# 2007-2008 UNISA/UNGC Project Report

**(UNISA Council approved 23 January 2009)**

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UNISA
UNIVERSITY OF SOUTH AFRICA

*Office of the Principal and Vice Chancellor*

**Letter from the Principal and Vice-Chancellor to All UNISA Stakeholders**

Becoming a signatory to the United Nations Global Compact (UNGC) is an important step for an institution of higher education, and in particular the University of South Africa (UNISA). UNISA bears responsibility for society and the environment based on the impact of our business operations as well as through the comprehensive range of academic programme offerings and research activity. Furthermore, UNISA is responsible for the graduates we produce, who in turn through their applied knowledge and actions will have an impact on the world we live in. We must ensure that we create an appropriate level of awareness amongst our students and provide them with sufficient skills to uplift society today and secure an improved way of life for the future.

With this in mind, we embarked on determining our current level of fulfilment of this goal. A UNISA/UNGC Project structure was established to assess our alignment with the 10 UNGC Principles from a strategic and academic perspective. The findings of the assessment and the resultant recommendations are contained in this, our very first report of this worthy initiative. Some key recommendations have already been approved to improve the governance of the institution, and others will be addressed in the near future.

As an institution, whose primary strategic agenda is "transformation" on various levels, the UNGC initiative provides an ideal framework from which important governance, societal, environmental and broader economic issues can be actively addressed. This report provides an ideal stepping stone from which various

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institutional changes can be supported and implemented. I look forward to future reports on the outcomes of these changes.

N Barney Pityana, GCOB
Principal and Vice Chancellor
University of South Africa

13th February 2009

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# List of Acronyms

| | |
|---|---|
| CAES | College of Agricultural and Environmental Sciences |
| CEMS | College of Economic and Management Sciences |
| CHS | College of Human Sciences |
| CLAW | College of Law |
| SBL | Graduate School of Business Leadership |
| UNISA | University of South Africa |
| UNGC | United Nations Global Compact |

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# Executive Summary

As the inaugural report of the UNISA/UNGC Project, the information contained herein is intended to provide a critical but constructive overview of UNISA's current profile as a corporate citizen. Importantly the document is also designed to elicit comment and input from all stakeholders to support the mainstreaming of the UNGC Principles into the activities of the University.

Becoming a signatory to the UNGC signifies a voluntary commitment to good corporate citizenship that goes beyond awareness, to action and responsibility for improving the lives of society today, and securing a good quality of life for generations to come. As an institution of higher education, this requires a shift in mindset from graduating students with the knowledge to fulfill a specified function in the corporate or other work environment, to graduating students who can contribute to the upliftment of society and address the challenges faced by the natural environment within the occupation they have been trained for.

The institution's baseline assessment presented in this document is a synopsis of the information contained at the strategic level and at selected aspects of the operational level. The outcome of the strategic level assessment has clearly indicated a well defined governance structure (as found in the Vision and Mission statements, Institutional Statute and Corporate Governance Manual), and in strategic tools evidenced by the 2015 Strategic Plan: an Agenda for Transformation, the Service Charter and various policies and procedures. Allowances are noted within these documents for revision and improvements, therefore recommendations made in this report can be implemented. The important policy recommendations are the development of a Corporate Citizenship Policy, Environmental Policy and Stakeholder policy, amongst others; and the revision of existing policies to ensure inclusivity of all stakeholders and aspects of good corporate citizenship. Currently, from a policy perspective, there is strong institutional support for human rights and anti-corruption; however labour and environmental issues are poorly represented.

Importantly, overall institutional leadership and responsibility for corporate citizenship must also reside at an appropriate level of senior management and escalated as a reporting requirement to the University Council. Therefore a recommendation is

made that issues of corporate citizenship must be positioned as a standing item on the agenda of the Management Committee and the Executive Committee of Council.

The operational level assessment was by no means comprehensive. Time and human resource constraints limited data collection and thorough investigation of issues that were not clearly defined. In this assessment “alignment” with the UNGC Principles is interpreted as an indication of addressing an aspect of one or more Principles; however the extent to which the Principle is addressed and the impact of the associated activity could not be determined.

The analysis of the University’s strategic projects indicated a strong representation of Principle 6: the elimination of discrimination in respect of employment and occupation, as a key institutional issue amongst the few projects that were aligned to the UNGC Principles. Other labour, human rights, environmental and anti-corruption issues were poorly represented. The strategic importance of the UNGC Principles needs to be addressed in the strategic project funding evaluation criteria.

The institutions academic research focus (once again, of the few that were aligned to the UNGC Principles), had a stronger representation of UNGC Principle 1: the support and protection of internationally proclaimed human rights. A recommendation for the reorientation of UNISA’s research focus to include the challenges of good governance, betterment of society and the sustainable use of natural resources, amongst other challenges, is made.

Compared to the total number of undergraduate modules offered at UNISA, the number of modules found to be aligned to one or more UNGC Principles were few (205 of 2767 modules). The number of aligned undergraduate modules distributed amongst the principles indicated a stronger representation of UNGC Principle 1: the support and protection of internationally proclaimed human rights, with Principle 8: the promotion of greater environmental responsibility having the second highest number of aligned modules. The development of a compulsory module on issues of ethics, accountability and corporate citizenship, with appropriate adaptations for chosen career paths is recommended for every UNISA qualification; thereby ensuring that UNISA graduates are suitably knowledgeable and skilled to address the challenges of a sustainable future within their realm of expertise and influence.

Becoming a signatory to the UNGC has numerous implications for an institution with an extensive geographical reach and large staff and student numbers within a post apartheid environment. The institution is however committed to change, and frameworks such as the UNGC will provide support for change. Overall the impact of this initiative cannot be understated, and successful implementation will ensure long term institutional sustainability and academic relevance.

*(Note: A complete list of all recommendations made in this report can be found in Section F.)*

# A. Background

## 1. UNISA: Institutional Context[1]

As the oldest University in South Africa, the University of South Africa (UNISA) began a period of transformation in line with the South Africa's strive towards democracy in 1994. In 2004 however, UNISA merged with Technikon Southern Africa and incorporated the distance education component of Vista University (VUDEC) to form the new UNISA. The merger resulted in an immense challenge of restructuring and consolidation of the three institutions' infrastructure, resources, personnel and academic offerings.

From a governance perspective, a new Institutional Statute had to be developed to provide a framework from which new governance structures could be established; namely the Council, Senate, Institutional Forum, Management Committee, College Boards, Inter-College Board, Convocation and the Student Representative Council. The integration or harmonisation of the three institutions' policies was one of the first management tasks to ensure streamlining of organisational activity.

Furthermore, the endeavour to serve as an institution of excellence in "open and distance learning" provides unique challenges for UNISA compared to other tertiary counterparts. The transformation from a "correspondence" means of study to a "full online" learning environment, whilst providing access to all students, regardless of their geographical location, economic status and academic preparedness, requires numerous adaptations in the processes of administration, teaching and learning, curriculum development, and engagement for the institution, staff, learners and their peers.

The open and distance learning model also provides education access to individuals who would otherwise be isolated from the benefits of tertiary qualifications such as those residing in rural areas and those who are employed on a full-time basis.

[1] Self-evaluation portfolio for the HEQC Institutional Audit 2008

Tuition fees which range between 50-64%[2] less than that of other tertiary institutions further supports the national goal to promote access to higher education; this is a key consideration in a developing country where issues of economic, gender and racial inequity are still pertinent. Some students are also not sufficiently prepared for higher education, hence the establishment of the Responsible Open Admissions Programme designed to support unprepared or under qualified students to further their education.

In 2007 the University provided academic services to 239 581 students, nationally and internationally, distributed across five colleges as follows:

College of Agriculture and Environmental Sciences (CAES)

College of Economic and Management Sciences (CEMS)

College of Human Sciences (CHS)

College of Law (CLAW)

College of Science Engineering and Technology (CSET)

The majority of the students were Black (approximately 80%) whilst the Coloured, Indian and White population were approximately 9%, 3% and 9% respectively. Gender distribution amongst the students was similar.

In 2007[3], UNISA employed 4046 permanent staff and 5665 temporary staff (total of 9711 employees); approximately 42% were Black, 50% White and 4% Coloured and 3% Indian. The racial distribution of UNISA staff in 2007 was not representative of the racial distribution of the South African population. The total number of female staff accounted for approximately 58%; however there is a predominance of white female staff in both the permanent (approximately 34%) and temporary (approximately 32%) staff categories, whilst Black women formed the smallest component of the staff compliment. White members of staff, of both genders, also dominate the senior management, academic, professional and technical positions

[2] 2006 UNISA Annual report http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=16452

[3] Employment Equity Plan, Profile of UNISA Staff presented to Staff Assembly 27 March 2007; Department of Information and Strategic Analysis http://heda.unisa.ac.za/heda/fsMain.htm

within the institution, whilst Black staff dominated the lower personnel categories. In total, 38 individuals living with disabilities were employed by the institution on a permanent basis; the majority of whom were White.

This section on UNISA's Institutional Context was intended to provide a brief insight into a complex organisation that is still undergoing reform to address inequities of the past and challenges of the future; for more detailed information on the institutional profile however, the Self-Evaluation Portfolio for the HEQC Institutional Audit 2008[4] and the Employment Equity Plan: Profile of UNISA Staff[5] serve as ideal reference documents.

## 2. The UNISA/UNGC Initiative

In a historic move for South African and African academia, UNISA became a signatory to the United Nations Global Compact (UNGC) on the 17th of January 2007. The University thereby signalled strong support for the ten principles of the Global Compact (Appendix 1: 1.1)[6] which relates to human rights, labour standards, the protection of the environment and anti-corruption. UNISA was the first South African academic institution to sign the UNGC and the second in Africa. In a letter (Appendix 1: 1.2) written to the United Nations Secretary General, Mr Ban Ki-moon, the Principal and Vice Chancellor of UNISA, Prof Barney Pityana, states "...we express our intent to support and advance those principles within our sphere of influence. We commit to making the Global Compact and its principles part of the strategy, culture and day-to-day teaching, education and research of UNISA and to make a clear statement of this commitment – both to our faculty members, partners, students and alumni as well as the general public." The application of the UNGC

[4] Self-evaluation portfolio for the HEQC Institutional Audit 2008

[5] Employment Equity Plan, Profile of UNISA Staff presented to Staff Assembly 27 March 2007; Department of Information and Strategic Analysis http://heda.unisa.ac.za/heda/fsMain.htm

[6] www.ungloablcompact.org

principles will be in accordance with the University's vision statement "Towards the African University in Service of Humanity".

Compliance with the UNGC principles relates to the concept of corporate citizenship, which affects the University in two dimensions; namely, the institution's operational and academic activities. Institutional corporate citizenship takes into account the strategy, governance, management and stakeholder engagement of the University, in the day-to-day "course of business". Academic corporate citizenship entails the mainstreaming of the ten UNGC Principles within the academic offerings of UNISA via teaching, research and community engagement activities.

In terms of the UNGC requirements, in January 2009, and every year thereafter, UNISA has to communicate its progress to the UNGC and all other stakeholders, with respect to steps taken to embed the ten UNGC Principles within the University. The principles must be supported by the University leadership, and be aligned to, and incorporated into the University strategy, operations and academic offerings.

## B. Purpose, Structure and Scope of this Report

The purpose of this report is to publicly inform all UNISA stakeholders of the University's initial response to being a new signatory to the UNGC and, more importantly, elicit comment and input on the mainstreaming of the UNGC Principles within the University. As a new initiative at UNISA, the UNISA/UNGC Project has an important responsibility in driving and assessing the alignment of all organisational activity with the UNGC Principles; however this cannot be achieved without support and commitment from all stakeholder groups.

In the first institutional report of this nature, certain aspects of University governance and operations have been assessed, and congruency with the UNGC Principles has been highlighted, together with recommendations for improvements on existing structures and processes and the establishment of new structures where necessary. Furthermore, the shortcoming of this report has also been highlighted, and requests to assist in assuring the accuracy and comprehensiveness of future reports is supported by data capturing tools referenced in the body of the text. All individuals reading this report are encouraged to use these tools to provide constructive input where necessary.

The report is structured as follows:

1. Section A: Background to UNISA's institutional context and the UNISA/UNGC Initiative
2. Section B: Purpose and Structure of this Report
3. Section C: UNISA/UNGC Response Framework
4. Section D: UNISA/UNGC Baseline Assessment
5. Section E: Way Forward in the Alignment of UNISA with the UNGC Principles
6. Section F: Summary of Recommendations
7. Section G: Appendices

Section C addresses the response of the Institution to the implications of becoming a signatory to the UNGC and meeting the UNGC requirements. Key achievements to date are also highlighted in this section.

Section D provides an assessment of UNISA's existing alignment with the ten UNGC Principles as determined through a baseline study of the University's strategic direction, selected operational activity and academic offerings for the period January 2007 – July 2008. In this assessment "alignment" with the UNGC Principles is interpreted as an indication of addressing an aspect of one or more Principles; however the extent to which the Principle is addressed and the impact of the associated activity could not be determined. Recommendations for improved alignment of the institution are also noted in this section and readers are directed to appended tools to aid further data capturing and future accuracy of reporting. The assessment included alignment with the Millennium Development Goals, sustainable development and other aspects of good corporate citizenship contained within the UNGC Principles.

Despite to the autonomous structure of the Graduate School of Business Leadership (SBL), the SBL is affiliated with the UNISA brand and name, and reports to the UNISA Council. This affiliation indicates that the UNISA Council bears responsibility for the social, environmental and governance risks associated with the SBL and therefore inclusion in future assessments is advised.

Section E contains an overview of the short and long term plans for the development and implementation of good corporate citizenship processes within the University.

Section F is a summary of all the recommendations made throughout this document for easy reference.

## C. UNISA/UNGC Response Framework

Becoming a signatory to the UNGC signifies a voluntary commitment to good corporate citizenship, sustainable development, accountability and ethical behaviour amongst other terminology that is used to describe awareness and responsibility for improving the lives of society today, and securing a good quality of life for generations to come. For a tertiary institution this requires a shift in mindset from graduating students with the knowledge to fulfill a specified function in the corporate or other work environment, to graduating students who can contribute to the upliftment of society and address the challenges faced by the natural environment within the occupation they have been trained for.

As an academic institution, UNISA is endeavouring to become relevant amidst the numerous challenges faced by society and the environment, as is clearly indicated in the institution's vision; "*Towards THE African university in the service of humanity*". However, like most large organisations undergoing massive restructuring and encumbered with various historical dilemmas, having a clear framework within which to focus entirely on striving towards good corporate citizenship is essential during this time of change; hence the establishment of the UNISA/UNGC Project.

The risks faced by the UNISA/UNGC Project are noted in Table 1 overleaf, together with factors required to ensure success. Overall the impact of this initiative cannot be understated and successful implementation will ensure long term institutional profitability, sustainability and relevance.

| Table 1: UNISA/UNGC Project Risk, Success and Impact Factors |
|---|
| **Risk Factors**<br>• No-buy in from senior management and academics<br>• Resistance to implementation and management of implementation<br>• Balancing stakeholder views, needs and perceptions |
| **Success Factors**<br>• Continued commitment from UNISA leadership<br>• Buy-in and participation at all operational levels<br>• Stakeholder engagement (including external stakeholders)<br>• Communication and awareness<br>• Alignment of strategy, operations, academia and quality assurance to UNGC principles<br>• Implementation of alignment initiatives |
| **Impact Factors**<br>• Demonstrate leadership in advancing corporate citizenship<br>• Contribute to practical solutions for globalisation, sustainable development and corporate citizenship<br>• Proactive risk management<br>• Discovery of new opportunities through increased awareness of social and environmental issues<br>• Sharing of good practice and learning<br>• Improvement of brand management and image<br>• Ensuring long term profitability, sustainability and relevance |

## 1. The UNISA/UNGC Project

To maintain the required focus and ensure fulfillment of the UNGC requirements of a signatory (Table 2), various institutional structures were established and roles delegated as follows (Figure 1):

1: The UNISA/UNGC Project was conceived within which the alignment of the University with the UNGC Principles will be driven and assessed. A Project Leader was appointed to advise and drive the implementation of alignment initiatives (Appendix 2: Terms of Reference).

UNISA/UNGC Project was registered as a “Strategic Project” by the Strategy, Planning and Coordination Committee Chaired by the Vice Principal of Strategy, Planning and Partnerships. Financial resources were allocated to the UNISA/UNGC Project by the Committee for an initial period of three years.

2a: Appropriate governance of the Project is essential to ensure that initiatives arising from the project are addressed at both a strategic and implementation level; hence the UNISA/UNGC Project Steering Committee was established. This committee, consisting of University executives and senior personnel, was established to advise and oversee the response of the University to the mainstreaming of the UNGC Principles (Appendix 2: Committee Member Designations and Terms of Reference). This Committee is chaired by the Vice Principal of Strategy, Planning and Partnerships, and will meet annually or as required. The main function of this committee is to assess the progress of the UNISA/UNGC initiative and to provide strategic input where necessary. The annual report of the UNISA/UNGC Project will also be assessed and approved by the Steering Committee before submission to the Quality Assurance Committee

2b: A sub-committee of the steering committee, the UNISA/UNGC Project Working Committee was also established to implement processes to align

the University with the UNGC Principles (Appendix 2: Committee Member Designations and Terms of Reference). This Committee is chaired by the Executive Director of Strategy, Planning and Quality Assurance, and will meet on a monthly basis or as regularly as required. Together with the UNISA/UNGC Working Committee, the Project Leader will drive implementation process.

3: UNISA/UNGC Project falls within the auspices of the Quality Assurance Committee, Chaired by the Vice Principal of Strategy, Planning and Partnerships. UNISA/UNGC Project reports that have been approved by the UNISA/UNGC Steering Committee will be submitted to the Quality Assurance Committee for assessment and recommendation.

4: Recommendations will be submitted to the UNISA Management Committee for final approval.

5: The University Senate and Council will be informed of the content of the UNISA/UNGC Project report before publication and release to the institution's stakeholders.

Institutional leadership for the UNISA/UNGC Project is borne by the Vice-Chancellor and Principal of the University who champions the project; and the Vice Principal of Strategy, Planning and Partnerships who is the project sponsor.

| **Table 2: UNGC Requirements** |
| --- |
| **Mainstream the UNGC Principles into organisational strategy, operations, culture, teaching, learning, research and community engagement** |
| **Advance the ten UNGC Principles within the institution's sphere of influence** |
| **Make a clear statement of commitment to the UNGC Principles to staff, students and other stakeholders via an annual communication of progress on the implementation of the UNGC Principles** |

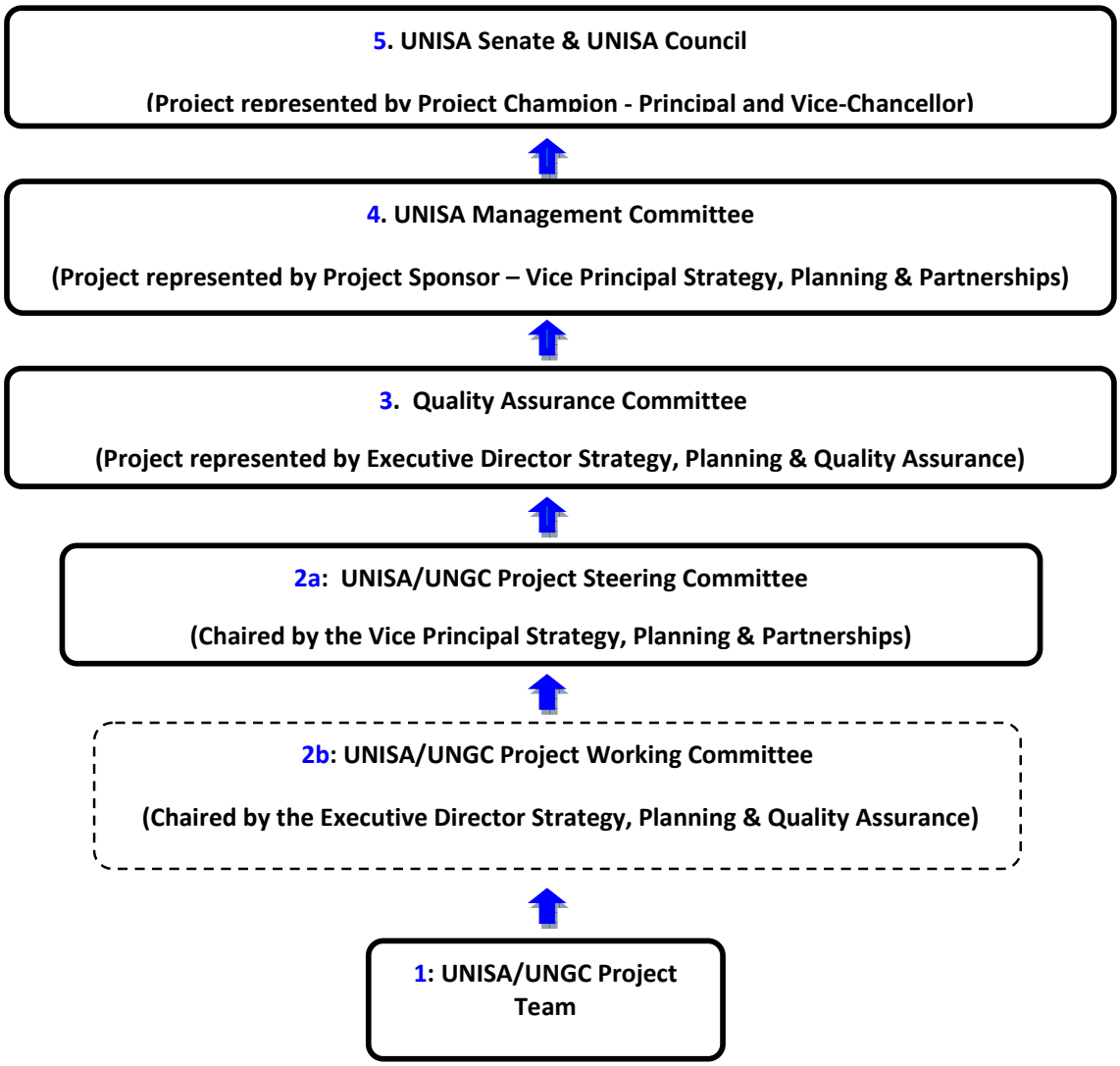


**Figure 1: Current UNISA/UNGC Project Governance Structure**

## *2.* The UNISA/UNGC Project Achievements To Date

Upon the finalisation of the UNISA/UNGC Project governance and management structures, various activities were initiated to establish the initiative within the University. Key activities to date are as follows:

1. Incorporation of the UNISA/UNGC Project into the Institutional Operational Plan 2008-2010 under the objective to promote participation in corporate social responsibility programmes, academic citizenship and academic community engagement.[7]

2. Establishment of a three year Project Implementation Plan with clear targets, completion dates and deliverables together with the necessary accountability.

3. Commencement of an Institutional Baseline study and assessment of findings (Section D).

4. Commencement of a communication and awareness drive via internal electronic communication forums such as the UNISA e-news and UNISA e-notice board. Presentations were made to the institution's Management Committee and various operational and academic committees including the university college boards. A Marketing and Communications Plan was developed and submitted to the executive Director: Corporate Communications and Marketing for refinement and implementation.

5. Approval was obtained from the UNISA Management Committee for the following:

    - Use of the "We support the UNGC" logo alongside the UNISA logo on all official communication

    - Development of an institutional Environmental Policy and Stakeholder Policy

    - Amendment of the Rule and Policy Formulation Policy to incorporate the UNGC Principles in the development of future

[7] UNISA Institutional Operational Plan, 2008-1010.

policies where applicable, and the revision of current policies to address the same

- UNISA Code of Ethics and Conduct to include the 10 UNGC Principles
- Enterprise and Risk Management Policy to include environmental, social and broader economic issues; including fraud and corruption
- International Relations and Partnership Policy to stipulate that UNISA is in the process of aligning all business and academic activity with the 10 UNGC principles and encourages/requires partners to uphold these Principles as a prerequisite for a partnership
- Investment Policy to stipulate a preference for investment in socially and environmentally responsible markets and due diligence should include UNGC Principles.
- Quality Assurance Policy to include assurance of organisational alignment with the UNGC Principles through policies, strategies, processes, structures, and implementation
- Diversity Policy and Sexual Harassment Policies to include staff (currently applicable to students only)
- Student's Charter of Rights and responsibilities should indicate that students are required to respect and fulfill the University's pledge to the UNGC Principles.
- The Chairperson of the Council's Award for Excellence which is intended to honour excellent services to the community, integrity and impeccable character amongst other criteria should take cognisance of individual's efforts to mainstream UNGC Principles into the University architecture in both the academic and non-academic arena.

## D. UNISA/UNGC Baseline Assessment

As a first step to mainstreaming the 10 UNGC Principles into the operational and academic activities of the University, a baseline study was initiated to assess the institution's current alignment with the Principles. The information gathered in this assessment was inclusive of the Millennium Development Goals (Appendix 1: 1.3), and aspects of sustainable development, ethics and accountability, to name but a few facets of good corporate citizenship. Outcomes of the baseline assessment will be used to inform an institutional "preferred corporate citizenship status" with respect to alignment with the Principles, and subsequent gap closure between the current and preferred status.

A desktop study was used to gather information on two levels; namely the strategic, and operational level of the institution. Information was gathered from existing documentation and databases that spanned the January 2007 – July 2008 timeframe, and consisted of the following:

1. **Strategic level alignment with UNGC Principles**

    1.1 Vision and Mission Statements

    1.2 Institutional Statute

    1.3 Corporate Governance Manual

    1.4 Policies and Procedures

    1.5 2015 Strategic Plan: An Agenda for Transformation

    1.6 Service Charter

2. **Operational and academic level alignment with UNGC Principles**

    2.1 2008-2010 Institutional Operational Plan

    2.2 Management Performance Agreements

    2.3 Strategic Projects

    2.4 Academic Research Projects

2.5 Academic Curricula

2.6 Stakeholder Engagement Processes

2.7 Selected Institutional Departments/Centres

2.8 Reporting (Annual Report and Website)

This report highlights documented evidence of institutional alignment with aspects of good corporate citizenship, and also includes recommendations to address omissions or the incorporation of changes that would improve the institution's alignment. These recommendations are synonymous with international good practice in corporate citizenship.

## 1. Strategic Level Alignment with UNGC Principles

The following section contains an overview of the institution's governance documents and their alignment to the UNGC Principles.

***Invitation:***

***To add value to this assessment, refer to Appendix 4: 4.1 Input on Corporate Governance Manual/Policies or Other Institutional Governance Documents***

### 1.1 Vision and Mission Statements[8]

UNISA's Vision and Mission statements, that have already been developed and established by the institution, broadly embraces all ten principles of the UNGC as is evidenced in the latter half of the vision: "*Towards THE African university* ***in the service of humanity***". Furthermore, the relevance sought by the vision is borne by

[8] UNISA 2015 Strategic Plan: An agenda for Transformation www.**unisa**.ac.za/contents/about/.../docs

the UNISA motto *Pro Gentibus Sapienta*, which is translated as 'Learning in service of humanity' [9]

Additionally there are nine points to the mission statement; three of which explicitly indicates that the University seeks relevance within society as follows:
"The University of South Africa is a comprehensive, open learning and distance education institution, which, in response to the diverse needs of society:

a) *participates in community development by utilizing its resources and capacities for the upliftment of the disadvantaged;*
b) *contributes to good and responsible society by graduating individuals of sound character and versatile ability*; and
c) *meets the needs of the global competitive society by nurturing collaborative relationships with its stakeholders and other partners."* [10]

Clearly stated in (b) above is the University's commitment to contribute to the sustainable development of society by "graduating individuals of sound character and versatile ability". In order to achieve this UNISA has to:

- be an exemplary model of good governance and management, which requires the mainstreaming of the ten UNGC Principles into all institutional strategies and operations
- ensure that graduates are appropriately knowledgeable and skilled to "contribute to good and responsible society" by mainstreaming the ten UNGC Principles throughout all academic offerings.

Furthermore, reference to participation in community engagement (a), and meeting the needs of the global competitive society by nurturing collaborative relationships with stakeholders and other partners (c) have an overriding message for higher education; namely the University's relevance and contributions to society, engagement with society, accountability and transparency, and sustainability; all of which is the basis of good corporate citizenship and the principles of the UNGC.

[9] http://www.unisa.ac.za

[10] UNISA 2015 Strategic Plan: An agenda for Transformation

*Recommendation:*

- *Implicit in the vision and mission statements is the stewardship of the natural environment; however a clear statement to this end would be meaningful as an element within an existing statement.*

### 1.2 Institutional Statute

The UNISA Institutional Statute, which was developed in line with the Higher Education Act (Act 101 of 1997), clearly describes the roles and responsibilities of individuals, committees, boards, forums and other organisational structures; including structural composition and terms of office required for good governance.

*Recommendation:*

- *Overall institutional leadership and responsibility for corporate citizenship must reside at an appropriate level of executive management and escalated as a reporting requirement to the Executive Committee of University Council; therefore corporate citizenship issues should be positioned as a standing item on the Management Committee agenda.*
- *Further to the recommendation above, the Executive Committee of Council should incorporate corporate citizenship as a standing issue on the Committee's agenda.*
- *Should there be a growing demand for corporate citizenship responsibility at the Executive Committee of Council, a Corporate Citizenship Committee or equivalent should be established to take responsibility for the social and environmental impact of the University. The Intuitional Statute pg 18, paragraph 18 entitled "Other Committees" indicates that Council may appoint other committees as required.*

### 1.3 Corporate Governance Manual[11]

As with the Institutional Statute, the Corporate Governance Manual was developed within the framework of the Higher Education Act (Act 101 of 1997)[12], as well as the South African Constitution (Act 108 of 1996)[13] and Code of Corporate Practices and Conduct (King Code 2002). Primary accountability for the institution is shared between the Council (acting as trustees in the public interest) and the Senate (responsible for the curriculum assessment, research and other academic activities).

A clear differentiation is made between governance and management, the requirements of each, and the respective roles and responsibilities.

Furthermore the Corporate Governance Manual provides for the following institutional arrangements that are key aspects of corporate citizenship:

a. Effective Stakeholder relations as a Council responsibility (section 2.3.1 subsection 2.3.1.4) addresses the following issues amongst others:

    - Identification of internal and external stakeholders and the coordination of policies on how the institution should relate to them,
    - Effective communication with stakeholders,
    - Provision of information on the institution to all those entitled to the information

b. Establishment of a Code of Ethics (section 2.3.3) which should include:

    - Commitment to high standards of ethical behavior
    - Involvement of all stakeholders

[11] http://staff.unisa.ac.za/secure/index2.jsp

[12] http://www.info.gov.za/gazette/acts/1997/a101-97.pdf

[13] http://www.info.gov.za/documents/constitution/index.htm

- Commitment from highest levels within the institution
- Clear, detailed guide to expected behaviour of all employees

c. Performance measurement (section 2.3.4.7) includes social, ethical and environmental issues.

d. Section 4.3 allows for Whistle blowing via an independent hotline.

e. The Chapters of the Convocation (Appendix H of the Corporate Governance Manual) indicates that the fundamental principles that govern the Council of UNISA are that of democratic governance, accountability, transparency, respect for the rights of others, objectivity, cooperative governance, collective responsibility, fiduciary responsibility, independence and integrity, and confidentiality.

*Recommendation:*

- ❖ A Stakeholder Engagement Policy needs to be developed and implemented to effectively address (a) above.
- ❖ An Environmental Policy needs to be developed and implemented to effectively address (c) above.

### 1.4 UNISA 2015 Strategic Plan: An Agenda for Transformation [14]

The 2015 Strategic Plan: An Agenda for Transformation, takes cognisance of the South African national development agenda and the role of the institution in addressing various societal challenges; “Stark inequalities and stratifications in our society remain features of economic and social life. UNISA sees it as central to our mission to influence change in society for betterment of all.” As indicated previously, the South African Constitution is used as a basis for values sought by the University; “The University of South Africa espouses the values in the Constitution of South Africa: human dignity, the achievement of equality and social justice...we seek to weave these into the fabric of our institutional life and culture.” An ideal framework for “weaving” these values lies in the UNGC Principles which specifically emphasize the role corporate structures, including tertiary institutions can play in promoting human dignity, equality and social justice.

The ten strategic objectives noted in the 2015 Strategic Plan, targets issues associated with client service delivery and seamless management of the organisation. Issues associated with internal stakeholder needs, support for communities, accountability and performance management, reducing inequalities, deepening democracy, pursuing social justice, supporting national development agenda, HIV and AIDS, quality assurance, improving the life of communities, and health and safety are regularly noted throughout the Strategic Plan.

The institutional Strategic Objectives are as follows:

1. Effect a seamless transition to harmonised and coherent structures, policies, systems and practices for the merged institution
2. Position UNISA as a leading provider of quality distance education programmes through an academic product range that expands on its comprehensive character and practices
3. Promote research, increased capacity and productivity aligned with national priorities for knowledge development
4. Utilise the resources and capacities of the University in community development initiatives, and collaborative partnerships

[14] http://staff.unisa.ac.za/cmsys/staff/docs/unisa_2015_strategicplan_nov_final.pdf

5. Establish service-orientated, technology-enhanced learner support to increase retention and throughput
6. Create a nurturing environment to promote student well-being, to foster a sense of belonging to UNISA, and to mobilise alumni in the service of the University.
7. Establish quality governance, planning, administrative and management systems led by best practices
8. Manage financial, human and infrastructural resources rationally to monitor expenditure, optimise value, manage risks and ensure financial sustainability.
9. Foster a healthy, secure and stimulating environment for staff, students and visitors, and protect the assets of the university.
10. Establish a performance-orientated approach to management, promote quality assurance, and assess outcomes and reward productivity and excellence

*Recommendation:*

- *Review of the 2015 Strategic Plan to include strategic and clear targets that address issues of Corporate Citizenship in a well structured and coordinated manner. Currently these issues are noted for their national importance; however there is no plan to indicate how they will be addressed institutionally.*

### 1.5 UNISA Service Charter

The University's Service Charter encourages staff to subscribe to a set of Values (Social Justice and Fairness, Integrity, and Excellence) and Principles (Student Centredness, Collegiality, Sound education principles and practices, and Service to humanity).

*Recommendation:*

- The UNGC Principles are implicit in the UNISA Values and Principles and perhaps the communication and awareness processes associated with the Service Charter should incorporate the "We support the UNGC" campaign.

### 1.6 UNISA Policies and Procedures[15]

To date, UNISA has a total of 90 harmonised policies, 14 of which address some aspects of the UNGC Principles (Table 3 and Appendix 3: 3.1) as described below. A brief summary of each policy is provided with reference to the pertinence of the policy to the UNGC Principles.

#### 1.6.1 Anti-Fraud/Corruption/Irregularity Statement and Policy

The Anti-Fraud/Corruption/Irregularity Statement clearly states that fraud/corruption and any kind of irregularity involving dishonesty will not be tolerated; incidents will be rigorously investigated and transgressors will be dealt with according to internal procedures and where necessary external law enforcement processes will be followed. The responsibility of minimising the risk of fraud and corruption, as well as participation in reporting and investigation of allegations lies with all staff members. Reporters of crime will be protected by UNISA against victimisation. Overall accountability in insuring that fraud and corruption is appropriately addressed, lies with the Principal of the University.

#### 1.6.2 Code of Ethics and Conduct

The UNISA Code of Ethics and Conduct is intended to ensure that all employees, students and contractors conduct themselves with the highest degree of integrity and honesty. Values that need to be applied and upheld include: Respect, Integrity, Accountability and Excellence.

[15] http://staff.unisa.ac.za/secure/index2.jsp

*Recommendation:*

- *The UNISA Code of Ethics and Conduct should be revised to include the 10 UNGC Principles*

### 1.6.3 Enterprise Risk Management Policy

The UNISA Council has the ultimate responsibility for strategic risk management, and must provide stakeholders with assurance that key strategic risks are being properly identified, assessed, mitigated and monitored. "The Audit Committee of Council has specific responsibility for the system of risk management and reviews the risk reports of the University, reporting to Council on key risks facing the University, and associate risk mitigation responses"[16]. Occupational health, safety and environmental policies and practices are reviewed in a risk context.

*Recommendation:*

- *Enterprise risk management must go beyond strategic risk identification and management, and include operational risk.*
- *Risk exposure of the University needs to go beyond safety, health and security and needs to include broader environmental, social and economic issues.*
- *Fraud and corruption should be addressed as an enterprise risk*

[16] UNISA 2007 Annual Report

### 1.6.4 Quality Assurance Policy

The Quality Assurance Policy highlights, amongst others, the organisation's drive towards Fitness of Purpose and Fitness for Purpose; the former requiring alignment with educational legislation and policy, and the latter requiring policies, processes, structures and strategies aligned with organisational vision and mission statements. Objectives of the policy include serving as a corporate citizenship model and equipping students for democratic citizenship.

*Recommendation:*

- *Quality Assurance Policy should include assurance of organisational alignment with the UNGC Principles through policies, strategies, processes, structures, and implementation.*

### 1.6.5 Smoking Policy

The Smoking Policy prevents smoking within all UNISA facilities thereby protecting employees from the harmful effects of tobacco smoke.

### 1.6.6 The UNISA Ombudsman

The UNISA Ombudsman is an independent external person without representation of any individual or group who addresses students complaints of inadequate service and malpractice when all other means of resolution has been exhausted.

### 1.6.7 Whistle Blowing Policy

An independent contractor has been appointed to gather information from employees regarding unlawful or irregular conduct. The hotline provides all stakeholders with a safe means to report irregularities without fear of victimisation.

*Recommendation:*

- *Adequate information boards with appropriate signage and contact information is required for 16.5, 16.6 and 16.7 to ensure appropriate communication and awareness of these policies and encourage the use of the services offered.*

### 1.6.8 HIV and AIDS Policy

The HIV and AIDS Policy is intended to ensure the effective and efficient management of HIV and AIDS within the learning and working environment of the University. Focus is given to the prevention of unfair discrimination, awareness and prevention of transmission, voluntary testing, confidentiality, respect for human rights, mainstreaming of related issues in curricula, research and community outreach, amongst other objectives.

### 1.6.9 Research Ethics Policy

The UNISA Research Ethics Policy aims to ensure, amongst other factors, that the rights and interests of human participants are protected and that research involving animals and other living organisms including genetically modified organisms is carried out ethically. The policy applies to all parties involved in the research including, consultants, clients, sponsors, peer reviewers, research participants, students and researchers. Research needs to be submitted to the Ethics Review Committee for approval before the commencement of the research.

### 1.6.10 Diversity Policy

The Diversity Policy focuses on the role and responsibility of the Student Representative Council and is applicable to students only. The aim of the policy is to promote an environment free of discrimination and inequality at UNISA.

*Recommendation:*

- *Policy should be inclusive of staff members as well.*

  *Note: Will be addressed in institutional Employment Equity Policy in progress*

### 1.6.11 Sexual Harassment Policy

One of the objectives of the Sexual Harassment Policy is to ensure that all students study in an environment free from sexual harassment and are treated with dignity. This policy is applicable to students only.

*Recommendation:*

- *Policy should be inclusive of staff members as well.*

  *Note: Recommendation in progress*

### 1.6.12 Student's Charter of Rights and Responsibilities

The charter stipulates that students have various obligations including the respect of human rights in their dealing with each other and employees of the University. Student access is also given to the Ombudsman and Whistle Blowers facility.

*Recommendation:*

- *Students should also be required to respect and fulfill the University's pledge to the UNGC Principles.*

### 1.6.13 Community Engagement and Outreach Policy

The focus of academically based community engagement is the use of the University's teaching and research competence to build mutually beneficial relationships with communities using the University's capacity to meet community needs. Students will also use the opportunity for experiential learning. Community outreach focuses more on voluntary response by staff and students to the needs of communities. The principles of community engagement and outreach support sustainable and effective interventions to meet national and international development needs.

*Recommendation:*

- *Policy should be inclusive of the UNGC Principles.*

### 1.6.14 Policy for Copyright Infringement and Plagiarism

This policy supports the ethical use of intellectual property in research, teaching and learning.

An analysis of the 14 UNGC aligned policies is presented in table 3 below. Some policies were aligned with multiple Principles as indicated in Appendix 3: 3.1.

**Table 3: UNISA Policy Alignment with UNGC Principles**

| UNGC Principle | No. of Policies * aligned with UNGC Principles |
|---|---|
| ***Human Rights*** | |
| **Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and** | **9** |
| **Principle 2: Businesses should make sure that they are not complicit in human rights abuses.** | **6** |
| ***Labour Standards*** | |
| **Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;** | **0** |
| **Principle 4: Businesses should uphold the elimination of all forms of forced and compulsory labour;** | **1** |
| **Principle 5: Businesses should uphold the effective abolition of child labour; and** | **0** |
| **Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.** | **3** |
| ***Environment*** | |
| **Principle 7: Businesses should support a precautionary approach to environmental challenges;** | **1** |
| **Principle 8: Businesses should undertake initiatives to promote greater environmental responsibility; and** | **2** |
| **Principle 9: Businesses should encourage the development and diffusion of environmentally friendly technologies** | **0** |
| **Anti-Corruption** | |
| **Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.** | **5** |

***** *Policies that imply alignment with a UNGC principle but have not explicitly noted an aspect of a Principle, have not been included in the tally*

As indicated in Appendix 3: 3.1:

- Principle 1: Clearly, numerous policies address aspects of Principle 1 (Code of Ethics and Conduct, Enterprise Risk Management Policy, Smoking Policy, Whistle Blowing Policy, HIV and AIDS Policy, Research Ethics Policy, Diversity Policy, Sexual Harassment Policy and the Student's Charter of Rights and Responsibilities. However 3 of these policies address issues from a student perspective only (Diversity Policy, Sexual Harassment Policy and the Student's Charter of Rights and Responsibilities) whilst the Enterprise Risk Management Policy addresses human rights from an Occupational, Health and Safety perspective only. Support of Principle 1 is also implicit in the Quality Assurance Policy, UNISA Ombudsman, and Community Engagement and Outreach Policy; however implicit references are not noted in the alignment tally.

- Principle 2: The 6 policies that are aligned to Principle 2 are: Code of Ethics and Conduct, Whistle Blowing Policy, Research Ethics Policy, Diversity Policy, Sexual Harassment Policy and the Student's Charter of Rights and Responsibilities. As noted previously, 3 of these policies address issues from a student perspective only (Diversity Policy, Sexual Harassment Policy and the Student's Charter of Rights and Responsibilities). Support of Principle 2 is also implicit in the Quality Assurance Policy, UNISA Ombudsman, and Community Engagement and Outreach Policy; however implicit references have not been included in the score.

- Principle 3: None of the policies explicitly address issues of freedom of association or the recognition of the right to collective bargaining. Support of Principle 3 is implicit in the Quality Assurance Policy, UNISA Ombudsman, and Community Engagement and Outreach Policy; however implicit references have been excluded from the alignment score.

- Principle 4: Elimination of forced or compulsory labour is strongly implicit in the Whistle Blowing Policy and is noted in the alignment tally. Implicit references lie in the Code of Ethics and Conduct, Quality Assurance Policy and Community Engagement and Outreach Policy that have not been included in the score.

- Principle 5: Implicit in the Code of Ethics and Conduct, Quality Assurance Policy, Whistle Blowing Policy and Community Engagement and Outreach Policy is the abolition of child labour. However since no explicit references are noted these have been excluded from the alignment score.

- Principle 6: The elimination of discrimination in respect of employment and occupation is supported by the Code of Ethics and Conduct, Whistle Blowing Policy and HIV and AIDS Policy. Implicit references, that have not been included in the tally, can be found in the Quality Assurance Policy and Community Engagement and Outreach Policy.

- Principle 7: A precautionary approach to environmental challenges is supported by the Research Ethics Policy only, with implicit reference in Quality Assurance Policy, Whistle Blowing Policy and Community Engagement and Outreach Policy, which have not been included in the score.

- Principle 8: Initiatives to undertake greater environmental responsibility is supported by the Research Ethics Policy and the Code of Ethics and Conduct with implicit reference in Quality Assurance Policy, Whistle Blowing Policy and Community Engagement and Outreach Policy which have not been included in the tally.

- Principle 9: The development and diffusion of environmentally friendly technologies has implicit support in the Quality Assurance Policy and Community Engagement and Outreach Policy only. These implicit references have not been used in the score.

- Principle 10: Five policies support the anti-corruption campaign; namely the Code of Ethics and Conduct, Anti-Fraud/Corruption/Irregularity Statement and Policy, UNISA Ombudsman, Whistle Blowing Policy and the Copyright Infringement and Plagiarism Policy. No mention is made of “fraud, corruption, bribery” or any related terminology in the Enterprise Risk Management Policy.

Interestingly, the number of policies that address human rights issues (9 policies) and anti-corruption issues (5 policies) dominate the UNGC aligned policy landscape. Labour issues are strongly implicit in the Whistle Blowing policy and is noted the Code of Conduct and HIV and AIDS Policy (3 policies). However policies that directly address labour related issues directly are absent from the institution's policy pack. Environmental issues come to the fore in the Research Ethics Policy only, and therefore do not have any other strong institutional support, apart from a single reference in the Code of Ethics and Conduct.

*Other Policy Recommendations:*

- *Revision of the Policy and Rules Formulation Policy to ensure the incorporation of the UNGC Principles in all policies developed and approved by UNISA, including the revision of current policies.*
- *The development of an Environmental Policy. The UNISA Code of Ethics and Conduct states that "Employees have a responsibility with regard to environmental issues when using natural resources such as water and energy for the products, processes and other activities of UNISA. Employees should prevent or minimize the wasting of natural resources." Furthermore, performance measurement for environmental issues is noted in the Corporate Governance Manual (section 2.3.4.7).The UNISA/UNGC Working committee has been mandated by UNISA Management Committee to develop an Environmental Policy, which will emphasize institutional responsibility for the impact of the University's activity on the environment.*
- *International Relations and Partnership Policy should stipulate that UNISA is in the process of aligning all business and academic activity with the 10 UNGC principles and encourages/requires partners to uphold these Principles as a prerequisite for a partnership agreement (Prerequisites should be included in Annexure D and E of the policy which is an application form for organisations seeking partnership with UNISA and the certificate of due diligence respectively).*
- *Investment Policy should stipulate a preference for investment in socially and environmentally responsible markets and due diligence should include UNGC Principles.*
- *Occupational, Health and Safety policy should be developed (in progress by Occupational, Health and Safety directorate).*
- *Human Rights Policy should be developed (in progress by Employees Relations and Wellness directorate).*
- *Development of an Employment Equity Policy (in progress)*

*Recommendations continued:*

*Development of other labour related policies and/or procedures that address UNGC Principles 3, 4, 5, and 6. UNISA does comply with the various labour relations acts of South Africa, however procedures to implement them institutionally need to be established and communicated*

- *Develop a Corporate Citizenship Policy that incorporates all other relevant policies such as HIV and AIDS Policy, and Community Engagement and Outreach Policy; and defines the University's stance on corporate citizenship.*
- *Development of a Stakeholder Policy which includes stakeholder identification, categorisation, engagement, identification of material issues and response to material issues as allowed for in the Corporate Governance Manual section 2.3.1 as a Council Responsibility. The Corporate Governance Manual section 2.3.3 requires the Code of Ethics to ensure:*
    - *Commitment to high standards of ethical behavior*
    - *Involve all stakeholders*
    - *Receive total commitment from highest levels within the institution*
    - *Give a clear, detailed guide to expected behaviour of all employees*

  *Stakeholder engagement is also a key aspect of the Risk Management Policy.*
- *Procedures for implementation of the various policies, at individual operational and academic levels, needs to be developed in a user friendly format.*
- *Monitoring and evaluation schedule needs to be developed to ensure the efficacy and continued relevance of the various policies.*
- *The Chairperson of the Council's Award for Excellence, which is intended to honour excellent services to the community, integrity and impeccable character amongst other criteria, should take cognisance of individual's efforts to mainstream UNGC Principles into the University architecture in both the academic and non-academic arena.*

## 2. Operational and Academic Level Alignment with UNGC Principles

***Invitation:***

***To add value to this assessment, refer to Appendix 4: 4.2 Comment on Selected Operational Documents***

### 2.1 UNISA 2008-2010 Institutional Operational Plan[17]

In the 2008-2010 Institutional Plan, UNISA clearly indicates that the purpose of the institution, with respect to academic identity and focus, is to "promote participation in corporate social responsibility programmes, academic citizenship and academic community engagement" as one of five key areas. Furthermore issues of accountability, development of courseware in line with national development priorities, and equipping graduates with quality and relevant education and training were noted. "These attributes include critical/democratic citizenship, social, cultural and environmental awareness, tolerance and responsibility in the African context, self-management, lifelong learning and employability".

There are 9 objectives in the Institutional Operational Plan with various aspects of accountability, stewardship, employment equity, empowerment of women, community engagement and outreach, and HIV and AIDS, noted within various objectives. Objective 5 highlights the mainstreaming of the UNGC Principles throughout the University as a means of ensuring corporate social, environmental and academic responsibility.

### 2.2 Performance Agreements for Management

The 2008 Performance Agreement for the University's Management notes that all members of management must "exercise collective responsibility for the leadership

[17] http://staff.unisa.ac.za/cmsys/staff/docs/IOP2008to2010FINAL_22Feb08.pdf

and stewardship of the institution" as one of four performance areas. Aspects of integrity and accountability are also raised as key duties and responsibilities. Objectives and activities within the generic work plan further support the mainstreaming of the UNGC Principles, indicated by:

- Succession planning alignment with employment equity plan
- Risk management (however social and environmental issues are not listed as potential institutional risks)
- Establishment of a culture of accountability and stewardship
- Advancement of employment equity, inclusive of people with disabilities and the empowerment of women
- Transparent, participative and inclusive leadership style
- Promotion of cultural diversity and demonstration of sensitivity towards issues of race, gender, disability and sexual orientation, amongst others
- Championing the Code of Conduct and leading by example

*Recommendation:*

- ❖ *Risk management, for which the University's management bear responsibility, must include social and environmental risks as well.*
- ❖ *The management of the University are also required to:*
  - *Represent UNISA publicly to enhance its stature and reputation*
  - *Advocate the vision, mission and objectives of UNISA*
  - *Raise awareness and understanding of the University Code of Conduct*

*To fulfill these requirements, management is presented with an ideal tool in the form of the UNGC to achieve the relevant outcomes. Clear statements of commitment to the UNGC Principles will enhance the University's stature and reputation, advance the vision and objectives and raise awareness of the Code of Conduct.*

### 2.3 Strategic projects[18]

UNISA has established a Strategic Fund from which various institutional projects, in support of UNISA's 2015 Strategic Plan: an Agenda for Transformation, is financed. Application for funding can be made by both operational and academic departments.

***Invitation:***

***To add value to this assessment, refer to Appendix 4: 4.3 Comment on Strategic Projects***

For the period January 2007- July 2008, 97 projects were approved of which 11 (approximately 11%) were found to have some alignment to a UNGC Principle.

The projects were as follows:

- "Driving Employment Equity as a Business Imperative" is an organisational wide employment equity project.
- "Access Control" project: UNISA Protection Services Department is improving the access control and security systems to ensure safety of students and staff at UNISA facilities situated in high crime areas.
- Various Colleges (CEMS, CAES, CLAW, CSET) are establishing the "Growing your own Timber" project to support the employment equity drive and to train young researchers in the field.
- 2007 Student and Staff Satisfaction Surveys.
- "Women in Science" project developed by CSET to increase the participation of women in the aforementioned disciplines.
- "Institutional Culture Change" project: Fears associated with cultural changes at UNISA as a result of transformation are addressed inclusive of diversity, gender and disability.

[18] UNISA Strategic Planning and Co-ordination Committee database

- “Paperless Study Material Delivery” project is intended to improve customer service; however this will also have an unintended positive environmental impact.
- Appointment of a UNISA ombudsman.
- “Voluntary counselling and testing for HIV roll out”.
- “Mountain Zebra National Park Research”; “Loskop Dam Nature Reserve” and “Gauteng Wetlands Project” initiated by the Applied Behavioural Ecology and Ecosystems Research Unit to address various environmental conservation issues.
- UNISA/UNGC project will drive and assess the alignment and mainstreaming of organisational activity with the ten principles of the UNGC.

Table 4 indicates the number of strategic projects that are distributed amongst the 10 UNGC Principles. Currently issues pertaining to Principle 6 (the elimination of discrimination in respect of employment and occupation) have the largest support from a strategic project perspective with 6 of the 11 projects addressing some aspect of the Principle. Registration of the UNISA/UNGC Project as a Strategic Project has resulted in all principles having at least one project that addresses each of the principles. Removal of this project from the assessment (figures in brackets) clearly indicates that not many projects are aligned to the Principles.

| Table 4: UNISA Strategic Project Alignment with UNGC Principles | |
|---|---|
| **UNGC Principle** | **No. of Strategic Projects * aligned with UNGC Principles** |
| ***Human Rights*** | |
| **Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and** | **3 (2)** |
| **Principle 2: Businesses should make sure that they are not complicit in human rights abuses.** | **1 (0)** |
| ***Labour Standards*** | |
| **Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;** | **1(0)** |
| **Principle 4: Businesses should uphold the elimination of all forms of forced and compulsory labour;** | **1(0)** |
| **Principle 5: Businesses should uphold the effective abolition of child labour; and** | **1(0)** |
| **Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.** | **6(5)** |
| ***Environment*** | |
| **Principle 7: Businesses should support a precautionary approach to environmental challenges;** | **1(0)** |
| **Principle 8: Businesses should undertake initiatives to promote greater environmental responsibility; and** | **3(2)** |
| **Principle 9: Businesses should encourage the development and diffusion of environmentally friendly technologies** | **1(0)** |
| **Anti-Corruption** | |
| **Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.** | **2(1)** |

***** *Project categorisation noted in Appendix 3. Some projects were aligned with multiple principles. Alignment of the projects, excluding the UNISA/UNGC Project is indicated in ( ).*

*Recommendation:*

- *Strategic Projects that address issues associated with labour and environmental issues, amongst others should be encouraged from an organisational strategic perspective.*
- *The strategic importance of the UNGC Principles needs to be addressed in the criteria to evaluate strategic projects for funding purposes.*

### 2.4 Academic Research projects[19] [20]

Academic research projects are essential for the current understanding of global and local socio-economic and environmental challenges, and for the development of measures to address these challenges. Appendix 3: 3.3 provides a list of UNISA Academic Project Alignment with UNGC Principles, however this list is by no means comprehensive as is evident later in this section. Furthermore, data analysis presented here is based on projects in progress; data on published material and the potential impact of research outcomes has not been assessed. To address these shortcomings, researchers are requested to provided additional information on projects listed in Appendix 3: 3.3 and to provide information on projects that have not been captured on the database, but are aligned to one or more UNGC Principle.

***Invitation:***

***To add value to this assessment, refer to Appendix 4: 4.4 Academic Research Project Data Base***

[19] UNISA Research Directorate: Academic Research Database

[20] UNISA Research Report 2007

A total of 1476 research projects were registered on the UNISA Research Directorate database by academic staff and students from January 2007 to July 2008 (including projects registered in 2006 which were still active in 2007), and are not necessarily complete. Sixty seven of these projects address some aspect of the Millennium Development Goals, UNGC Principles, corporate citizenship and/or sustainable development.

Discussions with various departments clearly indicate that the Research Directorate database is not comprehensive since many projects have not been submitted for capture; for example the research undertaken by the Centre for Corporate Citizenship [21](22 research initiatives) that addresses aspects of Responsible Investment, Collaborative Governance and Accountability, Climate Change and Brand Citizenship.

Of the known projects, the current alignment of academic research to the Millennium Development Goals, UNGC Principles, corporate citizenship and/or sustainable development is 6% (89 of 1498 projects aligned). Table 5 reflects the number of UNGC aligned projects per college; whilst the names of the projects can be found in Appendix 3: 3.3.

CEMS and CHS have the greatest number of UNGC aligned academic projects (39 and 37%, respectively) of the total number of aligned projects. To give perspective to the results the projects are expressed as a percentage of the number of academic staff per college. CAES is found to have the highest number of UNGC aligned registered projects at approximately 0.2 projects per staff member and CLAW, CEMS and CHS all having approximately 0.1 project per staff member.

CSET has no aligned projects at all. This is an important finding since the CSET could dominate the fulfilment of UNGC Principle 9 in the development and diffusion of environmentally friendly technologies. Furthermore the development, adaptation and use of scientific and technological advances to improve the quality of life should be explored.

[21] Centre for Corporate Citizenship Research Report

| Table 5: UNGC Aligned Projects per College | | | | | | |
|---|---|---|---|---|---|---|
| | **CAES** | **CLAW** | **CEMS** | **CHS** | **CSET** | **Total** |
| **No. of Projects** | 9 | 12 | 35 | 33 | 0 | 89 |
| **% of Total** | 10 | 14 | 39 | 37 | 0 | |
| **No. of Academic Staff per College** | 57 | 237 | 449 | 562 | 151 | 1478 |
| **No. of Research Projects per Academic Staff** | 0.16 | 0.05 | 0.08 | 0.06 | 0 | |

Broadly these UNGC aligned projects addressed various subjects such as:

- Gender studies, gender and child violence, sustainable socio-economic community development, dimensions of poverty, social responsibility, aspects of human rights, aspects of labour rights, safety and security, black economic empowerment, leadership, HIV and AIDS, and various social addictions
- Climate change, waste recycling, water rehabilitation and availability and pollution
- Fraud, ethics and corporate governance

Table 6 reflects the distribution of UNGC aligned academic projects amongst the 10 Principles. Of the total of 89 projects, 60 address an aspect of UNGC Principle 1 (the support and respect of internationally proclaimed human rights); which includes gender issues, HIV and AIDS, poverty and other aspects of society in general.

Projects that addressed issues of environmental responsibility (Principle 8) totalled 20 of the 89 projects, whilst good corporate governance and anti-corruption (Principle 10) comprised 8 of the 89 projects. The other Principles had no representation or very few projects aligned.

*Recommendation:*

- *Reorientation of research focus in all colleges to include projects that address the challenges of good governance, betterment of society and protection of the natural environment.*
- *Research outcomes should aim to go beyond the publication of a peer reviewed article as the final outcome, and should emphasise the use of research to inform/influence/impact on society in a manner that has a positive outcome for society, the environment or the broader economy.*
- *Reorientation of CSET research outcomes to consider the development and diffusion of environmentally friendly technologies and the use of scientific and technological advances to address the challenges of society.*

| Table 6: UNISA Academic Project Alignment with UNGC Principles | |
|---|---|
| **UNGC Principle** | **No. of Academic Projects * aligned with UNGC Principles** |
| ***Human Rights*** | |
| **Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and** | **60** |
| **Principle 2: Businesses should make sure that they are not complicit in human rights abuses.** | **0** |
| ***Labour Standards*** | |
| **Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;** | **0** |
| **Principle 4: Businesses should uphold the elimination of all forms of forced and compulsory labour;** | **0** |
| **Principle 5: Businesses should uphold the effective abolition of child labour; and** | **0** |
| **Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.** | **1** |
| ***Environment*** | |
| **Principle 7: Businesses should support a precautionary approach to environmental challenges;** | **0** |
| **Principle 8: Businesses should undertake initiatives to promote greater environmental responsibility; and** | **20** |
| **Principle 9: Businesses should encourage the development and diffusion of environmentally friendly technologies** | **0** |
| **Anti-Corruption** | |
| **Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.** | **8** |

***Projects were aligned with one principle only.***

## 2.9 Academic Curriculum (Undergraduate)[22]

To assess the undergraduate module content for alignment with the UNGC Principles, the individual module descriptions provided in the 2008 UNISA calendar were examined. The mention of any one of numerous key words, such as ethics, fraud, gender equity, or any word that clearly indicated relevance to societal issues, the environment and good governance was considered to have some degree of alignment to a UNGC Principle. **The complete course content of each module was however not assessed; therefore the full extent to which pertinent issues in each module is addressed could not be determined.** Furthermore, the calendar was not developed with this assessment in mind; hence some modules may contain relevant material, which may not have been mentioned in the limited calendar description of the module.

To establish the real impact of aligned modules, future reports will take into considerations the status of the module, namely whether the module is compulsory or elective; the number of students who register for the module, the number of students who pass the module, and the number of qualifications that contain the pertinent module. This will provide a reflection of the number of students who are suitably knowledgeable about the relevant issues within the module, thereby providing some indication of the impact of the University in contributing to a "good and responsible society by graduating individuals of sound character and versatile ability", as indicated in the University's Mission Statement.

[22] UNISA 2008 Calendar Part 2 Subjects and Syllabuses

***Invitation:***

***To address the assessment shortcomings noted in this report and to add value to this assessment, refer to Appendix 4: 4.5 Undergraduate Module Alignment with UNGC Principles. For reference purposes, Appendix 3: 3.4 lists the modules identified as being aligned to the UNGC Principles in this report.***

UNISA currently offers 2767 modules and 586 subjects at an undergraduate level. Table 7 overleaf indicates how many subjects, and modules contained within the subjects, address some aspect of the Millennium Development Goals, UNGC Principles, corporate citizenship and/or sustainable development per college and at UNISA as a whole. CHS dominate the assessment by having 82 of 205 modules aligned to the UNGC Principles, which is equivalent to 39% of all modules that are aligned. However when compared to the total number of modules offered at UNISA as a whole, this translates to 3%. All the other colleges have fewer modules aligned, with CSET having the least (10 of 204 modules).

In total, only 7% of all UNISA modules are aligned to the UNGC Principles.

CHS also had the greatest number of subjects aligned with the UNGC Principles (35 of the 90 subjects); which is equivalent to 39% of the subjects. However this translated into 6% of the total number of subjects offered at the University. In total, only 15% of the undergraduate subjects offered at UNISA are aligned to the UNGC Principles.

## Table 7: Scan of UNISA Undergraduate Module and Subject alignment with UNGC Principles

| | CAES | CHS | CEMS | CLAW | CSET | UNISA Total |
|---|---|---|---|---|---|---|
| No. of Modules Aligned to UNGC Principles | 36 | 82 | 61 | 19 | 10 | 205 |
| % of total No. of Modules aligned to UNGC Principles | 17 | 39 | 29 | 9 | 5 | |
| % of Total No. of Modules offered at UNISA (2767modules) | 1 | 3 | 2 | 1 | 1 | 7 |
| No. of Subjects Aligned to UNGC Principles | 8 | 35 | 29 | 9 | 9 | 90 |
| % of total No. of Subjects aligned to UNGC Principles | 9 | 39 | 32 | 10 | 10 | |
| % of Total No. Of Subjects offered at UNISA (586subjects) | 1 | 6 | 5 | 2 | 2 | 15 |

To give perspective to the results in Table 8, CHS is the largest college of the University in terms of academic offerings with 1188 modules[23] compared to CEMS (523 modules), CSET (461 modules), CAES (339 modules) and CLAW (206 modules). Therefore when the number of aligned modules are analysed in relation to the number of modules offered by the college, a different profile emerges. CEMS now has the larger percentage of UNGC aligned modules (12%), with CAES in a close second place (11%) and CSET have the least (2%) aligned modules. CLAW and CHS have 9% and 7% of the aligned modules respectively.

## Table 8: UNISA Undergraduate Module Alignment per College

| | CAES | CHS | CEMS | CLAW | CSET | UNISA Total |
|---|---|---|---|---|---|---|
| **No. of Modules Aligned to UNGC Principles** | **36** | **82** | **61** | **19** | **10** | **205** |
| **Total No. of Modules offered by college** | **339** | **1188** | **523** | **206** | **461** | |
| **% of Total No. of Modules offered at college** | **11** | **7** | **12** | **9** | **2** | |

Table 9 illustrates the distribution of UNGC aligned undergraduate modules amongst the 10 Principles. The human rights category is supported by 142 modules; with environmental issues being raised in a total of 72 modules; 25 modules relate to labour issues whilst anti-corruption is addressed in 15 modules.

[23] UNISA Department of Information and Strategic Analysis

## Table9: UNISA Module Alignment per UNGC Principle

| UNGC Principle | No. of Undergraduate Modules * aligned with UNGC Principles |
|---|---|
| ***Human Rights*** | |
| **Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and** | **142** |
| **Principle 2: Businesses should make sure that they are not complicit in human rights abuses.** | **0** |
| ***Labour Standards*** | |
| **Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;** | **7** |
| **Principle 4: Businesses should uphold the elimination of all forms of forced and compulsory labour;** | **0** |
| **Principle 5: Businesses should uphold the effective abolition of child labour; and** | **0** |
| **Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.** | **18** |
| ***Environment*** | |
| **Principle 7: Businesses should support a precautionary approach to environmental challenges;** | **16** |
| **Principle 8: Businesses should undertake initiatives to promote greater environmental responsibility; and** | **56** |
| **Principle 9: Businesses should encourage the development and diffusion of environmentally friendly technologies** | **0** |
| **Anti-Corruption** | |
| **Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.** | **15** |

***Some modules were aligned with multiple principles.*

*Recommendation:*

- *Development of a compulsory module on issues of ethics, accountability and corporate citizenship, with appropriate adaptations for chosen career paths, for every UNISA qualification; thereby ensuring that every UNISA graduate is suitably knowledgeable and skilled to address the challenges of a sustainable future within their realm of expertise and influence.*

### 2.10 Stakeholder Engagement [24] [25] [26]

A key aspect of any good corporate citizenship process is stakeholder engagement, which includes their active participation in the determination of the strategic direction of an organisation and input on management processes. As indicated earlier, the Corporate Governance Manual of the UNISA does recognise the importance of effective stakeholder relations; however a framework for the management of these relations still has to be developed as previously recommended.

***Invitation:***

***To improve UNISA stakeholder engagement methods and to provide input on the development of an institutional Stakeholder Policy, refer to Appendix 4: 4.6 Stakeholder Engagement***

In 2007, two stakeholder satisfaction surveys were carried out, namely a Staff Satisfaction Survey and Student Satisfaction Survey. Key outcomes of the surveys are noted below.

[24] UNISA 2007 Staff Satisfaction Survey http://heda.unisa.ac.za/heda/fsMain.htm

[25] UNISA 2007 Student Satisfaction Survey http://heda.unisa.ac.za/heda/fsMain.htm

[26] Self Evaluation Portfolio for the HEQC Institutional Audit 2008

### 2.11.1 UNISA 2007 Staff Satisfaction Survey

Research to identify areas of staff concern and to rapidly design and implement interventions to address these concerns thereby "creating and maintaining a positive, supportive, secure, stimulating and productive work environment" was cited as the reason for the Staff Satisfaction Survey. The survey revealed overall low job satisfaction, low morale and enthusiasm, and general dissatisfaction with human resources related matters and departmental services by UNISA staff. Specifically, remuneration, career advancement, transformational and diversity relationships, and management leadership, supervision and planning had low scores. Lower work satisfaction scores were exhibited by White, and more so by the Coloured and Indian race groups, compared to that of the Black group. Individuals that were employed by UNISA prior to the merger with the other educational institutions are also far more dissatisfied by their work conditions than their newly acquired counterparts.

Highest scores were obtained for questions related to personal attitudes towards work and management by direct supervisors. Concern is however raised by the lowest scores which were obtained on issues of trust, transparency, transformation and ethics at the institution. Dissatisfaction with executive management, human resources and levels of communication is also noted.

*Recommendation:*

- *Stakeholder engagement is limited to research surveys. Processes of stakeholder identification (internal and external stakeholders), categorisation, methods of engagement, frequency of engagement, identification of material issues and responses to material issues required to fulfill a thorough stakeholder engagement process, needs to be established.*
- *The development of a Stakeholder Engagement Policy has already been recommended.*
- *Processes to address various concerns raised, has to be developed.*

### 2.11.2 UNISA 2007 Student Satisfaction Survey

The Student Satisfaction Survey was intended to obtain a student profile and to reflect levels of satisfaction regarding the academic offerings and other services of the University. A key component of open and distance learning institutions is the timely delivery of study material to the students; however students are experiencing greatest dissatisfaction with study materials that are not received. Lecturer availability, the Student Representative Council, University Call Centre and availability of books in the library are amongst the other areas of dissatisfaction. Students are also under the impression that they will complete their degrees in 4 years, however on average a 3 year degree takes 5-6 years to complete.

*Recommendation:*

- *Marketing and communication of UNISA courses to the public need to ensure that students have realistic expectations*
- *Stakeholder engagement is required to determine how student support can be improved.*
- *Management processes that address service delivery shortfalls need to be reengineered*

## 1.12 Selected Directorates/Centres/Committees

Various institutional centres/departments/units that perform key functions in support of good corporate citizenship were targeted for a brief overview of their activity. Key aspects of their functions are highlighted. In depth analysis of their output and impact will be considered in future reports.

***Invitation:***

***To nominate a Centre/Department/Bureau/Directorate profile as a highlight for future UNISA/UNGC Reports, refer to Appendix 4: 4.7***

### 2.7.1 Ethics Committee[27]

The UNISA Ethics Committee was established in March 2008 and the Code of Ethics and Conduct approved by the University Council in November 2007. The Committee has an oversight and advisory role with respect to ethics issues at UNISA. Furthermore the Committee will be required to roll out the Code of Ethics and Conduct, promote ethical behaviour, and assess the University's ethical climate to improve strategies. Training on ethics will be incorporated into employee training programmes.

### 2.7.2 Directorate: Protection Services

The Directorate: Protection Services is responsible for the overall security of staff, students, visitors, assets and reputation of the University. An Occupational Health and Safety Policy has been submitted to the University Management Committee and is currently awaiting Council approval. Implementation of the Policy lies with the Directorate: Protection Services which will develop a procedure manual and appoint and/or train individuals in various emergency procedures. Emergency plans have been developed and appropriate training to execute these plans has already been undertaken at the regional offices of the University; however emergency safety boards with contact details still have to be mounted in the various buildings.

### 2.7.3 Directorate: Employee Relations and Wellness

The Directorate: Employee Relations and Wellness implements the Employee Wellness, Employee Relations, and HIV and AIDS Programmes. The HIV Voluntary Testing and Counselling Clinic Report has indicated that in a period of six months

[27] UNISA Ethics Committee Minutes 14 March 2008

(January 2008-July 2008) 236 members of staff and students have used the Clinic's services. A barrier to full utilisation of the Clinic services is the negative stigma attached to entering a facility that caters for HIV and AIDS related issues only, as opposed to all general health service matters. Furthermore, staff members constantly require reassurance that the outcomes of their HIV status will not be revealed to the University management. The Employee Wellness Division, manned by 3 permanent members of staff, provides face-to-face and telephonic counselling to staff and immediate family members. The Employee Assistance Programme is the division's reactive approach to assisting staff with problems that may be impacting negatively on their work environment, whilst the proactive approach lies with the Employee Wellness Programme that is intended to enhance employee well being. Employee wellness associated with financial crises currently constitutes a major concern of individuals seeking counselling.

### 2.7.4 Centre for Corporate Citizenship[28] [29]

The UNISA Centre for Corporate Citizenship is located within the CEMS, and is intended to focus on issues of good corporate citizenship through teaching and research. Currently, there are five research focus areas; namely Business and Climate Change, Responsible Investment, Collaborate Governance and Accountability, Responsible Leadership and Brand Citizenship.

From a teaching perspective, a module in Corporate Citizenship is offered as an elective to 3rd year BCom students, and two short learning programmes called Introduction to Corporate Governance and Introduction to Corporate Citizenship are also available. These modules address aspects of community investment, human rights, corporate governance, environmental policy and practice, social and environmental reporting, stakeholder consultation, and responsible supply chain management, amongst others. The courses are intended to equip students to:

[28] http://www.unisa.ac.za/ccc

[29] Centre for Corporate Citizenship 3 month research report

- Appreciate the rationale for corporate citizenship from a social and business perspective leading to broader understanding of the need for companies to contribute to sustainable development, be able to comment on key initiatives, standards and codes related to corporate citizenship at national, local and international levels; and
- Evaluate the implementation of corporate citizenship in relevant companies which includes: the ability to determine the environmental and social impacts, risks and opportunities of companies; understand stakeholder engagement; examine company policy in terms of corporate citizenship and comment on sustainability reports.

The centre has also been instrumental in UNISA's strategic stance on Corporate Citizenship by encouraging and supporting the University's decision to become a signatory to the UNGC, and being actively involved in the institution's Ethics Committee. At a national level, the Centre for Corporate Citizenship is contributing to the development of King III, to be released in 2009.

*Recommendation:*

- ❖ *Resources of the Centre for Corporate Citizenship should be harnessed for the mainstreaming of Corporate Citizenship throughout the University's academic curricular.*

### 2.7.5 Directorate: Community Engagement and Outreach

The Corporate Social Investment directorate of UNISA has a new mandate in Community Engagement and Outreach. As part of the social investment portfolio, in 2007, support was provided for music development in townships, community craft skills and entrepreneur development. HIV and AIDS, the empowerment of victims of crime and violence, provision of legal aid and the support of gender equity are some of the other areas of social support. The directorate's primary function is now the support of UNISA's Community Engagement and Outreach Policy, which is intended to use the University's teaching and research competence to build mutually beneficial relationships with communities, thereby meeting community needs. The

design of community engagement methods will also include experiential learning for UNISA students. Community outreach focuses more on voluntary responses by staff and students to meet the needs of communities. A key focus for the directorate is to support and advise the various colleges on the implementation and academic value of this initiative.

## 2. Reporting

Institutional information that is accessed by external stakeholders must provide regular, updated accounts of the social, environmental and broader economic impacts of the University. Transparent reporting that includes both the positive and negative implications of institutional activity should be noted, together with mitigation plans for negative impacts. The 2 main public reporting avenues of the University were assessed, namely the 2007 Annual report and the UNISA website. Information depicting alignment of the University with good corporate citizenship practices are summarised below.

### 3.1 2007 Annual Report [30]

As an institutional highlight for 2007, UNISA announced the signing of the UNGC and the importance of the principles within the business and academic architecture of the University. This was again noted in the Principal's statement in the Annual Report.

Other announcements included the following:

- Establishment of an Advocacy and Resource Centre for students with disabilities and appointment of the Director of the Centre as Deputy Chairperson, Human Rights World Council for Disabled People International.
- Establishment of the Mbizana Learning Centre for the support of training and development of the Mbizana Community in KwaZulu-Natal

[30] UNISA Annual Report 2007

- Establishment of the UNISA Women in Research Initiative to enhance and elevate the levels on which women participate in research at UNISA.
- Announcement of the appointment of the University Ombudsman whose role is to provide an unbiased resolution for student complaints that could not be resolved through normal institutional channels
- Report on the Risk Exposure of the University with health, safety and security as key social risks
- College of Agriculture and Environmental Sciences
    - Curricula at CAES take cognisance of various environmental issues including water-wise and indigenous plants, food security and nature conservation.
    - Programmes that address waste management and climate change have also been initiated.
    - Partnerships have been formed to address issues such as water scarcity thorough fog water harvesting, and community engagement on food security, waste rehabilitation and clean air have been established.
- College of Economic and Management sciences
    - Within CEMS is the Centre for Corporate Citizenship whose focus on education and research in corporate citizenship spans 4 areas of responsible investment, collaborative governance and accountability, business and climate change and brand citizenship.
    - To promote sustainable development mindset amongst the youth, the Young Community Leader programme was piloted amongst secondary school learners to encourage their role in

addressing social and environmental issues within their communities.

- Graduate School of Business Leadership
    - The SBL has a mission to train ethical leaders and prepare them for the challenges of tomorrow
    - Various corporate social investment related initiatives, such as free entrepreneurial advice has been provided in disadvantaged communities
- College of Human Sciences
    - The Department of Development Studies community service programmes support training and development skills for sustainable development.
    - Department of Psychology staff volunteer at various social welfare organisations
- College of Law
    - The college has a Legal Aid Clinic and a Street Law Community Programme which provide legal advice to the indigent community and community workshops in democracy and human rights.
- College of Science, Engineering and Technology
    - Report on training received by employees regarding social and environmental issues.
    - The School of Computing donated old books to a prison and rural school

*Recommendation:*

- Incorporate aspects of UNISA/UNGC report with the intention of establishing a full Sustainability Report, within the Annual Report in the future. Measurable, time-framed, non-financial targets and impacts must be reported.
- The Annual Report should provide Website references for stakeholders to access the UNISA Corporate Governance Manual and Policies
- Compliance with the Corporate Governance Manual and Policies and Procedures should be reported in the Annual report

### 3.2 Website[31]

The UNISA website is used as a general marketing tool and information site for prospective and current students. However some information was found to be outdated (such as the amount of paper used for the printing of study material, which is important from an environmental impact perspective) and misleading (such as the existence of a Centre for Human Rights (as opposed to an alliance with the Centre for Human Rights at the University of Pretoria), which would have been significant in the alignment of the institution to the UNGC Principles, and therefore does not necessarily present the University's current status. Since the website and intranet has been extensively used to gather information for this document, and has therefore been reviewed extensively elsewhere, only recommendations for transparent reporting are provided below.

[31] http://www.unisa.ac.za

*Recommendation:* (website assessed on 25 September 2008):

- The website should be used as an easy access tool for all stakeholders and therefore needs to be updated regularly and information checked for clarity.
- UNISA's strive towards "being in service of humanity" should be highlighted with regular updates from all operational sectors on achievements; with an emphasis on transparent accountable reporting.
- Home Page
  - Incorporate the "We support the UNGC" logo
  - Provide link to the UNISA/UNGC Project Report and to corresponding documents referenced in the report
  - Make UNISA Corporate Governance Manual and policies publically available. Currently available on the internal staff website only.
  - Provide access to grievance procedures in the main "contact details" section and in the FAQ section of the website.
- My UNISA and Prospective Students:
  - Policies that affect students should be made available in full and user friendly format
  - Access to grievance procedures should be a main tab as well as a FAQ, and in the "contact" details sections
- Staff Online
- Access to grievance procedures should be a main tab

# E. Way forward in the Alignment of UNISA with UNGC Principles

Bearing in mind the findings of the baseline assessment and the limitations of this report noted below, plans for the implementation of the UNISA/UNGC Project has been developed for both the short term and long term mainstreaming of the good corporate citizenship principles within the institution.

### 1. Limitations and Outcomes of this Report

As the first report of the UNISA/UNGC Project, wherein a baseline assessment that provided an overview of the alignment of some aspects of UNISA's activity with the UNGC Principles was sought, many important outcomes that will advise the future implementation of good corporate citizenship principles were achieved. These outcomes were as follows:

- An understanding of the institution within which the UNGC Principles are to be streamlined
- Awareness of the gaps that exist in institutional data capture
- Awareness of the existence of pertinent yet isolated activity within the institution
- Identification of the initial areas of focus for the UNISA/UNGC initiative

The limitations of this report are as follows:

- Assessments at the operational level were not comprehensive since established institutional data capture and/or reporting processes were not developed to address the needs of the UNISA/UNGC Project focus.
- Information referenced in this document may not be publicly available, whilst some information is available on the internal Staff Intranet only, or as internal hardcopy reference material.

- Stakeholder engagement was limited to selected interviews for information gathering purposes only. Approval of the content of this report was at the executive management level only; however the format of the report encourages input from all stakeholders once this document is made publicly available.

## 2. UNISA's Short Term Planning to Align with the UNGC Principles

As part of the short term planning process of the UNISA/UNGC Project (2009-2010), the following will be addressed:

1. Determination of the institutional "preferred corporate citizenship status" and consequent gap analysis
2. Development of plans and processes to fill the gaps identified in the determination of the preferred status
3. Establishment of a communication and awareness campaign
4. Development of an Environmental Policy
5. Development of a Corporate Citizenship Policy
6. Development of a Stakeholder Engagement Policy
7. Development of a database of initiatives that align the University to the UNGC Principles
8. Incorporation of aspects of the UNISA/UNGC Report in the Annual Report

In 2010-2011, the UNISA/UNGC Project intends to:

9. Incorporate some Global Reporting Initiative indicators into the institutional assessment
10. Quantify information on institutional social and environmental impact
11. Set targets with dates for key areas of alignment
12. Report on impact of alignment initiatives
13. Report on implementation of various social and environmental policies

14. Implement stakeholder engagement forums
15. Highlight some case studies of academic research where social and, or environmental impact issues have been addressed.
16. Integration with UNGC Principles for Responsible Management Education (Appendix 1: 1.4)

## 3. UNISA's Long Term Planning to Align with the UNGC Principles

- As indicated previously, UNISA already has an established **Vision and Mission** statement that embraces the 10 UNGC Principles. An ongoing corporate citizenship development and alignment process does however need to be developed and institutionalised. Figure 2 illustrates the corporate citizenship process flow.
- Once the **Corporate Citizenship Policy** has been developed and approved by the University Council, a rigorous planning process will follow to develop procedures for the implementation of the policy at various operational levels.
- Individual departments will be responsible for the **planning and implementation** of pertinent initiatives in accordance with the procedures, such as, goals and targets, indicators, work plans, processes and methods, tools, scoping and scenario planning, identification of risks and opportunities, and stakeholder identification, engagement and inclusion

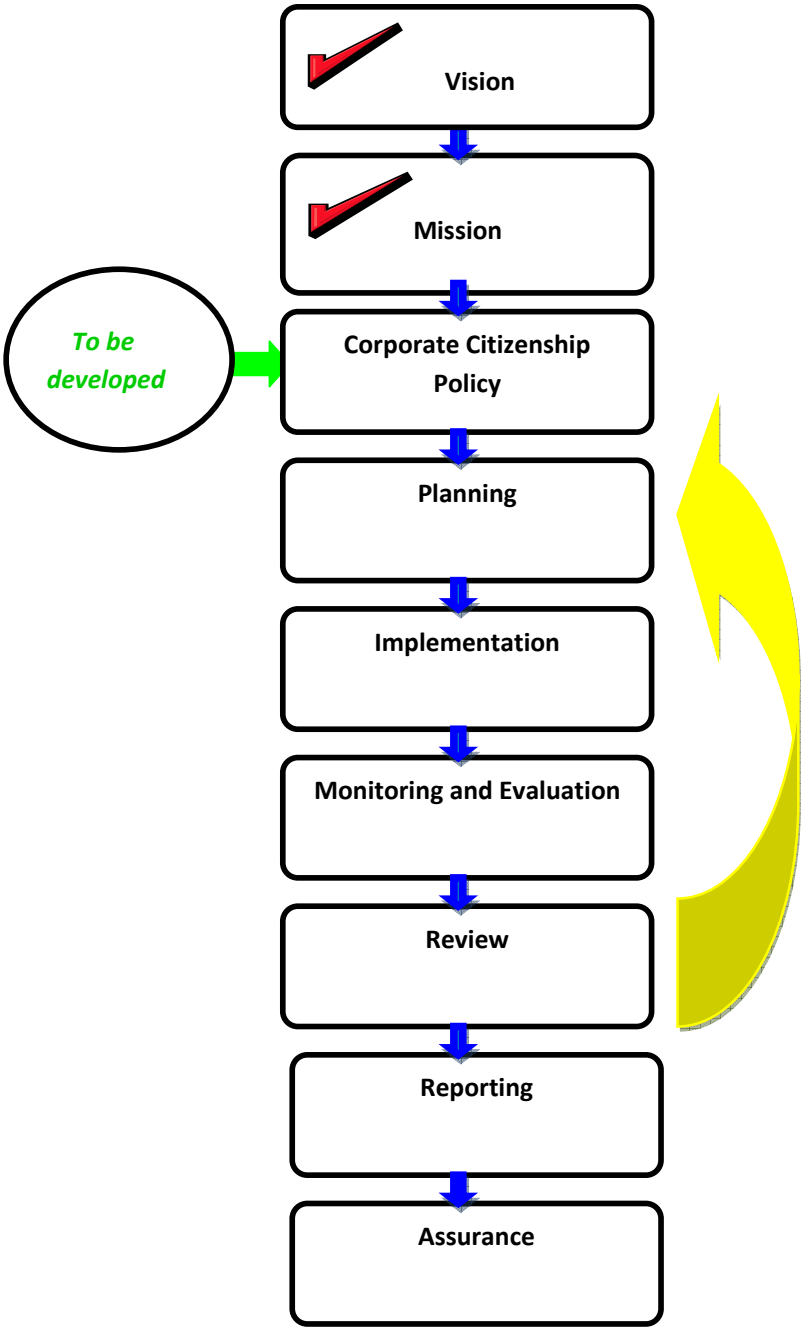


**Figure 2: UNISA Corporate Citizenship Process**

- **Monitoring and evaluation** of alignment initiatives will be integrated into the institutional Quality Assurance Improvement Plan. Impact of the initiatives will be assessed together with mitigation or enhancement of impacts. Identification of possible risks and opportunities that arise from the implementation of the initiatives will also be addressed.

- Feedback from monitoring and evaluation will result in the **review** of the planning process.

- Outcomes of the Corporate Citizenship process will be **reported** annually in the University's Annual Report. Initially reports will be verified by internal audit structures.

- Internal audit and quality assurance of corporate citizenship activity in combination with third party **assurance**, certification and/or audit of the information contained in the Sustainability Report.

From a governance perspective, the long term goal of the UNISA/UNGC Project is the dissolution of UNISA/UNGC Project structures (the Project Team, Working Committee and Steering Committee), and the full integration of corporate citizenship principles throughout the institution (Figure 3). Compliance and support for institutional mainstreaming of corporate citizenship could be the responsibility of the existing Quality Assurance Committee, once the terms of reference of the existing committee is amended to incorporate these issues. The newly constituted Quality Assurance and Corporate Citizenship Committee will report to the UNISA Management Committee. In accordance with corporate good practice, the University leadership must take responsibility for the University's social, environmental and broader economic impacts, and provide strategic direction in these areas. To achieve this, overall institutional leadership and responsibility for corporate citizenship must reside at an appropriate level of senior management and escalated as a reporting requirement to the University Council. Initially the existing Executive Committee of Council should have corporate citizenship issues as a standing item on the Committee agenda. Should there be a growing demand for corporate citizenship responsibility at the Executive Committee of Council, then a Corporate Citizenship

Committee could be established if necessary. The full establishment of all processes and substantial integration of corporate citizenship principles is envisaged for 2015.

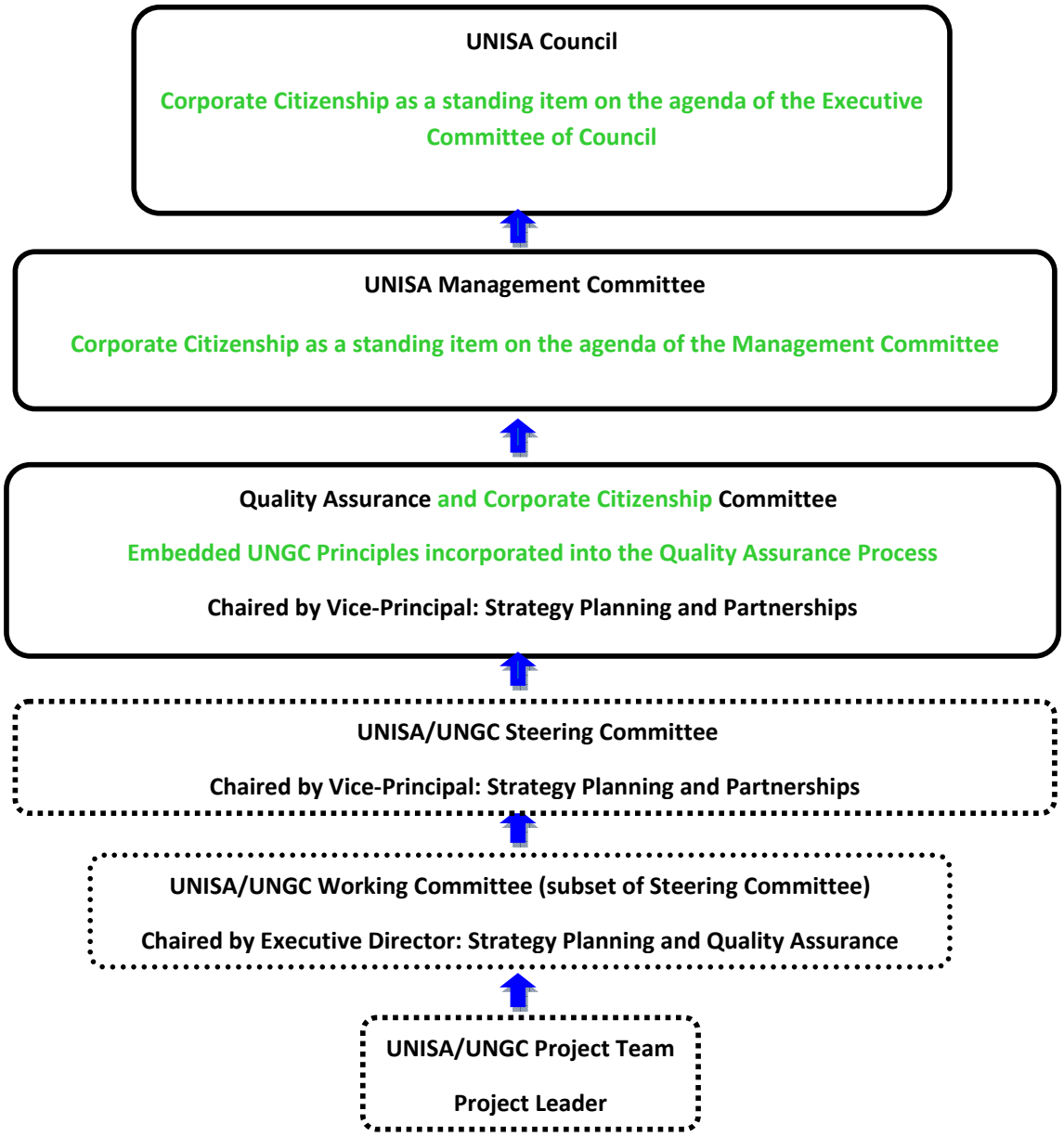


**Figure 3: Proposed Corporate Citizenship Governance Structures**

# F. Summary of Recommendations

### Vision and Mission Statements

- *Implicit in the vision and mission statements is the stewardship of the natural environment; however a clear statement to this end would be meaningful as an element within an existing statement.*

### Institutional Statute

- *Overall institutional leadership and responsibility for corporate citizenship must reside at an appropriate level of executive management and escalated as a reporting requirement to the Executive Committee of University Council; therefore corporate citizenship issues should be positioned as a standing item on the Management Committee agenda.*
- *Further to the recommendation above, the Executive Committee of Council should incorporate corporate citizenship as a standing issue on the Committee's agenda.*
- *Should there be a growing demand for corporate citizenship responsibility at the Executive Committee of Council, a Corporate Citizenship Committee or equivalent should be established to take responsibility for the social and environmental impact of the University. The Intuitional Statute pg 18, paragraph 18 entitled "Other Committees" indicates that Council may appoint other committees as required.*

### Corporate Governance Manual

- *A Stakeholder Engagement Policy needs to be developed*
- *An Environmental Policy needs to be developed. Note: The UNISA/UNGC Working committee has been mandated by UNISA Management Committee to develop an Environmental Policy*

### 2015 Strategic Plan: An Agenda for Transformation

- *Review of the 2015 Strategic Plan to include strategic and clear targets that address issues of Corporate Citizenship in a well structured and coordinated manner. Currently these issues are noted for their national importance; however there is no plan to indicate how they will be addressed institutionally.*

### UNISA Service Charter

- *The UNGC Principles are implicit in the UNISA Values and Principles and perhaps the communication and awareness processes associated with the Service Charter should incorporate the "We support the UNGC" campaign.*

## UNISA Policies and Procedure

### Policy and Rules Formulation Policy

- *Revision of the Policy and Rules Formulation Policy to ensure the incorporation of the UNGC Principles in all policies developed and approved by UNISA, including the revision of current policies.*

### Code of Ethics and Conduct

- *The UNISA Code of Ethics and Conduct should be revised to include the 10 UNGC Principles*

### Enterprise Risk Management Policy

- *Enterprise risk management must go beyond strategic risk identification and management and include operational risk.*
- *Risk exposure of the University needs to go beyond safety, health and security and needs to include broader environmental, social and economic issues.*
- *Fraud and corruption should be addressed as an enterprise risk*

**Quality Assurance Policy**

- *Quality Assurance should include assurance of organisational alignment with the UNGC Principles through policies, strategies, processes, structures, and implementation.*

**Smoking Policy, UNISA Ombudsman, Whistle Blowing Policy**

- *Adequate information boards with appropriate signage and contact information is required to reflect the Smoking Policy, UNISA Ombudsman and Whistle Blowing policy to ensure appropriate communication and awareness of these policies and encourage the use of the services offered.*

**Diversity Policy and Sexual Harassment Policy**

- *Policy should be inclusive of staff members as well.*

  *Note: Will be addressed in institutional Employment Equity Policy in progress*

**Student's Charter of Rights and Responsibilities**

- *Students should also be required to respect and fulfill the University's pledge to the UNGC Principles.*

**Community Engagement and Outreach Policy**

- *Policy should be inclusive of the UNGC Principles.*

**Other Policy Recommendations**

- *International Relations and Partnership Policy should stipulate that UNISA is in the process of aligning all business and academic activity with the 10 UNGC principles and encourages/requires partners to uphold these Principles as a prerequisite for a partnership agreement*

- *Investment Policy should stipulate a preference for investment in socially and environmentally responsible markets and due diligence should include UNGC Principles.*

- *Occupational, Health and Safety policy should be developed (in progress by Occupational, Health and Safety Directorate).*

- *Human Rights Policy should be developed (in progress by Employees Relations and Wellness Directorate).*
- *Development of an Employment Equity Policy (in progress)*
- *Development of other labour related policies and/or procedures that address UNGC Principles 3, 4, 5, and 6. UNISA does comply with the various labour relations acts of South Africa, however procedures to implement them institutionally need to be developed*
- *Develop a Corporate Citizenship Policy that incorporates all other relevant policies such as HIV and AIDS and Community Engagement; and defines the University's stance on corporate citizenship.*
- *Procedures for implementation of the various policies, at individual operational and academic levels, needs to be developed in a user friendly format.*
- *Monitoring and evaluation schedule needs to be developed to ensure the efficacy and continued relevance of the various policies.*
- *The Chairperson of the Council's Award for Excellence which is intended to honour excellent services to the community, integrity and impeccable character amongst other criteria should take cognisance of individual's efforts to mainstream UNGC Principles into the University architecture in both the academic and non-academic arena.*

**Performance Agreements for Management**

- *Risk management, for which the University's management bear responsibility, must include social and environmental risks as well.*
- *According to the performance agreements, the management of the University are also required to:*
    - *Represent UNISA publicly to enhance its stature and reputation*
    - *Advocate the vision, mission and objectives of UNISA*
    - *Raise awareness and understanding of the University Code of Conduct*

*To fulfill these requirements, management is presented with an ideal tool in the form of the UNGC to achieve the relevant outcomes. Clear statements of*

*commitment to the UNGC Principles will enhance the University's stature and reputation, advance the vision and objectives, and raise awareness of the Code of Conduct.*

**Strategic Projects**

- *Strategic Projects that address issues associated with labour and environmental issues, amongst others should be encouraged from an organisational strategic perspective.*
- *The strategic importance of the UNGC Principles needs to be addressed in the criteria to evaluate strategic projects for funding purposes.*

**Academic Research Projects**

- *Reorientation of research focus in all colleges to include projects that address the challenges of good governance, betterment of society and protection of the natural environment.*
- *Research outcomes should aim to go beyond the publication of a peer reviewed article as the final outcome, and should emphasise the use of research to inform/influence/impact on society in a manner that has a positive outcome for society, the environment or the broader economy.*
- *Reorientation of CSET research outcomes to consider the development and diffusion of environmentally friendly technologies and the use of scientific and technological advances to address the challenges of society.*

**Academic Curriculum**

- *Development of a compulsory module on issues of ethics, accountability and corporate citizenship, with appropriate adaptations for chosen career paths, for every UNISA qualification; thereby ensuring that every UNISA graduate is suitably knowledgeable and skilled to address the challenges of a sustainable future within their realm of expertise and influence.*

**Stakeholder Engagement: 2007 Staff Satisfaction Survey**

- *Stakeholder engagement is limited to research surveys. Processes of stakeholder identification (internal and external stakeholders),*

*categorisation, methods of engagement, frequency of engagement, identification of material issues and responses to material issues required to fulfill a thorough stakeholder engagement process, needs to be established.*

- *The development of a Stakeholder Engagement Policy has already been recommended.*
- *Processes to address various concerns raised, has to be developed.*

**Stakeholder Engagement: 2007 Student Satisfaction Survey**

- *Marketing and communication of UNISA courses to the public need to ensure that students have realistic expectations*
- *Stakeholder engagement is required to determine how student support can be improved.*
- *Management processes that address service delivery shortfalls need to be reengineered*

**Reporting: Annual Report**

- *Incorporate aspects of UNISA/UNGC report with the intention of establishing a full Sustainability Report, within the Annual Report in the future. Measurable, time-framed, non-financial targets and impacts must be reported.*
- *The Annual Report should provide a Website references for stakeholders to access the UNISA Corporate Governance Manual and Policies*
- *Compliance with the Corporate Governance Manual and Policies and Procedures should be reported in the Annual report*

**Reporting: Website**

- *The website should be used as an easy access tool for all stakeholders and therefore needs to be updated regularly and information checked for clarity.*
- *UNISA's strive towards "being in service of humanity" should be highlighted with regular updates from all operational sectors on achievements; with an emphasis on transparent accountable reporting.*

- *Home Page*
    - *Incorporate the “We support the UNGC” logo*
    - *Provide link to the UNISA/UNGC Project Report and corresponding documents referenced in the report*
    - *Make UNISA Corporate Governance Manual and policies publically available. Currently available on the internal staff website only.*
    - *Provide access to grievance procedures in the main “contact details” section and in the FAQ section of the website.*
- *My UNISA and Prospective Students:*
    - *Policies that affect students should be made available in full and user friendly format*
    - *Access to grievance procedures should be a main tab as well as a FAQ, and in the “contact” details sections*
- *Staff Online*

- *Access to grievance procedures should be a main tab*

## G. Open Invitation

To assist in supporting and improving the University's commitment to embed the UNGC Principles into all institutional activities, or if there are any enquiries about this process, please use the contact details below; also refer *to* ***Appendix 4: 4.8 to provide suggestions for this Project, and to indicate your expectations of this Project.***

Dr Ven Pillay
UNISA/UNGC Project Leader
Office of the Executive Director: Strategy, Planning and Quality Assurance

Office 6-53, Cas van Vuuren Building, Preller Str., Muckleneuk, Pretoria

Phone: +27 (0) 12 429 3423

*pillav@unisa.ac.za*

# H. Appendices

# Appendix 1: UNGC Information

## 1.1 UNGC Principles

Human Rights

*Principle 1*: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and

*Principle 2*: make sure that they are not complicit in human rights abuses.

Labour Standards

*Principle 3*: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

*Principle 4:* uphold the elimination of all forms of forced and compulsory labour;

*Principle 5*: uphold the effective abolition of child labour; and

*Principle 6*: uphold the elimination of discrimination in respect of employment and occupation.

Environment

*Principle 7*: Businesses should support a precautionary approach to environmental challenges;

*Principle 8*: undertake initiatives to promote greater environmental responsibility; and

*Principle 9*: encourage the development and diffusion of environmentally friendly technologies

Anti-Corruption

*Principle 10*: Businesses should work against corruption in all its forms, including extortion and bribery.

## 1.2 UNISA Letter to the Secretary General of the United Nations

UNISA
UNIVERSITY OF SOUTH AFRICA

*Office of the Principal and Vice Chancellor*

17th January 2007

Mr Ban Ki-moon
Secretary-General
United Nations
New York, NY 10017
USA

Dear Mr. Ki-moon

**SIGNATORY TO THE UNITED NATIONS GLOBAL COMPACT**

I am pleased to confirm that the University of South Africa (UNISA) supports the ten principles of the Global Compact with respect to human rights, labour rights, the protection of the environment and anti-corruption. With this communication, we express our intent to support and advance those principles within our sphere of influence. We commit to making the Global Compact and its principles part of the strategy, culture and day-to-day teaching, education and research of UNISA and undertake to make a clear statement of this commitment - both to our Faculty members, partners, students and alumni as well as the general public. We support public accountability and transparency and will report on progress made in a public manner.

Please find attached some general information regarding our academic institution as well as the person responsible for contacts with the office of the Global Compact.

Yours sincerely

N Barney Pityana, GCOB
PRINCIPAL AND VICE CHANCELLOR

Enc.

University of South Africa, Preller Street, Muckleneuk Ridge, City of Tshwane, PO Box 392, UNISA 0003, South Africa

### 1.3 Millennium Development Goals

*Goal 1*: Eradicate extreme poverty and hunger

*Goal 2*: Achieve universal primary education

*Goal 3*: Promote gender equality and empower women

*Goal 4*: Reduce child mortality

*Goal 5*: Improve maternal health

*Goal 6*: Combat HIV/AIDS, malaria and other diseases

*Goal 7*: Ensure environmental sustainability

*Goal 8*: Develop a Global Partnership for Development

### 1.4 Principles for Responsible Management Education

*Principle 1*: Develop capabilities of students to be generators of sustainable value for business and society and to work for an inclusive and sustainable global economy

*Principle 2*: Incorporate into our academic activities and curricula the values of global social responsibility

*Principle 3*: Create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

*Principle 4*: Engage in conceptual and empirical research that advance the understanding of the role, dynamics and impacts of corporations in the creation of sustainable social, environmental and economic value

*Principle 5*: Interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

*Principle 6*: Facilitate and support dialogue and debate amongst educators, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability

# Appendix 2: UNISA/UNGC Committee Compositions and Terms of Reference

## UNISA/UNGC Steering Committee Composition (2008)

| No | Name | Designation |
|---|---|---|
| 1 | Professor N Baijnath | Vice Principal: Strategy, Planning & Partnerships (Chairperson) |
| 2 | Professor NB Pityana | Principal and Vice Chancellor (Ex Officio) |
| 3 | Professor D van Wyk | Assistant Principal (Ex Officio) |
| 4 | Professor BJ Erasmus | Vice Principal: Operations (Ex Officio) |
| 5 | Dr MJ Linington | Executive Dean: Agriculture and Environ Sc. |
| 6 | Professor M Shahia | Executive Dean: Economic and Management Sc |
| 7 | Professor RMH Moeketsi | Executive Dean: Human Sciences |
| 8 | Professor NL Mahao | Executive Dean: Law |
| 9 | Professor M Setati | Executive Dean: Science Engineering & technology |
| 10 | Professor PH Havenga | Executive Director: Academic Planning |
| 11 | Dr M Ferreira | Executive Director: Corporate Communications and Marketing |
| 12 | Dr TND Sidzumo-Mazibuko | Executive Director: Corporate Affairs, (Change Management) |
| 13 | Professor BP Mtala | Executive Director: Dean of Students |
| 14 | Ms V Memani-Sedile | Executive Director: Finance |
| 15 | Ms I Chadibe | Acting Executive Director: ICT |
| 16 | Professor GI Subotzky | Executive Director: Information & Strategic Analysis |
| 17 | Ms A Steenkamp | Executive Director: Internal Audit |
| 18 | Dr MB Mokhaba | Executive Director: Learner support & student affairs |
| 19 | Professor TS Maluleke | Executive Director: Research |
| 20 | Dr DN Abdulai | Executive Director: SBL |
| 21 | Ms L Griesel | Executive Director: Strategy, Planning & Quality Assurance |
| 22 | Dr AM Mahomed | Executive Director: Study material, publication, production and delivery |
| 23 | Ms E Struwig | Executive Assistant: University Estates |
| 24 | Professor MK Havenga | Director: Mercantile Law |
| 25 | Mr JAD Peijper | Director: Agreements and intellectual property law |
| 26 | Ms F Patel | Director: Education Training & Development |
| 27 | Mr HFG Swanepoel | Director: Employee relations and wellness |

| No | Name | Designation |
|---|---|---|
| **28** | Mr H van Kradenburg | Director: Enterprise Risk Management |
| **29** | Mr AC Tshivhase | Acting Director: Institute for Curriculum & Learning Development |
| **30** | Adv EJS Coertzen | Director: Institutional and administrative law |
| **31** | Ms SM Magubane | Director: International relations and partnerships |
| **32** | Ms J Grosskopf | Director: Labour Law |
| **33** | Ms MJ Dube | Director: Procurement |
| **34** | Mr RP Arnold | Director: Protection Services |
| **35** | Professor LM Swanepoel | Director: Quality Assurance and Promotion |
| **36** | Mr A Haasbroek | Director: Remuneration and administration |
| **37** | Professor DV Roberts | Regional Director: Cape Coastal |
| **38** | Mr GAP Payne | Regional Director: Gauteng |
| **39** | Mr GM Ntombela | Regional Director: KZN |
| **40** | Mr KK Mokong | Regional Director: Midlands |
| **41** | Ms DRM Bopape | Regional Director: North East |
| **42** | Ms MD Nicolau | HOD: Geography |
| **43** | Professor D de Jongh | Manager: Centre for Corporate Citizenship |
| **44** | Ms E Kovacs | Deputy Director: Organisation Development |
| **45** | Ms ED Joubert | Representative: Agriculture and Environmental Sciences |
| **46** | Ms Q van der Merwe | Representative: Agriculture and Environmental Sciences |
| **47** | Dr V Pillay | Project Leader: UNISA/UNGC |

## UNISA/UNGC Steering Committee Terms of Reference

- To fulfil its mandate, the Project Steering Committee will oversee the following activities:
- Meet annually to consider annual reports on the implementation of the UNGC and to advise on further implementation.
- Provide timely written comment on draft documentation for submission through the appropriate University's reporting line; viz. the Quality Committee, Management Committee and Council.
- Propose broad strategies on the implementation of the UNGC principles.
- Advocate, communicate and create awareness the UNGC principles through speeches, presentations at appropriate forums, press releases and other forms of communication.

## UNISA/UNGC Working Committee Composition (2008)

(The working committee is a sub-committee of the UNISA/UNGC Steering Committee)

| No | Name | Designation |
|---|---|---|
| **1** | Ms L Griesel | Executive Director: Strategy, Planning & Quality Assurance (Chairperson) |
| **2** | Professor PH Havenga | Executive Director: Academic Planning |
| **3** | Dr M Ferreira | Executive Director: Corporate Communications and Marketing |
| **4** | Dr TND Sidzumo-Mazibuko | Executive Director: Corporate Affairs, (Change Management) |
| **5** | Ms V Memani-Sedile | Executive Director: Finance |
| **6** | Dr MB Mokhaba | Executive Director: Learner support & student affairs |
| **7** | Professor TS Maluleke | Executive Director: Research |
| **8** | Mr JP Lombard | Executive Director: University Estates |
| **9** | Dr MJ Linington | Executive Dean: Agriculture and Environ Sc. |
| **10** | Ms F Patel | Director: Education Training & Development |
| **11** | Mr HFG Swanepoel | Director: Employee relations and wellness |
| **12** | Mr AC Tshivhase | Acting Director: Institute for Curriculum & Learning Development |
| **13** | Adv EJS Coertzen | Director: Institutional and administrative law |
| **14** | Ms E Kovacs | Deputy Director: Organisation Development |
| **15** | Ms MJ Dube | Director: Procurement |
| **16** | Ms MD Nicolau | HOD: Geography |
| **17** | Ms ED Joubert | Representative: Agriculture and Environmental Science |
| **18** | Ms Q van der Merwe | Representative: Agriculture and Environmental Science |
| **19** | Dr V Pillay | Project Leader: UNISA/UNGC |

## UNISA/UNGC Working Committee Terms of Reference

To fulfil its mandate, the Project Working Committee will oversee the following activities:

- Participation in the UNISA/UNGC Steering Committee as noted above.
- Participate actively in all project initiatives and delegate attendance of UNISA/UNGC Project Meetings to relevant members within their lines of responsibility.

- Provide timely written comment on draft documentation.
- Oversee the alignment and mainstreaming of the ten UNGC principles within their own areas of authority and responsibility.
- Participate in the Monitoring and Evaluations subcommittee and other subcommittees that may be established to support the UNISA/UNGC Project.
- Provide access to information/documents/relevant staff members for a baseline study and other information gathering exercises.
- Prepare an information access framework for the baseline study, within their areas of authority; thereafter provide direction to researchers and access to relevant individuals, information and documentation to support implementation of the framework.
- Participate in the conceptualisation of the institutions positioning in order to give effect to rolling out and activating the UNGC principles throughout the University's operations.
- Advocate, communicate, and create awareness on the principles of the UNGC
- Promote commitment to the mainstreaming of the UNGC principles within areas of authority.
- Assist in identifying gaps between the university's status quo and preferred status with respect to the UNGC principles.
- Identify current projects within areas of authority that support the UNGC principles and provide support to enhance the projects where necessary.
- Identify new projects within areas of authority that can support the principles of the UNGC and develop project plans for implementation.
- Oversee the management of project implementation referred to above.
- Establish and participate in relevant stakeholder forums and report, in writing, to the Project Committee on the constituency of the stakeholder meeting, engagement process, material issues raised by the stakeholder group and their suggestions for addressing these issues.
- Report to UNISA/UNGC Steering Project Committee, in writing, on progress made in supporting the UNGC within areas of authority, with respect to strategy, governance, performance management, stakeholder engagement, public disclosure and impact of the various projects/initiatives.

- Refer issues to relevant committees within the university, such as the Senate Tuition Committee, to ensure maximum integration of the project into the operations of the university.

## UNISA/UNGC Project Office Bearers

| | | |
|---|---|---|
| Project Champion: | Prof NB Pityana | Principal & Vice Chancellor |
| Project Sponsor: | Prof N Baijnath | Vice Principal: Strategy, Planning & Partnerships |
| Project Coordinator: | Ms L Griesel | Executive Director: Strategy, Planning and Quality Assurance |
| Project Leader: | Dr Ven Pillay | |

## Roles and responsibilities of the Office Bearers

### Project Champion – Professor NB Pityana

- Sign the UNGC agreement
- Sign off all reports to the UNGC
- Establish a culture of good governance to ensure the sustainability of the institution in line with the compact
- Ensure alignment of the institution's strategy with the principles of the UNGC
- Ensure that there is a system in place for performance managing adherence to the UNGC principles
- Ensure stakeholder engagement with respect to implementation of the UNGC principles
- Ensure that there is 3$^{rd}$ party verification of non-financial adherence reporting
- Regularly communicate and advocate the ten principles within the institutions sphere of influence

### Project Sponsor – Professor N Baijnath

- Provide relevant resources and support to establish and implement the UNISA/UNGC Project;
- Regular reporting to management on the progress of the project

- Chair the UNISA/UNGC Steering Committee

**Project Leader – Dr V Pillay**

- Co-ordinate the UNISA/UNGC project
- Report on progress made in aligning the institutional operations and activities to the ten principles of the UNGC
- Report on the institutional implementation of the UNGC principles

**Institutional Project Co-ordinator – Ms L Griesel**

- Co-ordinate and oversee the UNISA/UNGC project from an institutional perspective to ensure alignment with strategic and IOP planning.
- Manage the UNGC budget
- Chair the UNISA/UNGC Working Committee

## Meetings

UNISA/UNGC Working Committee - monthly

UNISA/UNGC Steering Committee - annually, with provision for special meetings by exception.

# Appendix 3: Data

## 1.1 UNISA Policy Alignment with UNGC Principles

| UNGC Principle | UNISA Policy | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Code of Ethics and Conduct | Anti Fraud/Corruption/irregularity Statement and Policy | Enterprise Risk Management Policy | Quality Assurance Policy | Smoking Policy | UNISA Ombudsman | Whistle Blowing Policy | HIV and AIDS Policy | Research Ethics Policy | Diversity Policy | Sexual Harassment Policy | Student's Charter of Rights and Responsibilities | Community Engagement and Outreach Policy | Copyright Infringement and Plagiarism Policy |
| **Human Rights** | | | | | | | | | | | | | | |
| Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and | ✓ | | ✓ from a OHS perspective only | implicit in reference to Corporate Citizenship role model | ✓ | implicit | ✓ | ✓ | ✓ | ✓ Student perspective only | ✓ Student perspective only | ✓ Student perspective only | implicit | |
| **Principle 2: Businesses should** make sure that they are not complicit in human rights abuses. | ✓ | | | implicit | | implicit | ✓ | | ✓ | ✓ Student perspective only | ✓ Student perspective only | ✓ Student perspective only | implicit | |
| **Labour Standards** | | | | | | | | | | | | | | |
| **Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining; | | | | implicit | | | implicit | | | | | | implicit | |
| **Principle 4:** Businesses should uphold the elimination of all forms of forced and compulsory labour; | implicit | | | implicit | | | ✓ | | | | | | implicit | |

| | Code of Ethics and Conduct | Anti Fraud/Corruption/irregularity Statement and Policy | Enterprise Risk Management Policy | Quality Assurance Policy | Smoking Policy | UNISA Ombudsman | Whistle Blowing Policy | HIV and AIDS Policy | Research Ethics Policy | Diversity Policy | Sexual Harassment Policy | Student's Charter of Rights and Responsibilities | Community Engagement and Outreach Policy | Copyright Infringement and Plagiarism Policy |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Principle 5:** Businesses should uphold the effective abolition of child labour; and | implicit | | | implicit | | | implicit | | | | | | implicit | |
| **Principle 6: Businesses should** uphold the elimination of discrimination in respect of employment and occupation. | ✓ | | | implicit | | | ✓ | ✓ | | | | | implicit | |
| **Environment** | | | | | | | | | | | | | | |
| **Principle 7:** Businesses should support a precautionary approach to environmental challenges; | | | | implicit | | | implicit | | ✓ | | | | implicit | |
| **Principle 8**: Businesses should undertake initiatives to promote greater environmental responsibility; and | ✓ | | | implicit | | | implicit | | ✓ | | | | implicit | |
| **Principle 9:** Businesses should encourage the development and diffusion of environmentally friendly technologies | | | | implicit | | | | | | | | | implicit | |
| **Anti-Corruption** | | | | | | | | | | | | | | |
| **Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery. | ✓ | ✓ | | implicit | | ✓ | ✓ | | | | | | implicit | ✓ |

| UNGC Principle | UNISA Strategic Projects | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Driving Employment Equity as a Business Imperative | Access Control | Growing your own Timber | Student and staff satisfaction surveys | Women in Science | Institutional Culture Change | Paperless Study Material Delivery | UNISA ombudsman | Voluntary counselling and testing for HIV roll out | Mountain Zebra National Park Research, Loskop Dam Nature Reserve & Gauteng Wetlands Project | UNISA/UNGC project |
| **Human Rights** | | | | | | | | | | | |
| **Principle 1**: Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence; and | | | | | | | | implicit | | | |
| **Principle 2: Businesses should** make sure that they are not complicit in human rights abuses. | | | | | | | | implicit | | | |
| **Labour Standards** | | | | | | | | | | | |
| **Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining; | | | | | | | | | | | |
| **Principle 4:** Businesses should uphold the elimination of all forms of forced and compulsory labour; | | | | | | | | | | | |

| | Driving Employment Equity as a Business Imperative | Access Control | Growing your own Timber | Student and staff satisfaction surveys | Women in Science | Institutional Culture Change | Paperless Study Material Delivery | UNISA ombudsman | Voluntary counselling and testing for HIV roll out | Mountain Zebra,, Loskop Dam & Gauteng Wetlands Project | UNISA/UNGC project |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Principle 5:** Businesses should uphold the effective abolition of child labour; and | | | | | | | | | | | ✓ |
| **Principle 6: Businesses should** uphold the elimination of discrimination in respect of employment and occupation. | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | | ✓ |
| **Environment** | | | | | | | | | | | |
| **Principle 7:** Businesses should support a precautionary approach to environmental challenges; | | | | | | | | | | | ✓ |
| **Principle 8**: Businesses should undertake initiatives to promote greater environmental responsibility; and | | | | | | | ✓ | | | ✓ | ✓ |
| **Principle 9:** Businesses should encourage the development and diffusion of environmentally friendly technologies | | | | | | | | | | | ✓ |
| **Anti-Corruption** | | | | | | | | | | | |
| **Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery. | | | | | | | | ✓ | | | ✓ |

## 3.3 UNISA Academic Project Alignment with UNGC Principles

| No. | Name of Project |
|---|---|
| | **CAES** |
| 1 | Utilisation of indigenous knowledge to empower communities through tourism. |
| 2 | Waste Art - Arts in action |
| 3 | Water Ways: creative ecological intervention against water pollution |
| 4 | Fog Project |
| 5 | Urban Rainfall Harvesting |
| 6 | An investigation into the awareness of atmospheric pollution on the Highveld of Mpumalanga |
| 7 | Global climate change : an evaluation of the state-of-the-art |
| 8 | Elephant Impact Assessment using Remote Sensing |
| 9 | Natural resource based community tourism |
| | **CHS** |
| 10 | Poverty trap or poverty alleviation: social and cultural aspects of the micro lending industry in selected South African areas |
| 11 | Gender and mission with children |
| 12 | Sacredness and sustainability: eco-feminist theology, systems theory and strategies for sustainability |
| 13 | Child-Headed Households |
| 14 | Land redistribution and development |
| 15 | The gender dimensions of land reform in South Africa |
| 16 | The implementation of human rights in South Africa: fulfilment through practice |
| 17 | Conflict among youth |
| 18 | Psychosocial development of orphans and vulnerable children |
| 19 | Teachers views on the effect of HIV/AIDS on the psycho-social development of children |
| 20 | The abused woman as primary educator: a socio-educative analysis |
| 21 | Tourism education towards sustainable development |
| 22 | Apartheid and the feminisation of poverty and disease: The burden of being black and woman in apartheid South Africa |
| 23 | Towards global partnerships in research in Sub-Saharan Africa: an info metric study of the national, regional and international country collaboration in HIV/AIDS literature in E&S Africa. |
| 24 | Securing and sustaining water resources through addressing linkages involving HIV/AIDS, water, diarrhoea, sanitation and hygiene in rural communities in Malawi, Zimbabwe and South Africa |
| 25 | HIV/AIDS counselling train-the-trainer for Health Care professionals |
| 26 | The impact of the UNISA HIV/Aids Counselling Programme |
| 27 | Towards the 'Good Society': Service delivery for victims of hate crime for periphery to centre stage |
| 28 | A study of some ecological limits to development with specific reference to the Koggelberg biosphere |
| 29 | Development and the right to development: a global challenge |
| 30 | Medicinal plants, the environment and community development |
| 31 | Training and mentoring rural development practitioners for transformative and integrated rural development |

| | |
|---|---|
| 31 | Efficacy of the HIV/AIDS symptom manual |
| 32 | The Portrayal of Migrants and Refugees in Children's Books |
| 33 | Capacity building action research programme for district coordinators of the Victim Empowerment Programme |
| 34 | Developing culturally sensitive HIV/AIDS training programmes in the South African context |
| 35 | Gambling addiction |
| 36 | Heroin Dependence Recovery |
| 37 | HIV/AIDS counselling train-the-trainer for Health Care professionals |
| 38 | Towards the 'Good Society': Service delivery for victims of hate crime for periphery to centre stage |
| 39 | Evaluation of the social sector expanded public works programme to empower women, youth and the disabled |
| 40 | The discourses on the right to housing in Gauteng province:1994-2004 |
| 41 | Developing feminine leadership potential in post-Apartheid RSA |
| | **CEMS** |
| 42 | The response of Internal Auditors in SA to fraud |
| 43 | Gender and poverty |
| 44 | Work for water programme: A policy of hope for the future |
| 45 | Ethics for accounting students |
| 46 | Ethics in HR management: An international perspective |
| 47 | Competition policy |
| 48 | Factors affecting the malaria epidemics and its economic impacts on households in Lagos State, Nigeria |
| 49 | Household water demand in peri-urban settlement in Lesotho |
| 50 | Inflation, growth and unemployment in South Africa: some economic policy issues |
| 51 | Social security issues |
| 52 | Corporate Governance mechanisms and disclosure requirements to attract foreign investment |
| 53 | The diffusion of environmental concern in a service and consumer orientated organisation |
| 54 | Policy guidelines and planning towards sustainable Eco-Tourism in the Kingdom of NEPAL: Some aspects considered |
| 55 | Business and climate change study of the carbon footprint and resulting adaptation and mitigation opportunities, constraints and carbon commerce of the 2010 FIFA Soccer World Cup |
| 56 | Carbon opportunities for the JSE listed companies |
| 57 | The role of the audit profession with regard to corporate social responsibility |
| 58 | The impact of Corporate Governance practices on the performance of Non-profit organisations |
| 59 | Woolworths Embarking on a Sustainable Journey (case study research) |
| 60 | A Critical Analysis of CSR reports of selected companies in the Ekurhuleni District and awareness of these programmes in the communities target area. |
| 61 | Carbon Footprint of Mobile Telecommunication companies in Africa and their responding Corporate Social Responsibility |
| 62 | “Be financially smart” – investigation into the provision of consumer financial literacy in a bid to make financial markets work for the poor |
| 63 | Fiduciary Responsibility v Responsible Investment - A Legal Framework for South Africa |
| 64 | The role of PPPs in the SA Economy |
| 65 | The Carbon Report: JSE Top 50 |

| | |
|---|---|
| 66 | Corporate Climate Change Code (4C) |
| 67 | Cornerstone project; state of the quality of bid documentation in relation to sustainable infrastructure procurement in South Africa. |
| 68 | Case study project: how cross-sector partnerships can better contribute to sustainable development |
| 69 | Accountability project: seeks to build accountability capacity in public private partnerships for infrastructure |
| 70 | Responsible Investment groundwork project |
| 71 | The RI Analytics project |
| 72 | “High road” and “low road” scenarios for brands in South Africa from a corporate citizenship point of view |
| 73 | Correlates of corporate accountability amongst South Africa’s largest listed companies. |
| 74 | Ethical consumerism as a key consideration for future brand strategy development in South Africa. |
| 75 | Corporate Accountability in South Africa: An evaluation of sectoral differences.” In: Taming Corporate Capitalism: New Perspectives on Business Regulation for Sustainable Development |
| 76 | Corporate Citizenship. In: Business Management: a Contemporary approach |
| | **CLAW** |
| 77 | Euthanasia |
| 78 | Internet law: online defamation |
| 79 | Principle of legality, developing common law of rape |
| 80 | Public Order, Constitutionalism and the use of force by the Police in the new South Africa |
| 81 | The seriously ill or dying patient's right to know |
| 82 | Towards a regional labour Standards Agreement for Southern Africa |
| 83 | A case study of the relationship between sexual offenders and their victims and the concomitant impact on sentencing at the sexual offences court in Durban |
| 84 | School safety |
| 85 | Soccer violence in South Africa |
| 86 | Regulation of Climate Change and Global Warming in South Africa |
| 87 | Climate Change and Global Warming Regulation (South African Adaptation Strategies) |
| 88 | Research on privacy and the Internet and defamation and the Internet |
| | **CSET** |
| | |

## 3.4 UNISA Undergraduate Module Alignment with UNGC Principles

### College: CLAW

| Subject | No of Modules | Name of Module |
|---|---|---|
| Administration of Criminal Justice | 6 | Introduction to the criminal justice process |
| | | Critical issues in criminal justice |
| | | Human rights and the criminal justice |
| | | Security |
| | | Metro-policing |
| | | Crime investigation |
| Fundamental rights | 1 | Fundamental Rights |
| Labour law | 1 | Individual labour law |
| Local aspects of environmental management | 1 | Local aspects of environmental management |
| LLB modules | 3 | Environmental law |
| | | International human rights law |
| | | Professional ethics |
| Public International Law | 1 | International human rights |
| Correctional services management | 1 | Correctional services management module 1 |
| Management leadership: policing | 1 | Management leadership: policing 4 |
| Law | 4 | Human rights |
| | | Labour law |
| | | Fundamental rights 2 |
| | | Occupational health and safety law 2 |

### College: CHS

| Subject | No of Modules | Name of Module |
|---|---|---|
| African Politics | 5 | The politics of contemporary Africa |
| | | Political change in contemporary Africa |
| | | The politics of East Africa |
| | | The politics of Southern Africa |

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| | | The politics of West and North Africa |
| Anthropology | 3 | The anthropological study of culture in a multicultural context |
| | | Socio-cultural solutions to problems of human adaptation |
| | | Applied anthropology: contemporary human issues and the practice of anthropology |
| Communication Science | 1 | Political and government communication and media ethics |
| Community Ministry | 5 | Ethics and life |
| | | Christian action for reconciliation |
| | | God, creation and environment |
| | | Christian social ethics |
| | | People-centred development and the Bible |
| Congregational Ministry | 2 | Sexual ethics |
| | | Ethics and spirituality |
| | | Preaching in a context of poverty |
| Development Studies | 8 | Introduction to development studies |
| | | Development problems and institutions |
| | | Development theories |
| | | Empowerment and popular initiatives |
| | | Community development and the basic needs approach |
| | | Human security and development |
| | | Sustainable development: policy, practice and environment |
| | | Gender and development |
| Environmental Education | 1 | Environmental Education |
| General education | 1 | Life crises in childhood and adolescence |
| Health Science education | 2 | The caring ethic in health sciences education |
| | | The caring ethic in health care |
| Health Services Management | 3 | Human resources in health services |
| | | Human resource management and labour relations in health services |
| | | Labour relations in health services |
| Human Rights, values and social transformation | 1 | Human rights, values and social transformation |
| Islamic studies | 1 | Socio-cultural life, ethics and education in Islam |
| | | Contemporary Islam |
| Marriage guidance and counselling | 2 | Marriage guidance and counselling |
| | | Marriage guidance and counselling; sexual trauma |

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| Pastoral Counselling | 4 | Engaging in pastoral care and counselling discourse |
| | | Exploring pastoral care and counselling praxis |
| | | Supervised pastoral care and counselling with individuals, couples and families |
| | | Supervised pastoral care and counselling with groups and communities |
| Politics | 2 | Political ideas |
| | | Democracy and other forms of regime |
| Psychology | 2 | Psychology in society |
| | | HIV/AIDS care and counselling |
| Social work | 5 | Social casework: working with individuals – integrated theory and practice |
| | | Social casework: working with couples and families – integrated theory and practice |
| | | Social group work with children and youth – integrated theory and practice |
| | | Social group work with adults – integrated theory and practice |
| | | Statutory work, ethics and supervision |
| Sociology | 1 | Sociology of families and social problems |
| Theological Ethics | 8 | Ethics and life |
| | | Human rights, values and social transformation |
| | | Women, society and church |
| | | Ethical theory and methodology |
| | | Ethics and spirituality |
| | | Christian social ethics |
| Education | 1 | Education law and professional ethics |
| Health studies | 2 | Leadership development in health care |
| | | General nursing science and practice and applied ethics |
| Education (hons) | 3 | Whole school development through environmental education |
| | | Addressing barriers to education |
| | | Orientate psycho-educationally to perform specialised tasks of the counsellor |
| Theological ethics (hons) | 3 | Sexual ethics and/or medical ethics |
| | | Ethical issues in contemporary society |
| | | Ethics of political and economic life |
| General nursing (dip) | 1 | Social science and ethics |
| Youth development (dip) | 3 | Sustainable development and environmental issues |
| | | The political economy of poverty and poverty alleviation strategies |
| | | Psychosocial support of orphans and vulnerable children |

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| ABET (dip) | 1 | Environment |
| Education (dip) | 1 | HIV/AIDS education for educators |
| Financial information systems | 1 | Financial information systems 1 |
| Industrial relations | 1 | Industrial relations 2 |
| Labour management | 1 | Labour management |
| Labour relations and law | 1 | Labour relations and law 2 |
| labour relations management | 1 | labour relations management |
| Media studies | 1 | Media studies for public relations |
| Organisational development | 1 | Organisational development 4 |
| Public relations | 1 | Public relations 1 |

## College: CEMS

| Subject | No of Modules | Name of Module |
|---|---|---|
| Auditing & internal auditing | 1 | Operational auditing |
| Business Management | 10 | Human resources management |
| | | Labour relations management |
| | | Human resources and labour relations |
| | | Enterprise risk management |
| | | Entrepreneurship and small-business management |
| | | Labour relations management: micro |
| | | Contemporary issues in human resource management |
| | | Product management |
| | | Contemporary issues in supply management |
| | | Corporate citizenship |
| Economics | 3 | Labour economics |
| | | Development economics |
| | | Environmental economics |
| Public Administration | 2 | Public management skills |
| | | Ethics in public administration and administrative justice |
| Accounting skills | 1 | Accounting skills |
| Administrative Management | 1 | Administrative management 3 |
| Advanced strategic management | 2 | Advanced strategic management 4: Strategic management |
| | | Advanced strategic management 4: Real estate |
| Advertising and sales promotion | 1 | Advertising and sales promotion |

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| Applied economics | 1 | Applied economics 1 |
| Auditing | 3 | Auditing 2: module 1 |
| | | Auditing 3: module 2 |
| | | Auditing 4 |
| Business admin | 1 | Business administration 3 |
| business management | 1 | Business management 4 |
| Corporate reporting | 1 | Corporate reporting 4 |
| Labour economics | 1 | Labour economics |
| Management | 2 | Management 3 |
| | | Management 4 |
| Management practice | 1 | Management practice 4 |
| Management principles and practice | 1 | Management principles and practice 4 |
| Marketing | 1 | Marketing 4 |
| Media and public relations: tourism | 1 | Media and public relations: tourism 1 |
| Quality management systems | 2 | Quality management systems 3 |
| | | Quality management systems 3 |
| Quality planning and implementation | 1 | Quality planning and implementation 4 |
| Safety management | 2 | Safety management 3 |
| | | Safety management 4 |
| Safety Principles and Practice | 1 | Safety Principles and Practice 1 |
| SHE Management | 2 | SHE Management 2 |
| | | SHE Management 3 |
| Small business management | 1 | Small business management 3 |
| Strategic studies | 1 | Strategic management |
| Public administration and management | 14 | Cooperative governance 5 |
| | | Local government management 2 |
| | | Local government management |
| | | Management of information 3 |
| | | Public accountability 4 |
| | | public decision making 1 |
| | | Public financial management 2 |
| | | Public financial and procurement management 3 |
| | | Public financial management 5 |
| | | Public human resources management 2 |
| | | Public procurement and logistics management 2 |

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| | | Public service delivery |
| | | Self management |
| | | Strategic public human resource management 4 |
| Tourism development | 1 | Tourism development 3 |
| TQM; Improvement of business processes | 1 | TQM; Improvement of business processes 3 |

## College: CAES

| Subject | No of Modules | Name of Module |
|---|---|---|
| Botany | 3 | Plant physiology |
| | | Aquatic ecology |
| | | Terrestrial ecology |
| Geography | 10 | World issues: a geographical perspective |
| | | Our living earth |
| | | The African challenge: people and environment |
| | | The geography of basic services provision |
| | | People and the natural environment: use and impact |
| | | Environmental politics |
| | | State of the people and environment in Southern Africa |
| | | Spatial economic development |
| | | Environmental evaluation and impact assessment |
| | | Ecotourism |
| Human ecology | 6 | Food security |
| | | Development approaches |
| | | Community development |
| | | Community project |
| | | Household food security |
| | | Food security and HIV/AIDS |
| Environmental management | 5 | Impact mitigation and management |
| | | Integrated environmental management systems and auditing |
| | | Ecological and social impact assessment |
| | | Conservation ecology |
| | | Fundamentals of environmental science |
| Nature conservation | 1 | Conservation management 1 |
| Agricultural management (dip) | 3 | Agricultural engineering 1 |
| | | Agricultural law 1 |
| | | Agricultural management 2 |
| Horticulture (dip) | 2 | Environmental studies 2 |

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| | | Horticultural production management 3 |
| Nature conservation (dip) | 6 | Nature conservation administration 1 |
| | | Conservation communication 1 |
| | | Conservation development 1 |
| | | Resource management 1 |
| | | Resource management 2 |
| | | Resource management 3 |

## College: CSET

| Subject | No of Modules | Name of Module |
|---|---|---|
| Earthworks design | 1 | Earthworks design 4 |
| Environmental engineering | 1 | Environmental engineering |
| environmental engineering; civil | 2 | Environmental engineering; civil: module A |
| | | Environmental engineering; civil: module B |
| Environmental management | 1 | Environmental management 3 |
| Environmental management for engineering: civil | 1 | Environmental management for engineering: civil 4 |
| Mineral beneficiation | 1 | Mineral beneficiation 2 |
| Solid waste management | 1 | Solid waste management 4 |
| Waste water treatment technology | 1 | Waste water treatment technology 4 |
| Water care technology | 1 | Water care technology 1 |

# Appendix 4: Your Comments and Input

## 4.1 Input on Corporate Governance Manual/Policies or Other Institutional Governance Documents

| Name of Document or Policy | Suggested Amendment to Existing Document/ Policy | Reason for Amendment | Suggested New Policy for Development | Reason for Development | Submitted by: | Contact Details; Email and Phone Number |
|---|---|---|---|---|---|---|
| Vision & Mission Statement | | | | | | |
| Institutional Statute | | | | | | |
| Corporate Governance Manual | | | | | | |
| 2015 Strategic Plan | | | | | | |
| Service Charter | | | | | | |
| Anti-Fraud/Corruption/ Irregularity Policy | | | | | | |
| Code of Ethics and Conduct | | | | | | |
| Enterprise Risk Management Policy | | | | | | |
| Quality Assurance Policy | | | | | | |

| Name of Document or Policy | Suggested Amendment to Existing Document/ Policy | Reason for Amendment | Suggested New Policy for Development | Reason for Development | Submitted by: | Contact Details; Email and Phone Number |
|---|---|---|---|---|---|---|
| Smoking Policy | | | | | | |
| UNISA Ombudsman | | | | | | |
| Whistle Blowing Policy | | | | | | |
| HIV/AIDS Policy | | | | | | |
| Research Ethics Policy | | | | | | |
| Diversity Policy | | | | | | |
| Sexual Harassment Policy | | | | | | |
| Student's Charter of Rights and Responsibilities | | | | | | |
| Community Engagement and Outreach Policy | | | | | | |
| Policy for Copyright Infringement and Plagiarism | | | | | | |
| (Other policies) | | | | | | |

*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.2 Comment on Selected Operational Documents

| Name of Document | Comment/ Suggestion/ Amendment | Reason for Amendment | Submitted by: | College/ Department | Contact Details; Email and Phone Number |
|---|---|---|---|---|---|
| **UNISA 2008-2010 Institutional Operational Plan** | | | | | |
| **Performance Agreements for Executive Management** | | | | | |
| **Strategic Projects** | | | | | |
| **(Other documents)** | | | | | |

*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.3 Comment on Strategic Projects

| Name of Current Strategic Project | Comment | Topic Suggestions for Development New Strategic Projects | Submitted by: | College/ Department | Contact Details; Email and Phone Number |
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*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.4 Academic Research Project Database

| Name of Project | Project Start Date | Status (Still In Progress/ Completed) | Alignment to UNGC Principle Number * | Explain How Project is Aligned | Explain Use of Research Outcomes for Impact on Society/ Environment | Indicate Plans to Implement Outcomes | Indicate Impact Already Achieved | Full Publication Reference | Staff only Research or Post-graduate Research Project | Submitted by: | College | Contact Details; Email and Phone Number |
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**Please note that alignment with aspects of sustainable development, community development, accountability, ethics, good governance, etc are all issues that are included within the realm of the UNGC Principles. Any request for clarification can be forwarded to the email address below.*

*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.5 Undergraduate Module Alignment with UNGC Principles

| Name of Module | Compulsory or elective | Name of Qualifications that contain the module | Alignment to UNGC Principle Number | Proportion of Module Content Aligned with Principle/s | Number of Students Registered for Module in 2008 | Number of Students who Passed Module in 2007 | Submitted by: | College | Contact Details; Email and Phone Number |
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**Please note that alignment with aspects of sustainable development, community development, accountability, ethics, good governance, etc are all issues that are included within the realm of the UNGC Principles. Any requests for clarification can be forwarded to the email address below.*

*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.6 Stakeholder Engagement

| Which stakeholder group do you belong to? (staff, student, supplier, partner, etc) | How would you prefer to present your views on the institution? (questionnaire, face-to-face stakeholder forums, internet forum, etc) | How often would you prefer to present your views? (once a year, twice a year, ongoing via the an internet forum, etc) | What are your most important issues of concern at the institution? | How would you like to see these concerns addressed? | What are your most important institutional needs? | How would you like to see these needs addressed? | General comments | Submitted by: | College/ Department | Contact Details; Email and Phone Number |
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*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

**Appendix 4: 4.7 Nominate a Centre/Department/Bureau/Directorate Profile as a Highlight for the 2009 UNISA/UNGC Report**

| Name of Department/ Centre/Bureau/ Directorate, etc | Reasons for Nomination (UNGC related activity) | Submitted by: | Contact Details; Email and Phone Number |
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**Please note that alignment with aspects of sustainable development, community development, accountability, ethics, good governance, etc are all issues that are included within the realm of the UNGC Principles. Any requests for clarification can be forwarded to the email address below.*

*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*

## Appendix 4: 4.8 Your Suggestions/Expectations of the UNISA/UNGC Project

| Your Suggestions for the UNISA/UNGC Project | Your Expectations of the UNISA/UNGC Project | General Comments | Submitted by: | Contact Details; Email and Phone Number |
|---|---|---|---|---|
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*Please forward suggestions to Dr Ven Pillay pillav@unisa.ac.za*