NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Annual Report

2015

Academic Crest

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INNOVATE ADVANCE PROSPER

The parts of the crest either represent national symbols or elements of a unique Namibian landscape and culture. The colours have been selected to represent the national spectrum as influenced by the heritage from Namibia flag:

Red: represents Namibia's most important resource, its people. It refers to their heroism and their determination to build a future of equal opportunity for all.

Blue: represents the clear Namibian sky as well as the Atlantic Ocean, the country's precious water resources and rain.

Gold: represents life and energy (the sun).

1.   The Atom is one of the most basic recognisable symbols of science. Positioned under the sun it symbolizes science and technology as the foundations of illumination at the university.

2.   The Arch is the threshold of knowledge. It is the gateway to the future and encourages a thirst for knowledge and discovery. Namibia becomes the threshold for new development - entering new era.

3.   The Ribbon is derived from the diverse traditional cultures of Namibian dress, amongst the Damara, Herero, Himba and Ovambo groups; it is an extension of the red band representing 'people. It is a symbol of achievement and prestige, and recognizes traditional cultures of pageantry. The ribbon epitomises flexibility and adaptiveness by which NUST exemplifies and enables its students to achieve higher knowledge.

4.   This Sun represents the outcome of scientific and technological innovation and enlightenment. Education is a form of discovery, energy and life that this symbol should highlight through its embodiment of the sun.

5.   The Shield is the symbol of learning institutions (traditional) - signaling tradition, strength and readiness.

6.   The red Band represents the people and also blood, which gives life. People are the lifeblood of the university and country. It refers to their heroism and their determination to build a future of equal opportunity for all. The position of the red band represents 'crossing through the threshold'.

Table of Contents

List of Abbreviations and Acronyms

ACP	African, Caribbean and Pacific
AEF	African Expert Foundation
AF	Adaption Fund
ASEUV	African Solar Electric Utility Vehicle
CCF	Cheetah Conservation Fund
CED	Centre for Enterprise Development
CEU	Cooperative Education Unit
CIMA	Chartered Institute of Management Accountants
COC	Centre of Competence
COLL	Centre for Open and Lifelong Learning
COTA	College of the Arts
CPUT	Cape Peninsula University of Technology
DAAD	German Academic Exchange Service
DNA	Digital Namibia Archive
EIP	Employability Improvement Project
ESEFA	Enterprise Systems Education for Africa
FCI	Faculty of Computing and Informatics
FIBAAA	Foundation for International Business Administration Accreditation
GCF	Green Climate Fund
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HoD	Head of Department
HP-GSB	Harold Pupkewitz Graduate School of Business
IASB	International Accounting Standards Board
IASP	International Association of Science Parks and Areas of Innovation
ICT	Information and Communications Technology
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
IFRIC	International Financing Reporting Interpretations Committee
InSTEM	Introduction to STEM
IPM	Institute for People Management
ISACA	Information Systems Audit and Control Association
ITS	Integrated Tertiary Software
JICA	Japan International Cooperation Agency
KITE	Knowledge Integration and Transparency in Education
LIS	Library and Information Services
LIST	Library and Information Skills Training
MIL	Media and Information Literacy
MISA	Media Institute of Southern Africa
MoA	Memorandum of Agreement
MOOC	Massive Open Online Course
MTI	Materials Testing Institute
NALICO	Namibia Library Consortium
NASA	National Aeronautics and Space Administration

NBC	Namibia Broadcasting Corporation
NBII	Namibia Business Innovation Institute
NCHE	National Council for Higher Education
NCRST	National Commission on Research, Science and Technology
NEEP	Namibia Energy Efficiency Project
NEI	Namibia Energy Institute
NETA	Namibian English Teachers Association
NGCL	Namibia-German Centre for Logistics
NHE	Namibia Housing Enterprise
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NUST	Namibia University of Science and Technology
ODL	Open and Distance Learning
OVC	Office of the Vice-Chancellor
OVGU	Otto-von-Guericke University
PGCHE	Postgraduate Certificate in Higher Education
PGDARST	Postgraduate Diploma in Applied Radiation Sciences and Technology
PLE	Personal Learning Environment
PMR	Professional Management Review Africa
PSP-4	Strategic and Transformation Plan
R-LABS	Reconstructed Labs
REEEI	Renewable Energy and Energy Efficiency Institute
SAIMM	Southern African Institute of Mining and Metallurgy
SANSA	South African National Space Agency
SATN	South Africa Technology Network
SBAs	Student Brand Ambassadors
SDGs	Sustainable Development Goals
SERs	Self-Evaluation Reports
SME	Small and Medium Enterprises
SMS	Short Message System
SOLTRAIN	Solar Thermal Training and Demonstration Initiative
SRDT	Student Research Development Teams
STEM	Science, Technology, Engineering and Mathematics
TLU	Teaching and Learning Unit
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
UoTs	Universities of Technology
VLE	Virtual Learning Environment
VoB	Voice of Business
WIL	Work Integrated Learning

Campus Community in Figures

» Polytechnic established by Act of Parliament: 1994

» Polytechnic attains autonomy   1996

» NUST established by Act of Parliament: 2015

» Schools/Faculties: 6

» Academic Departments: 20

» Centres of Excellence: 9

» Employees: 795

» Library Acquisition Budget: N$6 million

» Ebooks: 146 231

» Printed Volumes in Library: 82 912

» Subscription to Ejournals: 91 006

» Research Seed Funding (institutional):   N$1 million

» International Partnerships/Co-operation: 133
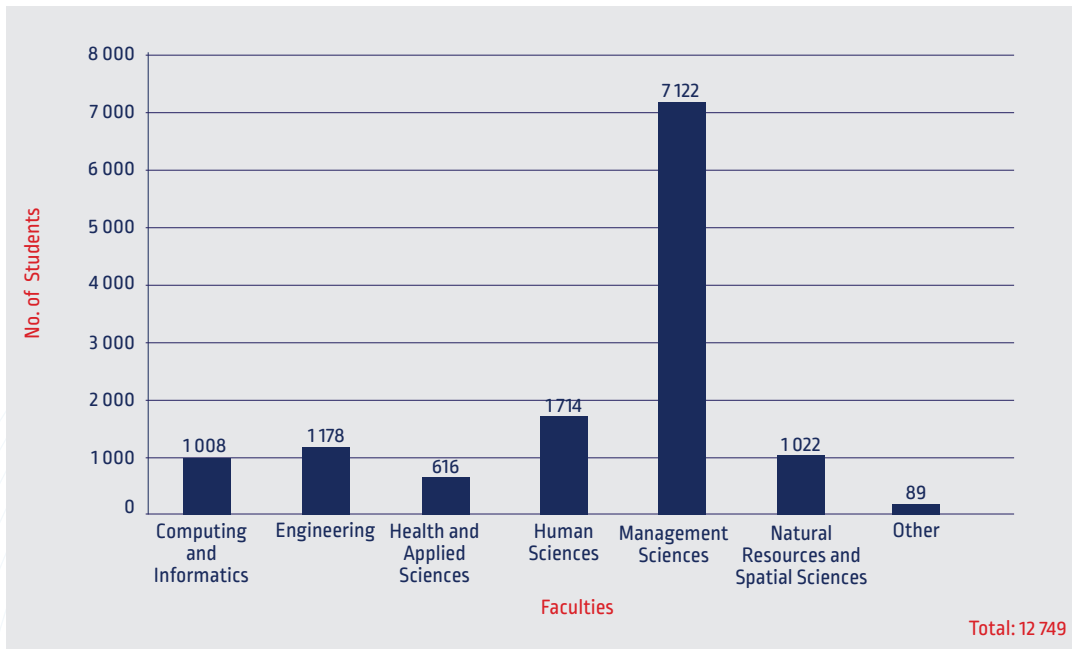
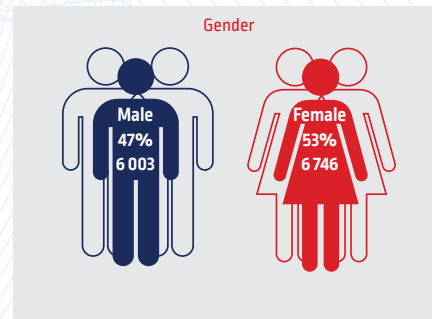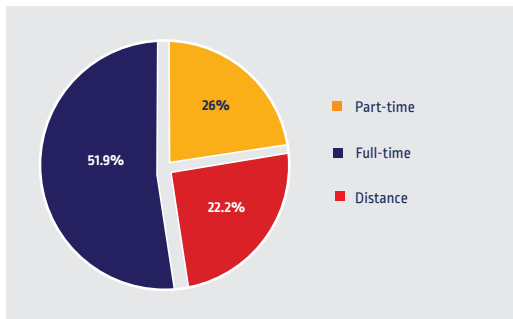» Student Enrolment in 2015:   12 714

» Graduates in 2014:   2 658

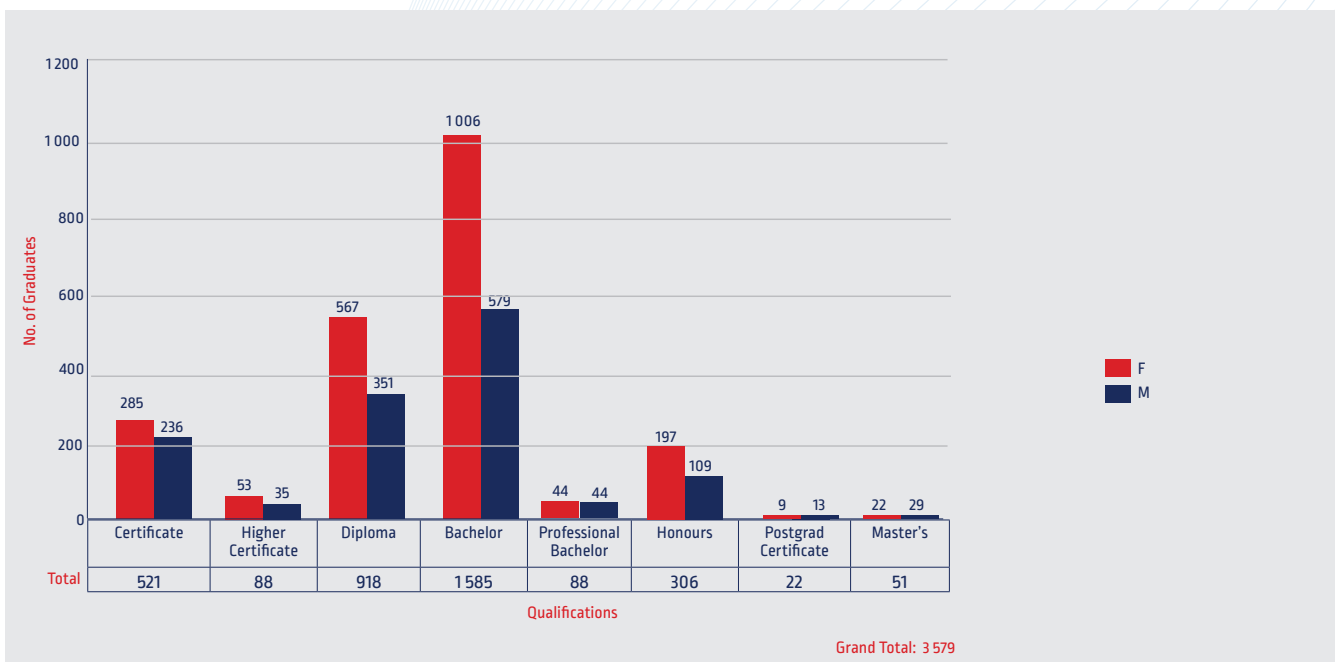| Faculties	Departments
Computing and Informatics	Computer Science
	Informatics
Engineering	Civil and Environmental Engineering
	Electrical and Computer Engineering
	Mechanical and Marine Engineering
	Mining and Process Engineering
Health and Applied Sciences	Health Sciences
	Mathematics and Statistics
	Natural and Applied Sciences
Human Sciences	Communication
	Education and Languages
	Social Sciences
Management Sciences	Accounting, Economics and Finance
	Hospitality and Tourism
	Management
	Marketing and Logistics
Natural Resources and Spatial Sciences	Natural Resources and Agricultural Sciences
	Architecture and Spatial Planning
	Geo-Spatial Sciences and Technology
	Land and Property Sciences

Enrolment

Bar chart — No. of Students by Faculties:

- Computing and Informatics: 1 008
- Engineering: 1 178
- Health and Applied Sciences: 616
- Human Sciences: 1 714
- Management Sciences: 7 122
- Natural Resources and Spatial Sciences: 1 022
- Other: 89

Total: 12 749

Enrolment by Offering Type and Gender

Pie chart:
- Full-time: 51.9%
- Part-time: 26%
- Distance: 22.2%

Gender:
- Male 47% 6 003
- Female 53% 6 746

Graduation Statistics

Bar chart — No. of Graduates by Qualifications (F / M):

Qualifications	Certificate	Higher Certificate	Diploma	Bachelor	Professional Bachelor	Honours	Postgrad Certificate	Master's
F	285	53	567	1 006	44	197	9	22
M	236	35	351	579	44	109	13	29
Total	521	88	918	1 585	88	306	22	51

Grand Total: 3 579

Chairperson's Foreword

It is a great honour and pleasure to present to you the first Annual Report of the Namibia University of Science and Technology (NUST). Indeed, this report marks the beginning of a new era and records the events of the year under review as well as some of the important milestones over the past 20 years.

The year was filled with excitement about the emergence of the new university and much effort was dedicated to realizing this goal, from passing the Act by Parliament to rebranding the Institution. As you may recall, this came about following the Cabinet approval of the application to rename the Polytechnic of Namibia. Since inception, much work had gone into transforming the Polytechnic. It was thus no wonder that the NUST Bill passed Parliament in a relatively short time, whereupon the President signed it into law and the Minister declared 16th November as the commencement date of the new university.

I am confident to report that by the time the Act became operational, the University was already set on a strong foundation in terms of governance, management and systems. Indeed, its extraordinary record of achievement and global visibility had become its important hallmarks. All things being equal, and given the appropriate government support, we expect the transformation to be smooth and the University's reputation to rise.

It is already evident from the strong performance record and focus on the scientific and technology disciplines, that the foundations for a technological university are well entrenched. This year's record also shows the continued commitment to building a strong profile for this university in every respect. Indeed, the rating as the best higher education institution in Namibia and the many awards won by this University tell a story of innovation and excellence.

Unfortunately, this year will also be remembered for the failure in the Council's governance system and concomitant unwanted publicity. This was a distraction the Institution did not deserve and the lessons from this experience should enrich the future of governance at NUST. Nonetheless, the sterling record of performance otherwise has carried the Institution into a new era and I am confident of its future success.

I am proud to have served the University during this critical and historic period and do express my gratitude to all the stakeholders for their cooperation, especially the new Minister for higher education. However, I need to single out and commend the founding Rector of the Polytechnic, who became the founding Vice-Chancellor of NUST, for his tremendous dedication, catalytic and transformative efforts and success.

As we look forward to building a knowledge economy, I am assured that this University will successfully play its role as a catalyst for technological education and research, and innovation.

Faithfully

Ms Eveline Breuer
Chairperson of Council

Vice-Chancellor's Review

Growth of the Institution

Change is effort, and the greater the effort, the greater the change. Indeed, and serendipitously, in that effort, the hardest tasks often bear the most rewarding experience. The transformation of the polytechnic to university is surely a fulfilling experience, and this edition of the Annual Report is dedicated to that tremendous effort and change.

Accepting the awesome responsibility to lead the Polytechnic of Namibia in 1995 required absolute dedication, a huge effort and an innovative spirit. In my interview for the post then, I advocated an agenda for change, which I later captured in the blueprint entitled *"The Polytechnic of Namibia: Prospects and Challenges,"* in early 1996.

The journey was arduous. Resources were scarce and entrenched perceptions and beliefs were serious impediments to change. "Why change? What will happen to us? Who will carry the Polytechnic's mandate? These are some of the questions that were touted against the change. While important to some people locally, we could not continue to live in history and a moribund - thus self-destructive - culture. We could not stand still for fear of change. In the bigger picture of the world, these questions, as much as the answers they evoked, became increasingly outdated and useless to our society.

Transformation had to come and the achievements are momentous. This happened in every sphere of our profile and activities. NUST is, therefore, founded on a tradition of innovation and excellence, which is recorded throughout this Report.

As we conclude the old chapter, it is relevant to capture some of the key highlights and milestones, which are now the foundations of our University. Here are the main points:

· institutional culture - from college to university, from *laissez faire* to proactive leadership and management;
· a 600 percent growth in enrolment, from about 2 000 to 13 000;
· the evolution of national diplomas into degrees (since 1999), and the design and offering of Master's (since 2005) and Doctoral degrees (since 2015);
· the rise and growth of the STEM disciplines (i.e. science, technology, engineering and mathematics) - from 10% of the total offered in 1996 to 70% in 2015; NUST is the nation's oldest engineering school (since 1997);
· growth in research - from no peer-reviewed publications to extensive publications and international recognition of our scholars;
· tremendous growth in the campus footprint (from three to 15 hectares) and infrastructure (from N$ 27 million in 1996 to N$1.3 billion in 2015);
· a footprint across Namibia through regional centres and a satellite campus under construction;
· and extensive stakeholder engagement - especially through the Faculties and the centres and institutes of excellence;
· innovation becoming a trademark of the University's culture - having established the first national centres for energy, entrepreneurship, innovation and design, including the Fablab;
· excellence as a benchmark of the University - as evidenced by the strong reputation through local and international awards; and
· a high profile of international engagements and partnerships resulting in exchanges and research funding.

All in all, these successes speak to an excellent record of achievement and reputation, which are the building blocks and hallmarks of a competitive university.

The victories recorded in this Report belong to current and future generations. I would like to express my deep sense of satisfaction and gratitude to all the drivers, stakeholders and roleplayers for their support and contribution to the growth of this University. The future looks promising!

Faithfully

Dr Tjama Tjivikua BA, MS, PhD (*Chem*), DSc (*honoris causa*), DLitt (*honoris causa*)
Founding Vice-Chancellor

Twenty-one years of
INNOVATION

1994

· Polytechnic of Namibia Act
  33 enacted by Parliament

1995

· Polytechnic of Namibia Council
  constituted
· Founding Rector appointed
· Polytechnic delinks from UNAM

Governance and Academic Administration

Office of the Registrar

Strategic Management

The year under review was once again focused on the Institution's new identity. The legal instrument for the Namibia University of Science and Technology, Act 7 of 2015, was promulgated on 14 September 2015 and a commencement date of 16 November 2015 was announced by the Minister of Higher Education, Training and Innovation. The Registrar and his team leaders participated extensively in the process of finalising the new corporate identity, in critical areas such as academic regalia and certification.

The Office of the Registrar focussed on the transformation of its ethos, staff morale and team spirit in accordance with the NUST Strategic Plan 4.

The Registrar led the process of revising the governance instruments such as the Delegation of Authority Framework, while publications of the Institution were being revised to reflect the new identity.

Polytechnic publications from prior years dating back to its inception were catalogued and archived.

The Registrar further continued to represent the Institution on the NQA and NCHE Councils, as alternate for the Rector and Vice Rector: Academic, respectively. The vacant position of Assistant Registrar: Academic Administration, was filled.

Policies on Accommodation of Religious Observances, and Student Plagiarism, were approved by Council and implemented.

1996

- Polytechnic commences operations as an autonomous institution
- Student enrolment: 3 345; lecturers: 69 administrative and other staff: 73
- Premises about 3 hectares in size
- Alcohol ban on campus
- Approximately 2 000 volumes in Polytechnic library
- Request to Ministry of Higher Education, Vocational Training and Employment Creation to phase out National Technical Courses
- First Polytechnic Graduation Ceremony held
- First international cooperation agreement signed with Highline Community College, Seattle, USA (now Highline College)

Applications, Admissions and Registration

Recruitment activities were improved from the previous year, with materials and forms being made available on time and distributed to all senior secondary schools and at important shows and career fairs, while significant recruitment drives were undertaken at all the major events and regional centres around the country. Application deadlines were moved forward to ensure that admission letters were dispatched timeously.

» The on-line application system was again implemented with improved technical setups. However, the number of new applications through this medium declined to 1 521 out of a total of 12 875, due to a cumbersome payment process.

The e-Communication Strategy was further improved and rolled out, thereby including applicants and students *via* email. All senior students registered online, while more than 3 500 new students were registered manually.

Students were, for the first time, enabled to amend their registrations through the online self-help system.

Faculty Administration

Faculty Administration consists mainly of on-going activities, such as registration of students, maintaining academic records, and promotion of students.

Major business process improvements were achieved in academic and student code structures, and annual result code set-up and implementation. NQF data (levels and credits) were captured for all registered qualifications for the years 2008 - 2011. This has resulted in improved student academic record management and fewer student enquiries.

The Registrar continued working with Adapt IT (vendors of the ITS System), and other institutions to develop the technical specifications for an automated system of allocating annual results, effecting promotion and facilitating graduation. The new programme is expected to be delivered to the consortium in 2016.

More than 3 500 students graduated at the two ceremonies.

Governance and Committee Work

Secretarial services to governance bodies and their committees were provided. Attendance of Council meetings and participation remained a concern, prompting the Council Chairperson to facilitate two special sessions of Council focused on governance and team building in an effort to improve cohesion and performance of Council.

Once again there was a further reduction in the number of student disciplinary cases, to less than 20 in the year.

Assessment and Certification Administration

More than 72 000 examinations were administered over four sessions.

Furthermore, the amendment of the assessment regulations to conduct second opportunity and supplementary examinations in July and January, respectively, facilitated student progression.

A new certification system was acquired as part of the transformation process, with security features to the highest level currently available.

Institutional Timetabling

Continuous improvements were made to the timetabling in the form of audits, production of utilisation reports, training of timetablers and the publication of timetables on the web.

The Protocol on Lecturing Venue Bookings was approved and implemented during the year, thereby alleviating problems arising as a result of clashes between scheduled classes and other events.

The department also introduced a standard email reporting system to keep track of timetabling issues. Timetable audits, including visits to venues, took place every semester.

Central Records and Archives

The Postal Services Unit was transferred to this department from the Auxiliary Services Department and the staff were integrated into the team.

The following were the main activities and outputs of this department:

1. The Documents and Record Management Policy was revised and approved by Council.
2. The Polytechnic Filing System was approved and implementation commenced.
3. The Retention Schedule was approved by the National Archives.
4. The revised Policy on Access to Student Records was approved by Senate and Council.
5. Approximately 100 linear metres of examination scripts originating from 2009 were destroyed in terms of disposal authority number 01-10/2015.

1997

- Second Graduation Ceremony held in Windhoek and Ongwediva
- Dr Gert Günzel appointed as Vice-Rector
- Adoption of the Statutes of the Polytechnic
- Launch of Polytechnic First Annual Report (for 1996)
- Library collection surpasses 10 000 volumes
- Phasing out of Vocational Training offerings
- Polytechnic launches own website

1998

- Three (3) hectares of open land acquired
- Construction of Engineering Building commences
- Polytechnic acquires Sanlamrant Flats (renamed as Poly Heights, 1 ha)
- Polytechnic acquires super computer and fibre optic network
- Presidential Commission on Education, Culture and Training appointed

An award-winning
UNIVERSITY

1999

Internationally
RECOGNISED

- Additional open land acquired, 1.5 ha
- The first Bachelor of Technology degree programme offered (in Nature Conservation)
- Construction of Auditorium Building commences
- Presidential Commission on Education, Culture and Training recommends the renaming of the Polytechnic to the Namibia University of Applied Sciences

Managing Operations
Administration and Finance

This Division supports the Vice-Chancellor in the formulation of policies, procedures and the implementation of, and compliance with, all Acts, policies and regulations applicable to the Institution. It subscribes to internationally acceptable principles and standards of accountability, discipline, fairness, independency, integrity, responsibility and transparency, such as the King III Report on Corporate Governance.

The responsibilities of this Division entail oversight of the following departments: Finance, Human Resources, Information and Communication Technology, Student Services and Auxiliary Services and Facilities.

The Institution is cognisant of its fiduciary responsibilities and the obligation to ensure financial sustainability. However, the volatile tendencies of the global economies unfortunately seriously impact on the Namibian economy and thus negatively affect the funding of higher education institutions. It is anticipated that the decline in funding, in real terms, will continue in the near future and will make financial management much more challenging.

The Institution managed its finances conservatively to ensure financial sustainability in the long term while meeting the most important strategic objectives and priorities. In an era of breathtaking technological development, the Institution must keep abreast with the latest technologies appropriate to support teaching and learning. In order to be recognised as a reputable university, appropriate state-of-the-art equipment and technologies are high on our priority and investment list.

Cost containment and fiscal discipline have been ensured by not filling certain budgeted academic and administrative positions. Strict systems of centralised internal control over financial reporting, bank accounts and the prevention of unauthorised acquisitions or disposal of assets were maintained.

Unsettled student debt remains a significant challenge which will not improve without increased State support for needy students.

For NUST to be a reputable, highly sought-after university, and quality skills provider to the economy, realistic state funding is a precondition.

1999

Academic Theme:
Entrepreneurship

Finance

This Department plays a key role in adhering to and implementing the University's fiscal policies. Achieving goals and fulfilling activities are dependent on funding in one or another way and thus the Department is responsible for all financial matters pertaining, but not limited, to:

» Budget and Control
» Debt Management
» Payroll Administration
» Procurement

Several audits throughout the year indicated responsive and prudent management of financial resources.

Fiscal Performance

Budgeting is an interactive process. Every level of Management is obliged to take ownership of its operational budget and actively participate in compiling a realistic budget that supports the Strategic Plan.

The Institution has been performing under difficult financial conditions for more than five years due to a decrease in government funding, which is an untenable situation. The quality of essential services has been compromised to some extent as it has become increasingly difficult to meet costly expenditure.

Nevertheless, sustainability is a precondition for the Institution. To enhance accountability and transparency, fundamental policies and procedures (assets, tender, procurement, investment, management, etc.) were improved to control spending and to provide assurance that the business of the Institution is transacted, executed and recorded in accordance with internationally accepted accounting principles. These are the International Accounting Standards Board (IASB) and the International Financial Reporting Standards Committee (IFRIC).

The cost per student in 2015 amounts to N$51 447 whilst the subsidy per student amounts to N$48 588 creating a deficit of N$2 859. This is due to the non-implementation of the funding formula which should be the basis for subsidy allocation.

Statement of Comprehensive Income

Revenue

Income is primarily derived from government subsidy which stood at N$619 million for the year, followed by tuition fees at N$192 million. Other sources of income include short courses, donor funds, Hotel School income, rentals, etc.


Subsidy per Student vs Cost per Student

Revenue
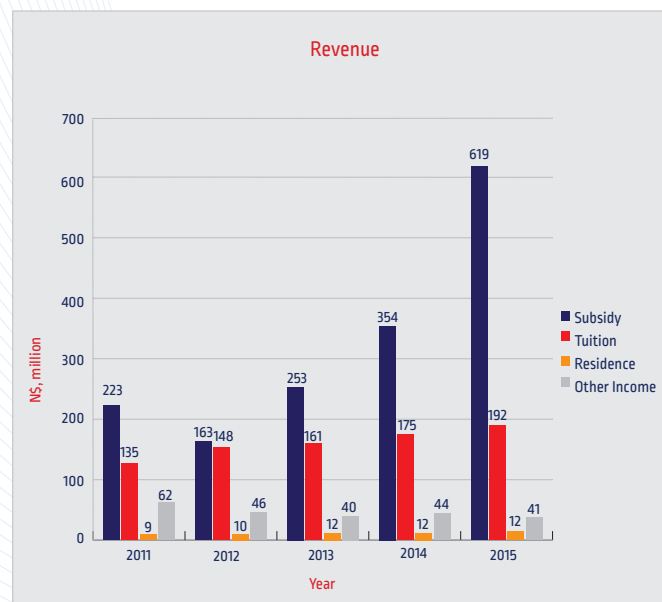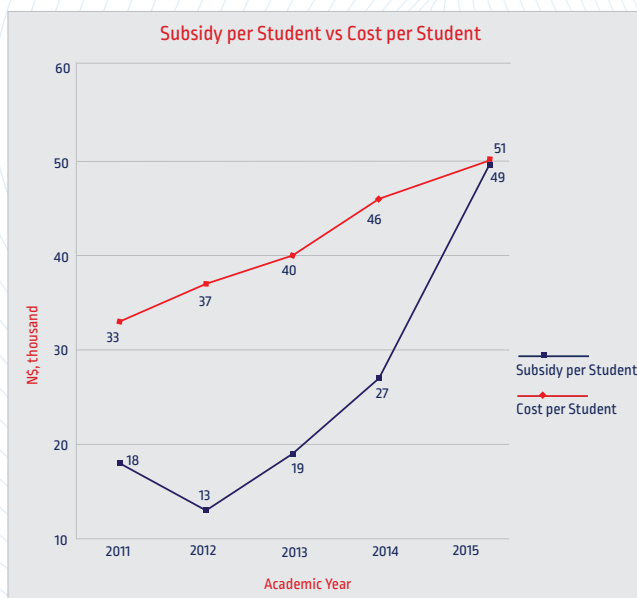
## HISTORICAL HIGHLIGHTS

2000

Ready to Lead
INNOVATION

· Library collection surpasses 20 000 volumes
· Land holdings grow to 7 hectares
· Polytechnic becomes Cisco local and regional academy
· Centre for Teaching and Learning established

· Centre for Entrepreneurial Development established
· The second Bachelor of Technology degree programme offered (in Accounting and Finance)
· First Bachelor of Technology degree awarded (in Nature Conservation)
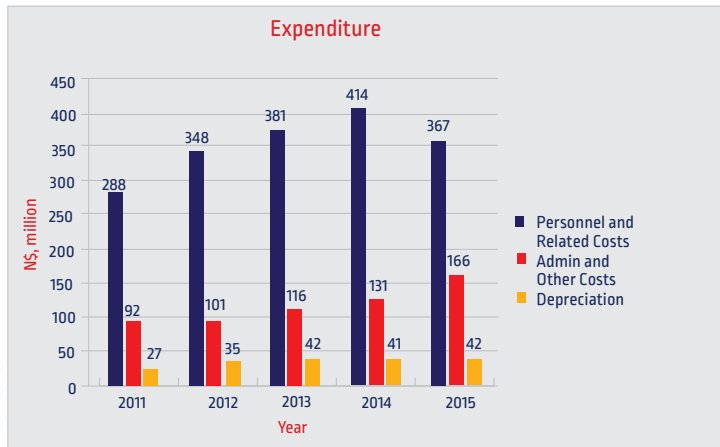
Expenditure

Expenditure

Total expenditure increased from N$586 million in 2014 to N$656 million in 2015, representing a 12% increase in 2015. Personnel cost accounted for 73%. Included in this category are the total-cost-to-company remuneration and provisions for the post-retirement medical aid, severance and other employee benefit liabilities.

Administrative costs (20%) comprised the various operational costs. Main contributors to the cost included investment in hostels and campus maintenance at N$6.5 million. Municipal services, stationery and depreciation (7%) contributed to the total expenditure.

Capital Development Funding
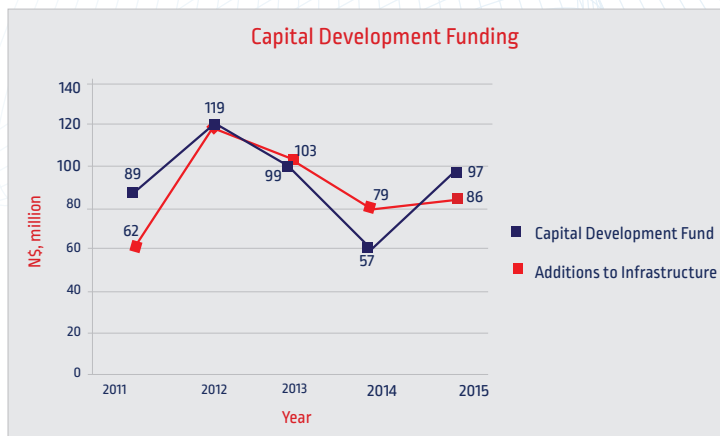
Capital Development Funding

Due to limited resources, the Institution applied a basic principle to expedite the completion of one major project at a time by allocating all the capital funding received to the selected project.
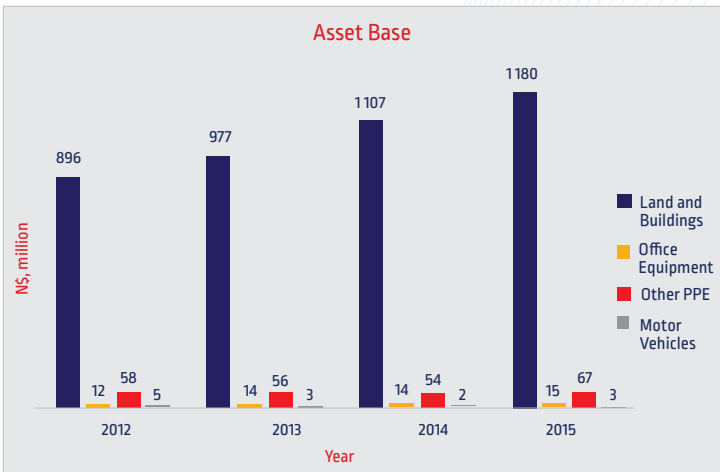
Asset Base

NUST has built a strong asset base that supports current operations. Net assets have increased in value from N$856 million in 2011 to over N$1,3 billion in 2015. The book value of land and buildings is based on recent revaluation of the properties.

Asset Base

2000

Academic Theme:
Science and Technology

Human Resources

Professional management of human resources is a fundamental function of corporate governance and is a *sine qua non* for the Institution to realise its Strategic and Transformation Plan (PSP-4). Without staff of high calibre the Institution will not be able to excel.

The PSP-4 directs the HR Department to support all strategic objectives, serve as business partner and a catalyst for change. A new vision has been created for the department, *viz*: "*To become a dynamic and innovative partner by providing leading HR services through transparency and consistency.*"

The Department has shifted from the "traditional" to a "high impact" HR operating model that drives organisational efficiency and alignment with best practices globally. The latter leverages technology and HR analytics, facilitates employee engagement, creates a performance-driven culture and sets the tone for the talent management agenda.

The Department employed 17 staff members in the four units, namely Operations, Recruitment and Selection, Organisational Development and Learning and Employee Relations.

The newly established Organisational Development and Learning unit aims to support the transformation agenda by seeking to improve individual and organisational performance by influencing behaviour, improving capabilities and aligning processes at all levels throughout NUST. The unit also serves as change agent and communicates the Change Management Committees' initiatives to the University community.

Recruitment and Retention

Since its establishment, the Institution has continuously strived to achieve its objectives by attracting, developing and retaining highly skilled employees.

Success depends largely on the level of skills and qualifications of academic staff. The transformation to university places emphasis on teaching 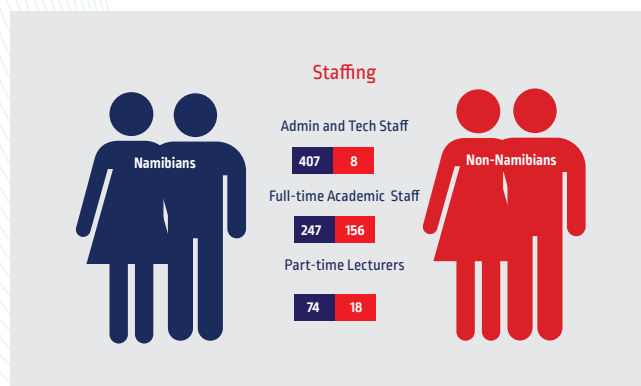and learning at postgraduate level, as well as research. Thus, recruitment of academic and Management staff is focussed on appointing candidates holding Master's and Doctoral degrees.

However, the recruitment of suitably qualified and experienced Namibian academics to accelerate postgraduate and research outputs remains a challenge. As a result, the University continues to rely on international expertise.

Insufficient funding remains a challenge and has negatively affected the recruitment and retention strategy and development of human capital. The exit interview statistics reveal that the resignations of 18 faculty members and 26 administrative/technical staff members was mainly attributable to better remuneration elsewhere.

Furthermore, the appointment of international academics and the length of time it takes to acquire work permits aggravates the shortage of urgently required academic expertise and negatively affects academic quality.

Of the 95 academic positions advertised, only 24 could be filled by Namibians and 47 by non-Namibians, while 46 administrative positions were filled by Namibians. Forty five academic posts needed to be filled. The recruitment costs (including the relocation of international staff) amounted to N$3.9 million.

Staffing

Namibians   Non-Namibians

Admin and Tech Staff
407   8

Full-time Academic Staff
247   156

Part-time Lecturers
74   18

Staff Development and Assistance

The Institution employed 178 (45%) academics with Master's and 78 (20%) with Doctorates. Sixty-five (65) academics were pursuing their Master's and 62 their Doctoral studies. About N$1.1 million was spent on scholarships to enable staff to pursue their Master's and Doctorates at accredited universities. The rebate was N$1.3 million for staff members and their dependants.

Health, Safety and Wellness

In compliance with the Occupational Environmental Health and Safety requirements, as governed by the Labour Act (No. 11 of 2007), several initiatives were undertaken in this regard. One of these is the First Aid Training course for all Health and Safety representatives held over three days in partnership with the Namibia Red Cross Society.

The well-being of staff is important, and in collaboration with Namibia Medical Care (NMC), testing and advice on general health and lifestyles were provided. More than 154 staff members were tested for various health indicators.
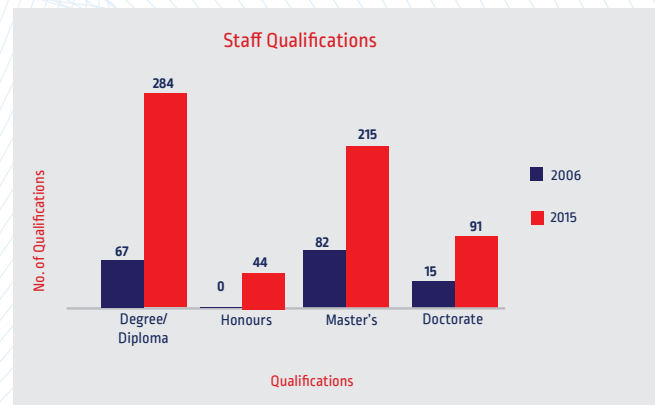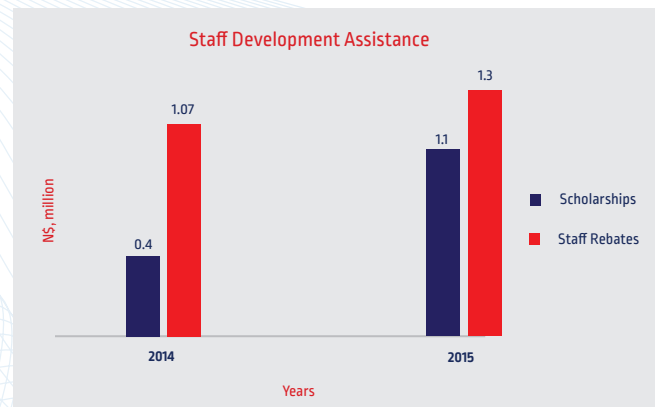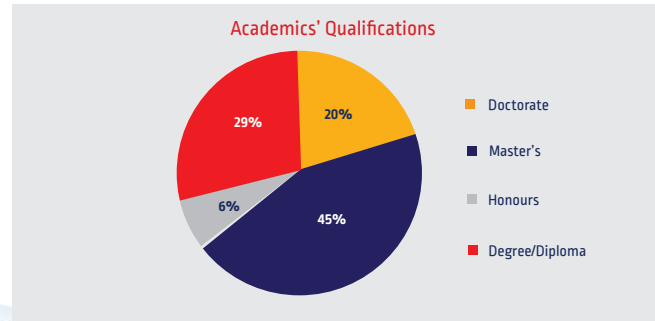
Culture Change

The Institution's transformation necessitates a culture change, which is driven in part by the Institution's Change Management Committee, together with the Human Resources Department. An institutional survey aimed at assessing the current institutional culture was conducted in July.

The two areas of concern were identified and these are communication and empowerment, which are now being addressed through monthly meetings and at various platforms.

Other Milestones

These included the development of new, and the revision of existing, policies such as: Professional Development and Capacity Building; Induction; Appointment and Promotion of Academic and Technical/Support Staff; Awarding of Professorships, and Remuneration.

Academics' Qualifications

Doctorate: 20%
Master's: 45%
Honours: 6%
Degree/Diploma: 29%

Staff Development Assistance

NS, million

2014: Scholarships 0.4, Staff Rebates 1.07
2015: Scholarships 1.1, Staff Rebates 1.3

Years

Scholarships
Staff Rebates

Staff Qualifications

No. of Qualifications

Degree/Diploma: 2006 = 67, 2015 = 284
Honours: 2006 = 0, 2015 = 44
Master's: 2006 = 82, 2015 = 215
Doctorate: 2006 = 15, 2015 = 91

Qualifications

2006
2015

2001

Academic Theme:
HIV/AIDS

Information and Communications Technology

The Department's core responsibilities include making sound investment decisions, thus supporting the University's mission and strategy, through leadership in the efficient and effective use of information technology and ensuring reliable and secure IT services on campus.

The University employs modern technology to develop, implement and maintain comprehensive ICT systems which meet international benchmarks. These systems, therefore, guarantee compatibility, effectiveness, efficiency, reliability and security in order to provide an enabling environment for a holistic learning and work experience for students and staff.

Privacy is protected through password controls over all data processed and e-mails, which controls are enforced with users having to change them on a regular basis. Appropriate backup procedures prevent the loss of irreplaceable data.

Urgently needed WiFi coverage was increased to designated areas accessible to the majority of the students within the means of the University.

Networks

In line with global trends, the demand for Internet access continued to grow well beyond the means of the Institution. The number of wireless access points was expanded from 120 to 200 campus-wide to accommodate the ever-growing number of devices on the institutional network. International bandwidth, still largely insufficient, was upgraded in July from 110 Mbits/second to 150 Mbits/second. This was still insufficient to provide a world-class service, but nonetheless is a considerable improvement for the benefit of users.

The graph below shows the daily average Internet access, with the result of the major speed upgrade in August clearly visible. The dips in January and July are ascribed to academic recess.

The provision of high-speed Internet access to accommodate the exponential growth of used devices is a challenge which has impacted negatively on access to information for staff and students. This is an area that will still require huge investments in the future.

Data Centre

The Centre outsourced the service to filter e-mail spam. This arrangement had its advantages and inconveniences. On the positive side, a substantial number of spam was detected and blocked by this filter without negatively impacting the limited Internet bandwidth and server resources. On the negative side, however, some spam was still coming through while some legitimate e-mail messages were sometimes blocked, and the process of attending to these issues was cumbersome and costly. The Data Centre investigated filtering systems and

Total Spam and Nonspam			
Total Summary	Spam and Nonspam	Total Summary of Events	% of Subtotal
01.10.2015 - 31.10.2015	Not Spam	508 575	51.90
	Spam	469 942	47.96
	Virus	1 359	0.14
Subtotal (3)		97 9876	100
Total		979 876	100

Aggregate Internet Traffic per Day

Best Tertiary/ Higher Education
INSTITUTION

2002
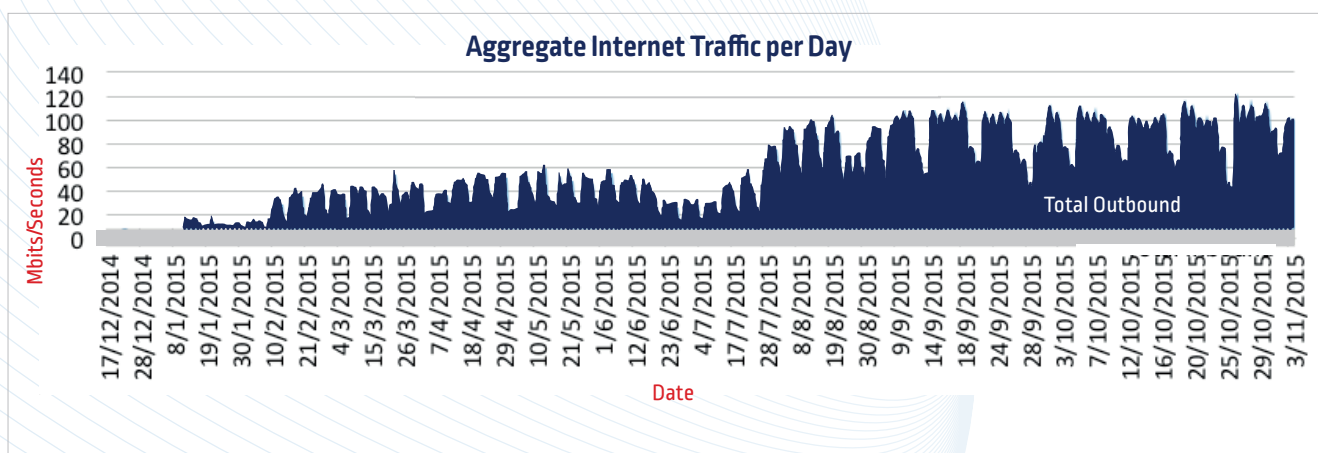
· First PMR Africa Golden Arrow Award goes to Polytechnic as the Best Tertiary / Higher Education Institution in Namibia
· Campus expands to 12 hectares

eventually settled for Fortimail as the solution of choice. Each user complaint about messages not being received can now be investigated internally. The following table indicates the proportion of spam versus legitimate messages:

PC Support Training programme

Since 2002 the Department has been offering a training programme annually that focuses on providing four talented external individuals with technical PC support skills through a combination of theoretical and practical training, thereby giving them an opportunity to build a career in the Information Technology field.
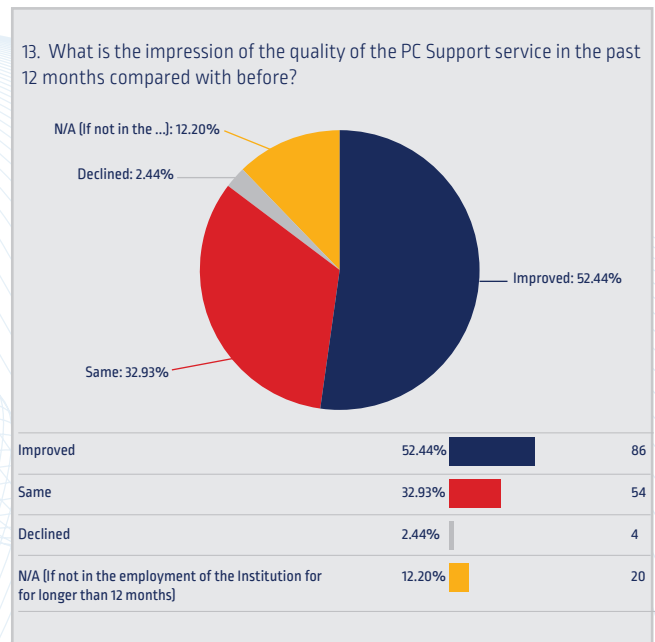
These are motivated individuals from disadvantaged families or financial backgrounds who enjoy the opportunity to obtain technical ICT knowledge during a one-year period while offering increasingly complex ICT support to staff. The trainees are obliged to take the International N+ and A+ examinations which validate their skills in tasks such as basic networking, installation of hardware and software, configuring equipment and performing preventative maintenance. Both A+ and N+ certifications are essential for individuals entering the technical PC support field.

"Essentials of customer service" training

The Department of ICT has always placed a strong emphasis on the provision of outstanding customer service to provide its technical and support staff. The Harold Pupkewitz Graduate School of Business (HP-GSB) designed one-day workshops

for the University community titled "Essentials of customer service" for frontline leaders and agents (those who interact with staff, students, suppliers and sponsors as a major part of their daily tasks) with the objective to improve customer service practices.

Nearly all PC Support Officers attended the workshops and greatly benefited, as witnessed by the results of a customer/staff satisfaction survey across the University conducted two months after the workshops (see chart).

13. What is the impression of the quality of the PC Support service in the past 12 months compared with before?

N/A (If not in the ...): 12.20%
Declined: 2.44%
Improved: 52.44%
Same: 32.93%

Improved	52.44%	86
Same	32.93%	54
Declined	2.44%	4
N/A (If not in the employment of the Institution for for longer than 12 months)	12.20%	20

2002

Academic Theme: Globalisation

Physical Infrastructure and Auxiliary Services

Auxiliary Services is mainly focused on providing quality infrastructure and support services to all operations of the University.

Appropriate infrastructure and facilities are strategic assets which greatly contribute to the reputation and sustainability of an Institution. They support the quality of academic outputs, thus the mission and strategic plan; and generate third-stream income.

Unfortunately, the poor government funding continued to make it impossible for the Institution to reduce the huge backlog in urgently needed maintenance work and the refurbishment of old buildings. Poor funding also decelerated the completion of new buildings and acquisition of state-of-the-art equipment for the enhancement of quality learning and teaching. Only minor maintenance work could be undertaken in the various units.

As a city campus, the University is in dire need of new land and additional funding for the acquisition and development of adjacent land in order to establish a larger dynamic, state-of-the-art learning environment which is indispensable for the preparation of highly skilled and well-rounded graduates for the future.

With the capital funding received, the Architecture and Civil and Mining Engineering Building projects were completed and occupied by the end of the year, thus rendering new learning experiences in these modern facilities.

The earthworks for the parking garage and Postgraduate Centre project commenced.

HISTORICAL HIGHLIGHTS

21st Century
INITIATIVES

2003

· Second Polytechnic Strategic Plan (PSP-2, 2004-2008) adopted by Council
· Second PMR/Africa Golden Arrow Award as the Best Higher Education Institution in Namibia
· Hotel School inaugurated
· Construction of Library commences

Academic Theme:
Social Responsibility

Teaching
EXCELLENCE

2004

- Third PMR Africa Golden Arrow Award received
- Enrolment surpasses the 5 000 mark
- 68 qualifications are now offered, up from 23 in 1996 (about 3-fold growth)
- Polytechnic Library becomes depository for World Tourism Organisation documentation

Academic Affairs
Innovation and Continuous Transformation

We believe in innovation and continuous transformation. This we do by identifying and applying the best practices that improve the student's experience and learning outcomes. The ongoing experimentation with new technologies, modern laboratories, open online courses and amenities has led to advances that promise to better engage and motivate students. Despite perpetual underfunding, the University's ever-expanding investment in institutional systems fostered continuous improvement for research and innovation to flourish. The tools we provide to students are key to their academic journey. The course content, the technology that makes learning more engaging, the opportunities for new experiences and the resources that we provide all combine to assist students to achieve their personal and career goals.

21st Century Learning Initiatives

The University is committed to student-centred learning, meaning not only structuring courses in ways that encourage students to play an active role in the learning process, but also creating onsite learning spaces that support dynamic learning activities such as working in groups and using technology to present and share material during class time. Therefore, through a *Pedagogical Technology Integration approach,* the Teaching and Learning Unit (TLU) initiated a stabilised Virtual Learning Environment (VLE) to support Faculties to deploy new courses and integrated with technology.

The TLU enabled all courses onto this platform, which hosted more than 1 550 courses. Following the WebPresence strategy and the Technology Matrix designed to guide implementation of courses with technology, the Instructional Technology Division trained numerous staff on the effective use of technologies in teaching, learning and assessment. Through various workshops and on-demand customised training, faculty received training in eLearning, e-Assessment and e-Collaboration. The Instructional Technology Division drove the Personal Learning Environment (PLE) digital ecosystem where five main systems deployed on the platform are centralised in a unique interface for faculty and students to choose the suitable technology solutions based on their needs. The PLE integrates, *inter alia,* the MyPoly, ePortfolio, TurnItIn, Online Survey, and the WebEx Virtual Classroom platforms.

2004

Academic Theme:
Sustainable Development
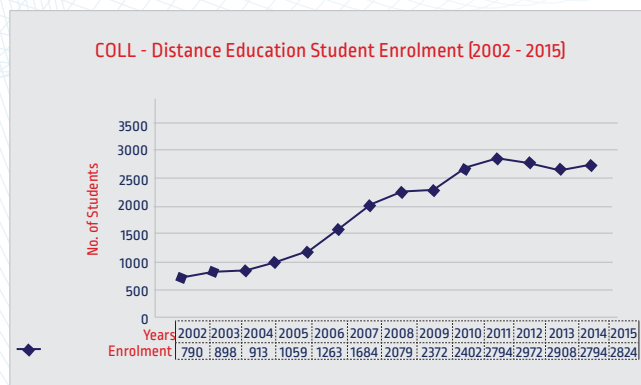
Distance Education Delivery

As an Open and Distance Learning (ODL) provider, the Centre for Open and Lifelong Learning (COLL) continually adapts its operations to run parallel with the Institution's transformation. This is necessary to keep abreast with the dynamic and continuous trends in ODL. COLL provides centralised management and oversight of the online education offerings. In coordination with all faculties and regional centres, they help ensure course quality and the best possible online learning experience. To that end, skilled instructional designers, professional development and instructional technology specialists support faculty and students in their online and hybrid classes.

To ensure economies of scale in ODL and to cope with the continuous steep increase in student enrolment and programme diversification services, COLL was, in addition to the 42 full-time staff complement, supported by a complement of 498 part-time staff, including 198 marker-tutors, five eLearning course developers and tutors, 43 research supervisors, 31 course writers, 28 content editors, five instructional designers, three language editors, two radio producers, 105 regional face-to-face tutors, 69 face-to-face tutors in Windhoek to offer weekend tutorials, and nine maintenance assistants at the Regional Centres. This implies that distance education continues to grow to include more academic programmes being developed, more course sessions being taught, more students selecting this teaching and delivery method and more online student services being made available to all students. Therefore, COLL developed new initiatives and innovations, including the following:

» **COLL iPad Integration Pilot Project for 2016:** The Apple Core Group sponsored 20 iPads as well as lecture, student and technical training for a period of 12 months at no cost for any course offered by the University, in order to pilot the integration of iPads. This initiative will be a joint project of COLL, the Land Administration division of the Faculty of Natural Resources and Spatial Sciences, PC Centre and the Apple Core Group.

» **Assignment turn-around Time:** To address the delays in returning students' tutor-marked assignments *via* the postal system, a pilot project which entailed scanning of tutor-marked assignments and emailing to the students on their generic email addresses was completed successfully in October. The scanning of the tutor-marked assignments was done by Document Warehouse and stored on the M-Files System. The Mail Merge software was used to mail the scanned assignments in bulk to students.

» **COLL Short Message System (SMS):** COLL also took control of its own SMS platform in October instead of sending requests to DICT. This function enables COLL to speed up communication and sending SMS's to students directly from COLL.

COLL - Distance Education Student Enrolment (2002 - 2015)

Years	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Enrolment	790	898	913	1059	1263	1684	2079	2372	2402	2794	2972	2908	2794	2824

Engaging Technology

The evolution of the University has been inextricably linked to advances in technology. In the past, the use of PowerPoint slides and videos during lectures used to be considered advanced use of technology, but these methods have now become the basic expected standards in top higher education institutions, and in this University in particular. World-class implementation of technology in today's classrooms requires courses to be online as well. In this regard, the Faculty of Engineering has made a number of advances towards best possible use of the newest technologies. With projectors and smart boards in lecture venues, lecturers are able to apply technology in the classroom with minimum technical hassle. Many lecturers have turned to eLearning for out-of-class learning and communication.

Although more lecturers are embracing eLearning, still only 25% of the Faculty's courses are having minimum web presence, with a target of 70% in the near future. With the availability of world-class plagiarism detection software, "unauthorised collaboration" (copying) is also on the decrease. The advantages of social media, such as WhatsApp, for greater communication efficiency and the ability to quickly reply to any questions or make announcements, have been embraced by several educators.

Implementation of technology in Engineering Education has also become a research topic for one lecturer, by conducting all of his assessments online, including examination assessments.

It is known that the initial setting up of on-line assessments requires a significant amount of cost and effort, but is a small investment for the benefits reaped over the long-run. The preliminary research results on the effects of online assessment on student learning suggest that when students are active on Moodle, their examination marks could be 20% higher than the inactive students'.

This is all evidence that the University remains committed to continuous improvement and world-class technology integration.

2005

Academic Theme:
Vision 2030

New and Updated Programmes

The career environment for which the University prepares students is constantly evolving, thus all six Faculties continuously update their programme offerings to reflect employers' changing needs, new technology and shifts in the marketplace.

The new programmes roll-out in 2014 and 2015 include:

» Bachelor of Communication Honours
» Bachelor of Public Management Honours
» Bachelor of Applied Statistics
» Bachelor of Applied Mathematics Honours

Senate approved the following programmes for implementation in 2016:

» Bachelor of Gender Studies
» Postgraduate Diploma in Applied Radiation Sciences and Technology (PGDARST)
» Postgraduate Diploma in Health Information Systems and Management

» Postgraduate Diploma in Space Technology
» Postgraduate Diploma in Space and Atmospheric Science
» Master in Applied Mathematics
» Master in Applied Statistics
» Doctor of Philosophy in Engineering

Programmes also saw hectic refreshment initiatives to ensure that each course is grounded in the real-world requirements that graduates need to achieve career success.

Achieving Technology Excellence

The Faculty of Computing and Informatics had 14 PhD and 35 Master's students enrolled by research. The Cyber Security and Digital Forensics programmes are also attracting more attention and the Faculty hosted the first National Cyber Security Competition, which NUST students won.

Programme Registration and Accreditation

Qualifications registered on the NQF

By the end of the year, 159 qualifications were registered on the NQF, with 43 of these nearing the expiration of the 5-year registration period. The rollover request to the next year was submitted to NQA.

The table below shows the qualifications registered during the year.

NCHE Programme Accreditation

Three programmes (Bachelor of Informatics - Level 7, Bachelor of Environmental Health Sciences - Level 8, and Bachelor of Office Management and Technology - Level 7) were granted accreditation by the Namibia Council for Higher Education (NCHE). Furthermore, nine programmes were audited for accreditation between September and October and feedback on the outcomes is expected in 2016. The Quality Assurance Unit continued to build the capacity of the academic departments in preparing Self-evaluation Reports (SERs).

Postgraduate Qualifications			
NQF ID.	Qualification Title	Faculty	Level
Q0711	Bachelor of Science in Applied Statistics Honours	Health and Applied Sciences	8
Q0710	Bachelor of Science in Applied Mathematics Honours	Health and Applied Sciences	8
Q0733	Bachelor of English Honours	Human Sciences	8
Q0722	Bachelor of Criminal Justice Honours	Human Sciences	8
Q0657	Bachelor of Communication Honours	Human Sciences	8
Q0509	Bachelor of Computer Science Honours	Computing and Informatics	8
Q0582	Bachelor of Land Administration Honours	Natural Resources and Spatial Sciences	8
Undergraduate Qualifications			
Q0656	Bachelor of Computer Science in Cyber Security	Computing and Informatics	7
Q0159	Bachelor of Land Administration	Natural Resources and Spatial Sciences	7
Q0737	Bachelor of Geo-information Technology	Natural Resources and Spatial Sciences	7
Q0677	Bachelor of Journalism and Media Technology	Human Sciences	7
Q0723	Bachelor of Science	Health and Applied Sciences	7
Q0724	Bachelor of Science in Applied Mathematics and Statistics	Health and Applied Sciences	7
Q0735	Bachelor of Communication	Human Sciences	7
Q0734	Bachelor of English	Human Sciences	7
Q0113	Bachelor of Criminal Justice in Policing	Human Sciences	7
Q0164	Bachelor of Criminal Justice in Correctional Management	Human Sciences	7
Q0113	Certificate in Criminal Justice (Level 5)	Human Sciences	5
Q0679	Bachelor of Public Management	Management Sciences	7

2006

Academic Theme:
Innovation for a Knowledge Economy

Library Services

At the University, the ability to find, retrieve, analyse and use information is critical to students' success in their academic experiences as well as in their careers. The Library Services are geared to educate students how information is organized, and how to source and use information in ways that support their learning and thus success, and also as lifelong learners.

The activities of the Library and Information Services' (LIS) demonstrated the commitment to contribute to the fulfilment of the Institution's academic mission and assist users in achieving their scholarly goals. Library access was extended by four hours on Saturdays, which saw an average of 3 800 visitors on this day, in the first six months of the year. This shows the growing users' needs.

The implementation of Sierra, the new library management system by Innovative Interfaces, started in earnest in the second half of this year, and should be fully functional to offer the patrons access to an international system by next year.

The acquisitions budget for all information resources - printed and electronic - has shown an increase of 19%. This has enabled the library to purchase and subscribe to more journals and books, but the drop in value of the currency, compared to the Pound, US Dollar and Euro, has limited its acquisition power. The increase in electronic resources and decrease in print journals is notable as a trend towards technological advancement.

The library's participation in the Namibia Library Consortium (NALICO) has already proven advantageous after the first consortium subscription to the popular academic full text database, Emerald, yielded a 20% saving in annual subscription fees.

Research is supported by, among others, information literacy skills training (LIST) and literature searches for students and faculty. Over the past four years, LIST sessions have increased by 13% while literature searches have increased by 124%.

Library Collection

Literature Searches
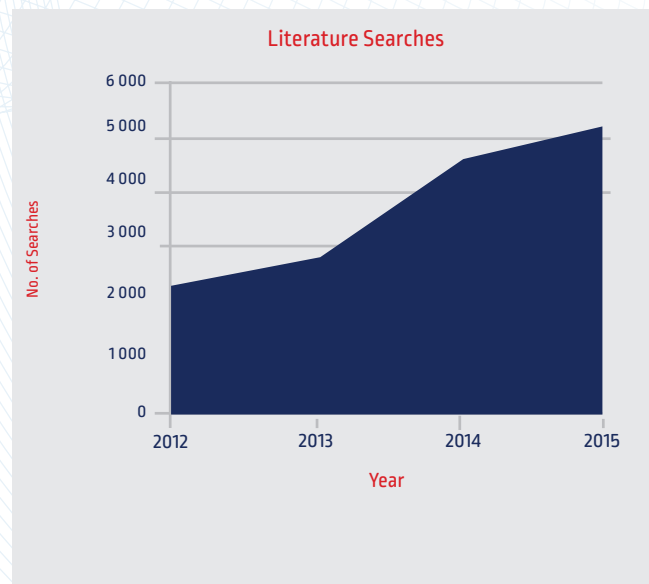
- Fifth PMR Award received
- Namibian-German Centre for Logistics launched
- Master of International Business accredited by Europe's FIBAAA – a first in Africa
- International agreement on Master's degree in Comparative Local Governance signed

- Polytechnic consults Ministry of Education in respect of name change to Namibia University of Science and Technology (NUST)
- New Bachelor's degrees introduced: Geo-information Technology, Hospitality Management and Travel and Tourism Management
- Digital Namibia Archive (DNA) launched
- World Bank Development Information Centre launched

User satisfaction was highly rated in a survey that was conducted among staff to determine how well the library was performing and to establish which areas needed improvement.

Inclusivity in the institutional transformation process

This paradigm resulted in improved working conditions and general employee wellness.

Staff were provided with network opportunities and some attended the International Federation of Library Associations (IFLA) Conference, held in Cape Town.

The Research Commons, a new service focusing on staff and students undertaking Master's and Doctoral degrees, opened its doors in March. It offers research support, access to computers and the Internet, as well as an environment conducive for discussion and sharing of experiences in research.

Part of the service delivery mandate of LIS is to offer a comfortable environment to clients. Thus the necessary systems upgrade took place. There was a marked increase in students utilising electronic means (laptops and other handheld devices) to search for information online, and this trend will become the norm in the future.

2007

Academic Theme:
Leadership for the 21st Century

The Faculty

Offering professional development for faculty is a high priority at the University. The Teaching and Learning Unit (TLU) offers faculty support and a comprehensive array of opportunities to enhance their expertise in teaching, learning, research and innovation and to engage their colleagues.

Key components of professional development resources include:

» **The Great Teachers Workshop:** The workshop integrates issues of teaching, learning, assessment and technology and provides a platform for faculty to discuss the challenges, successes and opportunities and effective teaching and learning. Among the topics explored were: Student-centred Teaching and Learning, Student Progression, Engaging Students in Large Classes/Groups, Using the Case Method for Teaching, Technology Integration in Teaching and Learning, Project Based Learning and Effective Techniques for Teaching.

» **Professional Development:** Keeping within the strategic focus of PSP-4, the topics explored at weekly fora were, among others: Indigenous Knowledge Systems in Higher Education, Change Management, Using e-Assessment for Teaching and Learning, Strategies for Increasing Research Outputs, Student-Centred Teaching, Increasing Throughput Rates, Developing a Massive Online Course (MOOC) and Using TurnItIn for Academic Integrity.

» **Continuous Enhancement of Quality in Teaching and Learning:** The TLU contributed significantly to the quality improvement of programmes by providing in-depth analyses on all new and revised degree programmes by referencing to the Teaching, Learning and Assessment (TLA) Framework. This process focuses, *inter alia,* on drafting of curricula, the learning outcomes, and teaching, learning and assessment strategies. The Postgraduate Certificate in Higher Education (PGCHE) programme for the faculty was approved for implementation in 2016, with the main aim being to improve the pedagogical skills of teaching staff in the University.

Recognition of Teaching Excellence

A number of faculty received Teaching Excellence Awards, meriting their outstanding and exceptional performances in teaching.

The awards also paid tribute to innovations in experiential learning, curriculum development and educational leadership.

Dr Hennie J Bryuns, a Senior Lecturer of Criminal Justice of the Department of Social Sciences, received the Teaching Excellence Award.

2008

- · Sixth PMR Award received
- · Enrolment surpasses 9 400 mark
- · Polytechnic submits application for renaming to NUST to the Ministry of Education
- · First Master's students graduate (M. Information Technology)
- · Master of Integrated Land Management launched

- · Bachelor's degree launched in Civil Engineering (professional degree)
- · Harold Pupkewitz Graduate School of Business established
- · Namibia Graduate School of Accounting launched
- · Sander Haus and Elisabeth Haus inaugurated as offices of the Rectorate and as well Council and Senate Chambers

Community Engagement

Community engagement is a core function of the University which adds value to the community and strengthens the bond between society and academe. Many activities took place and only a few are recorded here.

Engagement and Impact

The University continued to enhance its Work Integrated Learning programme, through which students develop the skills needed for successful community engagement, including leadership, communication, education in complex social issues and project management. Continuing the faculty's local community engagement, a free professional learning programme in Science, Mathematics and English language for teachers and students from selected schools in Namibia was launched by the Faculties of Health and Applied Sciences, Engineering, and Human Sciences. The aim is to enhance teachers' knowledge, skills and capacity to engage with pupils from diverse backgrounds, and to inspire Science, Mathematics and English language teaching and learning. The Department of Natural and Applied Sciences was in consultation with the Ministry of Education and some secondary schools such as Rocky Crest, Immanuel Shifidi, and Highline Secondary Schools. Calculators were donated to the mathematics pupils of Highline in Windhoek.

Two staff members from the Department of Natural and Applied Sciences, and three Bachelor's degree students conducted tutorials in Biology, Physical Science and Mathematics at Okakarara Secondary School.

Community Projects

Mastery of English continues to be a major challenge in Namibia. Therefore, the Namibian English Teachers' Association (NETA) was established as a community engagement project of the Department of Education and Languages. The forum has provided training in English Language teaching in the various regions of the country. A workshop was held under the theme "The four-skills workshop," focusing on all language skills for teaching English.

The Hotel School, in partnership with the Namibia Chefs Association, hosted 40 school learners while 20 others participated in the cooking competition. A training workshop was facilitated for three communal conservancies in the Erongo Region where 40 unemployed youth completed a certificate in Basic Tour Guide, Hospitality Etiquette, and Introduction to Hospitality and Tourism Management.

In terms of volunteerism and anthropology, the Department of Marketing and Logistics outreach project "Save the San People," progressed very well. Students collected clothing, bags and food items from colleagues and the community in Windhoek and donated these to the San Community in Tsumkwe in the Otjozondjupa region.

A Media and Information Literacy Workshop, facilitated by the DW Country Programme Director, was held at COTA in Katutura. Organisations represented were MATS, NBC, UNESCO, independent producers of media content, and Base FM. Media and information literacy (MIL) is an important area of focus for UNESCO, and the Institution's Journalism staff interacted with senior learners at high schools in Windhoek to create awareness around media literacy, including images/photos appearing in the media.

The Ministry of Education, UNESCO, MISA and radio stations in Windhoek, the Department of Communication hosted the World Radio Day event in February. The NBC facilitated live streaming to some commercial radio stations in the country in keeping with the theme "The Youth and Radio."

The World Press Freedom Day was also hosted by the Department of Communication in May, in partnership with the National Commission to UNESCO (NATCOM), MISA Namibia and the European Union under the theme "Let Journalism Thrive."

2008

Academic Theme:
Innovative Entrepreneurship

International Collaboration

International collaboration facilitates strategic thinking, communication, flexibility and adaptability, tolerance, and how to identify, set and achieve goals, all of which are extremely valuable skills. The following are important events and projects that highlight international collaborations:

» A workshop of partners in the Journalism for Civic Involvement and Development, at which the book entitled "Shaping the Perspectives of Future Journalists," was launched by the Embassy of Finland. This book captures the activities and events of North-South-South (No-So-So) partnerships.

» The Department of Informatics entered into several partnerships. The Faculty of Computing and Informatics in cooperation with the Department of Marketing and Logistics concluded one such partnership with Flensburg University of Applied Sciences (Germany), Jomo Kenyatta University of Agriculture and Technology (Kenya) and The Institute of Technology and Management (Douala, Cameroon). This partnership involves curriculum development, student/staff exchange and joint research projects.

» The Department of Informatics also entered into a partnership with Information Systems Audit and Control Association (ISACA) and concluded an agreement for Information Systems Audit material. ISACA has agreed to provide course material and examinations for Information Systems Audit.

» Another partnership was formulated with SAP Alliance Universities, which includes the Otto-von-Guericke University (Germany) (OVGU) and ten other universities in Sub-Saharan Africa. The focus of the partnership is on the Enterprise Systems Education for Africa (ESEFA) project.

» The Department of Computer Science entered into several partnerships, notably the following:

1. University of Applied Sciences (HTW, Berlin), Germany – Student exchange programme. A Master's student as well as a Bachelor's student were on student exchange in Berlin.

2. Ostfalia University of Applied Sciences, Germany – Student and staff exchange programme. A member of staff was invited to conduct research in Germany, while a German Bachelor's student spent one semester at in FCI.

3. Delegations from the University of Lapland (Finland), University of Leeds (UK) and Pacco-PARTY (participatory development with the youth) visited NUST to work on Ethics and Self Documentation Tools with marginalised youth.

4. The Finnish Embassy granted N$1.6 million for the Reconstructed Labs (RLabs) projects for Youth Employment in disadvantaged areas, i.e. the Havana Entrepreneurship Project.

5. UNICEF funded the Digital Forensics and Information Security cluster (U$30 000) for an exploratory research on Child Online Protection project with international partners including the Centre of Justice and Peace (RSA).

2009

- Polytechnic receives seventh PMR Africa Award for "Best Tertiary/ Higher Education Institution in Namibia" – First Diamond Arrow Award in the higher education category
- 4-year professional Bachelor of Engineering degrees launched, including Mining Engineering
- Senate approves various other Bachelor and Bachelor Honours programmes
- Enrolment exceeds 10 000 mark
- Writing Centre is established
- Women in Engineering Society launched

The Cooperative Education Unit (CEU) engaged in the following international collaborations:

» **Erasmus Mundus KITE (Knowledge Integration and Transparency in Education) project:** Since 2014, the Unit has facilitated the implementation of the KITE project with support from the Erasmus Mundus Programme of the European Union which culminated in the awarding of two PhD scholarships tenable at the University of Velnius in Lithuania and Masaryk University in the Czech Republic. The 4th Erasmus Mundus KITE project - a mobility scheme for academic cooperation - consortium meeting in March was coordinated through the Masaryk University in the Czech Republic. Twenty-five international delegates from various higher education institutions across the African, Caribbean and Pacific (ACP) regions participated in the meeting. The KITE meeting culminated in the award of scholarships to two deserving students to pursue Master's degrees and one staff member each on exchange tenable at the University of Porto in Portugal and Szent István University in Hungary.

» **Multi-disciplinary Student Research Development Teams (MRSDT)/Voice of Business project:** In collaboration with Wismar University of Applied Sciences in Germany and the German Academic Exchange Service (DAAD), the Unit implemented the Multi-disciplinary Student Research Development Teams (SRDT) project, which was successfully implemented during 2013 and 2014. The Unit implemented the Voice of Business (VoB) project, successor to the MRSDT. As a result of DAAD support, one of the CEU Industry Liaison Officers undertook a three-month staff exchange to Wismar.

» **Japan International Cooperation Agency, (JICA) Employability Improvement Project:** In 2014, the Unit received support from the government of Japan through the Japan International Cooperation Agency (JICA) to implement an Employability Improvement Project (EIP). The aim is to train lecturers (WIL Coordinators) on various aspects of productivity enhancement and skills improvement in a cascading model. As such, the theoretical phase of the EIP training, facilitated by the JICA experts, took place at this University and was attended by 25 participants.

» Community engagement/Work Integrated Learning (WIL) is a requirement for all students, and the CEU remains steadfast in promoting student internship placement and graduate employability. The Unit hosted a notable number of students to undertake their WIL attachment, including nine interns pursuing degrees in Marketing, Human Resources Management, Office Management and Accounting and Finance. The entire cohort of WIL students placed at CEU actively participated in project activities at career fairs and the Institute of People Management (IPM) Conference in Windhoek. Through these opportunities, interns were exposed to the core elements of project management, marketing and accounting and finance.

Work-readiness Workshops

The Unit continued to hold Work-readiness workshops for students from various departments as well as attending industry-based meetings. Twenty four such workshops were held with 654 students attending.

In total, the Industry Liaison Officers held 101 industry-based meetings where they created awareness about the activities and services offered by the Unit and also solicited internship opportunities for students.

2009

Academic Theme:
Wealth Creation in the New Economy

Placements in Industry

The Unit has facilitated the placement of a considerable number of students pursuing various qualifications in industry. A total of 220 students carried out WIL assignments in different companies, government offices and agencies through the CEU.

Exhibitions at Career Fairs and Conferences

Through participation and exhibitions at Career Fairs and the 5th Institute of People Management (IPM) Annual Conference, the Unit attracted a significant number of visitors and representatives from the private and public sectors to its stall.

Awareness about the importance of studying at the University, where WIL is a compulsory curriculum requirement for graduation and work readiness, was created with the assistance of interns of the Bachelor of Human Resources, Accounting and Finance, and Marketing, respectively.

Industry Breakfast and Outreach meetings

Through its annual industry breakfast meetings, the Unit continued to build sustainable relationships with key industry players, thus attracting great interest. The industry breakfast meeting held in February attracted about 90 industry partners, at which event useful information regarding the needs of the industry and adding value to institutional programme formulation and review was generated.

Memorandums of Agreement

The Unit continued to promote partnerships and community engagement with relevant stakeholders. As a result of active involvement, a significant number of Memorandums of Agreement (MoAs) were signed with key industry partners, thereby creating ample opportunities for placement of students to undertake WIL studies. Since inception, the Unit has signed more than 70 MoAs within Namibia and abroad.

2010

- Polytechnic receives eighth PMR Award and second Diamond Arrow Enrolment passes 12 000 mark
- Report on renaming of NUST completed by NCHE
- Various Bachelor and Bachelor Honours degrees launched: Logistics, Architecture, English Criminal Justice (Policing),Information Technology, Journalism and Communication Technology, Applied Mathematics, and Applied Statistics

- MSc in Leadership and Change Management launched
- Master in Transport Engineering launched
- 4-year Accounting and Finance degree accredited by CIMA and ICSA
- Technology Building opens
- Harold Pupkewitz Graduate School of Business inaugurated
- Rector elected as President of the African Division of the International Association of Science Parks and Areas of Innovation (IASP) Board

Academic Theme:
Rethinking Competitiveness for Socio-economic
Development

2011

A City Campus
ADVANTAGE

- Rector elected as Vice-Chairperson to Southern African Technology Network (SATN)
- Polytechnic receives its third consecutive Diamond Arrow Award from Public Management Review Africa (PMR)
- Ground breaking for new facilities for the Science and Technology buildings
- The largest School, the School of Business and Management, is restructured into the Schools of "Economics and Finance" and the School of Management

Maintaining the Pace for Institutional Transformation

The year kicked off with great expectations and anticipation as the Institution readied itself for the official renaming from "Polytechnic of Namibia" to "Namibia University of Science and Technology" (NUST).

Following the review by the Ministry of Justice in 2014, the NUST Bill was tabled and adopted in the National Assembly in March 2015. Subsequently, the Bill was reviewed by the National Council and referred to the National Assembly for final approval. Consequently, the NUST Act was signed into law by HE President Hage Geingob in August and gazetted on 16 November 2015 by the Minister of Higher Education, Innovation and Training, thus completing quest for the renaming and the creation of NUST.

The emphasis was on creating an environment focussed on changing the Institution's culture. This resulted in the need to strengthen the leadership abilities, through capacity building workshops offered to Management and Change Agents to fulfil their different roles as drivers of change. An intensive three-month Leadership in Higher Education Programme was conducted to equip management with the necessary skills. This programme will be rolled out to Directors, HoDs and Deputy HoDs in 2016.

The various consultative forums, namely, Steering Committee, Associate Deans, HoDs, Secretaries and Academics, continued to meet regularly. Transformation meetings were also held with academic and administrative departments to smoothen the transition and coherently integrate the NUST Strategic Plan goals into their respective mandates. As a result, student change agents were appointed and the online NUST FM radio station, which serves as the voice for the community, was established. Regular live broadcasts were hosted with administrative departments to share their views on how their departments/units/centres/institutes are transforming.

2011

Academic Theme:
Towards Sustainable Innovation

NUST FM has proven to be an excellent communication tool in disseminating information about the transformation and other matters. The station attracted a large number of listeners and this achievement allowed the NUST community access to new information and continuous feedback. Various activities to communicate the transformation for 2016, such as, "lecture bombs," blue Mondays, live broadcasts, fundraising events, were planned.

The Change Agents appointed in 2014 continued to drive the transformation in the areas of teaching and learning, research, community engagement and institutional culture change. To communicate the changes in the above areas, videos were developed and shared with the NUST community, highlighting the strategic direction in the above-mentioned areas and set the standards for the next series of videos to be produced in 2016.

To enhance technology-driven applied teaching and learning, the Teaching and Learning Change Agents focussed on eliminating course duplications, enhancing blended and eLearning approaches and enhancing teaching methodologies. An analysis of the usage of online courses shows a significant increase, and nine Chemistry and Physics courses were streamlined by merging different classes, thus leading to only five courses being offered.

To get a sense of what staff perceived as the University's culture, the Department of Institutional Planning facilitated an institution-wide culture survey. This highlighted areas that needed to be addressed in order for the University to transform its culture. Priority areas were identified and action plans developed and implemented by the Institutional Culture Change Agents.

HISTORICAL HIGHLIGHTS

2012

Innovation through
KNOWLEDGE

· Polytechnic receives its tenth PMR Award
· Rector re-elected as President of the African Division of the International Association of Science Parks and Areas of Innovation (ISAP) Board
· Department of Architecture wins the Silver Pigeon Award (top prize) at the International Architecture Showcase in London
· Cabinet approves renaming of Polytechnic of Namibia to the Namibia University of Science and Technology (NUST)

To strengthen the research capacity, the Research Change Agents focussed on creating an enabling research environment, identifying nexus opportunities for multi-, and cross-disciplinary research, as well as engaging students in research. A survey was conducted on creating an enabling research environment followed by an action plan. Proposals, such as awarding and recognising emerging researchers, developing guidelines on accessing research facilities and equipment, were implemented. To engage students in research, the various Faculties engaged faculty and students in their research days. Two NUST Engineering students presented their research at the 13th Southern African Institute of Mining and Metallurgy (SAIMM) student colloquium, one of which made it into the top five performers' list. Towards the end of the year, Faculty Action Plans were developed for implementation in 2016. Institutional research improved from 176 publications in 2014 to 184 in 2015.

The Institution's fourth strategic plan sets ambitious targets which require on-time action, close monitoring and regular evaluation of results to realise the goals. To compare the university's performance against that of universities of technology, the University formally joined the South African Technology Network (SATN) Performance Indicators Platform. These indicators measure performance in teaching and learning, research and innovation and engagement with society. They identify unique contributions of Universities of Technology (UoTs) to academe in terms of research, scholarship and innovation; provide indicators for the identity of UoTs in South Africa's differentiated Higher Education System; and project a sub-sectoral development trajectory for UoTs.

2012

Academic Theme:
Internationalisation of Education

- Architecture Department wins second prize in Slum Improvement Design Competition in Angola
- Rector receives Doctor of Humane Letters (*Honoris Causa*) at Lincoln University, Pennsylvania, USA, in recognition of his "outstanding contributions to higher education and as one of the most dedicated and committed humanitarians."
- Rector appointed to his fifth term of office
- The first locally trained Mining Engineers graduate during the 18th Graduation Ceremony

Student Centredness

What has changed

As a student-centred university, the University continuously strives to provide optimal learning services and experiences that ensure that students become well-rounded citizens during and after their studies.

Students success is at the centre of the Institution's decision making, particularly at this time with the transformation process at its peak. To this effect, Student Brand Ambassadors (SBAs) were appointed to create a link between the University's Management and the NUST community as a whole. The SBAs play a key role in community engagement, supporting student events, contributing to social media activities, thus ultimately invigorating the culture that the University is striving for.

Continuing with the trend of scaling-up on student involvement, NUST FM radio station, affirmed its position as a 'silent' communication platform for sharing news about transformation. The broadcasts are streamed *via* the Internet, with future plans for the analogue route.

The responsibility of the Student Services Department includes the management of the following sections: Health; Social Welfare; Student Counselling and HIV/AIDS Coordination; Career Guidance; Accommodation, Sport and Culture; and Hostel and Kitchen Services.

Several student development workshops were offered, embodying the ethos of creating a holistic conducive learning environment. These workshops covered topics in the areas of Health, Social Welfare, Student Counselling and HIV/AIDS Coordination and Career Guidance Services. These support student development in terms of social, psychological, cultural and educational aspects so as to facilitate the integration of various aspects of the academic experience.

The student-centredness drive is also aimed at Grade 12 learners through the annual Career Fair, which was held for the nineteenth time this year. The event facilitates student-industry interface and encourages school learners to equip themselves for the job market by enrolling at this University. More than 30 companies and ministries, as well as the Faculties were represented at the Fair, giving the students and learners a wide continuum of career advice and options.

2013

Academic Theme:
Building Sustainable Futures

2014

- Rector elected as President of African Expert Foundation (AEF)
- Polytechnic ranked in top ten African higher education institutions by U-Multirank, a university ranking tool
- Fablab Namibia launched

- President Hifikepunye Pohamba confers Rector with National Honours: The Most Distinguished Order of Namibia: Second Class for outstanding achievements and contribution to the development of education

Innovation

Contribution to National Development

The adroitness to renew and innovate is the foundation of a thriving democratic society, which seeks to empower, and improve the well-being of its citizens. Research, science, technology and innovation are the most effective drivers of a flourishing transition from resource-based to innovation-based economies. When innovating, the University not only creates new products and services, but fosters a new generation of Namibian researchers, scientists, technologists, and entrepreneurs. This University looks at science with a fresh eye, and the ingenuity of a child.

Several initiatives speak to the University's contribution to innovation.

The Materials Testing Institute (MTI), situated in the Department of Civil Engineering, offers a comprehensive range of valuable services and equipment, donated by GIZ, that can be used for accurate testing in the fields of:

» Foundation Engineering
» Building Engineering
» Road Engineering

The MTI has the required equipment to carry out routine and advanced tests for education, research and consultancy purposes. Staff and students of the Faculty of Engineering are involved directly and indirectly in projects of this Institute.

Solar Thermal Training and Demonstration Initiative (SOLTRAIN)

The Namibia Energy Institute (NEI) coordinates SOLTRAIN project activities in Namibia. This project promotes the adoption and use of solar thermal systems in Namibia through training and capacity building, the formation of a solar thermal technology platform for Namibia, the establishment of the NEI as a Centre of Competence (CoC), and of satellite CoCs.

NEI facilitated the signing of an agreement for funding of 62 solar water heaters in Otjomuise mass housing project (€72 936) in Windhoek. A co-financing agreement was signed by the NEEP project and Trinity Business Solutions as the supplier and installer of the heaters, respectively. The SOLTRAIN project co-financed 44.5% of the total amount, the Ministry of Mines and Energy contributed 30.5%, while NHE contributed 25% of the total budget.

2014

Academic Theme:
Universities as Transformation Agents of Economies

AERONET CIMEL Sun Photometer Station

Through the envisaged international co-operation with the National Aeronautics and Space Administration (NASA), the first in a series of AERONET-Cimel sun photometers, which will form part of a national network to study aerosols, was installed on campus in October.

This is a temporary location until it is moved to one of the other locations designed to maximise the understanding of aerosol distribution around Namibia. A sun photometer collects Aerosol Optical Depth at 15-minute intervals throughout the daylight hours and the measurements give an idea of the quantity of aerosols in the atmosphere.

This installation is the first step in the development of a long term research plan to use this type of data to develop models which are temporally and spatially adaptive for atmospheric correction of satellite images acquired in our region. Although Namibia in general has fairly clear atmospheric conditions, it does experience a variety of different aerosols at different times of the year in different locations from different sources, e.g. fog, and marine aerosols, dust from Etosha, and burning biomass, some of which originates from within Namibia, but most of which is transported over Namibia from the neighbouring countries, creating the haze seen over Namibia particularly in August-September months.

Solar Electric Vehicle

This multi-disciplinary research project aims to develop an "African Solar Electric Utility Vehicle - ASEUV." Built on proven technologies, this pollution-mitigation project will increase resilience of African metropolitan areas to climate change by connecting energy access to urban transport.

Through research and prototyping, new generations of Namibian researchers, technologists and entrepreneurs that would strengthen the nation's human capital and produce user-oriented Intellectual Property are being developed.

A solar electric taxi, based on African user-centric needs will be designed, rapidly prototyped and will be industrialised in Namibia (and South Africa) with support of European expertise. This is a light-weight vehicle operating with zero-carbon footprint by capturing solar energy with photo-voltaic cells energy's stored in batteries that are swapped at smart grid nodes of rechargeable stations.

The Southern-African region has one of the highest solar radiance in the world and is, therefore, an ideal location for this project which is a move away from gasoline.

HISTORICAL HIGHLIGHTS

2015

- 19 March: National Assembly passes the NUST Act
- 29 May: National Council passes the NUST Act with amendments
- 9 July: National Assembly approves the NUST Act
- 25 August: President signs the NUST Act into law
- 14 September: NUST Act gazetted
- 16 November: Commencement of NUST
- Rector appointed to Board of Directors of the Cheetah Conservation Fund (CCF)

Research
FOCUS

2015

Academic Theme:
Excellence in the 21st Century

2015

Innovate, Advance
PROSPER

- Polytechnic is awarded the Microsoft Silver Learning Competency Award
- Polytechnic scoops three PMR Diamond Arrow Awards: Best Higher Education/Tertiary Education Institution in Namibia (Diamond Award); Most Innovative Company/Institution in Namibia; Best Institution offering Executive Education (Harold Pupkewitz – Graduate Business School)
- Rector appointed to Strategy Advisory Board of Henley Business School Africa (HBSA)

Internationalisation
Where it is taking us

Internationalisation has become a strategic policy objective of universities across the world. Universities are developing strategies to facilitate international partnership identification, selection and development.

Internationalisation at NUST partly evolves around international academic and administrative staff as well as industry experts in programme development, teaching, learning, research and services. The specific actions include attracting and recruiting short-term visiting academic and administrative staff, including Fulbright Scholars, to teach, conduct research or provide advice and services to the University. Visiting academics also present public lecturers while on campus with the notion to contribute to knowledge diffusion and community engagement. Internationalisation also involves outward staff and student mobility through exchange programmes.

Reflecting on where internationalisation is taking us, the current blueprint of the University has "strong collaboration" as one of the four strategic goals. The Strategic Plan defines the benchmarking of key performance actions and indicators, for partnerships with reputable international universities and academics to promote the profile and status of the University. Strengthening collaboration in postgraduate support and co-

supervision is one of the areas where internationalisation should take us in the future, in order to enhance knowledge creation and research outputs.

NUST has devised strategies and the necessary conditions to enhance outward staff and student mobility. Academic staff are supported to teach and conduct research using facilities of partner universities as part of institutional capacity building. However, funding has been a limiting factor in effectively implementing outward mobility and we aim to find solutions to this challenge in the future.

The challenges facing humanity today are complex, global in scope and require inter-and multi-disciplinary approaches. Higher education institutions in the context of globalisation and skills mobility are expected to produce global citizens with the requisite knowledge, skills and competence to respond to complex national and global challenges and to contribute to sustained socio-economic development. Thus internationalisation is aimed at contributing to finding global solutions and to facilitate benchmarking of academic programmes and services against international best practices.

Surely these will serve the international community as agreed in the Sustainable Development Goals (SDGs) and Agenda 2030.

2015

National Assembly approves NUST Act:
09 July 2015

Transformational
JOURNEY

2015

President signs NUST Act:
25 August 2015

Multi-disciplinary Research

How it is working for us

The practice of bringing various disciplines together to address complex societal challenges from different angles of expertise is a top priority at NUST. Inter-departmental and faculty collaborations in identifying focal areas of research is part and parcel of our knowledge-creation obligation. The University has many multi-disciplinary research projects that are producing tangible results, which are enhancing the University's reputation and status among its peers.

For example, the Faculty of Computing and Informatics is focusing on computing and informatic services and interactive computing systems. The Indigenous Knowledge Research Initiative is also an important area of research concentration, as it is one of Namibia's top priorities to document indigenous knowledge, in particular oral history.

The Faculty of Engineering is focusing on renewable energy, and manufacturing and controls, which focus on improvements in manufacturing and reducing wastage and water resources. Mining and mineral processing which focus on improving mining processes, thus helping better utilisation of minerals is another valued activity.

In recent years, the Faculty of Health and Applied Sciences has identified four key research clusters: Environmental Health, Pollution and Remediation research; Indigenous Knowledge and Medical Plants research - helping to make full use of natural products to promote health; Maternal and Neonatal Health; and Zoonotic and Mycology research.

Additionally, the Faculties of Management Sciences and Human Sciences are engaged in research on issues of unemployment and poverty in the country, mortgage interest rates, advancing a saving culture in Namibia, and preserving indigenous languages, to mention a few.

Student involvement in these research projects is as vital as the need to be relevant to industry. To this effect, a Multi-Disciplinary Student Research Development Team has been set up in collaboration with German university partners to promote and enhance research capacity among NUST students.

Other collaborations between NUST and its international partners include a project under the Faculty of Natural Resources and Spatial Sciences, on remote sensing of the upper ionised neutral atmosphere in partnership with SANSA and Cape Peninsula University of Technology (CPUT), and a research project with Carinthia University of Applied Sciences and the government of Austria on introducing energy efficient buildings in Namibia.

At the national level, a notable multi-disciplinary initiative has seen NUST students taking a lead and joining forces with students from another higher education institution, a vocational training centre, to start the Solar Electric Taxi project initiative. The project brings together researchers, technologists, industry players and entrepreneurs.

The above-mentioned projects and areas of interest are central to knowledge creation and application at NUST and serve as an indicator of the University's role in society. The success of these research projects depends not just on collaboration and information support, but strongly on financial and other support from our various partners.

2015
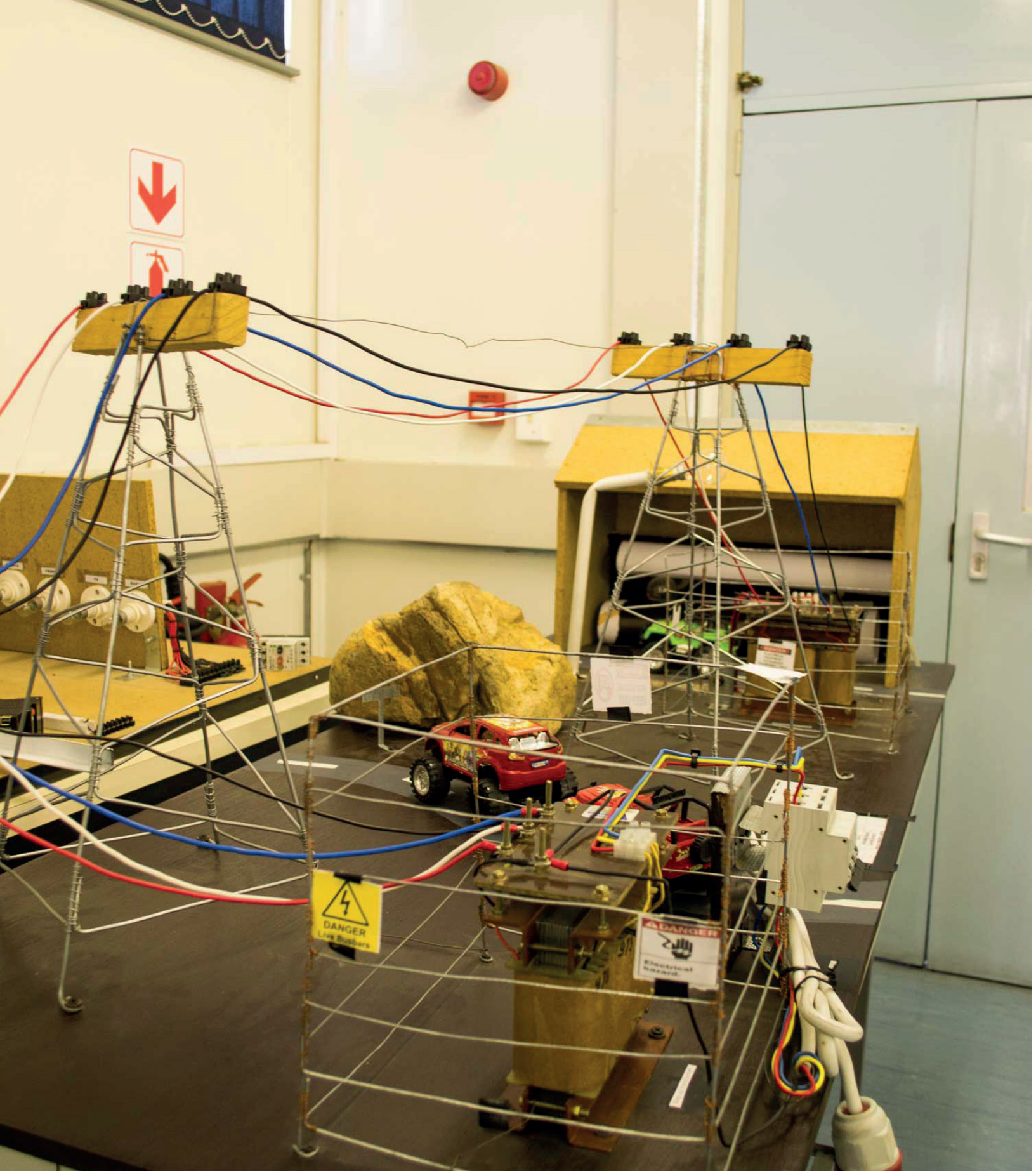
NUST Act gazetted:
14 September 2015

Commencement of NUST:
16 November: Act 7 of 2015

Research Projects
Global and Local Impact

Strategic partnerships within and outside the Institution, keeping abreast with the relevant dynamics and trends within the research and grants management environment, are key to the Institution's work in ensuring sustainable research development.

The Project Services Unit facilitates research project development and management of third-party funded grants across the University. The University espouses an inter-disciplinary and multi-sectoral approach and recognises the long-term need to maximize research impact. Cooperation is fostered across all Faculties and Centres to optimise effectiveness and to catalyse and add value to ongoing research endeavours.

Activities were intensified in terms of resource mobilization: grant identification, application and acquisition. Fourty research grant opportunities were identified and shared with relevant Faculties, Centres or Institutes. This led to 32 applications to t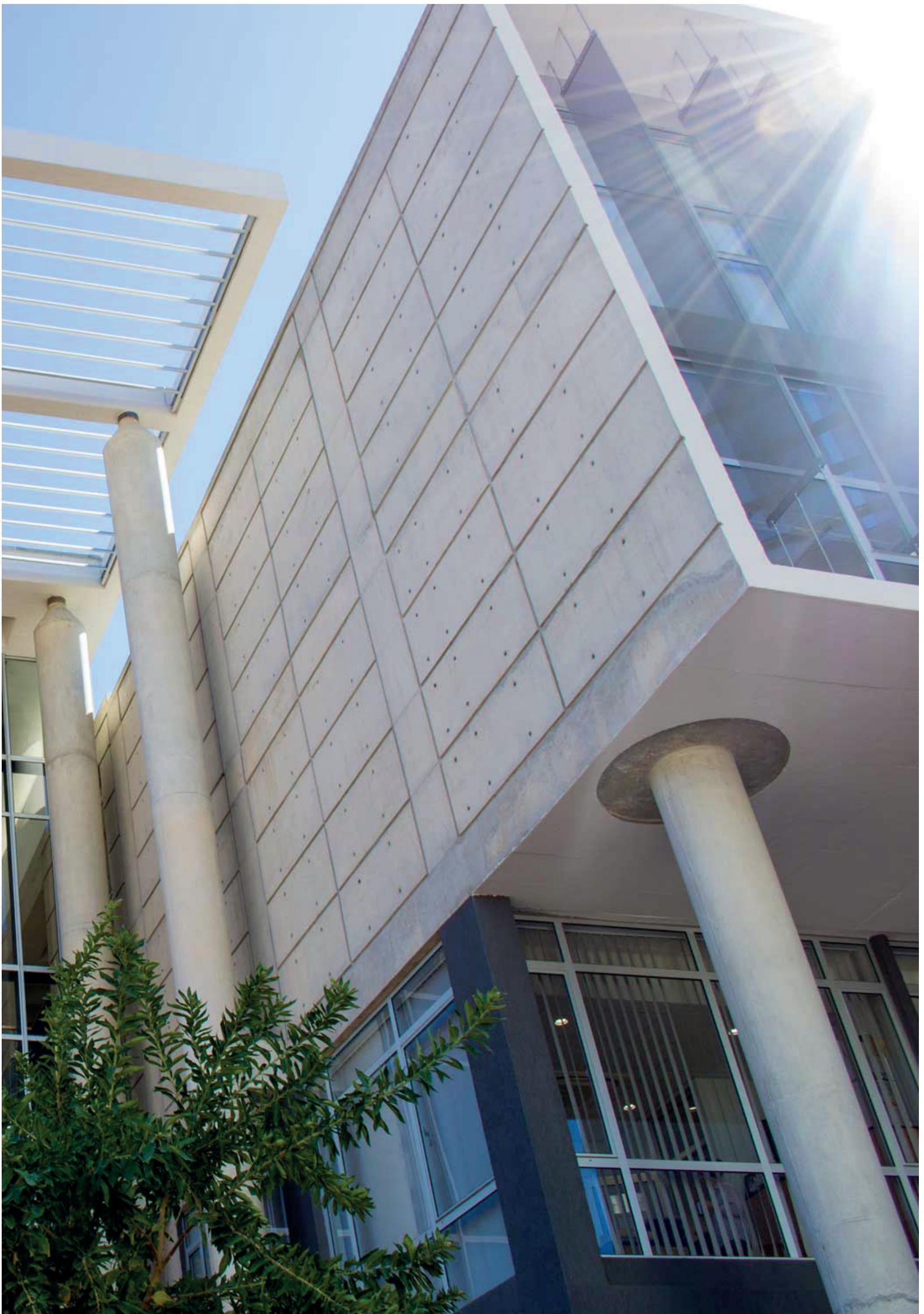he value of approximately N$142 million, of which seven were funded in amount of $4.8 million. In addition, five grants were received from the National Commission for Research, Science and Technology (NCRST), which brings the total of NCRST-funded research projects to 17 over three years.

The focus for research funding opportunities was primarily on climate change adaptation and mitigation efforts such as the Green Climate Fund (GCF), a fund within the framework of the United Nations Framework Convention on Climate (UNFCCC). The Adaptation Fund (AF), which promotes adaptation and mitigation practices to counter climate change, was established to finance concrete projects and programmes in developing countries that are particularly vulnerable to the adverse effects of climate change. NUST submitted four proposals in response to these calls. The results were still pending by year end. A two-day grant research proposal writing training for focal persons in Faculties and Centres was held as well as presentations on grant management during Faculty research days.
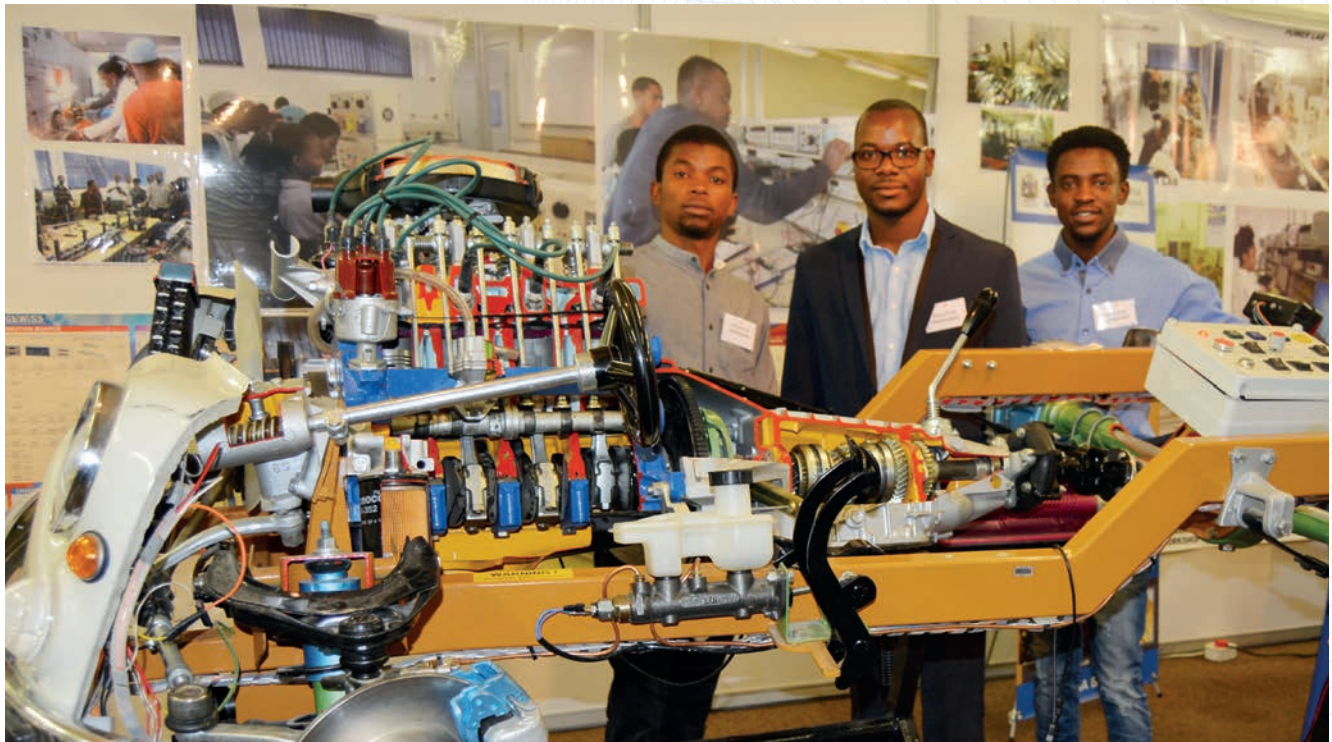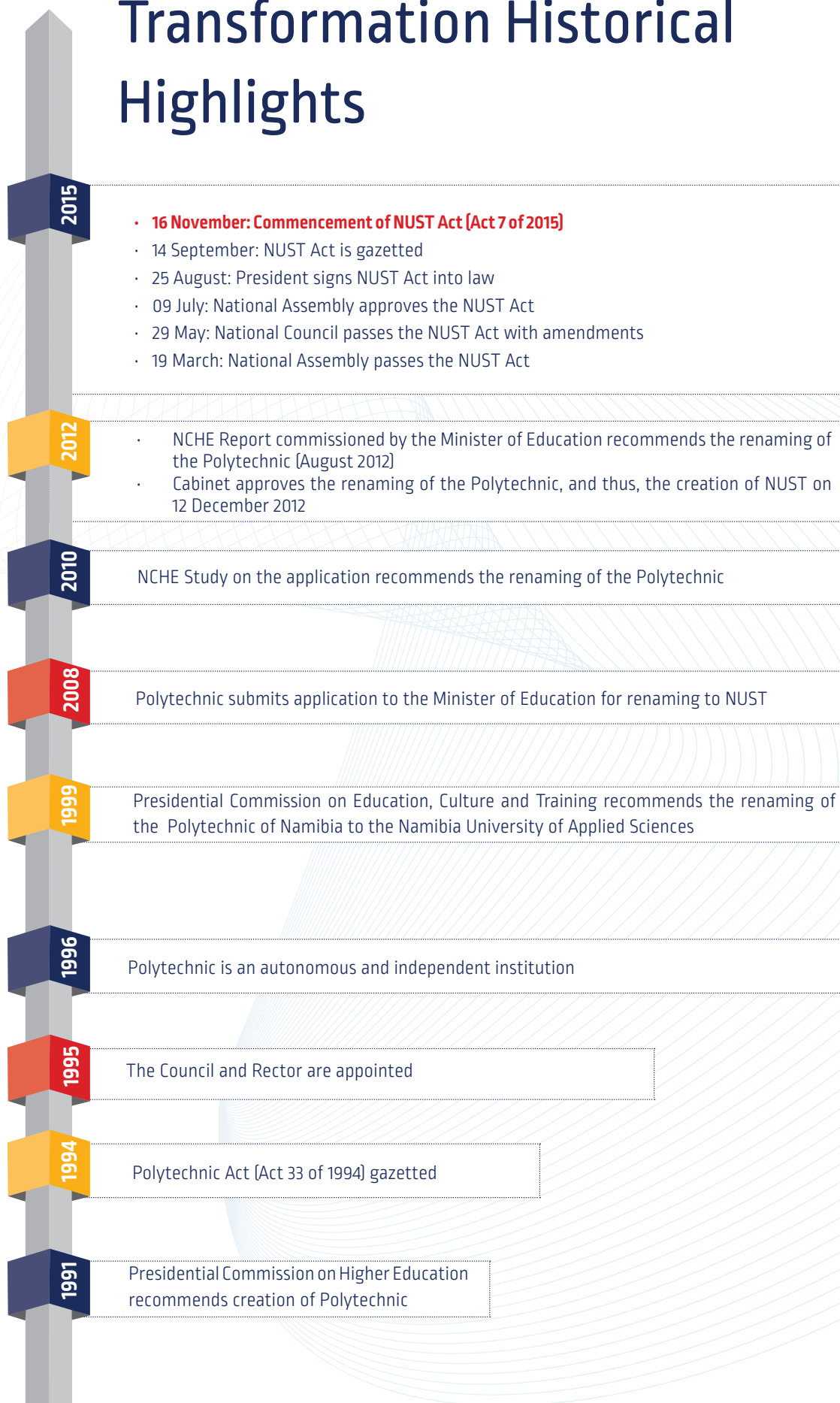

2015

Change is effort, and the greater the effort, the greater the change.

Transformation Historical Highlights

2015
- **16 November: Commencement of NUST Act (Act 7 of 2015)**
- 14 September: NUST Act is gazetted
- 25 August: President signs NUST Act into law
- 09 July: National Assembly approves the NUST Act
- 29 May: National Council passes the NUST Act with amendments
- 19 March: National Assembly passes the NUST Act

2012
- NCHE Report commissioned by the Minister of Education recommends the renaming of the Polytechnic (August 2012)
- Cabinet approves the renaming of the Polytechnic, and thus, the creation of NUST on 12 December 2012

2010
NCHE Study on the application recommends the renaming of the Polytechnic

2008
Polytechnic submits application to the Minister of Education for renaming to NUST

1999
Presidential Commission on Education, Culture and Training recommends the renaming of the Polytechnic of Namibia to the Namibia University of Applied Sciences

1996
Polytechnic is an autonomous and independent institution

1995
The Council and Rector are appointed

1994
Polytechnic Act (Act 33 of 1994) gazetted

1991
Presidential Commission on Higher Education recommends creation of Polytechnic

Audited Financial Statements

STATEMENT OF INCOME AND EXPENDITURE FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2015 AND 2014				
	2015	**% of Total**	**2014**	**% of Total**
	N$	**(approx.)**	**N$**	**(approx.)**
REVENUE				
Subsidy	619 451 000	72	354 485 000	61
Tuition	192 186 825	22	174 573 829	30
Residence	11 962 197	1	11 758 488	2
Other	42 264 599	5	44 259 335	7
	865 864 621		**585 076 652**	
EXPENDITURE				
Personnel and related costs	478 333 937	73	412 181 805	70
Administrative and other costs	129 088 884	20	131 950 742	23
Depreciation	48 480 472	7	41 215 527	7
	655 903 293		**585 348 074**	
OPERATING SURPLUS/(DEFICIT)	**209 961 328**	**24**	**-271 422**	**0**

Subsidy and Cost Analysis, and Assets

	2015	**2014**
Subsidy as % of total revenue	72	61
Tuition as % of total revenue	22	30
Subsidy per student (N$)	48 588	27 382
Cost per student (N$)	51 447	45 215
NBV of PPE (N$)	1 254 940 209	1 177 654 238
Total Assets (N$)	1 735 845 954	1 378 376 765

*Average exchange rate for 2015: US$1.00 = N$14.75

NBV = Net Book Value

PPE = Property, Plant and Equipment

Council and Management

Council Members

External

Nominating Organisation/Constituency

Namibia Employers' Federation
Namibian Chamber of Commerce and Industry
Chambers of Mines in Namibia
Engineering Council of Namibia
Women Representation
Namibia Agricultural Union
Namibia National Teachers' Union
Public Service Commission
City of Windhoek
Council Appointment
Council Appointment

Internal Members

Vice-Chancellor
Deputy Vice-Chancellor: Administration and Finance
Deputy Vice-Chancellor: Academic Affairs
Senate Representative to Council
Students' Representative Council
Registrar (Secretary to Council)

Management

Executive and Senior Management

Vice-Chancellor: Dr Tjama Tjivikua
Deputy Vice-Chancellor: Administration and Finance:
    Dr Gert Günzel
Deputy Vice-Chancellor: Academic Affairs:
    Dr Andrew Niikondo
Registrar: Mr Corneels Jafta
Deputy Registrar: Ms Selma Heelu
Bursar: Ms Mamijoo O Tjejamba
Deputy Bursar: Ms Justine Shingenge
Director of Student Services: Ms Frieda Shimbuli
Chief Librarian: Ms Judy Grobler
Director of Human Resources: Ms Riëtte Duvenhage

Deans of Faculties

Computing and Informatics: Dr Anicia Peters
Engineering: Dr Samuel John
Health and Applied Sciences: Prof Sylvester Moyo
Humanities: Dr Sarala Krishnamurthy
Management Sciences: Mr Kofi Boamah
Natural Resources and Spatial Sciences: Mr Lameck Mwewa

Directors and Heads of Units, Centres and Institutes

Information Communication Technology: Mr Laurent Evrard
Institutional Planning: Ms Neavera Olivier
Communications and Marketing: Mr Kaitira Kandjii
International Relations: Dr Marius Kudumo
Quality Assurance Unit: Ms Himeesora Kaimu
Centre for Enterprise Development: Ms Margaret Bennett
Centre for Open and Lifelong Learning: Dr Delvaline Möwes
Cooperative Education Unit: Mr Carva Pop
Programme Development Unit: Dr Colen Tuaundu
Projects Services Unit: Dr Anna Matros-Goreses
Teaching and Learning Unit: Dr Michael Tjivikua
Namibia Energy Institute: Dr Zivayi Chiguvare
Namibia Business Innovation Institute:
    Ms Dorothea Mischo
Namibian-German Institute for Logistics:
    Mr Logan Fransman

NUST is your engaged, productive partner in higher education and innovation.

BLOCK A	A15. Lecture	BLOCK E
A1. Elisabeth Haus (OVC)	A16. Information Centre and Kiosk	E1. Health and Applied Sciences
A2. Sander Haus	A17. Office Block	E2. Mining Engineering
A3. Administration		E3. Civil Engineering
A4. Land Management	BLOCK B	E4. Architecture
A5. Centre for Open and Lifelong Learning	B1. Quality Assurance Unit	
A6. Department: Student Services		BLOCK F
A7. Monresa Residence (Ladies)	BLOCK C	F1. Hotel School
A8. Hopker Residence (Ladies)	C1. Foundation House	F2. Pre-Fabricated Classrooms
A9. Shangri-La Residence (Men)		F3. Namibia Energy Institute
A10. Clinic	BLOCK D	
A11. Vocational Training	D1. Library and Information Services	BLOCK G
A12. Oppenheimer House	D2. Engineering	Proposed in Campus Development Framework
A13. Dawakos House	D3. Auditoria	
A14. Centre for Enterprise Development	D4. Science and Technology	

Map labels: Wagner St, Weber St, Albrecht St, Brahms St, Gluck St, Haydn St, Schubert St, Storch St

Blocks: Q, P, R, B, D, C, J, K, A, L, S

BLOCK H	BLOCK K	BLOCK P
Proposed in Campus Development Framework	K1. Cooperative Education Unit	Proposed in Campus Development Framework
BLOCK I	**BLOCK L**	**BLOCK Q**
Proposed in Campus Development Framework	L1. Computing and Informatics House	Proposed In Campus Development Framework
BLOCK J	**BLOCK M**	**BLOCK R**
J1. Teaching and Learning Unit	Proposed in Campus Development Framework	Proposed in Campus Development Framework
J2. GIZ		
J3. Innovation Lab	**BLOCK N**	**BLOCK S**
J4. Namibia Energy Institute	Proposed in Campus Development Framework	S1. Poly Heights
J5. FabLab		
J6. Namibia-German Institute for Logistics	**BLOCK O**	
J7. Namibia Business Innovation Institute	O1. Hotel Pension Kleines Heim	
J8. Namibia Business Innovation Institute		P = Parking

NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY