

VISION 2030 CONCEPTUAL FRAMEWORK FOR PROMOTING LONG-TERM SUSTAINABILITY

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1. BACKGROUND AND CONTEXT

Within a volatile, uncertain and complex context globally and nationally, higher education institutions are being called upon to chart future directions that contribute to addressing societal, economic and planetary sustainability challenges, particularly within a context of persistent social inequalities, poverty and the adverse impacts of climate change and resource scarcity. Amidst a plethora of crises confronting humanity, there is an opportunity to accelerate the structural reforms needed to achieve an [inclusive, accessible and prosperous future](#).

Until such time that economic recovery and reconstruction interventions bear fruit and the government fiscus remains under pressure, the financial sustainability of the South African higher education sector will remain a critical priority in the immediate to short-term future. Universities are faced with the challenge of declining government subsidy and tuition fee income, coupled with escalating costs and ever-increasing demands for holistic wraparound support to promote student access for success. This calls for bold and innovative responses that draw on the collective creativity of all stakeholders to promote long-term sustainability, resilience and agility.

Against this background, the purpose of this conceptual framework is to:

- Outline a common point of reference and underpinning principles guiding the design and implementation of cross-cutting institutional sustainability intervention
- Provide an overview of the linkages between the University's Vision 2030 strategic intentions and the various sustainability initiatives that are planned or currently underway across various portfolios and faculties.
- Serve as a tool to support senior and middle management in advancing strategy-aligned and sustainable resource mobilisation, budgeting and cost management strategies in support of implementing Vision 2030.

To achieve these purposes, it is firstly necessary to conceptualise sustainability with the aim of highlighting how its various dimensions underpin our future-focused strategy, core academic missions and operations.

2. CONCEPTUALISING SUSTAINABILITY

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

The [United Nations](#) offers a further compelling vision for sustainability as: *“A world in which consumption and production patterns and use of all natural resources – from air to land, from rivers, lakes and aquifers to oceans and seas – are sustainable. One in which democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger.”*

The vision of Nelson Mandela University is to be a dynamic African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future. In pursuing this vision, the University is committed to building a more democratic, inclusive society in which the pursuit of knowledge is not for narrow elitist ends, but to contribute to the public good with the aim of achieving a more humane and sustainable future for all.

As we journey towards 2030, the drive for sustainability is non-negotiable in a world where the demand for natural resources has far outstripped supply and the planet is increasingly confronted with climate change, pollution, as well as severe shortages of life-supporting natural resources such as fresh water. In this context, 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 contribute to the three indivisible dimensions of sustainability – economic, social and environmental – in a balanced and integrated manner to promote a fair, liveable and viable world. This is visually depicted below.



Source: <https://sdgs.un.org/2030agenda>

The [United Nations 2030 Agenda for Sustainable Development](https://sdgs.un.org/2030agenda) elaborates by recognising that eradicating poverty in all its forms and dimensions is the most paramount global challenge and an indispensable requirement for sustainable development. This requires that the conceptualisation of sustainability be expanded beyond the widely implemented “triple bottom line” approach focusing on profit, people and planet to also include peace and partnerships. These five interwoven facets of sustainability are outlined as follows:

- **People:** end poverty and hunger in all their forms and dimensions and ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.
- **Planet:** protect the planet from degradation by sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.
- **Prosperity:** ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.
- **Peace:** foster peaceful, just and inclusive societies which are free from fear and violence.
- **Partnership:** mobilise the means required to implement Agenda 2030 through a spirit of strengthened global solidarity, focused on the needs of the poorest and most vulnerable and with the participation of all countries, stakeholders and people.

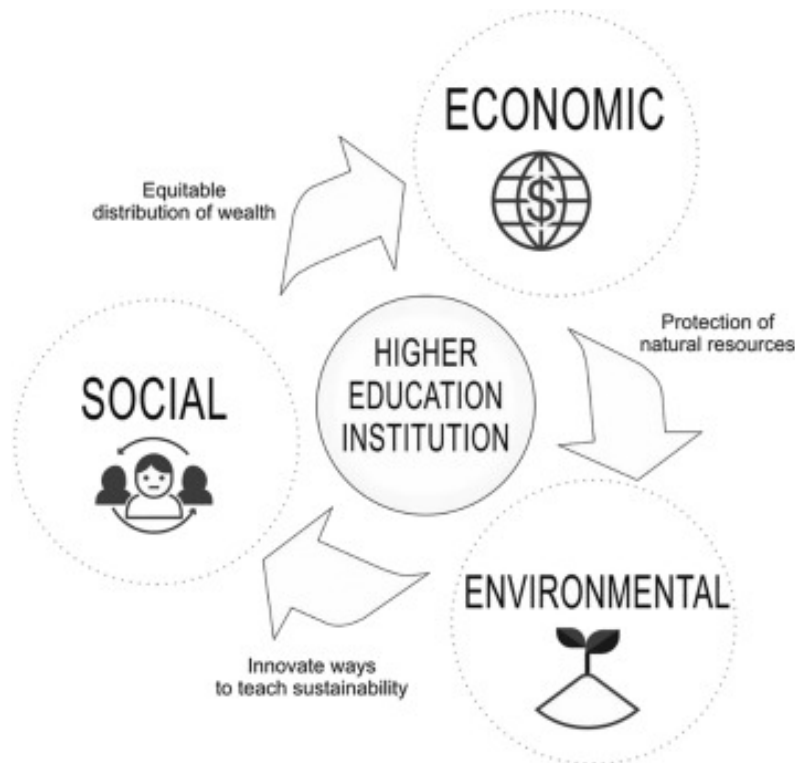
These 5Ps of sustainability can be diagrammatically depicted as follows:



Source: <https://www.uwcsea.edu.sg/our-big-ideas/sustainable-development>

[Lozano](#) (2008) advocates for a holistic conception of sustainability, which balances the economic, environmental and social aspects, the short-, medium- and longer-term perspectives, while also focusing on the influence of intergenerational and cultural differences on how sustainability is understood. The possibilities of future development are seriously restricted by a production and consumption model that generates progressive environmental deterioration, compromises the availability and quality of the basic resources for life, and threatens both the quality of life and the survival of the planet's inhabitants. This causes territorial, economic and social imbalances, which generate massive migrations, inequality, injustice and violence.

To reverse this, [Abad-Segura and González-Zamar](#) (2021) argue that the social, environmental, and economic dimensions of sustainability should define university strategy, along with a series of actions, activities and proposals that promote an integrated approach as outlined in the figure below.



Source: Abad-Segura and González-Zamar, 2021

In pursuit of a holistic approach to sustainability, education is becoming a crucial component in increasing awareness of environmental degradation and the significant risks that climate change poses to communities across the globe. Scholars, practitioners, environmental activists, policy makers, educators and others have been attempting to address this crisis through a multitude of 'sustainability practices' at various levels. According to [Ruiz-Mallén and Heras](#) (2020) assert that it is of paramount importance that universities play a role in raising public awareness and reflection on the causes and consequences of this environmental crisis, while building capacities to responsibly and creatively deal with the related challenges in a cross-cutting manner.

In an effort to define what it means to be a "sustainable university", the [Talloires Declaration](#), was the first official statement made by university administrators in 1990 to signal their commitment to environmental sustainability in higher education. This declaration acknowledges that "...universities bear profound responsibilities to increase the awareness, knowledge, technologies, and tools to create an environmentally sustainable future". It outlines a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and engagement at colleges and universities.

[Velazquez et al.](#) elaborate by conceptualising the sustainable university as: "a higher educational institution, as a whole or as a part, that addresses, involves and promotes, on a regional or a global level, the minimization of negative environmental, economic, societal, and

health effects generated in the use of their resources in order to fulfil its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable life-styles.” The future vibrancy of higher education institutions rests on a shared commitment to steward vital resources including the natural environment on which we all depend.

Steward leaders are committed to the long-term wellbeing of their region and recognise the interdependencies between [four interdependent spheres](#), namely economic growth, a liveable community, social inclusion, and ethical governance. Stewards work across boundaries of jurisdiction, sector and discipline to connect these four spheres and create opportunities for their region. Being entrusted with resources that are not their own, steward leaders are entrusted with the responsibility to ensure that their decisions support not only short-term financial return, but also leave a sustainable legacy for future generations.

[Hussain et al](#) (2019) define a Sustainably Excellent University (SEU) as *“a university that mobilizes its human, intellectual, financial and social capital to efficiently, effectively, ethically and routinely create and disseminate knowledge that advance the progress of individuals, organizations and societies toward sustainable futures.”* Further, they argue that universities should embed sustainability imperatives within each of the following performance domains to achieve excellence, namely: (1) quality teaching, (2) a research culture, (3) technological capacity building, (4) accessibility, (5) community engagement, (6) internationalisation and (7) the natural environment.

[Husaini and Jusoh](#) (2017) concur by noting that institutionalising sustainability requires the support of executive management through university policies, programmes, and the allocation of financial and human resources. Assessment and sustainability reporting against predetermined sustainability indicators are also necessary to assess the current state of the university’s contribution to economic, environmental and social sustainability and to communicate progress in this regard to key stakeholders at frequent intervals.

[Blackburn](#) indicates that various assessment tools and processes can be used for evaluating universities against a broad range of sustainability criteria, going beyond operations to also include education and research. Some of the more noteworthy tools include the following: Dutch Assessment Instrument for Sustainability In Higher Education (AISHE); EPA’s 20 Questions for College and University Presidents; Green Plan (Plan Vert) Assessment (France); Learning in Future Environments (LiFE) Index (U.K.); Sustainability Tracking, Assessment and Rating System™(STARS®) (AASHE); ULSF’s Sustainability Assessment Questionnaire (SAQ); and U.K. EcoCampus.

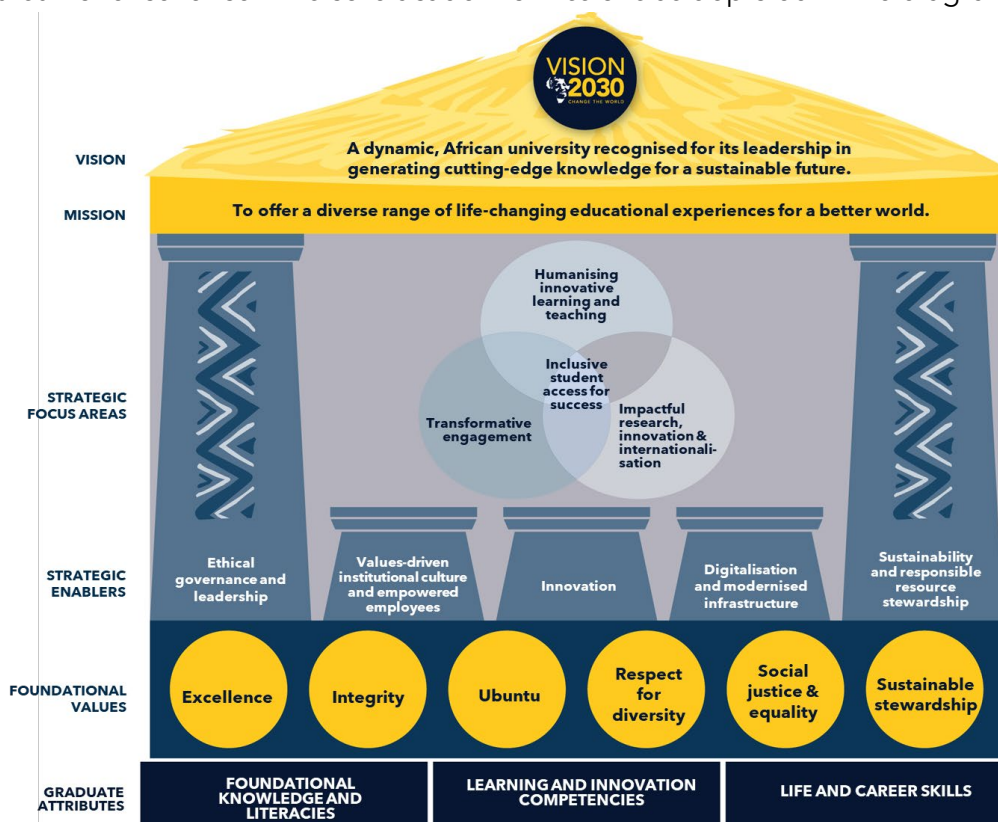
The [Global Reporting Initiative’s \(GRI\) Sustainability Reporting Guidelines](#) have been the gold standard for public sustainability reporting since the first edition was published in 2000.

Preparing a sustainability report in accordance with the GRI Standards provides an inclusive picture of a university's material topics, their related impacts, and how they are managed.

[Longoria, López-Forniés, Cortés Sáenz and Sierra-Pérez \(2021\)](#) propose a co-creation model to embed sustainability within universities, integrating all stakeholders through a transdisciplinary approach, seeking to address global development needs through the transition to responsible sustainability practices. The concept of co-creation can be defined as a creative process that is carried out simultaneously by two or more persons, providing a collective dimension that encourages transformations in groups and obtaining a mutually valued result to promote continuity. By changing the way people behave and by involving them in the process of embracing sustainability, the results of applying the model are more likely to be impactful.

3. POSITIONING SUSTAINABILITY AND STEWARDSHIP IN VISION 2030

Nelson Mandela University's Vision 2030 Strategy foregrounds transversal endeavours to promote sustainability and responsible resource stewardship as a critical enabler to support the pursuit of excellence in its core academic missions as depicted in the diagram below.



Within a context of a flailing national economy, it is especially critical to diversify income streams through innovative resource mobilisation. This will complement shrinking government subsidy and tuition fee income to address the ever-increasing demand for access to quality

post-school educational opportunities, which are perceived as a beacon of hope for millions of South Africans seeking to escape poverty and precarity.

The University furthermore prioritises responsible resource stewardship as a critical success factor in promoting long-term sustainability. At its most basic level, stewardship is acting upon the understanding that leadership is a temporary role which is outlasted by the lifespan of an organisation. Steward leadership is described by [April et al](#) (2013) "...a form of leadership which focuses on others, the organisation and society at large rather than the self." Similarly, [Macnamara](#) (2004) describes the crux of stewardship as passing the present on to future generations in as good a shape as when it was received, or better.

The act of stewardship takes form at different levels whenever leaders and their teams actively prepare for the University's future vitality. Stewardship begins with ensuring individual well-being, transitions into a focus on team effectiveness, and ultimately leads to the need for institutional-level considerations such as ensuring that the University's mission, values and strategic goals remain responsive to promoting the greater public good.

To this end, the University has been engaged in implementing various strategies to realise its vision of being a dynamic, African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future. The design and implementation of these interventions is informed by certain key principles, which are outlined in the next section.

4. KEY PRINCIPLES GUIDING THE DESIGN AND IMPLEMENTATION OF SUSTAINABILITY INTERVENTIONS

Several key principles guide and inform Mandela University's wide-ranging sustainability interventions. These include, but are not limited to, the following:

- Ensure that an holistic approach to sustainability is embedded in institutional decision-making, strategy implementation, resource allocation, as well as consistent messaging and communication at all levels, guided by the common purpose and values articulated in Vision 2030.
- Address sustainability imperatives in a manner that accelerates transformation, advances social justice and foregrounds the public good.
- Embed a culture of open, transparent and robust stakeholder engagement to promote mutual respect, trust, inclusion and ownership in designing and implementing initiatives to promote long-term sustainability.
- Engage stakeholders in a spirit of co-creation to promote collective responsibility for the ongoing cultivation of organisational sustainability and resilience.
- Jointly develop a compact where stakeholders agree on shared and individual responsibilities towards the realisation of sustainability and hold each other accountable for progress or lack thereof.

- Prioritise feedback loops to improve responsiveness, agility and systemic connectedness across multiple levels and institutional domains.
- Create an enabling and empowering environment for courageous leadership, team cohesion and responsible resource stewardship.
- Encourage decisions and behaviours that promote the greater good of the University and the publics it serves.
- Foster creativity, innovation, flexibility and collaborative problem-solving through design thinking, strategic experimentation and prototyping.
- Enhance organisational knowledge sharing and establish platforms to identify exemplary practices within the system, document lessons learnt and replicate these where appropriate.
- Continuously assess institutional performance against predetermined sustainability indicators and targets to provide stakeholders with feedback on progress or lack thereof.

The scope of the University's sustainability focus areas is briefly outlined in the next section. To guard against the potential for strategic dissonance, it is crucial that these focus areas are contextualised within the broader framework of the Vision 2030 strategy. This is unpacked further in Annexure A to indicate the strategic goals associated with each of the strategic focus areas and enablers and how these link to various transversal and integrative sustainability imperatives.

5. INSTITUTIONAL SUSTAINABILITY FOCUS AREAS

Various focus areas require dedicated focus, implementation plans and quarterly progress reports to address institutional sustainability imperatives, including:

5.1 Impact of the macro-environment on sustainability

Given that the sustainability of the University is impacted by various external macro-environmental factors, it is crucial that this constitutes an ongoing focus area. This includes exploring the impact of the COVID-19 pandemic, macro-political and socio-economic factors nationally and globally, as well as environmental challenges (such as climate change, drought, fire and floods). Such analyses will serve to inform the development of possible scenarios to underpin the design and implementation of strategic interventions to promote the long-term sustainability of the University.

5.2 Sustainability modelling, scenario development and institutional strategy

As an outflow of the macro-environmental analyses, it will be necessary to conduct sustainability scenario development, modelling and institutional planning, concentrating on the technical work required to model different sustainability scenarios. Such scenarios could include the optimal academic programme and qualification mix, enrolment target setting,

business models for self-funded entities, as well as the implications of adopting different modes of delivery and staffing models. This focus area should furthermore identify the key sustainability drivers for adoption and implementation to ensure sustainability is embedded in the first five-year cycle of Vision 2030 Strategic Plans and Annual Performance Plans of all relevant portfolios and faculties.

5.3 Academic optimisation and strategic differentiation

Academic optimisation requires a bold differentiation strategy which clearly articulates Mandela University's distinctive academic identity as an African, values-driven, placed, socially engaged and responsive university in the service of society. This furthermore encompasses curriculum renewal and transformation to embrace decolonisation and embed our Vision 2030 educational philosophy, graduate attributes, and humanising pedagogies.

Fostering inter- and transdisciplinarity to learning, teaching, research, innovation and engagement is needed to address complex, multidimensional sustainability challenges. While disciplinary specialisation and expertise remain critical, disciplinary experts must become more collaborative, better grounded in how their specialty relates to others, and more open to engaging students and external communities in exploring the interplay among various dimensions of sustainability. The establishment of the Mandela Institute for Advanced Transdisciplinary Studies (MIATS) will provide a platform for embedding inter- and transdisciplinarity as a key differentiator in keeping with our identity as a comprehensive university.

Furthermore, a [socially sustainable society](#) is one that is just, equal, and in which all citizens live a decent life in freedom. Such a society is also characterised by the removal of structural barriers that limit the access of citizens to health and wellbeing, equity, democratic governance, and quality of life. This is a particularly crucial dimension of strategic differentiation and sustainability for Mandela University as it seeks to enliven the values and ethos of its iconic namesake through socially responsive scholarship that engages with communities through equalising partnerships to co-create a more equal, inclusive and just society.

Strategic enrolment management and the development or renewal of academic qualifications and short learning programmes need to be informed by the University's strategic intentions and growth trajectories. In this regard, a careful analysis needs to be conducted of the University's current and desired programme and qualification mix (PQM) and enrolment trends to identify gaps and assess the extent to which our academic offerings are relevant and sufficiently equip graduates in terms of future readiness.

An implicit dimension of a focused differentiation strategy is not only defining what we are going to invest in as key strategic differentiators, but also clearly identifying what no longer

serves us well and needs to be discontinued. This requires an objective analysis of the strategic, academic and financial viability of the University's current programme and qualification mix (PQM) across all faculties.

As part of digital transformation, a further dimension of academic optimisation comprises actively exploring what proportion of the University's academic programme offerings can be offered through fully online, blended/hybrid and flexible modes of delivery to cater for various markets such as school leavers, as well as employed adults and professionals seeking opportunities for upskilling and lifelong learning. In this respect infrastructure and space optimisation, and access to digital technologies, mobile devices and connectivity will require an upfront investment to promote a seamless transition to blended and online learning and teaching.

5.4 Improving efficiencies and cost effectiveness of institutional operating model

As an integral part of efforts to promote long-term sustainability, the University should continuously explore strategies to transition progressively towards sustainable operating models and improved operational efficiencies. This requires a wide-ranging review of all University projects, services and activities designed to improve operational efficiencies and reduce costs through smarter ways of working. All support service divisions and faculties should be tasked with assessing current and historical expenditure trends and implementing cost saving measures. This includes examining the interfaces between financial, social and environmental sustainability more closely to identify opportunities for driving efficiency improvements, analysing salaries as the most significant cost driver and the implications of the future world of work, and how to drive efficiencies in our staffing model going forward.

In addition, the transition to remote, hybrid ways of learning, teaching and working was significantly accelerated as a result of the COVID-19 pandemic lockdowns and social distancing regulations. These emergency measures need to be translated into a coherent, integrated digital transformation strategy to inform the key systems developments, platforms and technologies required to embrace digitalisation in an equalising manner that takes cognisance of the digital divide and identifies the measures required to promote a quality educational and working experience for all students and employees. From a social sustainability perspective, digitalisation will have talent management implications to ensure that students and employees are re- and/or upskilled to prepare them for the jobs of the future.

Sustainability in campus operations is a further important facet and includes an assessment of energy and water consumption, greenhouse gas emissions, waste reduction and management, catering, transport, landscaping and horticulture, transformative procurement and green purchasing, enterprise development, accessibility for people with disabilities, green buildings, and campus safety and security - all of which have the potential to generate cost reductions and savings. Greening operations furthermore requires a review of the multi-

campus governance and management model to assess the optimal mix of academic programmes and support services on each campus to promote the equivalence of educational and campus life experience across multiple geographical locations.

5.5 Reimagining resource mobilisation

Identifying opportunities to optimise various university revenue streams including subsidy, fees and third-stream income are an essential dimension of the wide-ranging sustainability focus areas. In doing so, it is necessary to undertake a review of all the financial sustainability initiatives undertaken by the University, including an assessment of the Resource Mobilisation Strategy and recommendations on refinements required to respond to the changed environment and to align with Vision 2030. Attention also needs to be devoted to innovative measures to generate additional income through commercialisation, innovation and technology transfer, the delivery of short learning programmes and other continuous professional development courses, enterprise development, and infrastructure optimisation.

5.6 Strategy-aligned budgeting and sustainable resource stewardship

In response to the prevailing environmental and economic challenges, Mandela University will review the resource allocation model (RAM) and prepare responsive, strategy-aligned Budget Directive/Guidelines for the 2023 budget cycle. Furthermore, during 2021, efforts will be made to identify key financial sustainability risks and opportunities within the respective MANCO portfolios and faculties. Based on this assessment, various interventions will be proposed including, but not limited to, the three key areas of resource mobilisation, strategy-aligned budgeting and responsible resource stewardship. In so doing, the University will imagine and implement pioneering approaches to budgeting and resource stewardship that support the sustainability of our core missions and serve as a model for other higher education institutions confronted with similar resource scarcity challenges.

6. CONCLUSION

Against the backdrop of ever-increasing complexity and uncertainty, it is imperative that universities become more focused on promoting sustainability through their core academic missions as well as their campus operations. This requires visionary and bold leadership, differentiated academic offerings and impactful research, ongoing engagement with key stakeholders, operational and service delivery excellence, and a collective commitment to invest courageously in innovations that will generate improved efficiencies and savings over time. This foregrounds the need for strategic coherence and clarity to provide a justifiable and consistent basis for making difficult investment choices and assessing opportunities for enhancing cost effectiveness.

A critical success factor underpinning any sustainability drive is authentic stakeholder engagement and relationship building to promote ownership, agency, trust and collective responsibility for promoting the short-, medium- and long-term sustainability of the University. Creating the “sustainable university” is not just about infusing sustainability in the curriculum, research, engagement and operations. Nor is it only about planning, assessment and reporting. Rather, it is about approaching all these sustainability imperatives in an integrated manner as part of lifeblood or institutional culture of the University for the benefit of current and future generations.

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ANNEXURE A: SUSTAINABILITY IMPERATIVES LINKED TO VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS

Vision 2030 strategic focus areas	Goals	Link to sustainability imperatives
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Academic programme and qualification mix (PQM) review - holistic assessment of strategic, academic and financial viability of all programme offerings • Strategic, integrated enrolment management and academic size and shape targets that facilitate focused, sustainable growth in strategic trajectories • Maximising student success and throughput at all levels to optimise output subsidy, including the use of evidence-based tracking of student academic performance to inform early support interventions • Strategic positioning of Nelson Mandela University nationally and globally to enhance brand awareness among prospective students, employees, funders and partners • Curriculum transformation and renewal to enhance fitness for purpose, contextual responsiveness and decolonisation • Embed Education for Sustainable Development (ESD) in curricula, wherever possible

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	relevance.	<ul style="list-style-type: none"> • Access new markets through mainstreaming blended, part-time and fully online learning, where appropriate
Vision 2030 strategic focus areas	Goals	Link to sustainability imperatives
SFA 2: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop early career academics through mentorship and an enabling environment to obtain higher qualifications • Implement talent continuity interventions, especially within the senior academic ranks, to bolster intellectual stature and postgraduate supervisory capacity • Review academic staff workload model to facilitate balanced, integrated approach to promoting excellence across the core academic missions and various forms of scholarship • Design and implement interventions to achieve postgraduate enrolment and output targets • Mobilise resources for postgraduate bursaries and scholarships for financially needy, academically deserving students who do not qualify for financial aid • Design and implement measures to enhance research productivity and impact across all faculties • Assess efficacy of research incentives, academic promotion criteria and other

ANNEXURE A: SUSTAINABILITY IMPERATIVES LINKED TO VISION 2030 STRATEGIC FOCUS AREAS AND ENABLERS

	<p>and innovation productivity, and leverage external funding.</p> <ul style="list-style-type: none"> • 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. 	<p>forms of recognition and rewards in advancing research productivity</p> <ul style="list-style-type: none"> • Review portfolio of international partnerships to expand the University’s footprint on the African continent and in the global South • Reimagine library and information services for the 21st century including the resource requirements to migrate progressively towards expanding access to electronic databases and open educational resources.
Vision 2030 strategic focus areas	Goals	Link to sustainability imperatives
<p>SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Promote social justice and inclusion by embedding the V2030 Institutional Culture Statement and values in institutional praxis at all levels • Establish hubs of convergence as engagement platforms for internal and external stakeholders to co-create sustainable, innovative solutions to address societal and planetary challenges and promote the public good • Reimagine institutional mechanism for short learning programmes (SLPs) and micro-credentials to promote lifelong

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	<ul style="list-style-type: none"> • 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. 	<p>learning and tap into various target markets.</p> <ul style="list-style-type: none"> • Review entity landscape and develop sustainable revenue and cost sharing model that fosters inter- and trans-disciplinary collaboration
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Vision 2030 strategic focus areas	Goals	Link to sustainability imperatives
<p>SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Cultivate graduates who are socially conscious, responsible global citizens who embrace and actively contribute to sustainability. • Enhance graduate employability and entrepreneurship through contextually responsive curricula, vibrant co-curricular student life and development experiences, and experiential learning opportunities. • Leverage contributions of alumni to enhance work readiness and entrepreneurial skills of graduates through mentorships, work integrated learning placements, and guest lectures to expose students to the latest developments in the world of work • Acknowledge student contributions to sustainability through the co-curricular record, student leadership development opportunities, and recognition and reward systems.

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Vision 2030 strategic enablers	Goals	Link to sustainability imperatives
<p>SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Review and streamline institutional governance and committee frameworks to promote ethical leadership, strategy alignment and responsive decision-making • Promote good governance through embedding ethics and risk management • Provide ongoing leadership capacity development interventions to advance transformational and transformative leadership at all levels • Develop and implement a governance monitoring, evaluation and reporting framework aligned to Vision 2030 to inform quarterly and annual performance reporting to internal and external stakeholders • Embrace integrated sustainability reporting practices to facilitate ongoing monitoring of institutional performance against key performance indicators and targets

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Vision 2030 strategic enablers	Goals	Link to sustainability imperatives
<p>SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> •
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop and implement a stakeholder engagement strategy to foster and sustain mutually beneficial partnerships between industry, government, civil society and academia •

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<p>advance the frontiers of knowledge and promote the public good</p>	<p>and transformation.</p> <ul style="list-style-type: none"> • 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 <i>all</i> 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. 	
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Vision 2030 strategic enablers	Goals	Link to sustainability imperatives
<p>SE 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Improve operational efficiencies through digitalisation and business process re-engineering • Review multi-campus governance and management model to identify distinctive campus niches and identities, enhance operational excellence and ensure equivalence of service delivery • Redirect resources to invest in technology solutions required to accelerate digital transformation • Address digital divide through student laptop initiative and access to data connectivity for students and employees to meaningfully engage in remote learning and working • Improve efficiencies through infrastructure optimisation and modernisation • Design and implement campus greening initiatives that reduce the carbon footprint of the University and contribute to environmental sustainability

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Vision 2030 strategic enablers	Goals	Link to sustainability imperatives
<p>SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship</p>	<p>and vibrant campus life.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Forward-looking scenario planning and modelling to forecast short-, medium- and long-term financial sustainability • Assess long-term implications of debt relief and financial concessions for financially needy, academically deserving students who do not qualify for NSFAS • Implement resource mobilisation strategy • Review of academic RAM to enhance strategy alignment, • Assess sustainable levels of faculty and sub-faculty cross-subsidisation • Review financial benchmarks and ratios and set institutional financial sustainability targets • Institution-wide implementation of cost saving initiatives • Review of private work and secondary contract policies, linked to staff workload model • Ongoing monitoring of the impact of implementation of organisational redesign on improved operational efficiencies and cost effectiveness

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	<p>environmental sustainability.</p> <ul style="list-style-type: none">• Promote collective ownership of transformative procurement and supply chain management to improve the University's contribution to broad-based black economic empowerment (BBBEE).	
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