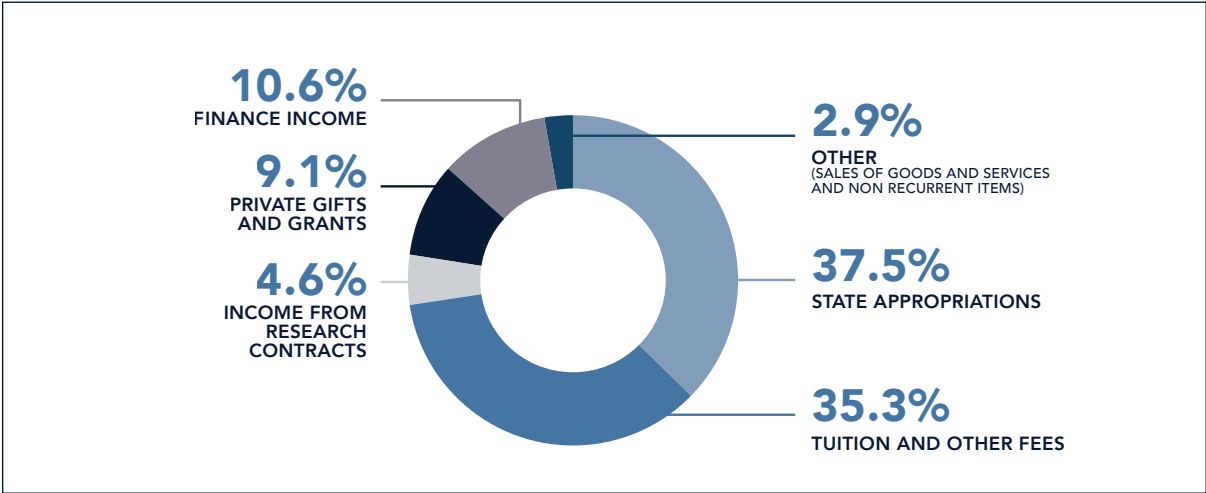
Figure 46: Income streams

Figure 47: Expenditure categories
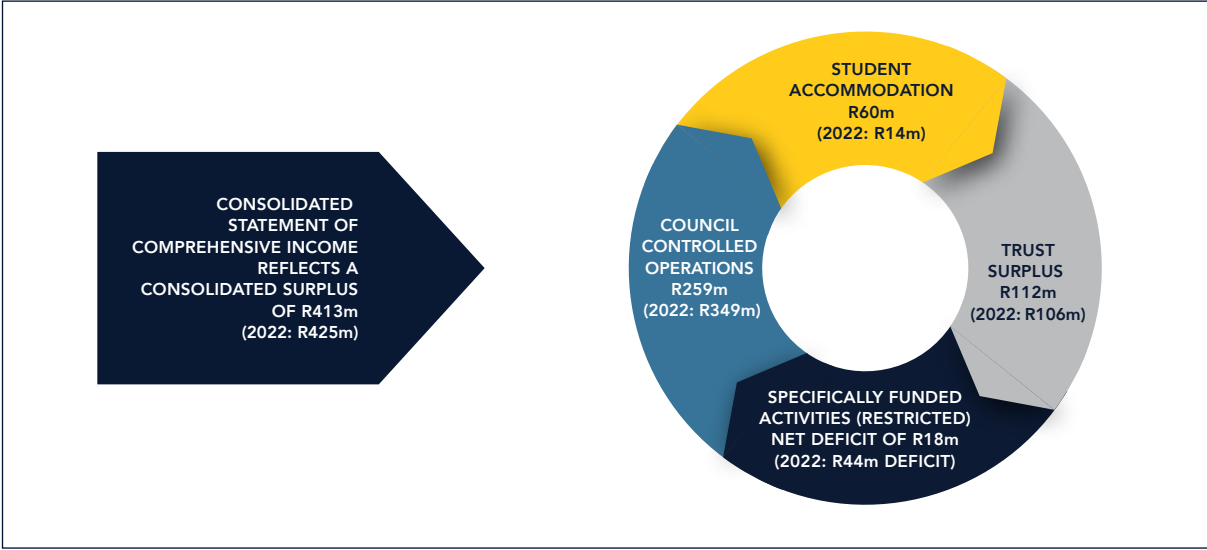
Figure 48: Consolidated statement of income

Student accommodation surplus amounted to R60m (2022: R14m) and the Trust R112m (2022: R106m). Specifically funded activities (restricted) realised a net deficit of R18m (2022: R44m deficit).

The consolidated surplus before other comprehensive income and finance income amounts to R22m (2022: R172m), of which Council-controlled operations amounted to a deficit of R108m (2022: R117m surplus).

The re-measurements of post-retirement obligations and revaluation of investments to market value disclosed under other comprehensive income has increased Total Comprehensive Income for the year by R76m (2022: R44m).

The consolidated statement of financial position reflects an increase in total assets of R736m, with equity funds increasing by R509m and total liabilities by R227m. Retirement benefit obligations decreased by R5m and now amount to R67m. The liquidity position is sound as indicated by the liquidity ratio.

The consolidated statement of changes in funds indicates that restricted use funds amount to R1 201m (2022: R1 106m), residence funds amount to R134m (2022: R76m), while Council unrestricted funds amount to R1 942m (2022: R1 632 m) of which the General Reserve amounts to R551m (2022: R1 209m).
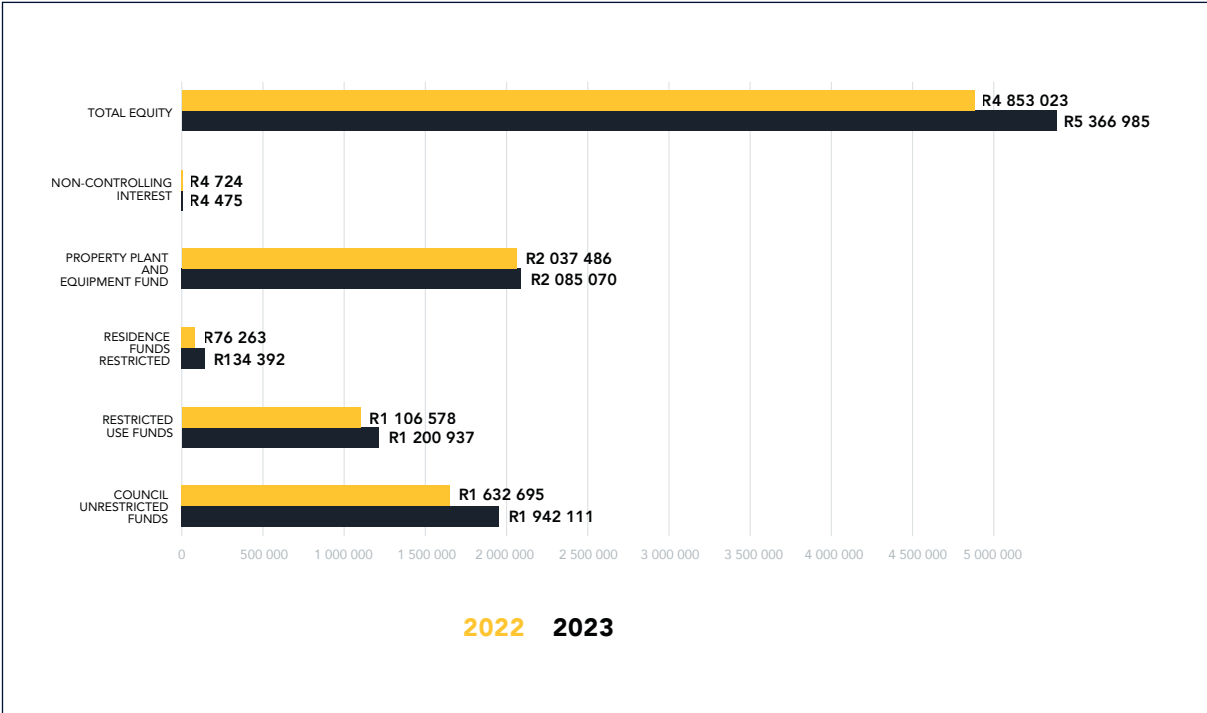
Figure 49: Statement of changes in funds

Financial Indicators	2023	2022	2021	2020	2019	2018	2017	2016	2015
Council-controlled: – State support income (State appropriations/total recurrent income).	43.89%	48.16%	52.33%	52.28%	49.09%	48.15%	47.89%	47.57%	44.68%
Council-controlled: – Own funding as % income (other income/total recurrent income).	56.11%	51.84%	47.66%	47.71%	50.91%	51.84%	52.11%	52.43%	55.32%
Council-controlled: – Staff cost as % total recurrent expenses – total staff costs (Council-controlled – AFS)/recurrent expenditure (Council-controlled).	59.87%	66.00%	65.15%	61.56%	60.69%	60.87%	63.77%	59.00%	58.62%
Council-controlled: Staff cost as % total recurrent income – total staff costs (Council-controlled – AFS)/recurrent income (Council-controlled). The expected normal standard for total personnel cost as a percentage of total revenue is between 58% and 63%.	54.84%	57.69%	56.77%	57.71%	54.34%	53.71%	56.69%	56.96%	54.56%
Council-controlled: – Staff cost (Academic incl. Foundation Programme and Professional, Administrative and Support (PASS) and as a % of net tuition fees and operational subsidy). Council benchmark 65%.	63.94%	58.03%	57.79%	59.82%	58.14%	59.38%	60.53%	65.24%	63.46%
Council-controlled: – Net surplus as % including finance income. The DHET expected normal standard is a surplus. Council benchmark of between 5% and 10% from Council-controlled operations.	8.42%	12.59%	12.87%	6.25%	10.47%	11.76%	11.12%	3.47%	6.92%
Council-controlled: – Net surplus as % excluding finance income	-3.52%	4.21%	7.56%	0.11%	3.01%	5.12%	4.25%	-3.37%	1.27%
Student debt ratio: – student debtors before provision for doubtful debt/total tuition & other fees.	28.87%	28.92%	33.02%	42.22%	24.34%	22.35%	17.64%	21.81%	12.17%
Short-term liquidity ratio (current assets/current liabilities). Expected normal standard is > 2:1.	3.51	4.12	5.13	6.91	8.99	10.23	8.28	7.31	8.36
Sustainability ratio (Council-controlled reserves only) (Council-controlled reserves/annual recurrent expenditure on Council-controlled expenditure) Council has in 2020 set this target at 1.00 as for reserves to equal the annual cost of recurrent expenditure.	0.69	0.68	0.63	0.55	0.55	0.62	0.46	0.26	0.18
Sustainability ratio (Total reserves) Total reserves/annual recurrent expenditure.	1.90	2.00	1.91	1.61	1.60	1.63	1.29	1.08	1.19
Post-retirement liabilities (balance sheet).	R67m	R72m	R75m	R62m	R69m	R68m	R61m	R35m	R23m

Table 44: Institutional financial indicators 2015–2023

The institutional financial indicators show that the University has maintained a relatively healthy financial position.

Financial sustainability, however, remains a challenge for the higher education sector, which is striving to contribute to national objectives in difficult economic trading conditions with additional cost drivers such as the impact of load shedding and water scarcity. Financial sustainability also remains a key strategic objective of Nelson Mandela University. The higher education sector, as with the broader national and international economy, will be under significant pressure in the foreseeable future, with many levels of uncertainty. Careful attention will need to be given when considering approval of resourcing recurrent projects or programmes.

SIVTT will focus on three key areas, namely academic optimisation, improved efficiencies, and strategy aligned resource mobilisation and budgeting, with a view to contributing to Vision 2030 and the financial sustainability of the University. In the medium to long term, this work aims to finance recurrent cost structures 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 while enhancing digital transformation.

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 the impact of the events disclosed do not have an impact on the status of the University as a going concern.

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

Mr Donald MacLean
Chairperson: Finance and Facilities Committee

Mr Michael Monaghan
Executive Director: Finance

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

To the Minister of Higher Education, Science and Innovation and the Council of the Nelson Mandela University

Opinion

The summary consolidated financial statements, set out on pages 148 to 152 of the Integrated Annual Report 2023, which comprise the summary consolidated statement of financial position as at 31 December 2023, the summary consolidated statement of comprehensive income, summary consolidated statement of changes in funds and summary consolidated cash flow statement for the year then ended, are derived from the audited consolidated financial statements of Nelson Mandela University and its subsidiaries (the group) for the year ended 31 December 2023

In our opinion, the accompanying summary consolidated financial statements are consistent, in all material respects, with the audited consolidated financial statements, in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to summary financial statements.

Summary Consolidated Financial Statement

The summary consolidated financial statements do not contain all the disclosures required by International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to Financial Statements. Reading the summary consolidated financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited consolidated financial statements and the auditor's report thereon.

The Audited Consolidated Financial Statements and Our Report Thereon

We expressed an unmodified audit opinion on the audited consolidated financial statements in our report dated 30 June 2024.

Council's Responsibilities for the Summary Consolidated Financial Statements

The Council are responsible for the preparation of the summary consolidated financial statements in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, Act no. 101 of 1997 as applicable to summary consolidated financial statements.

Auditor's responsibility

Our responsibility is to express an opinion on whether the summary consolidated financial statements are consistent, in all material respects, with the audited consolidated financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), *Engagements to Report on Summary Financial Statements.*

Agnes Dire
SizweNtsalubaGobodo Grant Thornton Inc.
Director
Registered Auditor
30 June 2024

Building 4, Summit Place
221 Garstfontein Road,
Menlyn, 0081

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
at 31 December 2023

	Notes	2023 R'000	*Restated 2022 R'000	*Restated 2021 R'000
ASSETS				
Non-current assets		4 207 449	4 036 714	3 047 237
Property, plant and equipment	2	2 193 346	2 188 379	2 019 602
Intangible assets	3	1 534	1 860	2 221
Long term investments	4	242 281	213 147	227 284
Other financial assets	6.1	1 770 288	1 633 327*	798 130*
Current assets		3 943 058	3 377 653	3 763 341
Inventories	5	4 118	3 308	3 304
Trade and other receivables	7	379 589	324 005*	382 397*
Other financial assets	6.1	3 426 107	2 928 026*	3 247 558*
Cash and cash equivalents	6.2	133 122	122 314	130 007
Deferred tax		122	-	-
Current tax receivable		-	-	75
Total assets		8 150 507	7 414 366	6 810 578
EQUITY AND LIABILITIES				
Equity funds		5 366 985	4 857 746	4 390 518
Equity funds attributable to owners of the parent				
Property, plant and equipment fund		2 085 070	2 037 486	1 872 431
Restricted use funds		1 335 329	1 182 841	1 082 858
Residence restricted funds		134 392	76 263	56 025
Other restricted funds		1 200 937	1 106 578	1 026 833
Council unrestricted funds		1 942 111	1 632 695	1 435 229
Non-controlling interest		4 475	4 724	-
Non-current liabilities		1 660 304	1 728 011	1 685 258
Deferred income	8	1 149 796	1 198 511	1 218 291
Interest-bearing borrowings	9	308 287	324 883	262 701
Retirement benefit obligations	10	67 478	72 350	74 535
Accumulated leave liability	11	128 807	126 231	121 941
Long service award accrual	13	5 936	6 036	7 320
Deferred tax		-	-	471
Current liabilities		1 123 217	828 609	734 802
Deferred income	8	13 650	14 590	14 621
Current portion of borrowings	9	22 341	22 188	13 230
Accumulated leave liability	11	2 573	2 631	2 478
Accounts payable and accrued liabilities	12	1 083 493	785 193	703 199
Long service award accrual	13	1 126	1 512	1 274
Current tax payable		34	2 495	-
Total equity and liabilities		8 150 507	7 414 366	6 810 578

- Restated – these figures have been restated for years 2022 and 2021. Refer note 30.

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2023

	Notes	2023 Council controlled unrestricted	Specifically funded activities restricted	NMU Trust restricted	SUB-TOTAL	Residence Restricted	TOTAL	2022 TOTAL
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
TOTAL INCOME		**3 081 297**	**265 801**	**112 478**	**3 459 577**	**258 338**	**3 717 915**	**3 483 362**
RECURRENT ITEMS		3 080 768	237 913	112 478	3 431 159	258 338	3 689 497	3 484 166
State appropriations	14	1 352 111	30 018	-	1 382 129	20	1 382 149	1 635 217
Tuition and other fee income	25	1 045 133	-	-	1 045 133	258 319	1 303 452	1 186 394
Income from contracts for research	25	74 898	94 277	-	169 174	-	169 174	172 035
Sales of goods and services	25	101 107	7 641	-	108 748	-	108 748	75 080
Private gifts and grants	15,25	139 622	89 630	105 609	334 861	-	334 861	162 060
TOTAL REVENUE		**2 712 872**	**221 565**	**105 609**	**3 040 045**	**258 338**	**3 298 384**	**3 230 786**
Finance income	16	367 896	16 348	6 869	391 113	-	391 113	253 379
NON-RECURRENT ITEMS		530	27 888	-	28 418	-	28 418	(804)
Profit/(Loss) on disposal of PPE		530	(88)	-	442	-	442	(804)
Other		-	27 976	-	27 976	-	27 976	-
TOTAL EXPENDITURE		**2 821 879**	**284 166**	**918**	**3 106 963**	**197 949**	**3 304 912**	**3 058 496**
Personnel costs	17	1 689 431	83 273	-	1 772 704	61 711	1 834 415	1 724 666
Academic professional		782 217	41 236	-	823 452	-	823 452	771 014
Other personnel		905 182	42 038	-	947 219	61 711	1 008 931	950 255
Accumulated leave		2 518	-	-	2 518	-	2 518	4 443
Long service award		(486)	-	-	(486)	-	(486)	(1 047)
Other operating expenses (Exclude compensation, depreciation, amortisation & debt service)	18	920 747	200 893	918	1 122 557	96 106	1 218 663	1 198 079
Impairment loss		119 196	-	-	119 196	-	119 196	28 434
Depreciation	2	90 616	-	-	90 616	12 337	102 953	92 829
Amortisation	3	326	-	-	326	-	326	326
Finance costs	26	1 564	-	-	1 564	27 795	29 359	14 162
NET SURPLUS/(DEFICIT) BEFORE TAXATION		259 418	(18 365)	111 560	352 613	60 389	413 003	424 866
Taxation	24	(113)	-	-	(113)	(344)	(457)	(2 175)
NET SURPLUS/(DEFICIT)		259 305	(18 365)	111 560	352 501	60 045	412 546	422 691
Net surplus/(Deficit) for the year attributable to:								
Non-controlling interest		249	-	-	249	-	249	21
Owners of the parent		259 057	(18 365)	111 560	352 252	60 045	412 297	422 670
		259 305	**(18 365)**	**111 560**	**352 501**	**60 045**	**412 546**	**422 691**

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME (continued)
for the year ended 31 December 2023

| | Notes | 2023 | | | | | | | 2022 |
		Council controlled unrestricted	Specifically funded activities restricted	NMU Trust restricted	SUB-TOTAL	Residence Restricted	TOTAL		TOTAL
		R'000	R'000	R'000	R'000	R'000	R'000		R'000
OTHER COMPREHENSIVE INCOME									
Items that will not be reclassified subsequently to surplus or deficit:									
Remeasurements – Retirement healthcare obligation		37 919	-	-	37 919	-	37 919		30 311
Remeasurements – pension fund obligation		13 073	-	-	13 073	-	13 073		10 479
Revaluation of investments at year end	27.1	-	-	25 109	25 109	-	25 109		2 736
		50 993	-	25 109	76 102	-	76 102		43 527
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE YEAR		**310 298**	**(18 365)**	**136 669**	**428 602**	**60 045**	**488 648**		**466 217**
Comprehensive income for the year attributable to:									
Non-controlling interest		249	-	-	249	-	249		21
Owners of the parent		310 049	(18 365)	136 669	428 354	60 045	488 399		466 196
		310 298	**(18 365)**	**136 669**	**428 602**	**60 045**	**488 648**		**466 217**

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF CHANGES IN FUNDS
For the year ended 31 December 2023

| Description | Unrestricted | | | Restricted | | | Restricted Funds Sub-total | Residence Funds Restricted | Property, Plant and Equipment Fund | Total Contributable to Parent Company | Non-Controlling Interest* | Total |
| | General Reserve Fund | Accumu-lated Fund | Council Funds Subtotal | Contract/ Private Funds | NMU Trust/ Restricted Funds | Other Restricted Funds | | | | | | |
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Balance at 1 January 2023	1 209 582	423 112	1 632 694	30 447	222 883	853 246	1 106 578	76 263	2 037 486	4 853 022	4 724	4 857 746
Recognition of Non-Controlling Interest	-	249	249	-	-	-	-	-	-	249	(249)	-
Net surplus	371 824	(112 519)	259 305	(18 365)	111 560	-	93 195	60 045	-	412 546	-	412 546
Other comprehensive income	-	50 993	50 993	-	25 109	-	25 109	-	-	76 102	-	76 102
Other additions	1 868	29 675	31 542	146 234	-	-	146 234	4 513	25 453	207 742	-	207 742
Funds utilised	-	(24 358)	(24 358)	(144 534)	(278)	-	(144 813)	(17 980)	-	(187 150)	-	(187 150)
Net transfers (to)/from other funds	(31 596)	23 282	(8 314)	62 498	(113 336)	25 472	(25 366)	11 550	22 131	-	-	-
Balance at 31 December 2023	1 551 678	390 433	1 942 111	76 280	245 938	878 718	1 200 937	134 392	2 085 070	5 362 510	4 475	5 366 985
Balance at 1 January 2022	956 049	479 179	1 435 229	14 721	220 299	791 813	1 026 833	56 025	1 872 431	4 390 517	-	4 390 517
Recognition of Non-Controlling Interest*	-	(4 745)	(4 745)	-	-	-	-	-	-	(4 745)	4 745	-
Net surplus	276 854	69 580	346 434	(43 616)	103 085	-	59 469	16 810	-	422 712	(21)	422 691
Other comprehensive income	-	40 791	40 791	-	2 736	-	2 736	-	-	43 527	-	43 527
Other additions	333	23 222	23 555	138 034	-	-	138 034	4 352	10 945	176 888	-	176 888
Funds utilised	-	(35 358)	(35 358)	(136 959)	(168)	-	(137 126)	966	(4 358)	(175 876)	-	(175 876)
Net transfers (to)/from other funds	(23 655)	(149 556)	(173 210)	58 267	(103 069)	61 435	16 633	(1 890)	158 467	-	-	-
Balance at 31 December 2022	1 209 582	423 112	1 632 694	30 447	222 883	853 246	1 106 578	76 263	2 037 486	4 853 022	4 724	4 857 746

Refer Note 28 Statement of Equity movements.

* This is a recognition of the Non-controlling interest relating to Rubious Mountain Properties (Pty) Ltd, in which the university has a 75% holding, which was previously not recognised in prior years due to the amount being insignificant.
The minority shareholder was not prejudiced by this non-disclosure.

NELSON MANDELA UNIVERSITY
CONSOLIDATED STATEMENT OF CASH FLOWS
for the year ended 31 December 2023

	Notes	2023 R'000	2022 R'000
Cash flow from operating activities			
Cash generated by operations	23.1	419 425	456 436
Interest income - short term		297 723	158 145
Taxation paid	24	(3 040)	(76)
Net cash inflow from operating activities		714 108	614 505
Cash flow from investing activities			
Interest income		361	2 576
Dividend income	16	2 687	3 894
Purchase of property, plant and equipment	23.2	(112 838)	(267 378)
Interest paid capitalised to property, plant and equipment	23.2	(4 282)	(10 270)
Proceeds on disposal of property, plant and equipment		643	648
Purchase of investments		(548 660)	(426 900)
Purchase of Trust* investment portfolio		(1 145)	(18 211)
Proceeds on Trust* investment portfolio		9 117	36 466
Redemptions/release of capital to bank		(3 382)	-
Net cash outflow from investing activities		(657 498)	(679 176)
Cash flow from financing activities			
Interest paid on borrowings and lease liabilities	26	(29 359)	(14 162)
Repayment of borrowings and lease liabilities	23.3	(16 443)	(6 860)
Cash received borrowings	23.3	-	78 000
Net cash (outflow)/inflow from financing activities		(45 802)	56 978
Increase/(Decrease) in cash and cash equivalents		10 808	(7 694)
Cash and cash equivalents at beginning of year		122 314	130 007
Cash and cash equivalents at end of year	6.2	133 122	122 314

* Purchase of investment portfolio at cost and proceeds on disposal of investment portfolio at cost relate to investment in the Trust which is a subsidiary of the Nelson Mandela University

Acronyms and Abbreviations

AFEMI	African Feminist Imaginations
APP	Annual Performance Plan
ARC	Audit and Risk Committee
AS	Applicant Score
ARM	Audit and Risk Management
B-BBEE	Broad-Based Black Economic Empowerment
BYJ	Begin Your Journey
BtC	Beyond the Classroom
CANRAD	Centre for the Advancement of Non-Racialism and Democracy
CCT	Centre for Community Technologies
CHE	Council on Higher Education
CIPSET	Centre for Integrated Post-School Education and Training
CMR	Institute for Coastal and Marine Research
COVID-19	Coronavirus disease of 2019
CriSHET	Critical Studies in Higher Education Transformation
CUS	Critical University Studies
CWGS	Centre for Women and Gender Studies
DHET	Department of Higher Education and Training
DoS	Director of School
DVC	Deputy Vice-Chancellor
EBET	Engineering, the Built Environment and Technology
ECAAP	Early Career Academics Advancement Programme
ECS	Executive Committee of Senate
EE	Employment Equity
EMC	Enrolment Management Committee
ESW	Emthonjeni Student Wellness
ETP	Engagement and Transformation Portfolio
EXCO	Executive Committee of Council
FFC	Finance and Facilities Committee
FTE	Full-Time Equivalent
FTEnt	First Time Entering
FYS	First Year Success
GBV	Gender-Based Violence
HAU	HIV and AIDS Research Unit
HEAVA	Honorary, Emeritus, Ad Personam, Visiting and Adjunct
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
HPCSA	Health Professions Council of South Africa
HoC	Hubs of Convergence
HoD	Head of Department
IA	Internal Audit
ICE	Institutional Culture and Equality
ICSC	Institutional Culture Statement of Commitment
ICT	Information and Communication Technology
IF	Institutional Forum
IO	International Office
IP	Intellectual Property
IFRS	International Financial Reporting Standards
IS	Institutional Support
ISCIA	Identities and Social Cohesion in Africa
LFC	Leaders for Change
LMS	Learning Management System
LT	Learning and Teaching
MANCO	Management Committee
MoU	Memorandum of Understanding

NDP	National Development Plan
nGAP	New Generation of Academics Programme
NIHSS	National Institute for the Humanities and Social Sciences
NMBM	Nelson Mandela Bay Municipality
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OIS	Office for Institutional Strategy
ORHET	Online Resource for Higher Education Transformation
PASS	Professional, Administrative and Support Services
PG	Postgraduate
PGRS	Postgraduate Research Scholarship
PO	People and Operations
PQM	Programme and Qualification Mix
RAM	Resource Allocation Model
RII	Research, Innovation and Internationalisation
SARChI	South African Research Chairs Initiative
SDG	Sustainable Development Goal
SETA	Sector Education and Training Authority
SIVTT	Sustainability and Institutional Viability Task Team
SLP	Short Learning Programme
SMME	Small-, Medium- and Micro-Enterprise
SRC	Student Representative Council
SRMA	Strategic Resource Mobilisation and Advancement
SSC	Student Success Coach
TIA	Technology Innovation Agency
TIMS	Transdisciplinary Institute for Mandela Studies
TVET	Technical and Vocational Education and Training
UADS	Universal Accessibility and Disability Services Unit
UCDG	University Capacity Development Grant
UG	Undergraduate
VC	Vice-Chancellor
WG	Working Group

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Change the World