NELSON MANDELA
UNIVERSITY

VISION 2030
CHANGE THE WORLD

CONTENTS

FOREWORD BY THE VICE-CHANCELLOR

As the only university in the world to carry the name of Nelson Mandela, our institutional identity and core academic missions are underpinned by our namesake's legacy, ethos and values. Against this background, it is of paramount importance that Nelson Mandela University positions itself strategically in the service of society, primarily through its core mandates of learning, teaching, research, innovation, internationalisation and engagement.

Nelson Mandela, the figure, remains a commanding and unparalleled presence of the 20th century. As a person, he dedicated all his life to creating a more equal and just society and ensuring a better life for all. He had a deep compassion for humanity and its interconnectedness. He lived out his conviction that none of us can be truly free unless we commit to the advancement of universal freedoms and rights and dedicate ourselves to fostering an appreciation for the dignity of all human beings. He worked tirelessly to unite this country, our continent and the world behind the higher ideals of social justice and reconciliation. Through his sense of international solidarity and far-sighted political craft, he restored the self-respect of the South African people and rekindled hope that global harmony might be more attainable than we had been made to believe.

Nelson Mandela placed huge importance on education as a force for good, and a weapon to *change the world*. As we set out to interrogate what it means to be Mandela University, we need to reflect on what our University is good for and what it is good at. For us, *the soul of Mandela University*, to borrow a title from the book written by Chris Brink, should be found in the ground on which it is built; in the soil of those communities in whose name we exist. This *soul*, if we name it, is a social justice one; with a key interest in and burning ambition for cultivating humanity amidst the cruel challenges that have rendered large parts of our society precarious.

As we explore ways of engaging with the global community and citizens of goodwill to advance knowledge and scale up scientific innovation, we must return to the source of our thirst for a more just world. We are living a historical moment in which the world labours under multiple pandemics, including leadership crises, poverty, inequality, hunger, environmental degradation, racism and other forms of discrimination, and so on. Not least of these is the widespread pathologising of all that is *Africa* and *African* that permeates our dominant discourses. These are the central challenges which an African university must confront.

Even as we commit to them, behind each one of the Sustainable Development Goals (SDGs), lies a plethora of broken human rights promises; spread and produced over more than 200 years since the advent of the colonial project. That is, the SDGs are the varnished opposite of the

human rights violations they are meant to address; and they have a profound local footprint in the geographical space of our University. Situated in a city, a province, a country and on a continent, that beckon and compel us into an *Africa* project; whilst being meshed with the globe, we have to strive to affirm and confirm for ourselves the identity of Nelson Mandela University.

Taking on the responsibility to bear our name means that our articulation of the foundational scholarly mission of a public university, namely, learning and teaching, research and engagement are aligned to the distinct iconic ethos of Madiba, and more broadly, the vision and values of a free, equal and democratic world that he stood for. We are seeking to live the values that he represented and illuminate the aspirations that he strived for. Our global positioning cannot be other than a placed, socially engaged and responsive university in the service of society by contributing to the co-creation of a more sustainable and just world.

The University's Vision 2030 strategy is an articulation of our strategic intentions and aspirations as we seek to embody the soul of Mandela through our core academic missions. In so doing, the University will strive to promote the public good through the expansion of human understanding, pushing forward the frontiers of knowledge, and cultivating socially conscious graduates who make a positive impact on society as responsible global citizens and leaders.

It is my privilege and honour to invite all our stakeholders to journey with us as Nelson Mandela University sets out to be a dynamic, African university recognised for its leadership in generating cutting edge knowledge for a sustainable future.

PROFESSOR SIBONGILE MUTHWA
VICE-CHANCELLOR

OUR VISION 2030 STRATEGIC FRAMEWORK

Through Vision 2030, Mandela University reaffirms its commitment to change the world through life-changing, student-centric educational opportunities, innovative research, and transformative engagement that contribute to a better world. These core missions will be supported and enabled through a values-driven, inclusive institutional culture that liberates the full potential of students, employees and communities as we seek to embody the legacy and ethos of our iconic namesake, Nelson Mandela. Further critical enablers that will support our strategic intentions include ethical governance and leadership, empowering employees to embrace the future world of work, creating an enabling environment for innovation, accelerating our digital transformation trajectory, ensuring the optimal utilisation of modernised and flexibly

designed infrastructure, and deepening our commitment to long-term sustainability and responsible resource stewardship. This overarching strategic framework is diagrammatically depicted below.

VISION 2030
CHANGE THE WORLD

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

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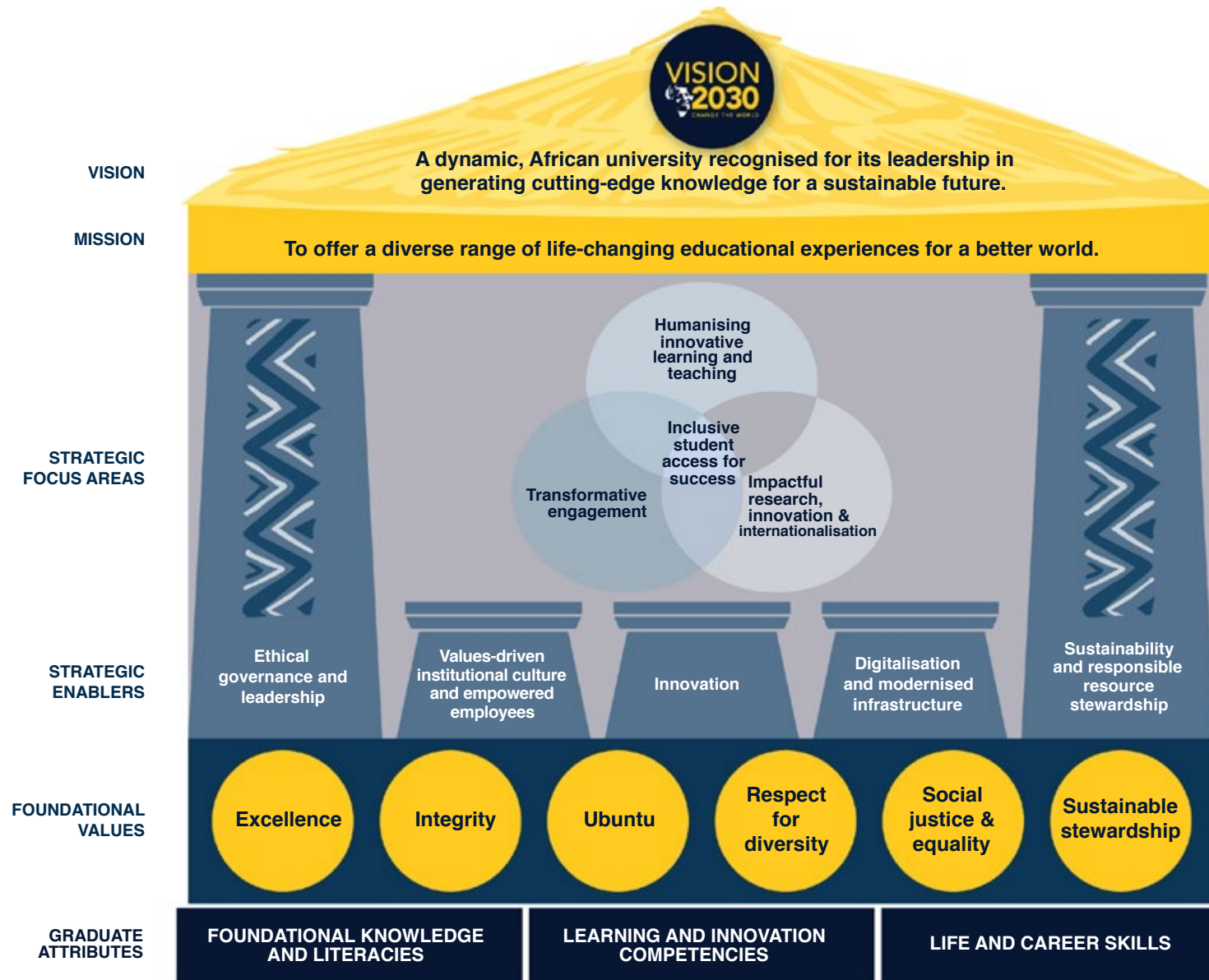To offer a diverse range of life-changing educational experiences for a better world.

STRATEGIC FOCUS AREAS

- Humanising innovative learning and teaching
- Inclusive student access for success
- Transformative engagement
- Impactful research, innovation & internationalisation

STRATEGIC ENABLERS

| Ethical governance and leadership | Values-driven institutional culture and empowered employees | Innovation | Digitalisation and modernised infrastructure | Sustainability and responsible resource stewardship |

FOUNDATIONAL VALUES

| Excellence | Integrity | Ubuntu | Respect for diversity | Social justice & equality | Sustainable stewardship |

GRADUATE ATTRIBUTES

| FOUNDATIONAL KNOWLEDGE AND LITERACIES | LEARNING AND INNOVATION COMPETENCIES | LIFE AND CAREER SKILLS |

3

VISION 2030 STRATEGY

SECTION A: STAKEHOLDER ENGAGEMENT PROCESS

In pursuit of its intention to foster a values-driven, transformative institutional culture that enlivens the legacy of its iconic namesake, Nelson Mandela University makes every effort to engage broadly with key internal and external stakeholders in co-creating future-focused institutional strategy. As a precursor to this broad-based engagement process, it was first necessary to identify and segment the key stakeholders who have an interest in and are impacted by the University's strategy. To this end, the University embarked on a stakeholder mapping exercise to ensure that the crafting of the Vision 2030 institutional strategy was informed and shaped by the voices of students, employees, alumni and various other external stakeholders.

Internal and external stakeholders were engaged in Vision 2030 using a variety of including administering an online survey and convening a series of focus group discussions with different permutations of students, employees, alumni and external stakeholders.

VISION 2030 ONLINE SURVEY

An online survey was developed by the Office for Institutional Strategy to assess the views and perceptions of students, employees, alumni and external stakeholders in respect of eight key questions, namely:
- What does it mean to be the only university in the world named after Nelson Mandela?
- What is Nelson Mandela University known for?
- What do we want Nelson Mandela University to be known for?
- What attributes should Nelson Mandela University students, employees and alumni be known for?
- What should set Nelson Mandela University apart from other higher education institutions by 2030?
- What will make this possible?
- What are the key risks that could create challenges for Nelson Mandela University over the next ten years?
- What are the key opportunities that Nelson Mandela University could take advantage of over the next ten years?

As at 25 February 2021, there were **581** responses to the online survey disaggregated as follows: staff: 116 (20.0%); students: 223 (38.4%); alumni: 240 (41.3%); did not indicate: 2 (0.3%). Of the 116 employees who responded to the survey, 47 (40.5%) were academic and 69 (59.5%) were Professional, Administrative and Support (PASS) employees.

To complement the survey responses, focus group discussions were convened and facilitated among various segments of student leaders, employees, alumni and external stakeholders. An overview of the number and profile of stakeholders involved in the Vision 2030 stakeholder engagement processes through these FGDs is provided in the next section.

EMPLOYEE FOCUS GROUP DISCUSSIONS

Non-Office Bound Service Employees
COVID-compliant, mask-to-mask focus group discussions (FGDs) were facilitated on all campuses with a cross-section of non-office bound service employees from catering, horticulture, cleaning and protection services. These sessions were facilitated in the language of choice (English, Afrikaans and/or isiXhosa) of the participants and facilitators fluent in the preferred language were selected accordingly.

The number of non-office bound employees who participated in the FGDs on each campus is indicated below:
- George Campus: 15
- Missionvale Campus: 12
- North and Ocean Sciences Campuses: 21
- South Campus: 14
- Second Avenue Campus: 6
- Total: **68**

Organised Labour
With the assistance of the Employee Relations office, an engagement with both unions was scheduled to take place late last year on 8 December 2020. However, only NTEU attended this session. A further attempt to engage NEHAWU was scheduled for 9 February 2021, but the Branch Secretary requested a postponement shortly before the session. To accommodate this request, a third attempt was made to convene a session on 15 February 2021, but this had to be cancelled since no representatives from NEHAWU were in attendance. HR was requested to communicate to NEHAWU that the University values their inputs and their members should be encouraged to make use of the various other avenues for participating in crafting Vision 2030, such as the online survey and the thematic focus group discussions.

Middle Management Forum

With the assistance of HR, the Office for Institutional Strategy convened a special Middle Management Forum meeting on 1 December 2020 to engage the members on Vision 2030. This engagement was well attended by both academic and Professional, Administrative and Support Services (PASS) middle managers and the robust inputs were documented for the purposes of informing the Vision 2030 strategy.

Transversal Vision 2030 Thematic Focus Group Discussions

Online Vision 2030 thematic focus group discussions were convened with academic and PASS employees and took place from 15-19 February 2021. Multiple sources of information were considered in selecting a wide range of academic and PASS employees to be invited to participate in these thematic focus group discussions. As a principle, senior management members (PL2-4) were not sampled as part of these thematic group discussions given that they have been engaged in numerous Vision 2030 strategy development processes since the inauguration of the Vice-Chancellor in 2018.

A total of **125** employees participated in these discussions and the number of participants who attended per theme are indicated below:
- Learning and Teaching Innovation and Humanising Pedagogies: 14
- Impactful Research and Innovation to Promote Sustainable Futures: 22
- Transformative Engagement and Social Responsiveness: 13 (in addition to FGDs facilitated by the Engagement Office with institutional entities such as ENTSA, CMR and the Business School).
- Values-Driven Institutional Culture and Future World of Work: 19
- Agile, Digitalised Systems, Processes and Infrastructure: 21
- Student Centric Support to Promote Access for Success (including Graduate Attributes): 21
- Resource Sustainability and Stewardship:15

FOCUS GROUP DISCUSSIONS WITH STUDENT LEADERS

Student leaders were segmented as follows for the purposes of conducting in depth Vision 2030 focus group discussions:
- SRC Executive: 6
- SI leaders, Peer mentors, How 2 buddies and Faculty reps: 7
- Student Society Leaders: 9
- Student Residence Leaders: 8

- Student Sport Leaders: 6
- Centre for Women and Gender Studies postgraduate students: 7
- Total: **43**

The different categories of student leadership contributed to lively discussions and qualitatively rich inputs that were utilised to shape the Vision 2030 strategy. This is particularly important considering the aspiration of the University to embrace student-centric approaches that facilitate inclusive student access for success.

FOCUS GROUP DISCUSSIONS WITH ALUMNI

In addition to inviting all alumni to respond to the Vision 2030 survey using LinkedIn and the DevMan platform, the Executive Committee of the Alumni Association was invited to engage in an online discussion on Vision 2030 facilitated by the Senior Director Institutional Strategy. The Office for Institutional Strategy collaborated with the Alumni Relations Office to conduct focus group discussions with the Alumni Achievers and Rising Stars (**9** participants) and the broader Alumni Association (**22** participants). These engagements also yielded rich contributions and insights, most notably, the exciting potential for future mutual benefits through unlocking opportunities to partner with alumni in respect of enhancing the visibility and positioning of the University brand internationally, strategic resource mobilisation, access to global networks, exposure for students and graduates to the world of work, and volunteering to offer guest lectures and mentor students.

EXTERNAL STAKEHOLDER ENGAGEMENTS

Under the leadership of the Deputy Vice-Chancellor of Engagement and Transformation, various colleagues assisted with engaging external stakeholders as part of the Vision 2030 process. The stakeholder groups consulted included constituencies such as the Nelson Mandela Bay Metro, various non-governmental and civil society organisations, technical and vocational education and training (TVET) college lecturers and students, the media, local school principals, and youth organisations. Approximately **100** external stakeholders participated in these Vision 2030 engagements.

The inputs of internal and external stakeholders as part of the Vision 2030 stakeholder engagement processes have been carefully analysed and harnessed to identify recurring themes that informed the formulation of our strategic intentions and aspirations over the next decade. A high-level summary of the recurring themes is outlined below:

VISION 2030 STRATEGY

University name	• A sense of pride and responsibility that comes with the powerful and impactful value of the University's name. The need to position the University globally.
Living the values	• Move beyond rhetoric and posters – leadership, students, employees and alumni need to live the values of Nelson Mandela and continue to project a humane "face" to all its communities and stakeholders.
Holistic wellbeing	• Prioritise holistic student and employee wellbeing through programmatic interventions to address mental health, safety and security, eradicating GBV and all forms of discrimination, addressing high workloads, etc.
Visionary leadership	• The role of the university in cultivating ethical, responsible, visionary and socially conscious leadership at all levels, especially given the leadership stature of our iconic namesake.
Academic excellence & societal impact	• University must be known for quality academic programmes, improved postgraduate enrolments and research outputs, and wide-ranging societal impact.
Vibrant student life	• Need for vibrant living and learning spaces on all campuses and student centric approaches to facilitate inclusive student access for success. Important role of sport, residences, student development, etc.
Solutions-driven innovation	• Leverage the innovative and pioneering spirit of the University and provide an ecosystem of support to translate innovative ideas into viable solutions, enterprises, products and services that address challenges in novel ways.
Digitalisation & modernised infrastructure	• Improve efficiencies and quality of service delivery. Accelerate digitalisation and re-engineering of instiutional processes and systems. Modernise and refurbish infrastructure for hybrid, flexible modes of learning.
Sustainability	• Need to diversify funding sources in light of harsh economic realities, including rising student debt, declining government subsidy and student tuition fee regulation.

SECTION B: SITUATIONAL ANALYSIS

Higher education is increasingly viewed as playing a key role in fulfilling certain societal agendas such as democratisation, social mobility, economic development, innovation and a better quality of life for all citizens (Maassen and Olsen, 2007). South Africa's National Development Plan for 2030   outlines the main functions of universities in society as follows, namely to: provide people with indispensable high-level skills; serve as the dominant producers of new knowledge; critique information and find new local and global applications for existing knowledge; and provide opportunities for social mobility thereby strengthening equity, social justice and democracy.

The constant and ever-increasing pace of change nationally and globally acts a driver for universities to fundamentally revisit their core purpose, academic missions and operating models to ensure that they thrive within a volatile, uncertain, complex and ambiguous (VUCA) context. Most recently, these external drivers have manifested themselves in a variety of forms, such as the impact of the COVID-19 global pandemic, shifts in the global and national economies, demographic trends, and rising societal expectations of universities to tangibly contribute to the public good.

Challenges such as food security, quality health and education for all, secure and clean water, green and efficient energy sources, climate change, and inclusive communities need the engagement of universities responding at global and local levels as catalysts for development. In this regard, universities can make a substantial contribution, not only as providers of education and research, but also as actors playing an active role in the development of their economic, social and cultural surroundings. In 2020, the risk of a global pandemic became a reality and demonstrated the need to strengthen strategic foresight to anticipate future trends. In this section, some of these trends will be explored in more depth to extricate the key implications for the Vision 2030 Strategy.

GLOBAL IMPACT OF COVID-19 PANDEMIC

The COVID-19 pandemic threatens to scale back years of progress on reducing poverty and inequality and strengthening social cohesion. Job losses, a widening digital divide, disrupted social interactions, and abrupt shifts in markets could result in lost opportunities for significant parts of the global population. All generations have been affected by the crisis with older populations being the most vulnerable to contracting the virus, while the youth face new barriers to social mobility, strains on mental health, uncertain economic prospects and the continued degradation of the planet.

The diagram below (Majowicz, 2020) illustrates the macro-environmental factors universities might consider in their forward planning.
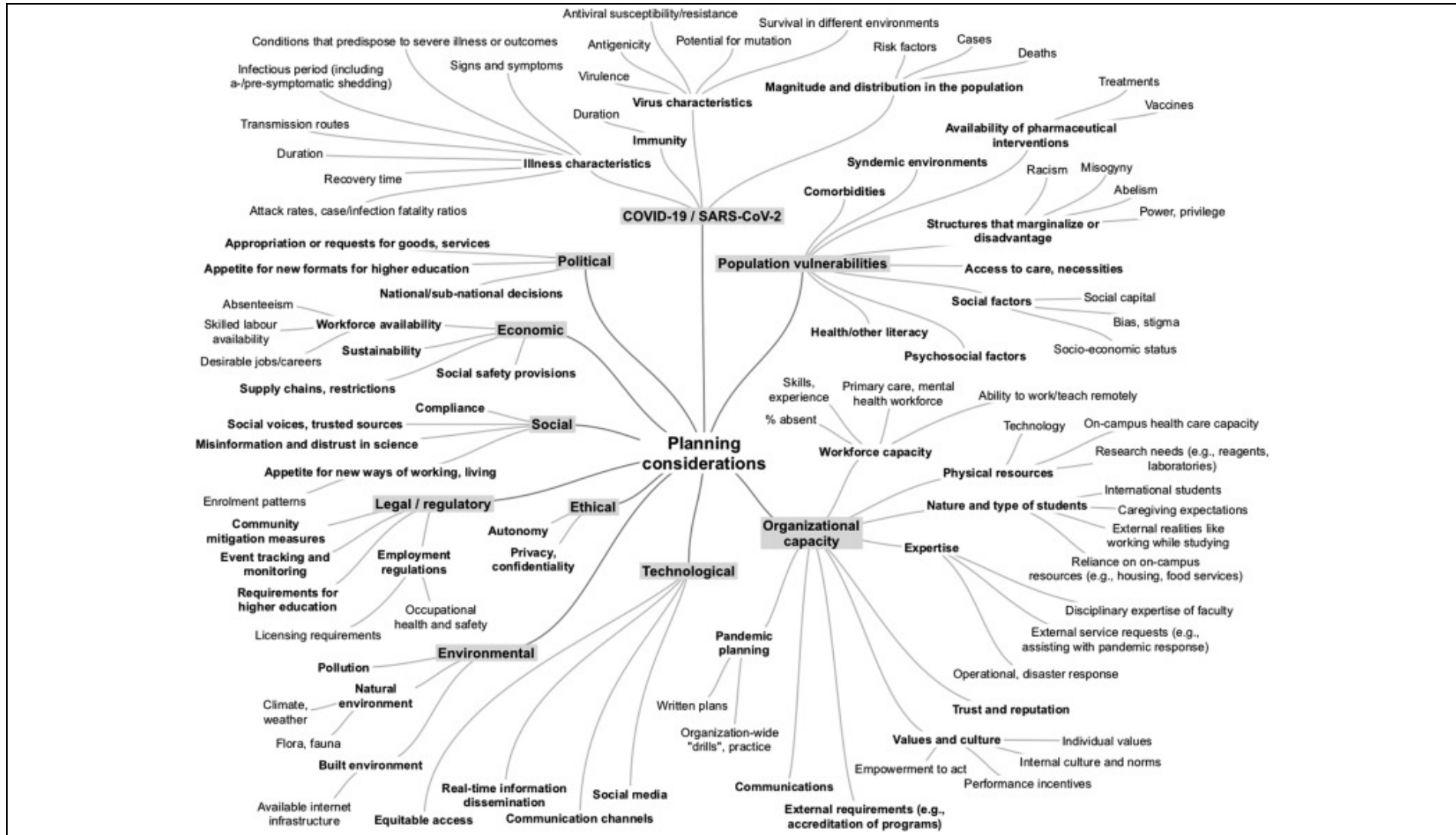
The COVID-19 pandemic has caused one of the most significant disruptions of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries across all continents. More than 166 countries implemented various forms of national lockdown as a response to curbing the spread of the virus, which resulted in the closures of schools and other learning spaces impacting on 94 per cent of the world's student population. This unprecedented global disruption has catalysed and accelerated various trends that had already emerged before the pandemic, several of which are outlined below.

ONLINE LEARNING AND THE DIGITAL DIVIDE

Universities across the world implemented various emergency remote learning (ERL) interventions to recover the 2020 academic year against the backdrop of national lockdowns, social distancing regulations and quarantines to curb the spread of the virus. In South Africa, large proportions of the student population lack access to mobile devices, data connectivity, electricity, water and conducive study spaces, all of which serve as significant barriers to ERL. In response, universities invested in large-scale data purchases and mobile devices for digitally excluded students to ensure that no student was left behind in completing the 2020 academic year.

Among the many inequalities exposed by COVID-19, the digital divide is one of the starkest with 3.6 billion people globally remaining offline with the majority living in developing countries. The 'digital divide' refers to uneven access to information and communication technologies (ICT) in societies, particularly pronounced on the African continent. According to GSMA, a mobile operators trade body, approximately three-quarters of the population (747 million people) in sub-Saharan Africa have a mobile connection, but only a third of these use a smartphone.

With only 37% of South African households having consistent access to the internet through cell phones or computers, the imperative of continuing with online learning while leaving no student behind becomes almost impossible. Against this backdrop, the pandemic is challenging deep-rooted notions of when, where, and how education is delivered to promote lifelong learning, as well as how universities contribute to socially engaged scholarship to improve digital inclusivity for those who are the most vulnerable and marginalised.

A widening digital gap can entrench societal fractures and undermine prospects for an inclusive recovery. Progress towards digital inclusivity is threatened by growing digital dependency, rapidly accelerating automation, ineffective technology regulation, and gaps in digital skills and capabilities. Education systems worldwide are set to undergo a challenging structural transformation underpinned by the widespread adoption of online learning. This shift can potentially reduce costs and expand access, but students and employees who lack the digital tools,

online access and knowledge to participate are at risk of being excluded. Ensuring a smooth digital transition and mitigating the risks to social cohesion from digital divides will require managing innovation without stifling it.

Social distancing will require millions of employees and students to continue working and learning remotely for the foreseeable future. Within this context, the 2016 declaration by the United Nations Human Rights Council of the internet as a basic human right becomes even more important. Similarly, the adoption of the Digital Transformation Strategy by the African Union in February 2020 is a step in the right direction towards narrowing the digital divide by ensuring that access to digital technologies and the internet are regarded as basic rights. To achieve this, multi-stakeholder collaboration is needed between national government, the ICT and telecommunications corporate sector and development partners, to prioritise investment in ICT infrastructure to connect the highest number of people possible to the internet at affordable prices.

It has become clear that universities are highly dependent on universal access to affordable broadband and mobile devices, digital literacy, and digitalised systems as critical preconditions for the successful adoption of fully online, blended or hybrid learning at scale. In addition, hybrid or fully online learning is not necessarily cheaper than traditional educational models due to the increased upfront investments required in digital infrastructure, equipment, learning management systems, and employees upskilling. Financing shortfalls constitute a significant risk for universities that may not be able to afford to absorb these costs.

Once universities move beyond the current crisis, the focus of academic employee development should shift from basic training in the use of digital tools for emergency remote learning to more advanced training incorporating instructional design and assessment of learning. Linked to this, messaging should celebrate their current achievements with blended and online learning tools while also recognising their pain points and offering the training as an opportunity to build on their successes and solving their technology-related teaching challenges.

STUDENT EXPECTATIONS AND YOUTH DISILLUSIONMENT

Many of the trends that have come to the fore during the pandemic were there before the crisis, including the adoption of hybrid or blended learning. However, these trends have been considerably accelerated by COVID-19 and are not likely to reverse after the crisis. There is no blueprint for future higher education success, but universities will probably need to change the way they operate to thrive in a post-pandemic world. This includes admitting students and offering courses in person or online throughout the year, and connecting with students before acceptance, during enrolment, and after graduation.

Universities must understand and deliver on students' evolving expectations, including quick pivots to quality online and hybrid learning, touch-of-a-button convenience and affordability. In universities, the appetite for fully online learning is likely to be lower for digitally adept young students who perceive learning as a social act and are likely to enrol at a university with a proven track record for student-centric approaches that meet their academic, financial and future career needs through the provision of sought after qualifications, vibrant student life, robust academic support, as well as experiential and lifelong learning opportunities. This probably points to the need for residential universities to adopt hybrid or blended approaches to learning, with some teaching online and some face-to-face.

Students are more socially conscious and inclined towards activism. As such, they expect their universities to provide them with inclusive learning environments and experiences that enable them to fully succeed in their academic and extracurricular pursuits. This includes committing to providing quality online or in-person wellness, inclusion and student life initiatives that equip students to become conscientious global citizens who drive positive societal change.

COVID-19 has reinforced the criticality of youth disillusionment with their dire economic outlook and missed educational opportunities. The compounding trends of lower intergenerational mobility and widening socio-economic inequalities, exacerbated by the COVID-19 crisis, have markedly deteriorated the mental health of young people. Since the start of the coronavirus pandemic, mental health has deteriorated for 80% of children and young people across the globe pointing to the need to steward a global effort to open pathways for youth to acquire the necessary tools and skills for a more sustainable post-pandemic world.

With the number of young Africans projected to increase to 42 percent of the world's youth by 2030 and doubling the current numbers of African youth by 2055 – African countries must invest in youth economic opportunities for a more prosperous future for all. Access to good health care and knowledge of healthy practices are essential services for positively enhancing youth development and harnessing Africa's demographic dividend. Focusing campaigns on youth well-being, rather than only physical health, recognises that psychological, social, and environmental health are equally important throughout youth development. Concerted efforts to destigmatise conversations around youth health will be needed in order to generate buy in from youth, particularly as it relates to safe sex, suicide, and substance abuse.

A rapidly growing youth workforce in Africa needs targeted interventions for high-quality job growth and economic opportunities. High economic growth rates do not necessarily translate into youth employment and entrepreneurship. This is particularly evident in Southern Africa, which had the highest rates of youth unemployment and youth not in education, employment, or training (NEET) in 2017, at 32.3 and 35.6 percent respectively. Policies and programmes focused on creating economically resilient and dynamic job opportunities and training

programmes for youth will drive an innovative and productive future for the continent. Expanding on employment and entrepreneurship initiatives for African youth in the short term will reduce poverty, contribute to sustainable development, and foster social inclusion for all Africans in the long term.

The challenges associated with the COVID pandemic have constituted a catalytic existential moment for higher education, but this will not be a crisis for those universities who can quickly adapt their efforts to embrace approaches that are student-centric and seek to promote social justice. In doing so, urgent and dedicated efforts need to be undertaken to address the persistent scourge of gender discrimination, inequality and gender-based violence.

GENDER DISCRIMINATION, INEQUALITY AND GENDER-BASED VIOLENCE

Gender-based discrimination persists in many parts of the world, and challenges associated with children, youth and older persons are growing. The COVID-19 crisis has exacerbated gender inequalities in education and work. As the world witnesses an increased feminisation of poverty, women make up a large proportion of the informal sector of employment and are disproportionately affected by limited access to safe places of work, education, skills, resources and technology. This often leaves women without any protection of labour laws, social benefits such as pension, health insurance or paid sick leave. They routinely work for lower wages and in unsafe conditions, including risk of sexual harassment.

Recognising this gap is the first step in closing it. Schools, universities and employers need to adopt measures to close the gender gap, such as adopting flexible and remote work, ensuring that young women can return to school or the workplace after lengthy absences for caregiving, and implementing support programmes for victims of gender-based violence. According to the GSMA, a global network of mobile operators, 48% of women in low- and middle-income countries use mobile internet and they estimate that a gender gap of 23% persists, representing 313 million fewer women using mobile internet than men. Lack of access to connectivity deprives women of the ability to work from home and access critical services like survivor support groups, counselling, health information (including sexual and reproductive health), and other online resources that can be critical lifelines to women experiencing GBV during the lockdown.

This is a key imperative given that gender-based violence (GBV) continues to be one of the most intractable challenges confronting South Africa where the rate of femicide is five times higher than the global average, with women from low-income households and those aged between 18 to 24 years being most likely to experience physical violence. GBV is an expression of gender inequality and toxic masculinity

requiring the same effort and attention that governments globally have devoted to curbing the spread of COVID-19. GBV occurs in all societies, social classes and cultural groups and, pre-COVID 19, it affected one in three women in their lifetime.

The social and economic stress caused by the pandemic exacerbated pre-existing toxic social norms and the number of women and girls between ages of 15 and 49 who had been subjected to sexual and/or physical violence perpetrated by an intimate partner (GBV) during lockdowns globally was no less than 243 million. The intersection of marginalisation and discrimination made certain groups of women more vulnerable to the GBV and COVID-19 pandemics.

In his State of the Nation Address, the President re-affirmed the urgency of ending gender-based violence (GBV) to create a society rooted in equality and non-sexism. The National Strategic Plan on Gender-Based Violence and Femicide (GBVF) was launched in April last year and the government will allocate approximately R12 billion over next three years to implement the various components of this plan. A ground-breaking private sector-led GBV and Femicide Response Fund has also been established and several South African companies and global philanthropies have made pledges to the value of R128 million.

Given that women constitute 59 percent of all students at public HEIs in South Africa, addressing sexual and gender-based violence remains a high priority for universities. The Policy and Strategy Framework Addressing Gender-based Violence in the Post-School Education Sector is an important step in this direction with its focus on improving survivor support services and challenging social norms that perpetuate gender inequality.

Against a backdrop of global change and volatility, it is also becoming clearer now more than ever, that university graduates need to be adaptable lifelong learners capable of finding information, analysing it for its validity, understanding its application in different circumstances, and communicating it clearly and accurately to others. Moreover, graduates will be well served by knowledge, skills and competencies that are transferrable from one context to another, as well as by the ability to be nimble and imaginative, digitally literate and ethical decision makers.

Higher education institutions need to shape their futures by reflecting on what has worked well in managing the pandemic and how these innovations can be scaled up and mainstreamed to enhance student access for success, while also embracing the future world of work and creating optimal conditions for flexible and remote ways of working for employees.

DECOLONISATION OF HIGHER EDUCATION

Institutional racism is still part of the fabric of university spaces, texturing the experiences of students, employees and communities. In South Africa, continuing dissatisfaction with this led to the emergence of student-led #RhodesMustFall and #FeesMustFall campaigns in 2015/16 to call for the decolonisation of higher education and the reintegration of previously outsourced employees who were being exploited and paid poverty wages. Students highlighted several other concerns which impact their experiences negatively such as unequal access to higher education for financially disadvantaged, academically deserving students, continuing institutional racism, unwelcoming institutional cultures, curricula which continue to be Eurocentric, and a lack of demographic diversity among academic staff, especially at the senior levels.

According to Zeleza, Eurocentrism frames African humanity and history as less than and perpetually infantile, which serves to distort, disparage and demean African realities, lives, and experiences. The term decolonisation is the epistemic desire for decentring Eurocentric knowledges. It is imperative that the various key stakeholders in African higher education raise the value proposition of African higher education for 21st century African societies, economies, and polities. This requires commitment to the provision of education that develops the whole person, inclusion and valuing institutional diversity, innovation and cultivating creative and entrepreneurial mindsets, and impact through fostering cultures of continuous assessment. Only then will our universities serve as powerful engines for building the kind of Africa we all wish to live in and be proud of.

FUTURE WORLD OF WORK

The shape that the workforce of the future takes will be the result of complex, changing and competing forces, some of which are certain, but the speed at which they unfold can be hard to predict. It is clear, however, that organisations need a clear and meaningful purpose and mandate to attract and retain employees in the decade ahead.

Automation and artificial intelligence are replacing human tasks and changing the skills that organisations are looking for. By replacing employees performing routine, methodical tasks, automation can amplify the comparative advantage of those employees performing tasks requiring skills and attributes that are uniquely human, such as problem-solving, adaptability, collaboration, leadership, creativity, innovation, imagination, and design thinking.

Attracting and retaining pivotal talent will be a significant challenge in the future and organisations will need to devote careful attention to the employee value proposition – the reasons why these employees were attracted to working with them in the first place. Collectively, the macro trends shaping the future world of work require employers to adopt a set of new principles as an increasingly critical condition for survival. These include embracing experimentation, adaptability, complexity and systemic views of organisation, human-centricity, and inspiration in place of control.

Quarantines, lockdowns and social distancing imposed by governments and employers to curb the spread of the coronavirus have compelled tens of millions of employees around the world to work from home, accelerating a workplace innovation that had struggled to gain traction previously. It is estimated that more than 20 percent of the global workforce, most of them in high-skilled jobs, could work remotely from home and be just as effective.

In South Africa, of the 14.2 million persons who were employed in the second quarter of 2020, more than half (58.1%) were expected to work during the national lockdown by the organisations they work for. Although most of those who worked during the national lockdown did so from their usual place of work, about 17% indicated that they worked from home. The proportion of those who worked from home was higher among professionals (44.7%) and managers (40.6%), indicating access to tools of the trade to facilitate work from home for these employees. COVID-19 has provided an opportunity to develop policy and regulatory frameworks that ensure a better employment future after the crisis by accelerating the digitalisation of work.

Resilient organisations are better able to adapt to change and complexity. As organisations shift to more remote work operations, there is a need to explore the critical competencies employees require to collaborate digitally and to transition performance goal-setting and employee evaluations. Roles and structures should be designed around outcomes to increase agility and empower employees with cross-functional knowledge and training.

The potential for remote work depends on the mix of activities undertaken in each occupation and on their physical, spatial, and interpersonal context. Although many people are returning to the workplace as economies reopen, the pandemic has broken through cultural and technological barriers that served as barriers to remote work in the past. This has set in motion a structural shift where hybrid models of remote work will prevail in the future, especially for highly skilled jobs in industries such as finance, insurance, management, business services, and information technology.

The transition to remote work surfaces two key challenges for organisations, the first of which relates to deciding on the role of the office as the traditional centre for creating culture and a sense of belonging. In the short term, universities will have to make key decisions relating to their investment in digitalisation as compared to physical infrastructure development, as well as strategies to refurbish, modernise and optimally utilise existing infrastructure to facilitate hybrid learning and remote, flexible ways of working. More attention will need to be devoted to infrastructure – IT hardware, cyber-security measures and software - to aid collaboration, to measure employee performance and effectiveness, and to prepare teams for similar future disruptions.The other challenge will be to ready the workforce for the requirements of automation, digitalisation, and other technological advancements.

LIFELONG LEARNING AND UPSKILLING

The window of opportunity to re- and upskill employees has become shorter in the newly constrained labour market. In 2020, the World Economic Forum estimated that 50 percent of all employees would need significant re- or upskilling by 2025. Evidence shows that the benefits of reskilling current employees, rather than letting them go and finding new people, typically costs less and brings benefits that outweigh the costs, such as improved loyalty, employee satisfaction and productivity. Successful reskilling starts with knowing what skills are needed, offering tailored learning opportunities to address these needs, and inculcating a culture of lifelong learning.

Regions and economies with the potential for the biggest gains from upskilling are those in which the skills gaps are larger, and the potential is greatest to improve productivity through skills augmentation aligned with new technology. The Sub-Saharan Africa and Latin America regions could see over 7% additional GDP by 2030 if they start investing in upskilling now. Both regions are characterised by a high proportion of youth, high inequality and underdeveloped business and consumer sectors. Upskilling could propel the transition to an economy where human labour is increasingly complemented and augmented by new technology, thus improving the overall quality of jobs.

Educators and training providers must play a central role in any comprehensive upskilling agenda by providing a wide range of self-directed, online learning opportunities that also combine face-to-face and experiential learning for a more human-centric experience. Several areas urgently need to be addressed as part of these interventions, including curricula that prioritise "just in time" learning; recognition systems that build bridges between national qualification systems and lifelong learning experiences obtained in informal sectors and settings; and credentialing that seeks to develop and adopt a more joined-up taxonomy and recognition system for skills and credentials across countries, education systems and industries.

Widespread and inclusive upskilling initiatives empower more employees to improve their productivity, leading to better job options, which in turn helps reduce wage inequalities especially those created by skill-biased technological change. However, an enabling environment needs to be in place to optimise the "return on investment" of education and upskilling.

South Africa annually spends one of the highest percentages in the world of close to 6% of GDP on education, yet unemployment remains high and labour market participation low. Furthermore, while South Africa has made significant improvements in basic and tertiary education enrolment, the country still suffers from significant challenges in the quality of educational achievement by almost any international metric. This is largely due to the poorest 75–80% of learners depending on dysfunctional public schooling and achieving poor outcomes while the wealthiest 20–25% of learners can afford to enrol in private schools and functional public schools and achieve better academic outcomes. Reversing this requires collaboration and commitment, policy change and active business and governmental participation driven by a new sense of purpose.

INEQUALITY AND ECONOMIC RECOVERY

The pandemic has widened disparities in health outcomes, technology, or workforce opportunities and has strained weak safety nets and economic structures beyond capacity. Whether these gaps can be narrowed will depend on the decisiveness of the actions taken in the wake of COVID-19 to rebuild towards an inclusive and accessible future.

The COVID-19 pandemic and the ensuing lockdown triggered a sharp decline in economic activity in South Africa. Persistent electricity shortages, rising government debt and policy uncertainty will continue to hold back investment and underscore low growth. The economy is set to recover only progressively from the coronavirus recession as sectors reopen. The government relief plan will mitigate the fall in household consumption, but investment will decline to a record low level.

South Africa is consistently ranked as one of the most unequal countries in the world and the level of inequality remains persistently high with a Gini coefficient hovering at about 0.65. The Gini coefficient ranges from 0 to 1, where 0 indicates perfect equality (all individuals have the same income) and 1 indicates perfect inequality (where one person has all the income and the rest have none). Therefore, the closer the Gini coefficient gets to 1, the more unequal the population is. The National Development Plan (NDP) aims to reduce income inequality to reduce the Gini coefficient to 0.60 by 2030. This will require considerable efforts to create favourable conditions for job creation, entrepreneurship and labour market absorption, particularly for those who are the most deprived.

More recently, national government outlined the South African Economic Reconstruction and Recovery Plan on 15 October 2020 to provide an overview of strategies aimed at stimulating equitable and inclusive growth to mitigate the negative impact of the COVID-19 pandemic on an already flailing economy, This recovery plan seeks to build a new, inclusive economy that benefits all South Africans by decisively addressing low and declining economic growth, falling per capita incomes, low investment, as well as high and deeply entrenched levels of inequality, poverty and unemployment. The eight priority areas include the following priority interventions, namely: aggressive infrastructure investment; employment orientated strategic localisation, reindustrialisation and export promotion; energy security; support for tourism recovery and growth; gender equality and economic inclusion of women and youth; green economy interventions; mass public employment interventions; strengthening food security; and macro-economic interventions.

In his State of the Nation Address (SONA) on 11 February 2021, President Ramaphosa reported on progress in the implementation of the economic recovery plan and the priority actions to restore growth and create jobs. Since the launch of the plan, government has focused on four priority interventions, namely, an expansive rollout of infrastructure throughout the country, a massive increase in local production, an employment stimulus to create jobs and support livelihoods, and the rapid expansion of our energy generation capacity. An infrastructure investment project pipeline has been developed worth R340 billion in network industries such as energy, water, transport and telecommunications. The R100 billion Infrastructure Fund is in full operation and these infrastructure projects will lead to the revival of the construction industry and the creation of much-needed jobs. The approved project pipeline for 2021 is varied and includes the Student Housing Infrastructure Programme, which aims to provide 300 000 student beds.

UNEMPLOYMENT AND LIVELIHOOD CRISES

The impact of the pandemic on livelihoods has been significant, especially for the youth, unskilled workers, and working mothers due to long-standing gender, race, age and income inequalities. Disadvantaged groups went into the crisis with lower resilience as a result of disparities in well-being, financial security, and access to healthcare, education and technology.

Although 2.5 million jobs have been created over the past nine years, many South Africans remain unemployed. This burden is disproportionately felt by the youth, women and people with disabilities and unlocking the barriers to full employment remains a critical priority. The Quarterly Labour Force Survey for quarter four of 2020 recorded an unemployment rate of 32.5 percent in South Africa. Among the nine provinces, the Eastern Cape recorded the highest unemployment rate of 47.9 percent. Of the 7.2 million unemployed persons, as many as 52.3% had attained education levels below matric, followed by those with matric at 37.9%. Only 1.8% of unemployed persons were

graduates, while 7.5% had other tertiary qualifications as their highest level of education. There were about 10.3 million young people aged 15–24 years, of which 29.8% were not in employment, education or training (NEET).

The South African government has recently published the National Youth Policy (NYP), aimed at promoting young South Africans aged between 14 and 35 years over the next decade, which constitutes 37% of the population. The policy reflects on the country's high youth unemployment rate (63.2% in Q4: 2020) and the interventions that could be introduced to improve the employment rate for South African youth, including:

- Introducing a new basic income grant aimed specifically at the country's unemployed youth.
- Abolishing the requirement for experience for entry-level jobs to enable more youth to enter the labour market and gain job experience.
- Creating a national pathway management network to provide work seekers with access to a basic package of support and work-readiness training to better match them to economic opportunities.
- Equipping young people with skills in key growth sectors to access opportunities such as the green, waste and food economies and advocate for the development of a catch-up strategy for those who have been left behind due to dropping out of the school system.
- The National Youth Development Agency (NYDA) and the Department of Small Business Development should implement grant funding and business support for 100 000 young entrepreneurs in the next three years.
- Offer practical experience to young people through the scaling up of the Youth Employment Service (YES) to assist them in obtaining practical job experience.

In addition to the above, government provided grant funding to the National Youth Development Agency and the Department of Small Business Development to extend business support to 1 000 young entrepreneurs in 2020 in an effort to address the high levels of youth unemployment. This programme was placed on hold in 2020 due to the coronavirus restrictions, but nevertheless managed to reach its target of 1 000 businesses by International Youth Day on 12 August 2020. This provides a firm foundation for efforts to support 15 000 start-ups by 2024. The National Pathway Management Network, comprising more than 1.2 million people, will also provide support and opportunities to young people across the country.

The COVID-19 pandemic has been an economic and human catastrophe, but with vaccines beginning to roll out across the world, it is possible to be cautiously optimistic that good leadership from both business and government could address the prevailing fiscal difficulties. Supporting economic recovery in the short-term while undertaking reforms to increase long-term economic growth and productivity are key

and include supportive regulation, well-trained workforces, and the continued diffusion of technologies. More significantly, the growth opportunities that a green economy portends abound across massive sectors such as energy, mobility, and agriculture.

GREEN GROWTH AND SUSTAINABILITY

All over the world, the costs of pollution and the benefits of environmental sustainability are increasingly recognised as a global megatrend. Climate change is resulting in natural disasters becoming more frequent and global temperatures set to increase by at least 3°C towards the end of the century. As climate change continues, natural disasters and abnormal weather patterns will increasingly impact on economies, demographics, crop production, food security, migration, and political landscapes in unprecedented ways. Humanity faces a future of resource scarcity with the demand for global water, energy and food projected to increase exponentially by 2030, while the stress on earth systems to provide these resources are exceeding critical limits. Biodiversity loss has critical implications for humanity, from the collapse of food and health systems to the disruption of entire supply chains.

According to the UN Food and Agricultural Organization (FAO), as the global population is estimated to reach 10 billion people by 2050, the demand for food and water is expected to increase. Water scarcity is one of the greatest challenges of our time and global demand for water could increase by 50 percent by 2030. Evidence further suggests that two-thirds of the world population could be living in water-stressed countries by 2025 if current consumption patterns continue.

Climate change projections for the SADC region show that the greatest impacts will mostly be felt through water resources, which could severely affect food production and energy generation. Annual rainfall is expected to decrease by 20% by 2080 in southern Africa, and that could worsen the challenges of water and food insecurity, especially in countries that already face resource scarcities. The challenges are exacerbated by population increase and industrial growth thereby negatively impacting on the development targets of the region.

Water, energy, and food are vital resources for human well-being, poverty reduction, and sustainable development. The three resources are strongly linked and any impact on one affects the other two. These interconnections are described as the water-energy-food (WEF) nexus, which promote socio-economic securities and development when effectively implemented.

Rapid urbanisation is one of the greatest challenges that must be contended with in achieving the intention of the Paris agreement to hold the increase in the global average temperature to well below 2°C, and preferably to 1.5°C, compared to pre-industrial levels. Cities account

for 60 to 80 percent of energy consumption and generate as much as 70 percent of the human-induced greenhouse gas emissions, primarily through the consumption of fossil fuels for energy supply and transportation. Climate change projections predict significant impacts on human development progress within just a few decades. Urgent and radical action to transform urban systems is required well before 2030 to contribute to limiting global warming to 1.5°C. Urban areas also absorb significant climate risks and must be prepared to withstand the climatic extremes currently predicted with 3 to 4°C of global warming.

South Africa is among the pioneers in adopting green economy strategies and has put in place many programmes and policy frameworks in the recent past, to translate the NDP Vision 2030 into action. The country is currently implementing programmes to promote energy efficiency, green transport, sustainable housing and climate resilient agriculture. Communities remain at the heart of all efforts to boost the green economy and biodiversity economy sectors ensuring that they derive maximum benefits while conserving biodiversity and natural resources.

In the quest to respond to the threat of climate change, national government is implementing measures to fulfil the country's commitments under the United Nations Framework Convention on Climate Change and its Paris Agreement which include the reduction of greenhouse gas emissions. As the largest greenhouse gas emitter, Eskom has committed in principle to net zero emission by 2050 and to increase its renewable capacity. This will be done in a way that stimulates investment, local economic activity and local manufacturing, as part of a just transition to a low-carbon economy and climate resilient society.

While South Africa is making significant strides towards the realisation of SDG 7 on affordable and clean energy, there are challenges that need to be addressed. Affordability remains a concern especially considering that not every poor household can access energy subsidies such as Free Basic Electricity (FBE) and Free Basic Alternative Energy (FBAE). A further challenge is the poor uptake of off-grid solar energy technologies to meet cooking, lighting, and heating needs. Moreover, the policies and programmes on universal electrification in South Africa currently aim for a 97% electrification target and not 100% as per the international targets. The increasing informal settlements in urban areas make it difficult for the country to achieve a 100% access to electricity, while the barriers to renewable energy include a lack of capacity, corruption, poverty, environmental degradation, and the high cost of renewable energy technologies.

The COVID-19 crisis foreshadows what a climate crisis could look like: systemic, fast moving, wide ranging, and global. This creates the case for organisations to take action to limit their climate risks and universities are no exception. Although the COVID-19 crisis has brought hardship to countless households, the urgency of responding to the pandemic is arguably matched by the urgency of addressing climate

change. Climate change causes storms, floods, wildfires, and other natural disasters that inflict billions of dollars in damage. To keep temperatures below thresholds that would trigger runaway warming, significant short-term reductions of greenhouse-gas emissions must occur through rapid, capital-intensive action across every part of the economy.

The simultaneity of the COVID-19 crisis and the climate challenge means that the post-pandemic recovery will be a decisive period for fending off climate change. A climate-smart approach to economic recovery could put the world on an emissions pathway that would hold the average temperature increase to a relatively safe 1.5°C. Since recovery efforts usually involve much higher public spending, governments can bring about extensive, lasting changes in the structure of national economies through targeted low-carbon programmes that stimulate economic growth and job creation while ushering in a more environmentally sustainable future.

URBANISATION AND HUMAN SETTLEMENTS

More than half the global population (55%) currently live in urban areas and the number of city dwellers is projected to rise continuously in future. Urban centres will absorb significant rural to urban migration and the bulk of population growth over the next decades. Hence, this proportion is expected to increase to 68 percent, reaching 6.3 billion people by 2050, adding 2.3 billion more people to urban areas. Most of this increase (about 90%) is likely to occur in the two poorest regions of the world, South Asia and Sub-Saharan Africa, where the urban population is likely to double in the next twenty years.

Urbanisation in these parts of the world is largely unplanned, fuelling the continuous growth of informal or slum settlements, which are the physical manifestation of urban poverty and inequality and currently accommodate close to 1 billion people. Migration adds complexity to the numerous issues, cities and other human settlements must deal with. Currently, there are 763 million internal migrants and 224 million international migrants in the world. This means that every seventh person in the world is a migrant and most of these migrants are found in urban areas.

The nationwide COVID-19 lockdowns were an effective public health strategy to flatten the curve and delay more infections to reduce the peak number of people needing health care. However, given the high levels of informal urbanism in Africa, measures to address COVID-19 could have adverse effects with the potential of endangering more lives than they were meant to save. The housing in which the urban poor live is characterised by lack of basic services, particularly water and sanitation, thereby increasing the risk of disease outbreaks. This is

exacerbated by a lack of major investment in the urban health sector in most developing countries. Poverty, humanitarian crises, and conflict are becoming increasingly urban phenomena. Rural areas do not benefit from overall growth, feeding a continuous rural-urban migration. In sum, the challenges posed by the current model of urbanisation have global ramifications that, if not addressed adequately, could jeopardise chances of achieving the SDGs. The current economic model of investment, consumption and growth also drives the exploitative extraction of the planet's natural assets. Urbanisation has not completed a full transition away from fossil-fuelled energy, resulting in extensive air pollution which damages the health of vulnerable groups of people, particularly children and the elderly. Furthermore, urban development is increasingly occupying land that was previously used for forestry and/or food production, while the demand for food, timber products, and biomass for heating is increasing due to rapid population growth.

Despite the challenges, urbanisation is a once-in-a-lifetime opportunity for change at all levels and all types of human settlements. Cities and towns can help drive the sustainable agenda across social and cultural change, environmental protection and economic growth as the principles of the circular economy are embraced. Contributing about 80 per cent of global GDP, cities function as catalysts, driving innovation, consumption, and investment worldwide, making them a positive force for addressing issues related to poverty, social exclusion and spatial inequality.

ACCESS TO QUALITY HEALTHCARE

Being better prepared for the next pandemic is a high priority, both nationally and internationally. This requires investments in upgrading public health infrastructure and modernising health care systems, including the wider use of telemedicine and virtual health. Employers should learn from the pandemic and take the opportunity to redesign workplaces, build healthier work environments, and invest effectively in employee health and well-being.

Although South Africa is making progress on SDG 3 on good health and well-being, historic inequities from the apartheid era are still prevalent in the healthcare system. The key challenges facing the healthcare sector in South Africa include poor access to and quality of universal healthcare in some areas, including mental healthcare and services for the disabled. The retention of skilled, senior health professionals in the public sector also remains a challenge with many leaving the country. To counter this, the Occupational Specific Dispensation (OSD) for health professionals has been introduced in the South African public sector.

Extreme poverty rose in 2020 for the first time in more than two decades as the COVID-19 pandemic pushed an additional 88 million to 115 million people below the threshold of living on less than $1.90 a day. The convergence of the COVID-19 pandemic with the pressures of conflict and climate change will put the goal of ending poverty by 2030 beyond reach without swift, significant and substantial policy action. By 2030, the global poverty rate could be about 7%.

Rising poverty levels means that more families who were barely managing to survive before the pandemic will struggle to do so as unemployment increases. Many will be unable to withstand the "health shock" of a family member falling ill – a risk that is even greater as the coronavirus spreads in overcrowded informal settlements across the developing world. Tackling the inter-linked challenges of poverty and health starts with a recognition that treating patients medically needs to be accompanied by integrated approaches to health care that address the underlying social determinants of health, such as access to decent housing, education and social services.

Against this backdrop, the philosophy and principles of Primary Health Care (PHC) form the basis of South Africa's health policy and service delivery. These include equity, community participation, social and economic development, interventions focused on the determinants of poor health, health promotion, prevention, cure and rehabilitation, an integrated referral system to facilitate a continuum of care, teams of health professionals with specific and sophisticated biomedical- and social skills, adequate resources, and a client-centred approach.

This is reinforced in national government's Medium-Term Strategic Framework 2019-2024, which asserts that integrated, patient-centric models of health care that prioritise early diagnosis and continuity and quality of care must be implemented to halt the progression of multi-morbidity. Good health is not only an outcome of delivering on health services, but also a reflection of a multi-sectoral effort to address the social determinants of health such as water and sanitation, housing, quality education, food security and decent employment. The South African health sector must place dedicated focus on health services for vulnerable populations and those with special needs. These include women, youth, people with disabilities and the elderly

South Africa needs to scale up key interventions within the health system such as adopting innovative models in healthcare delivery, addressing the bottlenecks in the procurement of quality medicines, vaccines, medical equipment, and improving the quality of health care services underpinned by evidence-based clinical practise. There is also a need to improve the operational efficiency and utilisation of human resources in the health system supported by appropriate recruitment, retention, and human resources forecasting strategies.

In conclusion, there are many dynamic forces of change influencing higher education, many of which stem from the COVID-19 pandemic

and how it is expected to unfold. Considering and organising these factors can challenge us to think broadly and plan for influences from unexpected domains. Although significant attention and resources have been necessarily focused on emergency measures to mitigate the adverse consequences of the COVID-19 pandemic over the past year, it is crucial to start thinking ahead and design forward-looking strategies that enhance the strategic positioning and future sustainability of higher education institutions.

Despite the range of uncertainties currently facing universities regarding the future impacts of COVID-19 on the higher education sector nationally and globally, several concrete actions can be taken. Among these, the University can apply a social justice lens to planning and decision-making, to ensure that we do not perpetuate or amplify existing inequalities or disadvantages through our decisions. Specifically, we can work towards equitable policies, plans and decisions by recognising and rectifying historical injustices and allocating resources according to need. In addition, the axes of uncertainty and identified macro-environmental factors can be expanded, both as the pandemic unfolds and new knowledge is generated, to identify and scope additional key uncertainties about the future and how these are likely to impact on strategy.

As part of the strategic planning process, the legislative mandate within which the University operates must be continuously evaluated to assess the impact of national policy provisions on institutional strategy.

LEGISLATIVE MANDATE

The United Nations Sustainable Development Goals (SDGs) seek to address global challenges such as those related to poverty, inequality, global unemployment, climate change, and environmental degradation. Of the 17 SDGs, Goal 4 aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"* with one of the targets seeking to *"ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university"* by 2030. This positions higher education as crucial in promoting democracy and human rights, enhancing responsible global citizenship and civic engagement, facilitating intercultural dialogue, and fostering respect for cultural, religious and linguistic diversity, all of which are vital to achieving social cohesion. In addition to imparting skills required by the labour market, universities play a vital role in stimulating critical and creative thinking and generating knowledge for social, cultural, ecological and economic development.

The African Union Agenda 2063 also emphasises the importance of developing human capabilities and skills to drive innovation on the African continent. Through fostering better links with industry and alignment to labour markets, higher education can fulfil a critical role in

developing much-needed human capabilities and skills in Africa thereby improving employability and entrepreneurship, especially among the youth and women. In the bid to cultivate a new African citizen who will be an effective change agent for the continent's sustainable development as envisioned by the AU and its 2063 Agenda, the African Union Commission developed a comprehensive ten-year Continental Education Strategy for Africa (CESA 16-25). The guiding principles underpinning CESA 16-25 include the recognition that knowledge societies are driven by holistic, inclusive and equitable education and lifelong learning to develop skilled human resources adapted to African core values and capable of achieving the ambitions of Agenda 2063. To this end, CESA 16-25 calls for national governments to honour their commitment to spend 1% of gross domestic product on research and to create "conducive environments" for innovation by providing adequate infrastructure and resources, including competitive awards to nurture young academics.

Within the context of South African higher education and training, key legislation and policy frameworks guide the purpose and mandate of public universities. The White Paper on Higher Education Transformation (WPHET), 1997 is the cornerstone policy that clearly states the transformation imperatives confronting the higher education sector. The WPHET calls for a new system of higher education based on equity of access and fair chances of success for all who are seeking to realise their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities. In addition, the White Paper furthermore stresses the need for higher education to meet the high-skilled employment needs presented by a growing economy operating in a global environment. Added to this, universities are called up to contribute to the advancement of all forms of knowledge and scholarship thereby generating innovative solutions to the diverse problems and demands of the local, national, southern African and African contexts. The WPHET urges higher education institutions to support a democratic ethos and a culture of human rights through educational programmes and practices conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order.

The Medium-Term Strategic Framework, 2019–2024 acknowledges the critical role of education and training in building the capabilities of South Africans, developing their social assets, and ultimately addressing the triple challenge of poverty, inequality and unemployment. Priority 3 of the MTSF focuses on education, skills and health with an emphasis on the achieving the following outcomes as it relates to post-school education and training (PSET). The MTSF indicates that the PSET sub-sectors need to expand significantly to accommodate more young South Africans. This will be costly and requires a finance regime to regulate fees and ensure affordability for the middle classes (or "missing middle"). There is also a need for more rapid adoption of innovative delivery models and methods, such as digital learning, alternative and more efficient degree structures, improved institutional models, and approaches to improve quality and throughput. The MTSF also emphasises the importance of high-level planning to ensure adequate high-level research and lecturing staff, as well as teaching, research and accommodation resources.

VISION 2030 STRATEGY

The MTSF 2019-2024 serves as a five-year roadmap towards achieving the targets set in the National Development Plan 2030. The NDP emphasises the centrality of education, training and innovation to the attainment of the broad national vision of inclusive growth and development. The NDP recognises that education is the cornerstone upon which a nation depends to provide opportunities for social mobility, equity, social justice and democracy. Higher levels of education, skills, research and innovation capacity are also required for:

- The transition to a low carbon economy and meeting the greenhouse gas emission targets.
- Tackling health challenges by producing health professionals in different occupational classes to deliver quality healthcare.
- Developing new and utilising existing technologies and taking advantage of the opportunities that arise from economic growth.
- Expanding the pool of researchers and improving their productivity significantly.

An assessment of progress made by universities towards achieving the NDP targets for the PSET system is outlined below:

NDP 2030 Targets	Progress
Increase enrolments from 950 000 to 1.62million (GER of 30%)	1.085 million enrolments in universities in 2018 GER increased from 17.7% in 2010 to 21.6% in 2018
Ensure that disadvantaged students are fully subsidised	In 2016, 26.4% of university graduates were supported by NSFAS funding
Increase graduates from 170 000 to 425 000, particularly in scarce skills areas	227 188 graduates in 2018
Increase doctoral graduates from 1 420 per annum to 5 000 per annum (100 per million)	Increase in doctoral graduates from 28 per million in 2010 to 58 per million in 2018
Expand the number of PhD qualified employees from 34% to over 75%	Average of all academic employees with PhDs was 47% in 2018 compared to 35% in 2010
A quarter (25%) of all degrees obtained should be postgraduate degrees (with emphasis on black-African and female students)	22% in 2018
Expansion of distance education	Enrolments in distance programmes have increased at Unisa by 80 000 (or 27.4% growth from 2010)
75% throughput (Note: A throughput rate must not be confused with a graduation rate. A graduation rate is simply a ratio of graduates each year divided by enrolments in that year.)	The overall graduation rate was 20.9% in 2018

NDP 2030 Targets	Progress
Increase research outputs in form of research publications	Research publications have increased by 93% between 2010 and 2017
Create research environment that is welcoming to all	Female doctoral graduates and African male plus female graduates increased to 1 440 in 2018.
Strengthen universities that have embedded culture of research	Although informally acknowledged as a subgroup of traditional universities, "research universities' are not funded as such.

Source: Analysis of PSET Trends towards achieving NDP 2030 (2020)

In analysing the progress of the post-school education and training sector in achieving the ambitious targets set in the NDP, the National Planning Commission acknowledges the need for various enabling conditions to make this possible, such as:

- Planned growth across the PSET system to respond to broad demand, including funding for academically deserving "missing middle" students in need of financial assistance.
- A focus on priority sectors for growth to drive PSET strategies for key formal industry sectors.
- Institutional incentives to drive improvement in quality, student success and throughput.
- Partnerships between universities and industry to ensure meaningful workplace experience for university graduates.

The WPHET was followed 16 years later by the White Paper for Post-School Education and Training, 2014 to set out a vision of a differentiated post-school system that supports a wide range of citizens in accessing diverse opportunities for further study and self-advancement to prepare them for meaningful livelihoods. In keeping with the NDP and MTSF targets, the White Paper furthermore rightfully emphasises that, while enhancing access, universities also need to focus on improving student success and throughput rates, to move towards achieving the national benchmarks of 80% and 25% respectively.

The draft National Plan for Post-School Education and Training, 2017 is a roadmap for the development and reinvigoration of post-school education and training from 2018 to 2030. It provides an implementation framework to achieve the broad policy goals of the White Paper, such as ensuring the delivery of a diverse range of quality post-school qualifications and programmes that are responsive to the needs of students, society and the world of work. The NPPSET also seeks to better integrate the post-school system and support the continued implementation of initiatives that will result in improved quality of programmes and curricula, excellent teaching and learning, and significantly improved student success and throughput. The NPPSET aims to ensure that the different components of the PSET system work

towards common goals, by aligning planning, funding and monitoring and enhancing collaboration and resource-sharing.

The White Paper on Science, Technology and Innovation, 2019 complements the WPPSET and NPPSET by providing the long-term policy direction to ensure a growing role for science, technology and innovation (STI) in improving economic competitiveness and creating a more prosperous and inclusive society. The White Paper on STI introduces policy approaches to ensure an open, responsive and diverse knowledge system, including adopting an open science paradigm, supporting a diversity of knowledge fields, advancing a greater focus on inter- and transdisciplinary research, and acknowledging the contribution of the humanities and social sciences to addressing complex societal problems. Furthermore, the White Paper introduces a systematic approach to expanding the internationalisation of STI and science diplomacy with a strong focus on the African continent to support a pan-African agenda.

Against this legislative and national policy backdrop, Nelson Mandela University will distinguish itself through innovative, student-centric approaches to learning and teaching, research, innovation and engagement that facilitate student access for success in keeping with the mandates endowed upon South African public universities. The University will strive to position itself strategically within a differentiated PSET system through its values-driven ethos, comprehensive academic programme and qualification mix, innovative inter- and transdisciplinary research, and transformative engagement that contributes to socially just and sustainable futures. In navigating the challenges outlined as part of the situational analysis, it is crucial that the University optimises its strengths and opportunities to distinguish itself as a distinctive higher education of choice nationally and globally.

STATE OF THE UNIVERSITY

Nelson Mandela University situates its forward planning by analysing the strengths and opportunities that can be optimised over the next decade in pursuit of Vision 2030.

Strengths

The formulation of Vision 2030 has revealed distinctive intellectual niches and strategic opportunities that need to be optimised by Mandela University as it seeks to chart its future strategic directions and game-changing differentiators. As part of recognising the privilege of carrying the revered name of Nelson Mandela, the University has been exploring how to give intellectual and practical expression to its intentions to promote the public good in the service of society.

VISION 2030 STRATEGY

Mandela University places the pursuit of social justice at the heart of its academic core missions of learning, teaching, research, innovation and engagement. This aligns with the United Nations resolution in adopting the 2030 Sustainable Development Goals wherein it is stated that: *"We are determined to take bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path…We recognise that eradicating poverty in all its forms and dimensions, including extreme poverty, is the global challenge and an indispensable requirement for sustainable development. We are committed to achieving sustainable development in three dimensions – economic, social and environmental – in a balanced and integrated manner".*

Given its distinctive niche as one of only six comprehensive universities in South Africa, Mandela University seeks to provide opportunities for enhanced access and articulation within a broad range of general formative and vocational, career-focused qualifications from certificate to doctoral levels. The University has been systematically increasing access to higher education for first generation students from quintile one to three schools, with the proportion increasing from 24% in 2010 to 53% in 2020. The changing profile of the incoming student population is also reflected in the increased percentage of NSFAS-funded undergraduate students from 16% in 2010 to 51% in 2019 compared to the national average of 39%. Drawing a higher percentage of students from economically disadvantaged backgrounds also led to a rapid increase in extended programme enrolments, which more than doubled from 1 149 in 2010 to 2 457 in 2020.

In embracing the core mandate of facilitating inclusive student access for success, the University invests extensively in various strategies to provide supportive living and learning environments conducive to improved academic performance. These student success interventions within and beyond the classroom include the following:

- An integrated early-warning data analytics system (RADAR), which monitors student academic performance and proactively identifies students who are academically vulnerable and in need of targeted support interventions.
- A wide range of student academic development and support services such as peer support, academic advising, mentoring, tutorials and supplemental instruction especially in high-risk or gateway modules, which have historically proven to be a barrier to student success.
- A first-year success (FYS) programme and various forms of extended curricula and/or foundation provisioning to assist vulnerable first-time entering students with the transition to university studies.
- Assistance to students who do not have access to mobile devices and data connectivity for the purposes of digital learning.
- Holistic psychosocial, mental health and nutritional support to promote holistic student health and wellbeing.
- Developing the pedagogical, curriculum development and assessment skills of academic staff, particularly within the context of the rapid transition to hybrid learning.

The advent of the COVID-19 global pandemic in 2020 has fundamentally shifted the higher education landscape nationally and globally through the rapid transition to remote, online learning and ways of working. Within the prevailing uncertainty and complexity of this moment in history, higher education institutions are being called upon to take stock of where they have come from and to chart future directions informed by a rapidly evolving context and responsiveness to societal needs, particularly within a context of deep social inequalities that foreground the plight of the marginalised. This includes critically reflecting on the effectiveness of current operating models, systems and processes and exploring innovative practices that promote organisational resilience and agility in pursuit of our overarching mission to be in the service of society. In so doing, Mandela University has been ramping up its digital transformation trajectory to transition towards improved efficiencies, responsive decision-making, and value-creating service delivery in support of academic excellence. This has been decisively accelerated by the COVID-19 pandemic and the need to support hybrid, flexible approaches to learning.

The University is widely recognised for its engaged, innovative scholarship, which seeks to co-create pioneering solutions to a broad spectrum of societal challenges in collaboration with key publics. The University strives to facilitate convergence[1] – or the "coming together" - of University scholars and students across all disciplines with communities to address the so-called wicked problems confronting society and the planet by accelerating inclusive economic growth, promoting universal access to quality healthcare and education, and protecting ecological diversity. 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.

This underscores the importance of universities contributing to building a more democratic, inclusive society in which the pursuit of knowledge is not for narrow elitist ends, but to contribute to improving the quality of life of all communities and citizens. In diverse ways, our University's research and innovation endeavours seek to better understand humanity and the planet, with the aim of achieving a healthier, more sustainable future for all. To this end, the University is well positioned to create an enabling environment for the pursuit of inter- and transdisciplinary research as the centrepiece of progressive scholarly inquiry in response to the major challenges of our time such as poverty, the burden of disease, unequal access to quality schooling, global inequality, and environmental degradation.

A key area of engagement in which we are participating at several levels is the crisis in basic education, which has been further heightened by the challenges caused by COVID-19. As part of the solution, the Faculty of Education's Centre for Community Schools (CCS) continues to work with under-served schools and communities to develop alternative approaches to school improvement that are relevant and responsive

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[1] Muthwa, S. (2018) *Taking Nelson Mandela University Boldly into the Future in Service of Society*, Inaugural Address, 17 April 2018

to contextual realities. The Govan Mbeki Mathematics Development Centre (GMMDC) is successfully addressing mathematics and science challenges in under-resourced South African public schools to improve higher education access and success. This flagship project of the GMMDC aims at improving the self-directed learning of Grade 10 to 12 learners who show potential using the TouchTutor® programme. More than 700 selected learners from under-resourced schools benefitted from this programme, improving their mathematics and science results, and their access to university studies.

Within the context of rapid technological advancements, it is important to introduce learners to coding at a young age. There is a desperate shortage of developers globally and, without access to computers, most South African learners cannot pursue this as a career option. To overcome this, the Computing Sciences Department developed an educational gaming app called TANKS, which enables school learners to build a code with a smartphone and customised puzzle pieces. In addition, through the work of the Centre for Community Technologies (CCT), various ground-breaking apps and web-based solutions have been developed for the benefit of disadvantaged communities. An example of these is Ncediso™, a complementary mobile application developed by the CCT, which received the United Nation's Innovation Award. This app upskills community healthcare workers in rural areas and townships where clinics and basic healthcare are scarce. It facilitates the early detection and management of chronic disease and provides information on infectious and non-infectious diseases.

In its pursuit of innovation excellence, eNtsa (Innovation through Engineering Institute) 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 being used at both Eskom and Sasol, are crucial to energy security in South Africa. eNtsa is also working to provide subsidised engineering support for small and medium businesses in the manufacturing sector during these trying economic circumstances in order to remain open and avoid job losses.

The University's internationally recognised institute for chemical technology, InnoVenton, started its microalgae project a decade ago, with the aim of using the algae to mitigate harmful carbon dioxide emissions from factory flue gas, and then harvesting the algal biomass for various renewable energy uses. InnoVenton also discovered that the biomass could bind with otherwise wasted coal dust to form coal briquettes trademarked as Coalgae®. This pioneering microalgae-to-energy project is proving to be a highly versatile eco-solution by cleaning up the atmosphere and serving as a source of renewable energy by producing a low-smoke, long-lasting fuel for households.

As we step into the next decade, the drive for sustainability is non-negotiable in a world where the demand for natural resources has far outstripped supply and we are facing climate change, pollution and severe shortages of life-supporting ecosystems such as fresh water. The

University has focused on harnessing its research excellence in sustainability science to achieve a sustainable, green campus with the implementation of critical projects for water, energy, waste, green policies and infrastructure development. As part of this endeavour, the University has launched a R16.5-million solar power plant, which generates 1MW of sustainable electricity contributing five to six percent of the University's total energy needs. Within a context of water scarcity, the University is also implementing innovative strategies to increase the use of secondary sources of water such as return effluent (RE), borehole water, rain and grey water to reduce its reliance on a potable municipal supply.

Opportunities

The University's Vision 2030 strategic aspirations have been crafted against the backdrop of the global, continental and national development goals articulated in the United Nations 2030 Sustainable Development Goals, the African Union Agenda 2063, and the South African 2030 National Development Plan (NDP) respectively. This will ensure that the University is poised to change the world through generating cutting-edge knowledge that contributes to a sustainable future. To this end, the University is breaking exciting new ground in respect of key strategic trajectories mandated by Council, namely, ocean sciences, the establishment of the country's tenth medical school, and fostering intellectual renewal and transdisciplinarity through revitalising the humanities.

Ocean sciences

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

By establishing the first dedicated Ocean Sciences Campus in South Africa, Nelson Mandela University aspires to be a higher education institution of choice for ocean sciences nationally and on the African continent. Our vision is that the Ocean Sciences Campus will house transdisciplinary clusters of research chairs and entities, postgraduate students, postdoctoral fellows, visiting scholars and other partners who are working collaboratively to address grand challenges confronting our oceans and coastal communities. To this end, infrastructure developments funded by the Department of Higher Education and Training are enabling the University to invest in modernised laboratories, facilities and equipment on the campus.

As part of our five-year ocean sciences strategy (2021-2025) we will scale up existing and emerging ocean sciences academic qualification offerings at under- and postgraduate levels across all faculties, develop short learning programmes (SLPs) offered through flexible modes of delivery to respond to the continuing professional development needs of various sectors of the oceans economy, and harness inter- and transdisciplinary research and innovation capabilities that contribute to addressing global sustainability challenges confronting our oceans.

Developing our ocean sciences niches leverages off our existing strategic advantages such as our five NRF-funded SARChI (South African Research Chairs Initiative) Chairs in Marine Spatial Planning, Ocean Science and Marine Food Security, Shallow Water Ecosystems, Law of the Sea and Development in Africa, and a bilateral Chair in Ocean Cultures and Heritage. In addition, the University has established various research entities such as the Institute for Coastal and Marine Research (CMR), the FishFORCE Academy, the Centre for Coastal Paleosciences and the Marine Robotics Unit to advance pioneering research and innovation in support of global, continental and national Operation Phakisa endeavours to unlock the economic potential of the oceans that promotes sustainable livelihoods for marginalised coastal communities.

The University is also actively promoting extensive and ongoing engagement and collaboration with relevant industry, government, civil society and educational partners nationally and internationally to enhance our scientific, socio-economic and policy impact. Several important partnerships, both nationally and internationally, have assisted the University to deepen its impact in the transdisciplinary spheres of ocean sciences.

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

One of our long-standing international partnerships is with the University of Southampton (UoS), UK, initially established through our SARChI Chair in Ocean Science and Marine Food Security, and now including Marine Engineering and Naval Architecture. The Second International Indian Ocean Expedition (IIOE-2) selected Mandela University to be the hub for marine robotics as part of a research network Western Indian Ocean partners. In March 2019, the Faculty of Engineering, the Built Environment and Technology (EBET) launched its transdisciplinary Marine Robotics Unit, enabling oceanographic researchers to collect data in situ using robotic technologies.

Establishing the tenth medical school in South Africa

There is a dire need to significantly increase the provision of adequately trained health care professionals, particularly medical doctors, to improve access to health care services. It is widely known that South Africa has a shortage of medical doctors. This is while pressure on health services is growing as a result of the COVID-19 pandemic, HIV/Aids, tuberculosis, violent crime, and high mortality rates among children and pregnant women.

This context underscores the need for the tenth medical school in the country at Nelson Mandela University, which aims to offer a full undergraduate medical degree (MBChB) and to evolve further to offer medical specialist training a few years later. The medical programme (MBChB) has received the requisite accreditation by the Health Professions Council of South Africa (HPCSA), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA) and the University will be admitting its first cohort of students in March 2021. They will be the first to study medicine in a unique, community-focused setting using an interprofessional educational approach.

The University looks forward to collaborating with all partner institutions, provincially and nationally, in producing fit-for-purpose, service oriented and civic-minded medical professionals committed to making a difference in the lives of the disadvantaged. The medical school is based at the Missionvale Campus close to the Dora Nginza and Livingstone hospitals and will serve as a beacon of hope for the communities it aims to serve, as well as the Eastern Cape and South Africa at large.

Revitalising the humanities and fostering transdisciplinarity

Revitalising the humanities is a core component of the University's overall academic strategy to reimagine the transformative potential of all disciplines in the quest to awaken African scholarship and systems of thought. Cultivating humanity, as a core dimension of the identity and ethos of the University, requires that the frontiers between "science" and the "humanities" be reconceptualised and redrawn. To this end, it is crucial that the University revitalises the transformative potential of the humanities as part of its efforts to decolonise the curriculum and embody African-rooted knowledge generation. This, in turn, will contribute to the University's efforts to promote social cohesion and democratic citizenship through fostering the depth of critical thinking required to engage creatively in identifying innovative solutions and approaches.

Progress towards achieving this has included the launch of the Centre for Philosophy in Africa and the SARChI Chair for Identities and Social Cohesion in Africa. The University also launched the Centre for Women and Gender Studies (CWGS) in October 2019 to research and foreground African women's biographical thinking, intellectual production, and political histories. The Centre is fulfilling a crucial role in

championing sectoral efforts to advance intersectional, inter-disciplinary approaches to the promotion of gender equality and transformation. This scholarly work was recently bolstered by the awarding of a prestigious research chair in African Feminist Imaginations.

Responding to the debates about the decolonisation of universities, the Chair for Critical Studies in Higher Education Transformation (*Cri*SHET) is driving the transformation agenda by grounding it in critical studies and framing it within the concept of an African-purposed curriculum. Since its launch in 2018, CriSHET has made great strides in working towards its vision of being a premier national, regional and international site for critical studies and praxes in higher education transformation. Under the rubric of Critical Mandela Studies, the Transdisciplinary Institute for Mandela Studies (TIMS) has been established and will constitute a key intellectual differentiator for the University. The signing of the Memorandum of Understanding (MoU) with the Nelson Mandela Foundation is serving to catalyse and advance this scholarly endeavour.

The Faculty of Humanities has also been pursuing a series of strategic interventions to reposition and recentre the humanities and social sciences. As part of these endeavours, the Faculty is engaged in recurriculating the BA undergraduate degree programme to ensure that this sought-after general formative qualification contributes to cultivating critically conscious, socially aware graduates.

In addition to the above strengths and opportunities, the University seeks to optimise as part of the Vision 2030 Strategy, the stakeholder engagement processes also yielded key inputs that shaped the situational analysis, including the strengths, weaknesses, opportunities and threats (SWOT) outlined below. The SWOT analysis has informed the formulation of the Vision 2030 strategic focus areas, enablers and associated goals to ensure that the University is well placed to leverage its strengths and opportunities, while proactively addressing the areas for improvement and threats that could potentially have a negative impact on the implementation of Vision 2030.

VISION 2030 STRATEGY

STRENGTHS

- Transformational and transformative leadership
- Diversity and ubuntu – humane face
- Social justice orientation
- Impact on society – engagement and responsiveness
- Sustainability science – innovative solutions for environmental challenges
- Leader in decolonising HE
- Spirit of innovation and dynamism
- Pockets of academic excellence
- Student access for success
- Excellent student support
- Humanising pedagogy and human-centred relational communication
- Multiple pathways of learning
- Science for society
- Comprehensive range of programmes and qualifications

WEAKNESSES

- Ineffective HR operations and processes
- Staff workload too high
- Lack of succession planning and talent continuity
- Low staff morale and wellness
- Student health – suicide, mental health
- Remuneration and conditions of service not competitive
- Lack of career pathing and promotion opportunities for PASS employees
- Slow transformation
- Cumbersome governance and administrative processes – bureaucracy stifles innovation and creativity
- Uneven implementation of strategy – need for visionary leadership at all levels
- Graduate employability (e.g., experiential learning opportunities)
- Lack of postgraduate supervisory capacity and low research outputs

OPPORTUNITIES

- Vision, strategic planning and implementation
- Meaningful stakeholder engagement
- Attracting and retaining the best staff and students
- United collected effort from all stakeholders and hard work
- Partnerships with industry/employers
- International partnerships and collaboration
- Leverage alumni networks
- Innovative technology – systems, processes, workflows, policies, service delivery
- A University which is in touch with the plight of its immediate community
- An African university with solutions for challenges in Africa
- Relevant programmes/qualifications
- Inclusive institutional culture
- Increased and enhanced student support
- Improved research outputs and postgraduate studies
- Marketing and leveraging the Nelson Mandela name
- An HR orientation that meets international standards
- New and revitalised infrastructure and campus safety
- Entrepreneurship and commercialisation
- Adult market – upskilling and flexible, stackable credentials
- Africa's demographic dividend – tap into potential of youth

THREATS

- Covid-19 and subsequent variants
- Digital divide and unequal access to mobile devices and connectivity
- Lack of good quality senior management and leadership
- Financial sustainability – rising costs, declining state subsidies and rising student debt
- Environmental risks – Impact of climate change and pollution
- Political instability – political instability in SA as elections approach
- Higher education model and curriculum outdated
- Online learning – pace and technology requirements
- Poor quality of basic education and schooling
- Crime and violence
- High unemployment, poverty and inequality
- Global competition for talent
- Gender inequality, GBV, rape and femicide
- Youth disillusionment

Against the backdrop of the situational analysis and a careful assessment of institutional strengths and strategic opportunities, the University has crafted a set of core positioning messages that underpin the Vision 2030 Strategy. The philosophical underpinnings of these core messages of Vision 2030 are diagrammatically illustrated below.

SECTION C: STRATEGIC OVERVIEW

As Nelson Mandela University pursues its core purposes of being in the service of society, we will be guided by our vision, mission, values, educational purpose and philosophy, distinctive knowledge paradigm, desired graduate attributes, and strategic focus areas, enablers and goals.

VISION

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

MISSION

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

To achieve our vision and mission, we will ensure that:
- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables employees and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

VALUES

The Vision 2030 stakeholder engagement processes re-affirmed the importance of all students, employees and alumni living the University's core values to ensure that we embody the enduring legacy and ethos of our iconic namesake, Nelson Mandela. We therefore hold ourselves accountable to our values in the execution of our vision and mission, the design of our academic programmes and curricula, the execution

of our academic core missions, the delivery of our services, the ways in which we engage with our stakeholders, and in the evaluation of our performance.

Respect for diversity

- We reflect and serve diverse regional, national and global communities.
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and ideas are actively encouraged.
- We foster an environment in which diversity is appreciated, respected and celebrated.
- We foster a culture that welcomes and respects diverse identities, heritages and life experiences.

Excellence

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

Social justice and equality

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

Ubuntu

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

Integrity

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

Sustainable stewardship

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

DISTINCTIVE KNOWLEDGE PARADIGM

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

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

EDUCATIONAL PURPOSE AND PHILOSOPHY

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

- We are committed to liberating the full human potential of our employees and students in the pursuit of responsible, democratic global citizenship.
- We advance the frontiers of knowledge to contribute to a socially just and sustainable future in the service of society.
- We adopt innovative, humanising pedagogies and practices that affirm diverse knowledge paradigms and world views.
- We inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- We are known for our values-driven, inclusive institutional culture that encourages all members of the University community to contribute optimally to the vibrancy of intellectual discourse and the respectful contestation of ideas.
- We place students at the centre of all we do to enable them to deploy their agency during their studies and in their future lives as alumni.
- We seek to address the grand challenges confronting society & the planet through the co-creation of sustainable solutions with all our publics.

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

STATEMENT OF COMMITMENT TO AN INCLUSIVE INSTITUTIONAL CULTURE

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

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

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

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

Our vision, mission, values, distinctive knowledge paradigm, educational purpose and philosophy, and statement of commitment to an inclusive institutional culture are the foundations on which Nelson Mandela University pursues its core strategic focus areas of innovative and human-centred learning and teaching, impactful research, innovation and internationalisation, transformative engagement and student-centric approaches that facilitate access for success. We take pride in cultivating 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.

DESIRED GENERIC GRADUATE ATTRIBUTES

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

The Vision 2030 Strategy makes provision for generic, cross-cutting graduate attributes that can be developed in numerous ways within and beyond the curriculum. These attributes outline the highly valued skills, mindsets and attitudes that equip graduates to grapple with challenges and adapt to new environments quickly and effectively. Moreover, students with these generic attributes are better able to apply their skills in diverse contexts and find ways to innovate by applying the depth of knowledge acquired through their core discipline and/or profession, while also embracing inter- and transdisciplinary thinking to solve complex problems and challenges.

Through benefitting from a life-changing educational experience at Nelson Mandela University, our aspiration is that our graduates will develop the knowledge, skills and attributes required for success in life and work in a complex and rapidly changing world. The key categories within which our generic graduate attributes have been identified and conceptualised include the following:

- **Foundational knowledge and literacies** represent how graduates apply core disciplinary and interdisciplinary knowledge to everyday tasks. Knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks. Foundational literacies serve as the basis upon which graduates need to build more advanced competencies and character qualities. This includes numeracy and various literacies such as scientific, linguistic, digital, financial, cultural and civic literacy. To meet the challenges of the 21st century, students need 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 and dilemmas** means acquiring a deeper understanding of opposing positions, developing arguments to support their own position, and find practical solutions to dilemmas and conflicts.
  - **Taking responsibility** is connected to the ability to reflect upon and evaluate one's own actions, experience and education to achieve personal, ethical and societal goals.

- **Learning and innovation competencies** are increasingly are being recognised as the skills that distinguish graduates who are prepared for increasingly complex life and work environments in the 21st century. Such competencies include intellectual curiosity, critical thinking, creativity, communication and collaboration.
- **Life and career skills** need rigorous attention to ensure that graduates are equipped to confidently navigate life and work environments in the globally competitive information age. Such skills include professionalism and integrity, resilience and persistence, adaptive expertise, and exercising progressive agency to bring about constructive change as socially conscious, responsible global citizens.
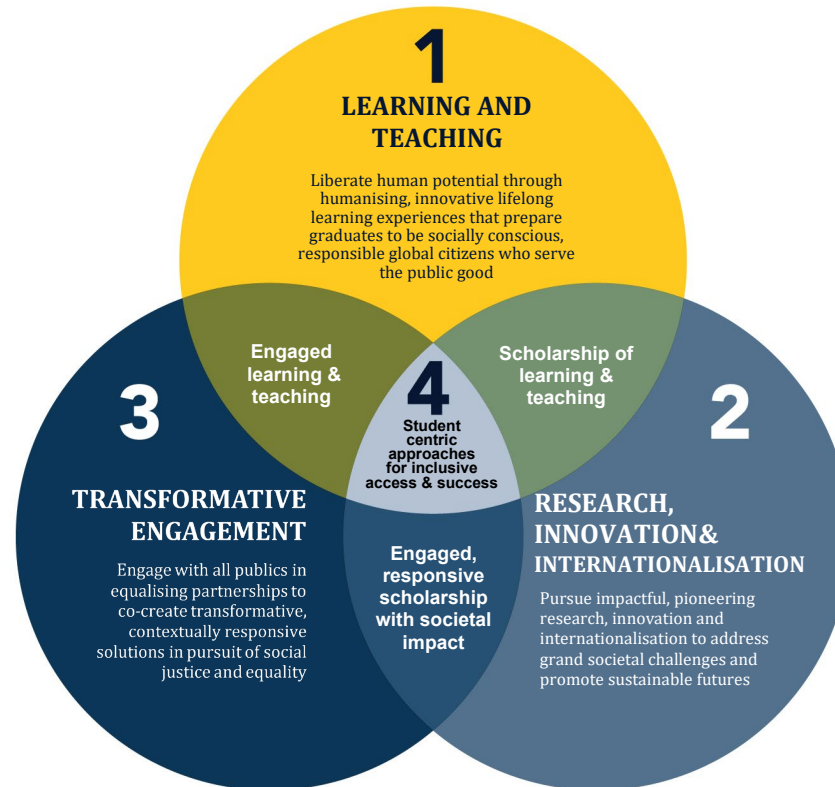
Lifelong learning				
Lifelong learning	**FOUNDATIONAL KNOWLEDGE AND LITERACIES**	**LEARNING AND INNOVATION COMPETENCIES**	**LIFE AND CAREER SKILLS**	Lifelong learning
	Core disciplinary depth	Intellectual curiosity	Professionalism and integrity	
	Inter-disciplinary breadth and synthesis	Critical thinking	Resilience and persistence	
	Knowledge creation	Innovation and creativity	Adaptive expertise	
	Multiple literacies (academic, digital, numeracy, civic, etc)	Communication	Socially conscious, responsible global citizens	
	Transformative competencies	Collaboration	Progressive agency	
Lifelong learning				

As part of Vision 2030, our intention is to articulate a broad framework of generic graduate attributes, which can be customised and elaborated on by faculties and professional support divisions to address the specific learning and teaching requirements of various disciplines and professions. The University also acknowledges the importance of students exercising their own agency in advancing their personal development and growth by engaging in curricular and co-curricular activities that assist them in developing these sought-after attributes while they are studying at Mandela University.

OUR CORE ACADEMIC MISSIONS: 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. While every university defines these missions broadly as learning and teaching, research and engagement, Nelson Mandela University seeks to offer holistic curricular and co-curricular living and learning experiences that are student-centric and create an enabling, inclusive and supportive environment for students to succeed in life and work.

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

Engaged learning & teaching

Scholarship of learning & teaching

4
Student centric approaches for inclusive access & success

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

Engaged, responsive scholarship with societal impact

2
RESEARCH, INNOVATION& INTERNATIONALISATION
Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures

VISION 2030 STRATEGY

To this end our core academic missions are not pursued in independent silos, but are integrated to ensure that humanising, innovative learning and teaching is informed by and shapes impactful research, innovation and internationalisation, as well as transformative engagement. This integrated approach to our academic core missions in pursuit of educational experiences that facilitate student access for success is at the heart of what makes Mandela University distinctive.

Each of these strategic focus areas is unpacked further to indicate the University's Vision 2030 strategic goals.

Vision 2030 strategic focus areas	Goals
SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good	• Scale up distinguishing strategic academic directions that differentiate Mandela University within a diverse higher education landscape nationally and globally. • Embrace the distinctive features of a comprehensive programme and qualification mix that provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds. • Design and implement strategies to support the progressive migration towards high-quality, technology-rich hybrid learning within and beyond the classroom. • Design and offer hybrid and fully online short learning programmes and stackable credentials in support of lifelong learning and continuing professional development. • Advance humanising learning experiences and curriculum transformation interventions that seek to prepare graduates for success at work, entrepreneurship and in life. • Promote University-wide internationalisation initiatives aimed at enhancing global pedagogical relevance.

Vision 2030 strategic focus areas	Goals
SFA 2: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures	• Establish nationally and internationally renowned, inter- and transdisciplinary research themes that address key issues facing society and the planet. • Review recognition, rewards, resourcing and workload models to provide an enabling environment for the generation of impactful research and innovation outputs that are locally relevant and globally significant. • Invest in the attraction, development and retention of socially diverse, research active postgraduate students, postdoctoral fellows and early career academics to promote talent continuity, research productivity and academic excellence. • Leverage the expertise of the HEAVA appointees and research associates for postgraduate student supervision, co-authoring of publications and joint applications for external grant funding. • Provide sustainable support to research chairs and entities as institutionalised mechanisms to promote synergies, enhance research and innovation productivity, and leverage external funding. • Enhance the global reach and visibility of the University through expanded international networks, strategic partnerships and collaborative international research grants, particularly on the African continent and in the global South. • Ensure that the physical and electronic library and information services collections are appropriately resourced to maintain currency with trends in scholarship across all knowledge domains.

Strategic focus areas	Goals
SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality	• Conceptually and programmatically anchor the strategic goals of engagement and transformation within and beyond the University. • Position engagement and transformation as an institutional orientation that supports the aspiration of excellence in learning, teaching and research. • Lead creative and pioneering engagement and transformation projects that differentiate Mandela University within the national and global higher education sector. • Cultivate a vibrant intellectual culture that promotes critical consciousness and creates spaces for the open sharing of diverse knowledge paradigms and ideas. • Develop and implement institutional policies, systems and processes to promote social inclusion and decisively eliminate all forms of discrimination, micro-aggressions and gender-based violence. • Embed engagement and transformation across all University portfolios for broad socio-economic impact and in the interest of the public good. • Cultivate a culture of scholarship as an intellectual resource base that buttresses the engagement and transformation approaches, praxes and programmes of the University. • Develop platforms for co-creating sustainable, innovative solutions to societal challenges through equalising partnerships with diverse publics.

Strategic focus areas	Goals
SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom	• Conceptualise, develop and co-create an African-purposed, integrated suite of thriving student life and support services that deliver evidence-based interventions to support student success. • Stimulate vibrant, inclusive living and learning student communities on- and off-campus through diverse intellectual, cultural, sport and recreational activities and programmes. • Provide curricular and co-curricular experiential learning opportunities that cultivate innovative, entrepreneurial mindsets and enhance the readiness of graduates for life and work. • Enact institutional communities of practice, collaborative programmes and campaigns to promote holistic student well-being, health and safety. • Transform the culture of dialogue and student engagement to nurture the leadership capabilities of young African leaders and intellectuals who contribute meaningfully to society. • Facilitate the continued involvement of alumni in the activities and initiatives of the University to enhance global visibility and reach through value adding collaborative networks.

OUR STRATEGIC ENABLERS

The success of Nelson Mandela University in pursuing our core academic missions is dependent upon various strategic enablers that create the conditions for excellence. 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 Mandela University is a destination of choice for students, employees, alumni, funders, and partners.

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

Ethical governance and leadership

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

Values-driven institutional culture and empowered employees

In embracing the legacy of our iconic namesake, Nelson Mandela University encourages students and employees to consistently live the values of excellence, ubuntu, integrity, social justice and equality, environmental and resource stewardship, and respect for diversity. We aim to attract, retain and nurture talented, diverse and high-performing employees by cultivating a values-driven, transformative institutional culture that promotes social inclusion, a sense of belonging and holistic well-being. The University invests in continuing professional development and lifelong learning opportunities for employees to unlock talent and create pathways for development and growth.

Enabling innovation

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

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.

Sustainability and responsible resource stewardship

Innovative resource mobilisation and diversification is especially crucial in a context of ever-increasing costs and a shrinking national fiscus. The University recognises the need for responsible resource stewardship and cost-effectiveness to promote long-term financial sustainability.

We furthermore strive to deepen our commitment to reducing our carbon footprint through harnessing the potential of renewable energies, waste reduction and recycling, and guardianship of our unique campus ecosystems and biodiversity.

The Vision 2030 goals associated with each of these strategic enablers are outlined below.

Vision 2030 strategic enablers	Goals
SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self	• Uphold ethical governance and leadership practices at all levels of the University to promote trust and maintain the highest standards of integrity. • Develop and implement leadership enhancement and capacity development programmes to sustain a pipeline of future leaders and trailblazers across all domains of the University. • Nurture constructive, mutually respectful engagement with key internal and external stakeholders to inform policies, strategies and decisions. • Embed a culture of transparency and accountability to ensure that leaders, employees and students align their conduct with the values of the University. • Design and implement integrated, strategy-aligned institutional performance monitoring, evaluation and reporting systems to enhance the accountability of the University to its multiple publics.

Vision 2030 strategic enablers	Goals
SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	• Foster a values-driven, affirming institutional culture that promotes inclusion, holistic employee well-being and a sense of belonging. • Position the University as an employer of first choice for talented, high-performing employees through an enabling work environment and progressive remuneration, recognition and reward systems. • Accelerate the diversification of the demographic profile of employees in all occupational categories through the attraction, retention and promotion of employees from under-represented groups. • Develop and implement integrated, dynamic talent management strategies that empower employees with the self-learning skills and flexible, adaptive mindsets required to thrive within the changing world of work.
SE 3: Create and sustain an enabling innovation ecosystem where students and employees can collaboratively engage with external partners to co-create pioneering discoveries that advance the frontiers of knowledge and promote the public good	• Establish hubs of innovation to facilitate the convergence of students, employees and relevant external partners in spaces conducive to co-creating and leveraging innovations to drive the inclusive economic growth and transformation. • Raise the profile of the University and extend our influence, both nationally and internationally, through targeted innovation forums for key stakeholders in government, industry, the non-profit sector and broader society. • Embed innovation within undergraduate and taught postgraduate curricula wherever appropriate and develop channels for student participation in innovation projects. • Provide support at all stages of the innovation journey along with access to networks of accelerators, investors, incubation space, and an enterprise development educational programme to encourage

	students, academics and PASS employees to translate innovative ideas into scalable solutions and sustainable enterprises. • Support knowledge exchange and commercialisation activities that ensure innovations are readily translated for the economic, cultural and social benefit of users worldwide.
SE 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure	• Integrate and digitalise institutional systems and processes to promote responsive decision-making, agile service delivery and improved efficiencies in support of academic excellence. • Progressively invest in upgraded ICT infrastructure and technologies, WiFi densification and cybersecurity enhancements to facilitate the migration towards digital transformation and cloud computing. • Strengthen the University's capacity to support hybrid and fully online educational delivery through widening access to mobile devices and data connectivity for students and employees. • Repurpose and modernise flexibly designed physical and virtual spaces in support of learning, research, engagement and creativity in a multi-campus context. • Transform campuses into centres of excellence through distinctive academic programme offerings and research niches, efficient service delivery, modernised infrastructure and vibrant campus life.

Vision 2030 strategic enablers	Goals
SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship	• Develop and implement a multi-year resourcing plan informed by financial modelling to fund the progressive, future focused strategic aspirations of the University. • Optimise the academic programme and qualification portfolio, graduate and research outputs of each faculty to promote financial viability and maximise subsidy yield. • Increase and diversify revenue streams through integrated resource mobilisation, enterprise development, commercialisation and investment strategies. • Mobilise funding for bursaries and scholarships to widen access for academically deserving, financially needy under- and postgraduate students. • Develop and implement budgeting and resource allocation models that advance strategic alignment, transversal collaboration and sustainable growth. • Pursue responsible resource stewardship and greening strategies to enhance long-term financial and environmental sustainability. • Promote collective ownership of transformative procurement and supply chain management to improve the University's contribution to broad-based black economic empowerment (BBBEE).

CONCLUSION

The effective implementation of the Vision 2030 Strategy will largely depend on the extent to which institutional strategic intentions are cascaded to every level of the University. Under the leadership of Council and the Vice-Chancellor, the Office for Institutional Strategy will liaise with members of executive management and other relevant internal stakeholders to design a strategy deployment system (SDS) that will facilitate readiness for strategy implementation from Q2 2021. This SDS will include the following:

- Ongoing multi-modal **communication and stakeholder engagement** strategies to promote collective ownership of Vision 2030 strategic directions and intentions internally and externally.
- Leveraging the transformative power of mutually beneficial **strategic partnerships** and collaborations to give effect to our Vision 2030 aspiration to contribute to a more socially just, inclusive and sustainable world.
- Developing the capacity of **leadership at all levels** to enact the Vision 2030 desired outcomes through innovative implementation plans.
- Facilitating **integrated planning** systems that facilitate:
  - Horizontal integration of academic, enrolment, human resources, financial and infrastructural planning with the Vision 2030 strategy.
  - Vertical integration to cascade the Vision 2030 Strategy into faculty and divisional strategic and annual performance plans.
- Institutional planning, budgeting, monitoring, evaluation and reporting systems to promote **evidence-based, strategy-aligned planning, resource allocation and reporting**.
- Key performance indicators or **measures of success** for each of the strategic focus areas and enablers, with targets where appropriate, to systematically assess institutional effectiveness and impact in achieving our Vision 2030 goals.

These elements of the Vision 2030 strategy deployment system are visually represented below.

The Office for Institutional Strategy will liaise with relevant internal stakeholders to develop these systems from quarter two as part of strategy implementation. In designing the abovementioned strategy deployment mechanisms, it is furthermore recognised that the University is a complex, living system constituted by self-organising and dynamic sub-systems that have the capacity to organically develop innovative ways of thriving within in a rapidly changing environment. The Vision 2030 strategy deployment system will therefore be premised on the principle of providing the broad strategic parameters (intended strategy) within which divisions and faculties develop five-year strategic and annual operational plans (emergent strategy) that give expression to institutional strategy whilst not stifling innovation, agility, creativity and agency from the bottom up.

Finally, in volatile and unpredictable world, the University will continue to monitor its risks and opportunities at a strategic level to ensure that the necessary mitigation strategies are in place and carefully monitored for their efficacy. As an immediate next step, the Vision 2030 stakeholder inputs will be processed further as it relates to risks and opportunities to develop a Vision 2030-aligned **institutional risks and opportunities register**.

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