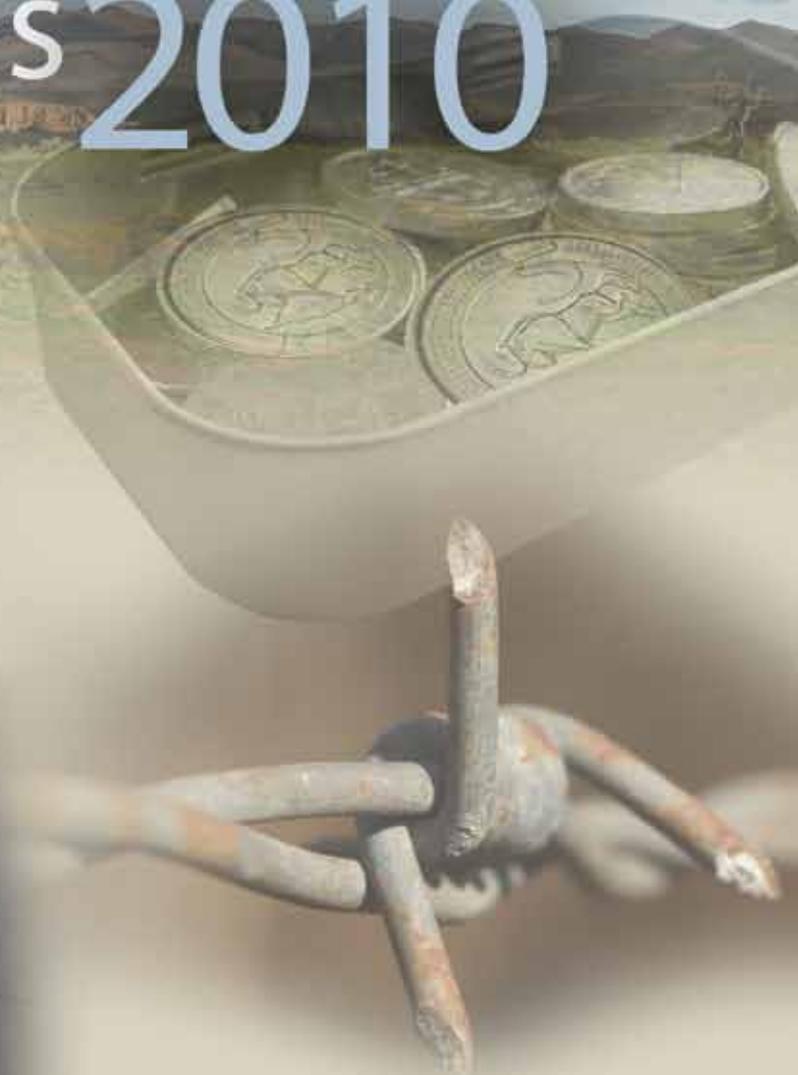




United Nations
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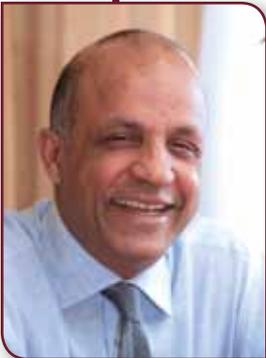
Communication on progress 2010



ORGANOGRAM



Unisa Principal and Vice-Chancellor
Professor Barney Pityana
Chairperson: Management Committee



Vice-Principal: Strategy, Planning and Partnerships
Professor Bajnath
Chairperson: Unisa/UNGC Steering Committee



Executive Director: Strategy, Planning and Quality Assurance
Ms Liana Griesel
Chairperson: Unisa/UNGC Working Committee



UNGC Researcher
Ms Mary Nortje



UNGC Researcher
Ms Nana Agyepong



United Nations Global Compact Project

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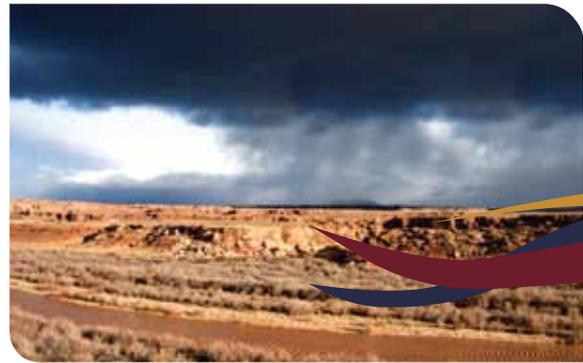


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MESSAGE FROM THE PRINCIPAL AND VICE-CHANCELLOR



“My vision was for Unisa to serve humanity by ensuring the continued existence not only of the people (of Africa and South Africa), but also of the planet and profit, without forfeiting the principles of sound corporate governance. This commitment is reflected in the principles of the UNGC.”

It is by no means insignificant that the end of my ten-year tenure as Principal and Vice-Chancellor of the University of South Africa (Unisa) should coincide with the conclusion of this university's three-year project initiated to give effect to the United Nations Global Compact (UNGC). The success of Unisa's association with the UNGC can be seen in the culture of accountability, recognition of human rights and responsible behaviour that is evident in its staff and students. This will continue even after Unisa's three-year UNGC project comes to an end.

With a background in theology and law (specifically human rights and international law), I made it my personal objective to place Unisa on the path of economic, social and environmental sustainability. My vision was for Unisa to serve humanity by ensuring the continued existence not only of the people (of Africa and South Africa), but also of the planet and profit, without forfeiting the principles of sound corporate governance. This commitment is reflected in the principles of the UNGC.

When Unisa resolved to become a signatory of the UNGC in January 2007, I saw this as a means of furthering this university's dedication to sustainability, and to influencing an even larger population with its institutional activities and achievements. This relates specifically to the principles of human rights, labour standards, the environment and anti-corruption.

My vision with the signing of the UNGC was, within the sphere of its influence, for Unisa to infuse the principles of respect, dignity and justice into all its academic activities and institutional operations.

As a member of the inaugural committee of the Global Reporting Initiative (GRI), I noticed that the concept of reporting on more than just financial performance in order to develop a culture of accountability was beginning to emerge as one of the responsibilities of states.

Unisa had already established a Centre for Corporate Citizenship, and the UNGC provided a context for the University to give effect to the principles of responsible citizenship according to which it was conducting its academic, research and community engagement activities. It is important for Unisa to lead by example in order to encourage its staff and students to act responsibly. As the ten principles of the UNGC were consistent with the principles to which the institution was already subscribing, it was not difficult to commit to them.

Reporting annually on its adherence to the principles of the UNGC is aligned with Unisa's vision to be a progressive African university that is aware of the responsibilities it has

to its employees and its communities, as well as to the environment. The biggest contribution that Unisa can make to the sustainability of the planet is to effect a change of behaviour in its graduates and the way they view the world around them. When one considers the unique characteristics that Unisa wishes to cultivate in its students, being a responsible graduate is certainly at the top of the list.

The ten principles of the UNGC capture the essence of Unisa's definition of "graduateness" and being part of a world community. The shift in the institution's academic activities and research focus areas to human rights, anti-corruption on fraud and labour practices since signing the UNGC, as well as the community engagement initiatives being undertaken by the University, reflects the success with which Unisa has managed to influence the behaviour and scholarly thinking of its staff and students.

Its commitment to comply with the principles of the UNGC even extends to Unisa's non-academic departments. Maintaining a position on human rights, responsible labour practices and anti-corruption in its dealings with service providers and institutional partners plays a role in influencing the actions of these individuals and communities as well. This is

particularly applicable in the case of collaboration agreements and partnerships with governments and individuals from countries with a poor human rights record, where Unisa can infuse the principles of responsible citizenship and good corporate governance into the lives of these people.

As the only university in South Africa to be a signatory to the UNGC, it has been a great privilege for Unisa to be part of the global compact and to be recognised worldwide for its achievements. Although the project is coming to an end, this university is committed to further contributing to the lives of its communities as it holds its staff and students accountable for their behaviour.

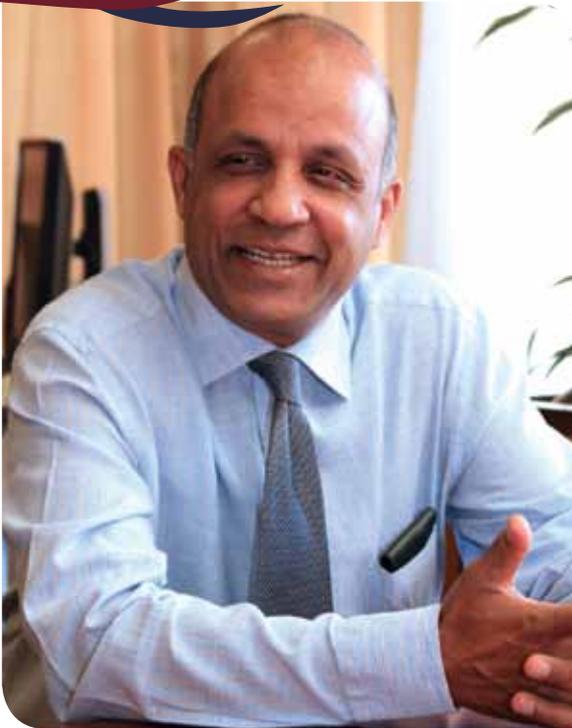
The model of accountability that was established with the UNGC is a reflection of the integrity of the institution. As a result, Unisa has succeeded in developing an identity that infuses the behaviour of its people into the values of the institution. This will extend beyond the lifetime of the UNGC and illustrates what a degree from Unisa is all about.

Prof Barney Pityana
Principal and Vice-Chancellor
University of South Africa

The Unisa mosaic staircase



PREFACE AND FUTURE STRATEGIC INTENTION



“Unisa has an important role to play in the South African higher education landscape. Because of its geographical reach nationally and on the continent, as well as its high public visibility, anything it does has a high potential to influence the actions of others. It can therefore succeed in advocating and advancing the cause of sustainability.”

In December 2006, Unisa’s Management Committee approved a proposal to support the UNGC for responsible corporate citizenship. The signing of the compact signified a vital step in the University’s demonstration of its commitment to human rights, fair labour practices, environmental preservation and anti-corruption. It also ensured that the sustainable use of natural resources would enjoy heightened attention in the day-to-day teaching, research and community engagement activities of the University.

As we know, universities are leading social agents that give intellectual content and form to the choices made by society. Unisa is acutely aware that the graduates it produces will – through their top-of-mind consciousness, day-to-day actions and the decisions made in the world of work and in civil society – eventually have an impact on society by raising an awareness about responsible citizenship. As such, they are important agents of change. While under its influence and tutelage, the University has a duty to cultivate an understanding about and awareness of the environment and the sustainable use of resources.

With the conclusion at the end of 2010 of the University’s three-year project initiated to give effect to the UNGC, it is perhaps opportune to look back at some of the highlights that have been achieved in propelling the institution along the pathway of sustainable development. Currently, there is strong institutional support for human rights and anti-corruption. However, labour and environmental issues need more attention. Efforts to conserve energy, to utilise environmentally friendly technologies and to implement anti-corruption measures have increased exponentially over the past two years.

Unisa’s commitment to the principles of the UNGC has had a positive impact on its internal community, as well as on society, by placing sustainability issues prominently on the agenda. An awareness has been created of scarce resources and the crisis that is brought about by the irresponsible use of water and energy, not just on human health through the contamination of environmental resources, but also on the economy. As a result, Unisa can succeed in achieving its primary objective of producing knowledge and contributing to a better life for all.

Within a well-defined governance structure, important policy advances that give effect to the principles of the UNGC include institutional policies on corporate citizenship, the environment and stakeholders. Existing policies are being systematically revised to ensure the inclusivity of all stakeholders and to include aspects of good corporate citizenship.

Once it has raised awareness at the institutional level, Unisa can proceed to make an impact in the public domain and influence the greater society. Giving the principles of the UNGC, sustained impetus will lead to a confluence of efforts and advocacy, which will force sustainability issues onto the national agenda and the agendas of various institutions in order to ultimately make an enormous impact on society. In this way, Unisa will lead the way for institutions of higher learning to contribute to social welfare, social justice and the sustainability of South Africa's political, social and economic activities.

In all it does, Unisa strives to give expression to its vision of being in the service of humanity. Without doubt, the slew of efforts precipitated through the UNGC project places Unisa at the leading edge of promoting corporate citizenship and sustainability at the national level. The investment of resources to develop the necessary knowledge base of the institution and the lessons learned from our pioneering initiatives place us in a good position to influence other organisations, particularly in the corporate sector.

Unisa's primary strategic agenda is transformation on various levels and the UNGC provided the ideal framework to actively address important governance, societal, environmental and broader economic issues. With the consciousness that has been raised, issues such as the efficient use of energy resources, the minimisation of waste, recycling and implementing green building practices are permeating the decisions and actions of the University's management committee at every level. As an institution, Unisa adopts an integrated approach in all its

management decisions, achieving institutional sustainability by contemplating the effect of its actions on the sustainability of its people, the planet and profit.

Unisa has an important role to play in the South African higher education landscape. Because of its geographical reach nationally and on the continent, as well as its high public visibility, anything it does has a high potential to influence the actions of others. It can therefore succeed in advocating and advancing the cause of sustainability.

In addition to merely articulating a commitment, Unisa has succeeded in infusing the principles of the UNGC into every aspect of its core business, which, in turn, make them performance imperatives for managers. This is a vital step in demonstrating commitment.

Unisa's commitment to the principles of the UNGC is finding expression at the level of decision-making and policy, thereby shifting from advocacy to action.

By doing things right and doing the right things, Unisa serves as a benchmark; its actions influencing those of other institutions. In this regard, the principles of the UNGC are seeped into Unisa's thinking and strategic planning. It is therefore a leading light for other higher education institutions and the nation in general.

Prof Narend Bajjnath
Vice-Principal: Strategy, Planning and Partnerships
University of South Africa

The Unisa main campus, Pretoria



EXECUTIVE SUMMARY



“As the only higher education institution (HEI) in South Africa to be a signatory to the UNGC, Unisa has become a proud and dynamic leader in the country when it comes to advocating the core principles of being a good corporate citizen. The UNGC’s stated principles permitted the University to embrace these into its institutional academic activities and support functions.”

This desire for institutional sustainability requires a continuous commitment to uphold not only the principles of the UNGC, but also the principles stated in the GRI and the King III Code. Unisa remains committed to advocating these principles throughout its sphere of influence, not only at the University, but also to share its experiences with the world out there. This commitment is underscored by a bid to promote sustainable development by sub-Saharan African higher education institutions (HEIs), where Unisa was invited to participate in a survey earlier in 2010. The survey was conducted by the Global University Network for Innovation (GUNI), the International Association of Universities (IAU) and the Association of African Universities (AAU). This opportunity to participate in the survey enabled Unisa to take stock of its sustainable issues and identify what could be improved in order to facilitate the fulfilment of the institution’s responsibility with regard to sustainability.

As a thrust to further integrate sustainable development in the institution’s curricular and operational activities, the newly launched Global Compact Self-assessment Tool (GCSAT) was used to measure Unisa’s performance across all four principal areas of the UNGC. A follow-up report was generated and areas of improvement were identified. Improvement actions have been agreed upon and a detailed plan of action has been tabled for implementation in 2011.

Unisa’s extensive geographical footprint requires quality to be included in all its operations. In order to remain at the forefront in the national and international higher education arena, the range of initiatives undertaken by the University and the aspirations outlined in *Unisa 2015 Revisited* bear testimony to the deepening of the institution’s ability to promote a culture of continuous innovation and improvement. To ensure sustainable and cutting-edge innovation, Unisa operates within an established planning culture of integration and alignment to bring about further innovation and renewal of its processes and systems.

The publication of this *Communication on Progress (COP)* increases its competitiveness in the academic field. It serves as a public and visible record of progress and future planning in Unisa’s sustainability journey, and presents a valuable opportunity to engage with all stakeholder groups. It is hoped that the information chronicled in this third COP will be of interest to all readers.

Ms Liana Griesel
Executive Director: Strategy, Planning and Quality Assurance
University of South Africa

1. INTRODUCTION

1.1 BACKGROUND

The UNGC's code of corporate conduct is based on the principles of sustainability and corporate citizenship, emphasising the responsible role of organisations in contributing to their economic, social and environmental sustainability and to the societies and communities in which they operate.

The GCSAT, which was developed by the UNGC in partnership with the Confederation of Danish Industry, the Danish Ministry for Economy and Business Affairs and the Investment Fund for Developing Countries, was launched at the UNGC Leaders' Summit in New York in June 2010. It is designed for organisations and institutions that are committed to upholding basic social and environmental standards in their operations.

As a signatory to the UNGC, Unisa is committed to establishing itself as a leader in sound corporate governance. In the light of this, Unisa used the GCSAT to conduct a study among its major internal stakeholders to establish the institution's current sustainability score and to develop guidelines indicating what remedial actions are required for planning, monitoring, reviewing and training in the institution.

This benchmarking will take the institution to another level by further facilitating the following:

- The improvement of existing policies and systems
- The building of staff awareness
- Stakeholder engagement to improve internal and external reporting
- The tracking of improvements, demonstrating progress and planning ahead

In doing this, it aims to further inculcate the UNGC and King III Code into all relevant university activities. This highlights its endeavour to promote sustainability by developing an integrated strategy for corporate social responsibility in respect of economic, social and environmental areas and reporting on its responsibility in terms of the requirements agreed to by Council and the Department of Higher Education and Training (DHET). In its recently revised strategic plan, *Unisa 2015 Revisited*, the University emphasises its social responsibility, not only through its inspiring vision, but also in striving to embrace the core values of social justice and fairness, and excellence with integrity.

It is against this backdrop that this COP reports on institutional activities and achievements, and the governance of the UNGC within the institution, and makes recommendations and institutional commitments for 2011.

1.2 LAYOUT OF THE REPORT

This report complies with the stipulations as reflected in the general COP layout by the UNGC and comprises the following sections:

- Section 1: Introduction and layout of the report
- Section 2: Vision, mission and Unisa's geographical reach
- Section 3: Commitment towards institutional sustainability
- Section 4: Institutional achievements – 2010
- Section 5: Future commitments
- Section 6: Conclusion
- Section 7: Acknowledgements

Unisa Music Foundation community engagement project.



2. VISION, MISSION AND UNISA'S GEOGRAPHICAL REACH

2.1 BACKGROUND

Unisa plays a vital role in South Africa, on the continent and internationally and has an important social mandate to serve those who would otherwise not have had access to higher education. Unisa is becoming increasingly involved in providing quality higher education throughout Africa, building capacity and sharing expertise through its core institutional activities. This gives expression to Unisa's inspiring vision: "Towards the African University in the service of Humanity."

The vision, mission and core values Unisa aspires to uphold are carefully woven into its core educational processes and systems and consequently have standing in Unisa's extensive

geographical footprint. Enrolment figures for 2009 show that registered students are dispersed across 38 countries, totalling 263 559 students across the five colleges. The African dispersion is found across the African continent, while the global pattern reveals that the rest of the students are situated mainly in European countries, North and South America, Asia, Australia and Oceania. Unisa is therefore in a position of considerable influence to advocate and advance the cause of sustainability (see Figure 2).

The following table and diagrams illustrate the geographical dispersion of Unisa students.

Table 1: Total number of enrolments from 2004 to 2009

Classification of the Educational Subject Matter (CESM)	Actual enrolments						Average annual increase: 2004–2009
	2004	2005	2006	2007	2008	2009	
Science, engineering, technology	21 764	25 871	26 283	27 034	30 851	28 529	4.61%
Business/management	101 915	85 639	95 605	103 804	112 302	108 286	1.02%
Education	23 129	23 641	25 513	25 803	34 964	43 175	10.96%
Other humanities	59 379	72 780	80 138	82 740	83 810	83 569	5.86%
TOTAL	206 187	207 931	227 539	239 380	261 927	263 559	4.18%

Figure 1: Percentage of enrolments per college for 2009

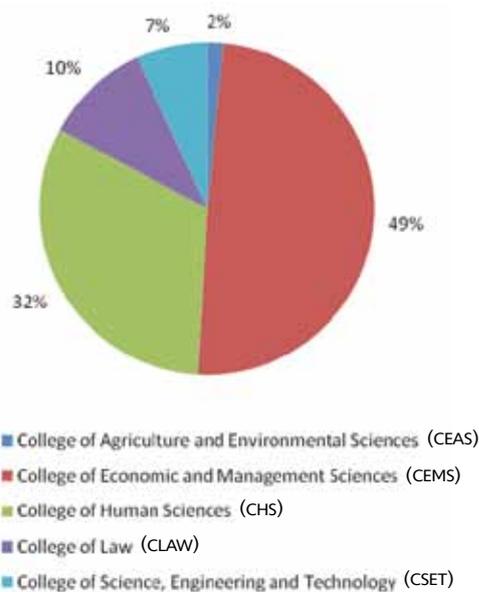
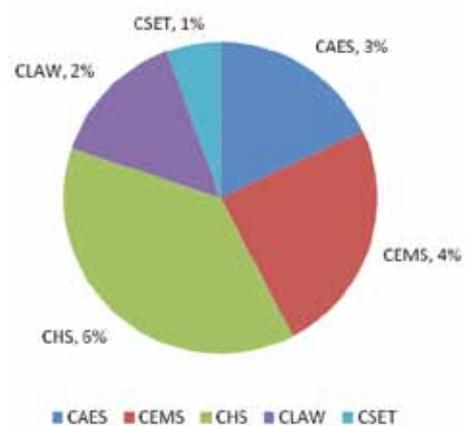


Figure 2: College contribution towards the 15% alignment



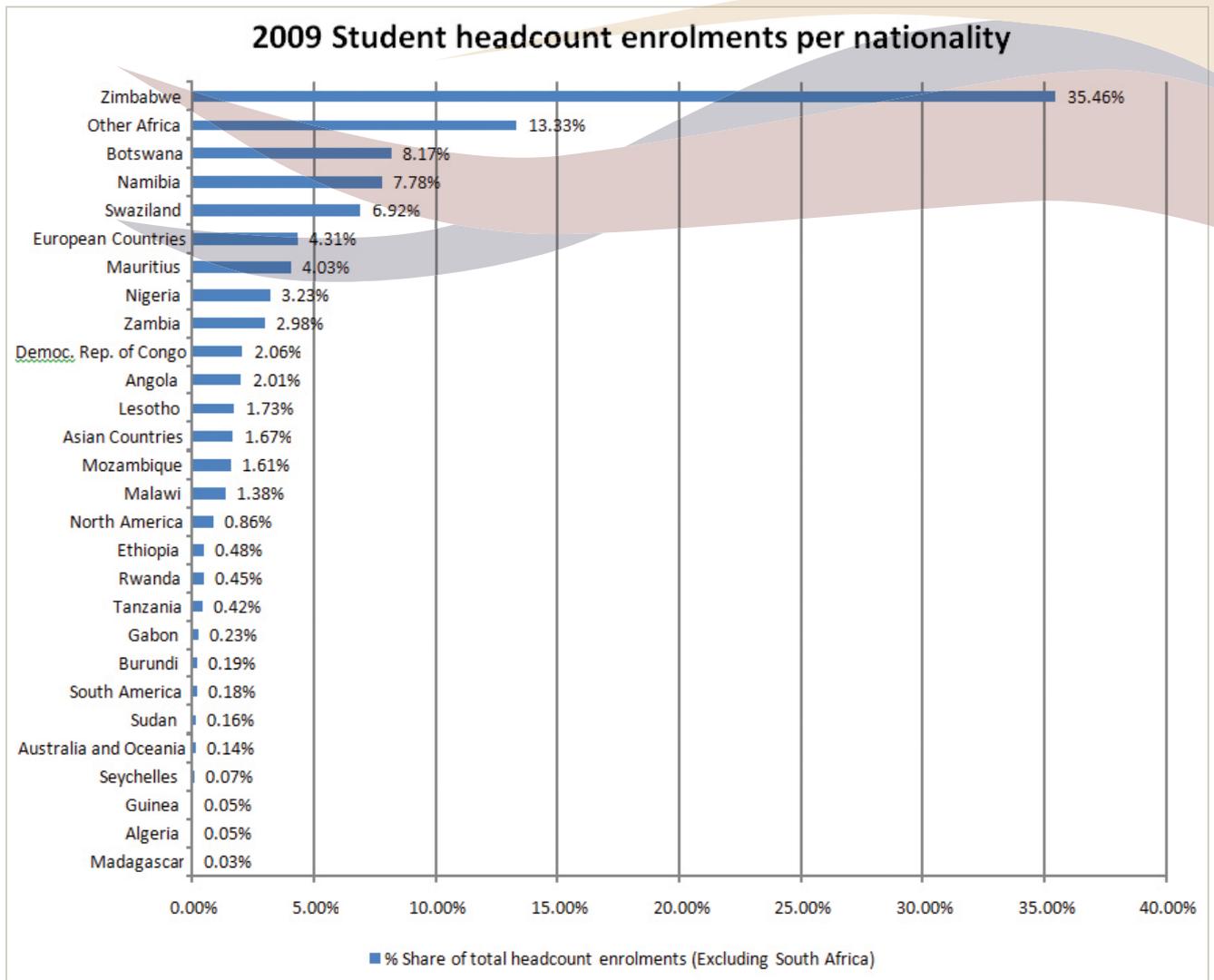


Figure 3: 2009 Student headcount enrolments by nationality

Unisa supported the Soccer World Cup in 2010.



For the first COP for the UN Unisa conducted desktop research to determine the alignment of its 2007/08 modules with the UNGC principles. This assessment concluded that 7% of Unisa modules were already aligned in some way or the other to the principles and it was decided to repeat

such an analysis on the current and product range for the University. It was found that the awareness and incorporation of the UNGC principles into the critical learning outcomes has resulted in an increase from the 7% in 2007 to 15% (644 modules of the active 4180 modules) in 2010.

College	Academic level	Number of UNGC-aligned modules	Total number of modules offered per college	Percentage alignment per college	Percentage of University total
College of Agriculture and Environmental Sciences (CAES)	Undergraduate	92	391	24%	18%
	Honours	24	61	39%	
	Master's	0	17	0%	
	Doctorate	0	4	0%	
CAES total		116	473	25%	
College of Economic and Management Sciences (CEMS)	Undergraduate	132	557	24%	24%
	Honours	22	167	13%	
	Master's	3	39	8%	
	Doctorate	0	17	0%	
CEMS total		157	780	20%	
College of Human Sciences (CHS)	Undergraduate	188	1386	14%	38%
	Honours	54	283	19%	
	Master's	1	138	1%	
	Doctorate	0	67	0%	
CHS total		243	1874	13%	
College of Law (CLAW)	Undergraduate	62	215	29%	14%
	Honours	30	100	30%	
	Master's	0	74	0%	
	Doctorate	0	8	0%	
CLAW total		92	397	23%	
College of Science, Engineering and Technology (CSET)	Undergraduate	30	430	7%	6%
	Honours	6	201	3%	
	Master's	0	19	0%	
	Doctorate	0	6	0%	
CSET total		36	656	5%	
University total		644	4180	15%	100%

A further analysis was conducted to determine each college's contribution towards the 15% alignment with the UNGC principles. It is noted that some colleges are more inclined to be associated with the UNGC principles than others, but the analysis clearly showed that the principles are represented in the product ranges of each college, with the College of Human Sciences contributing 6% towards the 15% alignment.

To promote social, economic, and environmental sustainability within its geographical reach, Unisa is acutely aware that the graduates it produces will eventually, through their top-of-mind consciousness, their day-to-day actions, and decisions in the world of work and in civil society, have an impact on the environment and society. As such, they are important agents of change. While under Unisa's influence and tutelage as a

university, the University believes that it is its duty to cultivate an understanding and consciousness about the environment and sustainability issues (Bajjnath, 2010).

This re-emphasises the vision of Prof Barney Pityana, Principal and Vice-Chancellor, when signing the UNGC on behalf of the University on 17 January 2007. The success of Unisa's association with the UNGC can be seen in the culture of accountability, recognition of human rights and responsible behaviour that is evident in its staff and students. This will continue even after the Unisa/UNGC Project comes to an end.

In his opening address at the International Seminar on Education for Sustainable Development (ESD): Strategies and Experiences from Germany, India, Mexico and South Africa on Friday,

12 November 2010, Prof Bajjnath indicated that “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”.

2.2 INTERNATIONAL PARTNERSHIPS

To give expression to our vision, mission and strategic goal, Unisa’s International Relations and Partnerships Policy states that “as a comprehensive dedicated distance education university, Unisa strongly promotes strategic partnerships and

cooperation at institutional, organisational and government level. In pursuit of its vision and mission, Unisa seeks to promote open and distance learning internationally and, more specifically, on the African continent. In this way, it contributes to the reconstruction and development of Africa, promoting networking among African scholars, and addresses the knowledge and capacity development needs of Africa”. Fruitful and meaningful partnerships are the pillars of Unisa’s International Relations and Partnerships Policy, also referred to as its foreign policy.

Unisa Library



Furthermore, to promote its endeavours, the University established the Directorate: International Relations and Partnerships with the following key functions:

- To strategically position Unisa as a leading open distance learning (ODL) institution
- To advance ODL on the African continent and internationally.

These objectives can be achieved by establishing mutually beneficial partnerships with African governments, tertiary institutions, national and regional institutions, donor agencies and international organisations that have a special focus on African issues, such as the African Union (AU), the AAU, the New Partnership for Africa's Development (NEPAD), the Southern African Development Community (SADC), the African Development Bank, United Nations (UN) agencies and the African Council for Distance Education.

Possible forms of partnerships and cooperation include the following:

- Academic cooperation
- Staff and student exchanges

- Collaborative research
- Knowledge transfer
- Capacity-building for open distance learning
- Specifically designed projects
- Collaboration with international organisations
- Cooperation with and participation in international professional bodies
- Consortia (for tendering purposes)
- Material development and exchanges
- Pulling/exchange of resources

Unisa has collaboration agreements with institutions in and outside Africa, situated in Mauritius, Botswana, Zambia, Zimbabwe, Kenya, Ethiopia, Nigeria, Mozambique, Namibia, Rwanda, Ghana, Swaziland, Canada, Germany, the United Arab Emirates and the United Kingdom. Furthermore, collaboration agreements exist between Unisa and various colleges throughout South Africa.

The following are a few of Unisa's highlights and achievements in its international sphere of influence:

New developments	Purpose
Signing of a memorandum of agreement with the Thomas Edison University in Trenton, New Jersey	To strengthen relationships with existing university partners, to cultivate new relationships with role-players in the fields of higher education and training, especially in open and distance learning
Discussions with Virginia Tech	To promote student exchange and sharing of knowledge in various fields
Discussions with Harvard University, Massachusetts Institute of Technology (MIT), Howard University and selected agents of the United States Department in Washington DC	To implement a partnership to promote democracy-building in Africa and other related projects of mutual interest in the furtherance of quality services to humanity
Strengthened ties with the Vrije Universiteit Amsterdam (VUA)	To host a number of soccer clinics and academic seminars before and during the 2010 FIFA World Cup at Unisa at selected regional centres
A visit by a NEPAD delegation to the School of Business Leadership (SBL)	To examine the SBL's facilities and offerings, thus exploring the possibility of a partnership to enable the SBL to be part of the capacity-building initiatives of the NEPAD Secretariat in Africa.
The SBL signed a capacity-building agreement with the African Union Mission in Somalia (AMISOM)	To enable the SBL to assist AMISOM in its capacity building for Somali civil servants
A visit by the Mexican Youth Institute Delegation	To share experiences and insights with regard to training and the education of youth workers
Memorandum of understanding (MoU) signed with the West African Insurance Institute in Gambia	To assist with the training of accountants in West Africa
Hosted the 2010 Standing Conference of Presidents (SCoP) and the Policy Forum of the International Council for Open and Distance Education (ICDE)	To give rectors, presidents, vice-chancellors and chief executive officers of open and distance learning universities an opportunity to meet with peers from around the world
Signed MoU with Hamdan Bin Mohammed e-University	To promote a staff and student exchange programme
Signed MoU with the Eduardo Mondlane University (Mozambique)	To support the development of the Injury Prevention and Safety Promotion Unit at the University

3. COMMITMENT TOWARDS INSTITUTIONAL SUSTAINABILITY

3.1 CONTEXT

According to the United Nations' 1987 Brundtland Commission, sustainability is defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs". To sum it all up, sustainability could be viewed as a goal to be reached by working equally towards the environment, society and the economy.

There is therefore a significant challenge for organisations to strive for a sustainability approach, not only as "the right thing to do", but also to lean closer to sustainability being obligatory.

In Unisa's bid to establish itself as a leader in sound corporate governance and sustainability by inculcating the King III Code and the UNGC principles into all relevant university activities, a workshop on sustainability reporting was organised by the Vice-Principal: Finance and University Estates in February 2010. The aim of the workshop was to promote sustainability by developing an integrated strategy for corporate social responsibility in respect of economic, social and environmental areas, and reporting on its responsibility in terms of the requirements agreed to by Council and the Department of Higher Education and Training.

Combined with the move towards sustainability is a strong recommendation to take a calculated step towards sustainability reporting in conjunction with other initiatives in the GRI, as well as the AA1000 (an assurance standard on stakeholder engagement) and the Millennium Development Goals (MDGs). The recommendation to adopt sustainability reporting in the form of a discussion document has been submitted to the management of Unisa and the process is now open for consideration by the various stakeholders involved.

3.2 ASSESSMENTS CONDUCTED IN SUPPORT OF THE MOVEMENT TOWARDS SUSTAINABILITY

3.2.1 GUNI Survey

The GUNI, the IAU and the AAU initiated a project entitled *Promotion of Sustainable Development by sub-Saharan African Higher Education Institutions*.

The main objectives of the project are as follows:

- To develop an overview of major actions, experiences and practices that sub-Saharan HEIs are developing to integrate sustainable development considerations within their activities.
- To identify the emerging trends and the priority lines of action for the integration of sustainable development considerations in the work of sub-Saharan African HEIs.
- To raise awareness about the important role of HEIs in promoting sustainable development in the region.

Unisa was invited to participate in the survey. The questionnaire was found to be very useful to the institution. In answering the questions, it was realised that Unisa engages in a number of sustainability issues, although these issues are carried out in pockets of isolation. The move to establish a sustainability office in the institution would therefore coordinate all institutional sustainability activities from a central point.

3.2.2 Global Compact Self-assessment Tool

The GCSAT enables organisations to measure their performance across all four UNGC issue areas (human rights, labour, environment and anti-corruption) and inspire continuous improvement. Unisa scored 44.44% across all four UNGC issue areas when the GCSAT was used to assess the standard of operations (see Appendix 2 and Appendix 3). By using the GCSAT, a number of follow-up actions were generated that formed the basis of the institutional recommendations for 2011.

3.3 RISK MANAGEMENT

Recently the University adopted an integrated planning and enterprise risk management methodology that is in line with the institutionally accepted definition of risk management, which states: "Risk management is a systematic application of management policies, procedures and practices, effected by Council and management, aimed at protecting the University, its people and its assets against the physical and financial consequences of risk. It involves the managing of risks to be within the agreed risk appetite of the University and to provide reasonable assurance regarding the achievement of objectives."

Integrated planning and the optimal management of risks supports University management to be responsive to changing priorities shaped by both internal and external factors to achieve Unisa's desired strategic goals and to preserve Unisa's vision and mission. In so doing, the University follows a dual planning approach that comprises an "inside-out" view (looking at the unique and core competencies of

the University as an ODL institution) and an “outside-in” view (analysing the external opportunities and threats and the internal strengths and weaknesses).



The integrated enterprise risk methodology consists of the following steps, which form an integral part of the University’s planning framework. The key activities and their insertion into the planning rhythms are explained below:

Risk identification: This takes place during the University’s annual planning cycle. The strategic and functional risks of the University are verified and new risks are identified during the annual management team-building planning session. Once agreed on, the key risks are documented and circulated for financial scrutiny.

Risk assessment: An expert group, which comprises key stakeholders, analyses and evaluates the identified risks

immediately after the Lekgotla (the University’s strategic planning meeting – “lekgotla” is a Setswana word meaning “a gathering of elders”). This group clusters the risks with similar characteristics and aligns them to the profile of the key processes and process owners. Furthermore, the expert group considers the scale of impact and ranks the risks in terms of their net potential effect on the realisation of the strategic vision. The outcome of the risk assessment process is the compilation of the institutional risk register.

Control requirements: The Institutional Operational Plan (IOP) is the mitigating medium for the key risk register. Mitigation actions are identified through a series of discussions with the relevant process owners and are then incorporated into the IOP. At this stage, milestones and targets are identified and responsibilities are assigned.

Documenting risks: The key risk register contains a consolidated view of the actions aimed at improving or changing risk mitigation measures. It is kept as a main source document. The IOP creates awareness among all stakeholders and assigned responsibilities that translate into performance agreements.

Integrated reporting and feedback: The referencing to risk mitigation actions in the IOP enables the University to consolidate its annual reporting into one single comprehensive report to Council and management. This reporting approach will ensure that Council and management have a clear understanding of and are able to effectively monitor developments regarding risk and risk management at Unisa.

The following risks, which flow from the key risk register and the departmental risks, have been categorised in accordance with the UNGC principles.

3.3.1 Human rights

Risks	Existing controls	Proposed mitigating actions
Instability in partner countries could lead to closure of school	<ul style="list-style-type: none"> The Quality Management System for Partnership Collaboration and Licencees Due diligence process 	<ul style="list-style-type: none"> Assess the profile of the country or the potential partner looking at their financial and political stability Undertake visits to the proposed partners to ensure that Unisa sees their facilities and gets first-hand information about the particular institution Implement the Quality Management System for Partnership Collaboration and Licencees
Non-compliance to Occupational Health and Safety (OHS) Act Health-sensitive employees falling ill due to renovation and construction waste (fumes, dust etc)	<ul style="list-style-type: none"> Safety committees. Legislative appointments. OHS Inspections. Department of Labour inspections 	<ul style="list-style-type: none"> Include OHS function in key performance areas of appointees (managers and directors): regular reporting Awareness training, comply with regulations, ie quantity storage

Suppliers and Procurement Policy do not cater for the department's specific needs	<ul style="list-style-type: none"> Educating Procurement on necessity of correct audiovisual equipment 	<ul style="list-style-type: none"> Constant communication with Procurement
Possible fraud and corruption in procurement practices	<ul style="list-style-type: none"> Relevant committees, policies, procedures and systems are in place, such as Tender Working Committee, whistle-blowing facility and well-trained staff Relevant documentation is available to all staff on the intranet, including the Code of Ethics 	<ul style="list-style-type: none"> Supplier database must be reviewed annually or when a supplier is being awarded a tender or project Verify that new suppliers are not blacklisted

3.3.2 Labour standards

Risks	Existing controls	Proposed mitigating actions
Non-compliance with employment equity (EE) targets	<ul style="list-style-type: none"> Operations have been restructured in such a way that they are able to operate within the University's human resource capacity by multi-tasking and personal development 	<ul style="list-style-type: none"> Human Resources to follow up with other stakeholders in the industry in terms of critical and scarce skills Working on a plan to have Unisa become the training service provider for the industry

3.3.3 Environment

Risks	Existing controls	Proposed mitigating actions
<ul style="list-style-type: none"> Non-compliance with policies relating to the maintenance of buildings Outdated equipment in halls Biodiversity damage, for example, cycads that are uprooted and poor maintenance of gardens 	<ul style="list-style-type: none"> The Physical Accessibility Advisory Committee has been established and meets regularly to discuss the statutory requirements 	<ul style="list-style-type: none"> To conduct an audit of the existing buildings to determine the compliance status of buildings to statutory requirements, as well as to obtain and implement the recommendations from the auditors Planting of drought-resistant plants Gathering of rain water from the roof
Toxic waste and contamination of the environment	N/A	<ul style="list-style-type: none"> Toxic waste programme Toxic waste dump area Conduct awareness programmes on toxic waste
High noise levels	<ul style="list-style-type: none"> Hearing conservation and audiometrical screening programme Hearing protection to employees, Personal protective equipment (PPE) 	<ul style="list-style-type: none"> Conduct awareness programmes to ensure that management is aware and takes responsibility to enforce safety standards and procedure Wear PPE Finalise policy and introduce penalties for non-compliance
Resistance to new technologies	Standard operating procedures (SOPs)	<ul style="list-style-type: none"> Install fire alarms and smoke detectors Improve monitoring and tracking through a computerised system, for example, Bookmaster

3.3.4 Anti-corruption

Risks	Existing controls	Proposed mitigating actions
Theft		<ul style="list-style-type: none"> Establish systems and procedures that will prevent, detect and mitigate risks relating to theft Establish effective perimeter controls and control over granting, revoking and limiting access to the premises, in particular to sensitive areas
Unstable infrastructure	N/A	<ul style="list-style-type: none"> A competent workforce is acquired and maintained for the creation and delivery of IT services to the business. This is achieved by following defined and agreed-upon practices that support recruitment, training, evaluations performance, promotions and terminations. This process is critical, as people are important assets, and governance and the internal control environment are heavily dependent on the motivation and competence of personnel.
Theft and damage, abuse, vandalising of institutional resources	<ul style="list-style-type: none"> Security cameras Security staff 3M system in place Access control Internal Control Officer Staff monitoring 	<ul style="list-style-type: none"> 2015 Library Plan to address the physical requirements Communicate the Information and Communication Technology (ICT) Access Policy to students, staff and other stakeholders
Inability to develop and institutionalise a flexible and cost-effective learner support model	A dedicated ODL task team in place	ODL task team has made extensive recommendations that have been approved by Senate
Failure to adjust to policy changes on the Funding Framework	Evaluation and monitoring system in place	Evaluation and monitoring system in place

3.4 QUALITY MANAGEMENT AND ASSURANCE

The Quality Management and Assurance System is an expression of the quality objectives as encapsulated in *Unisa 2015 Revisited*, the Quality Assurance Policy, and the Institutional Integrated Quality Management and Assurance Framework (IQMAF). A key concept in managing quality is the student-centred nature of Unisa as a dedicated and comprehensive ODL institution. This requires the institution, its subsystems and individual staff members to place student needs and aspirations in the foreground when designing procedures and services.

The framework facilitates the development and implementation of integrated quality management to enable the establishment of a responsive quality assurance regimen. It is important to note that – within the three core areas of teaching and learning, research and postgraduate education, and community engagement – a tactical distinction is made between quality management and quality assurance in each

core area. The IQMAF serves as the implementation vehicle for the provisions of the Quality Assurance Policy to fully institutionalise all planned quality management and assurance initiatives at Unisa in an ODL context.

The framework makes provision for creating a supportive environment where expectations and quality standards are defined, continuous improvement and innovation are encouraged, and development and training opportunities provided.

Unisa will monitor and evaluate (review) quality management for teaching and learning, research and community engagement by means of a quality evaluation instrument (QEI) in each core area. The quality measuring instrument will determine whether quality management in each area is effectively implemented and whether it is able to achieve the stated criteria and standards in an ODL environment and ensure a quality learning experience for the student. Feedback

is actively sought from students and other major stakeholders and any duplication of effort is strenuously avoided. Quality improvement at Unisa takes place in a planned, systematic, conscientious and repetitive cycle to ensure that the institution learns from its performance outcomes, standardises its operations in a well-documented manner and improves operations and outputs through self-reflection. Unisa has consciously embarked on subjecting its institutional quality assurance arrangements to external scrutiny since the 2007 Commonwealth of Learning (CoL) Trial Audit and the 2008 Higher Education Quality Committee (HEQC) Institutional Audit, as well as different national and professional council reviews. The institutional audits, as well as the national and professional councils' programme reviews, essentially provide a heuristic framework to facilitate a systematic engagement with identified quality improvement challenges.

Within this framework, the institutional quality improvement plan is prepared, which demonstrates how Unisa has met

and plans to respond to the recommendations for quality improvements contained in the different feedback reports. In addressing the commendations and recommendations, Unisa is compelled to rethink its practices, systems and processes in an attempt to sharpen emerging improvement initiatives for steering the University towards the desired state of providing quality service and a quality learning experience for students. The improvement initiatives in the quality improvement plan are not detached from the institutional planning processes, but are seamlessly integrated into Unisa's medium-term and long-term plans that set the direction for the next five years and provide a heightened responsiveness to a series of transformational challenges.

The Professional, Academic and Administrative Quality Assurance Committee (PAAQAC), a subcommittee of management, is responsible for monitoring and evaluating the implementation of Unisa's Quality Improvement Plan and submitting regular progress to management, as well as to the HEQC.

Theme 1: Strategic and sustainable repositioning	
(Rec 1, 2 and portion of 20)	<ol style="list-style-type: none"> 1. Determine the carrying capacity of Unisa as an ODL institution, identifying areas for growth in relation to enrolment targets for the development of a system to monitor Unisa's rapid growth and expansion in accordance with its strategic direction, globalisation and market trends, ensuring the provision of adequate support to local and foreign students. 2. Develop an inclusive international partnerships plan that defines and prioritises Unisa's position on the African continent and internationally, and ensure effective coordination, implementation and monitoring. 3. Reassess research and innovation aspirations by facilitating structured and beneficial engagement with the global knowledge economy so as to systematically build excellence through exposure and engagement for all levels of researchers. 4. Urgently finalise the organisational architecture in accordance with Unisa's business model and assure management of a more proactive university property planning regimen so as to ensure informative trends analysis and costing scenarios for maintaining, improving and renovating institutional infrastructure (local and foreign) in support of Unisa's strategic intent and enrolment targets.
Theme 2: The reconceptualisation of ODL teaching and learning	
2.1 PQM revitalisation (Rec 3, 11 and 18)	<ol style="list-style-type: none"> 5. Monitor the new PQM, statement of gradueness and revised policies governing teaching, learning, student support and assessment so as to ensure that the critical learning competencies and graduate capabilities are attained through coherently designed curricula, applying the ODL team approach. 6. Define and develop the new and integrated ODL assessment practices, with student support at critical points, and monitor and evaluate the effective management of assessment so as to promote student learning progression. 7. Implement a series of cohort studies in academic, vocational and professional programmes to ascertain the extent to which students' learning experiences yield the type of graduate the institution wishes to produce. 8. Develop a monitoring system to ensure that the comprehensiveness of the PQM remains at a 70:30 level, ensuring articulation and learning pathways across the full spectrum of qualifications (academic, formative, vocational and professional). 9. Conduct a benchmarked review of all WIL programmes to correct current inefficiencies and to ensure that students acquire the knowledge, skills and applied competencies needed for the workplace. 10. Develop and implement an ODL customised and web-enabled quality evaluation system (UQES) for annual review of the quality of teaching and learning from multiple stakeholder perspectives in the second-order CESM category. 11. Develop and sustain an external stakeholder impact assessment, monitoring and evaluation system to evaluate the impact of Unisa's graduates and contributions at systemic levels.

<p>2.2 ODL staff development and delivery model (Rec 9, 10, 13, 14, 16 and 17)</p>	<p>12. Investigate staff and organisational capacity in DCLD and all support units so as to be able to implement the team approach.</p> <p>13. Implement the team approach for curriculum redesign so as to ensure the improvement of ICT-enhanced learning and provision of significant inputs into the use of appropriate technologies to support students, such as MyUnisa and mobile technologies.</p> <p>14. Offer training opportunities for academics and tutors in the use of ODL technologies to deepen the pedagogical purposes of all ICT platforms, and allocate the necessary resources.</p> <p>15. Conduct an audit of the optimal utilisation of all technology in respect of all core institutional processes, and develop a set of internal benchmarks.</p> <p>16. Further consolidate the evolving monitoring system so as to assess the extent of utilisation and impact of technology for effective teaching and learning.</p> <p>17. Conduct an investigation into the effect of semesterisation on learner support activities, focusing particularly on the delivery of diverse services and dedicated support for struggling learners.</p> <p>18. Create a means for continuously monitoring and improving the learning experiences of students during the semester.</p> <p>19. Develop an online tutor training and administration system to effectively implement the new tutor management framework.</p>
<p>Theme 3: Organisational redesign and allocation of resources</p>	
<p>(Rec 4)</p>	<p>20. Conduct an inclusive workload analysis per college for all core functions and align the academic and student support staff job descriptions to incorporate tutor management, the development of tutorial materials, training, mentoring and performance evaluation of tutors.</p> <p>21. Modify and integrate the resourcing models Academic Human Resource Allocation Module (ACHRAM) and Subsidy Resource Allocation Module (SRAM)) as a result of the analysis. The analysis should also serve to redefine leadership and provide a basis for all job descriptions, performance management and training for senior managers and staff at all other levels.</p> <p>22. Implement a talent management plan and integrated performance management system so as to investigate developmental career pathways for all sectors in the University, in accordance with ODL innovations. Colleges will conduct climate surveys as a basis for the implementation of effective talent management, the improvement of staff morale and the reduction of turnover rates. This would ultimately occur throughout the institution.</p>
<p>Theme 4: Improved system effectiveness and enhanced service delivery</p>	
<p>(Rec 5 and 15)</p>	<p>23. Investigate how to effect the integration and articulation of all systems at Unisa, reporting on the immediate actions required to improve Unisa's efficiency and service delivery. Ensure alignment and coordinate contribution to Action 3 at strategic level.</p> <p>24. Analyse all student satisfaction surveys in relation to promises made in the service charter, identify key institutional processes, and set and integrate standards for enhancing service delivery. Generate a range of recommendations from this process to be included in the 2011–2013 IOP.</p> <p>25. Finalise the implementation of the regional library infrastructure, and implement and review planned innovations such as mobile libraries and expanding holdings to improve the quality of service delivery.</p> <p>26. Conduct a detailed assessment of student needs and review the costing and sustainability of the current library service delivery models.</p>
<p>Theme 5: Governance structure redesign for the creation of a transformative, innovative and enabling environment</p>	
<p>(Rec 6, 7, 8, 12 and 19)</p>	<p>27. Develop an institution-wide committee review framework and cycle, supported by policy and implementation procedures, to evaluate the strategic impact and effectiveness of all governance and decision-making structures.</p> <p>28. Create an enabling environment that will support executive deans in executing their strategic and academic leadership roles at all levels and ensure expanded training and continuous opportunities for all levels of staff so as to bring about the best possible performance.</p> <p>29. Review the current strategic project platform to ensure closer adherence to Unisa's strategic intent and goals, and facilitate more effective engagement, coordination and management so as to improve efficiency and impact.</p>

Theme 6: Research and innovation

- (Rec 20, 21 and 22)
30. Reconsider and benchmark Unisa's research policy and programmatic foci in view of imperatives of *Unisa 2015 Revisited* through a comparative analysis of ODL contemporary trends.
 31. Develop more equitable incentives and a reward system to achieve a balance between ODL reflective, teaching and learning research and the current mainstream arrangements so as to exceed the DHET norm of 1.16 research outputs per capita.
 32. Develop a model for online postgraduate admissions and management, ensuring alignment between intake and supervision capacity, simplification of curricula to facilitate academic progress, and effective monitoring of student performance.
 33. Benchmark the effectiveness and quality of research processes and outputs, improve the quality and standing of Unisa's journals, and focus on reputation and increasing the number of patents and citations.
 34. Improve the research profile so as to attract and retain high-quality staff and facilitate the equal participation of rated disciplinary and ODL reflective researchers in all strategic reconceptualisation and planning initiatives.
 35. Improve the administration system with regard to information management and data analysis so as to achieve meaningful reporting on and planning for postgraduate education and research.
 36. Conduct regular postgraduate student and external stakeholder evaluation exercises to assess postgraduate capability and impact. Ensure alignment with and investigate later integration with Action 8 once both systems have been piloted and refined.
 37. Benchmark the general effectiveness of research, focusing on research outputs, patents, citations and improved research standing.

3.5 WOMEN EMPOWERMENT

As a leading ODL institution in Africa, Unisa is committed to institutional change and has, for a considerable period, addressed women's issues and concerns as a key ingredient for achieving transformation. To this end, Corporate Affairs, on behalf of the Office of the Principal and Vice-Chancellor, developed and consulted broadly with staff and student representatives to conclude a substantive Women Empowerment and Gender Mainstreaming Framework.

The framework, approved by the Executive and extended management committees, seeks to achieve the following objectives:

- Translate the vision and mission of Unisa into clear equity goals and realistic targets
- Create a Unisa Women Empowerment and Gender Mainstreaming Framework that is an integral part of the academic, professional and administrative functions at the University
- Align the goals of women empowerment and gender equity with the planning and performance cycles of all structures and employees at Unisa
- Support the integration of systems and processes for continuing improvement of gender equity at all levels at Unisa
- Transform the institutional culture with respect to gender relations
- Correct gender imbalances towards more equitable power relations
- Enable Unisa to achieve gender equity in line with broader national priorities related to the social justice agenda
- Equip staff with the requisite knowledge and skills to understand the value of attaining women empowerment and gender equity.

In addition, the institution has a vibrant Unisa Women's Forum. This is an institutional body that seeks to do the following:

- Actively engage with the Unisa community to promote women's issues.
- Celebrate the contributions of women to Unisa and the community.
- Create opportunities for women to learn from role models, as well as initiate mentorship and other structured programmes.

For the past six years, the Office of the Principal and Vice-Chancellor and the Unisa Women's Forum have collaborated by jointly addressing the condition and position of women at the University. Hence, women empowerment and gender equity are integral to the broader social transformation of the institution. The fundamental strategic choice to promote women empowerment and gender equality through equal access to resources, opportunities and outcomes for women and men further highlights Unisa's commitment to promote sustainable change and transformation throughout its sphere of influence.

4. INSTITUTIONAL ACHIEVEMENTS – 2010

Unisa upholds the definitions of sustainability according to the Brundtland Commission of the United Nations. Sustainability will therefore be defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”.

4.1 SOCIAL SUSTAINABILITY

The social dimension of sustainability concerns Unisa’s impacts on the social conditions of its stakeholders and on social systems at local, national and global levels. The following broad criteria are linked to this category to promote sound reporting in this COP:

4.1.1 Institutional achievements

Research



Prof MC Maré, Vice-Principal: Academic and Research

Teaching and learning, research, community engagement and outreach are Unisa’s key business areas. As research represents one of the central characteristics of academia, much has been done at Unisa in the last few years to establish and promote a research culture aligned with the UNGC principles.

In the *Unisa Research Report 2009*, Prof Rita Maré, Vice-Principal: Academic and Research, discusses some of the exciting initiatives around research at Unisa: “Inspired by the discussions around *Unisa 2015 Revisited*, in 2009, the Academic and Research portfolio resolved to revisit the institutional research plan and align the plan with the redefined mission of Unisa, namely to ensure, among others, that the research agenda produces excellent scholarship that contributes to the knowledge and information society, advances development, nurtures a critical citizenry and ensures sustainability.

After much thought, the Senate Research Committee formulated Unisa’s niche areas as follows:

Unisa focuses its expertise and resources in research on the following areas:

- Knowledge production and capacity-building in response to the needs of South Africa and the African continent
- The promotion of democracy, human rights and responsible citizenship
- Innovation in science and technology

- Economic and environmental sustainability
- Open distance learning”¹

Human rights

The theme of human rights in the UNGC principles not only overlaps with the remaining three focus areas (labour standards, the environment and anti-corruption), but actually forms the foundation of all the principles. Furthermore, human rights permeate throughout the United Nations’ declaration of three special observances for 2010.

This first year of the new decade has been declared International Year of Biodiversity, International Year of Rapprochement of Cultures and International Year for Youth: Dialogue and Mutual Understanding.

The theme of biodiversity focuses on the value of biodiversity in life as the world is urged to take action to safeguard the variety of life on earth.

The second theme recommends that interreligious and inter-cultural dialogue, understanding and cooperation for peace be undertaken in an effort to establish harmonious relations. By dedicating the year to young people, the United Nations aims to encourage dialogue and understanding across generations, and to encourage young people to strive to achieve the objectives of progress and development, including the Millennium Development Goals. It was against this background that Unisa celebrated Human Rights Day in South Africa on 21 March, which coincided with the United Nations’ International Day for the Elimination of Racial Discrimination.

Human rights are embedded in Unisa’s core and societal values. However, Unisa is cognisant of the fact that human rights is an umbrella term and that the perception and understanding by stakeholders of the wide spectrum of issues covered by human rights are often limited. The following gives an account of how Unisa has been accelerating the process to inculcate various aspects of human rights in its day-to-day academic and operational activities within the framework of the GCSAT for human rights.

Health and safety

Unisa strives to ensure that its employees are afforded safe, suitable and sanitary working conditions. Precautionary measures are in place to protect employees from work-related hazards and anticipated dangers. Protective equipment and

¹ <http://www.unisa.ac.za/media/PDFflips/Researchreport/2009/files/final%20unisa%20research%20report%202009.pdf>

necessary training are provided where needed to ensure that employees have the necessary skills to safely perform the tasks required. Employees nominated as health and safety officers received training by a knowledgeable expert on the general health and safety regulations for workplaces. Training was also offered on the South African Occupational Health and Safety Act, 1993 (Act No 85 of 1993), which aims to remedy the state of affairs and places the responsibility for health and safety squarely on the shoulders of employers and employees.

Fair treatment

Grievance mechanisms are in place whereby employees can report abuse and, generally, be assured a fair hearing, as well as the processing and settling of grievances. The Unisa whistleblowers' hotline gave way to Unisa Ethics Hotline when Unisa entered into agreement with KPMG as the preferred supplier of this service from 1 April 2010. The Unisa Ethics Hotline was established with the aim of enhancing an honest work ethic and simultaneously providing all stakeholders with a mechanism to bring any unethical business practices to the attention of management. The Unisa Ethics Hotline will serve as an independent conduit between management, employees, students and all other relevant stakeholders. All information that is reported will be treated with the utmost confidentiality and the anonymity of callers will be protected. The hotline number will operate 24 hours a day for 365 days a year.

Employee health and wellness strategy

The key focus areas of the HIV/Aids Division of the Directorate: Human Resources Development and Employee Assistance include the following:

- Coordination of Unisa's programme on HIV/Aids
- Provision, prevention, care and support services

Advances have been made in the academic mainstreaming of HIV/Aids in teaching, research and community engagement. The Sexually Transmitted Infections (STI) Awareness Campaign, which was held in February 2010, included a variety of educational material, including posters, flyers, stickers and pamphlets. The material contained information about HIV, Aids, living with HIV and Aids, caring for people with the disease and the rights of a person living with HIV and/or Aids. This campaign is in line with one of Unisa's strategic objectives to enhance the health and wellness of its students.

Outreach to Haiti

Unisa was the first tertiary institution in South Africa to respond to the Red Cross Humanitarian Emergency Appeal for quake-struck Haiti. Prof Barney Pitjana, Principal and Vice-Chancellor, urged Unisa's staff and students to contribute generously to help the Haitians. Unisa further pledged to help the South African Red Cross with annual donations.

Better World Village Project

The Better World Project was launched in February 2010 in partnership with Unisa's Summer Schools Project. Five leading institutions, the Tshwane Leadership Foundation, Heartlines, Life College, the City of Tshwane and Ashoka Innovations for the Public, joined forces with Unisa to create a safer and better City of Tshwane.

The aim of the project was as follows:

- Create a village to celebrate soccer during the 2010 FIFA World Cup by offering a space of hospitality, celebration, conversation and socio-economic empowerment.
- Provide a glimpse into a better world with more peace, socio-economic justice and environmental integrity.
- Facilitate conversations on critical global issues, ranging from homelessness to human trafficking, HIV/Aids, xenophobia, sustainable development and greening cities, all within the framework of celebration and play.

Unisa made use of this opportunity to gauge the learning needs of its surrounding communities. The Unit of Learning compiled a comprehensive questionnaire and members of the public were given the chance to state their needs and obtain advice. Unisa students were trained to facilitate this process. The objective was to promote the idea that learning is fun, exciting and accessible.

Unisa Bargaining Forum

The Unisa Bargaining Forum (UBF) engages with organised labour with the purpose of information-sharing, negotiation and consultation on all policies and procedures related to human resources, annual salary negotiations and all labour-related matters. University staff and recognised unions are represented on the UBF.

The National Education, Health and Allied Workers Union (NEHAWU), established in 1987, is the biggest public sector trade union in South Africa and is affiliated with the Congress of South African Trade Unions (COSATU). NEHAWU uses its collective power to provide better conditions of employment and wages for its Unisa members.

Earlier in 2010, a recognition and procedural agreement was signed between Unisa management and the Academic and Professional Staff Association (APSA). APSA represents the interests of academic, non-academic, professional and support staff in the UBF.

Freedom of association

In terms of the principle to uphold the freedom of association and the effective recognition of the right to collective bargaining, the library management has instituted monthly meetings with unions. The purpose is to have continuous dialogue on matters of interest to staff in the library and to discuss any concerns and innovations to improve the working

environment. The freedom of association of all library staff is acknowledged and respected.

Non-discrimination

The library upholds the elimination of discrimination in respect of employment and occupation, and has performed well in terms of the Library Employment Equity Plan: 2008–2010. The targets set for this period were to fill 90% of all vacancies with candidates from designated groups and the library has exceeded the target by 6.29%.

Services for students with disabilities are managed and coordinated by the Advocacy and Resource Centre for Students with Disabilities (ARCSWiD), which is located within the portfolio of Student Affairs. ARCSWiD strives to provide a range of services to accommodate and support students with disabilities.

These services include the following:

- Producing study material in alternative formats, for example Braille, large print, electronic and audio tape
- Facilitating support with regard to need in terms of assignments, examinations and the curriculum
- Providing sign language interpretation services for deaf students
- Providing training to staff in all regions on how best to accommodate the needs of students with disabilities
- Developing and implementing advocacy and awareness-raising programmes
- Undertaking recruitment drives to encourage students with disabilities to study through Unisa

Furthermore, Unisa declared September Disability Awareness Month. One of the objectives of *Unisa 2015 Revisited* is to create an enabling environment for people with disabilities. The challenges and concerns faced by disabled students and staff will be taken into account in policy development, planning and general practices, including infrastructural facilities. This move towards an integrated strategy will contribute to the elimination of discrimination and social exclusion experienced by disabled staff and students.

Community engagement

In opening the 5th Unisa International String Competition in January 2010, Prof Barney Pityana, Principal and Vice-Chancellor, said that music is part of our human condition and it comes naturally. "People sing in times of pain and sorrow. If you feel down, you sing a song that inspires and speaks to you," he said. He spoke of the power of music. Orphaned children at the Kingdom of Life Children Centre were treated to classical music when some members of the 5th Unisa String Competition jury visited one of the Unisa Music Foundation centres.

Unisa is involved in the development of music in the communities. The Music Foundation is engaged in upliftment programmes such as the loan of instruments, payment of

music examination fees, financial contribution to music competition expenses, financing of performances of new South African compositions, financial contribution to music publications, etc. The Festival for the Youth in the Tshwane Metro is an annual event under the patronage of the "Princess of Africa", Yvonne Chaka Chaka. This music festival aims to explore and promote new talents in various music categories.

4.1.2 College contributions to social sustainability

The college contributions are categorised according to the teaching, research and community engagement activities that have given expression to the UNGC principles in 2010.

College of Science, Engineering and Technology



Prof M Setati, Dean: College of Science Engineering and Technology

Community engagement

One of the College of Science, Engineering and Technology's community engagement projects, launched in 2009, is the FIRST Lego® (FLL) Project. This project aims to stimulate children's interest, creativity and problem-solving abilities in science, technology and mathematics through engaging in real-world projects. Learners from three schools sponsored by the college were introduced to the real world of engineering challenges. The college provided equipment and personnel to mentor and guide team development to help the learners reach the regional competition. Two teams competed in the national First Lego® League Championships. The theme of the competition was transforming transportation and the challenge was to explore how to change the way we look at transportation.

Another project, MathsEdge, is a community engagement project with the objective of creating awareness around mathematics-related career opportunities. This academically inspired initiative aims to stimulate the interest of high school learners in mathematics and its applications.

College of Human Sciences



Prof RMH Moekesti, Dean: College of Human Sciences

Teaching

The College of Human Sciences developed a new module as part of a major in World Languages and Literatures, entitled Cultural Diversity in Literary Contexts, which strives to demonstrate, through a study of selected literature from around the world, the potentially harmful effects of prejudice and xenophobia.

An MoU was signed with L'Orientale Naples University to promote academic and student exchange and access to the networks of the Africa-Europe Group for Interdisciplinary Studies.

Prof Anil Bhatti, New Delhi, delivered a public lecture and presentation entitled *Heterogeneity vs homogeneity: on the tension between religious nationalism and secular/syncretic positions* and *Monolingual and multilingual contexts of writing: crossing borders and translating*, as well as a workshop on *Writing (in) transit*.

A few modules in Religious Studies deal with the ambivalent relationship between religion and human rights. The modules help students to analyse instances in which religions have violated human rights, but also show how religions have inspired human rights. Some colleagues in the department have published articles in this focus area.

Research

The workshop and conference that was held on *Writing (in) transit: theory and migration/migration of theory* formed part of an ongoing National Research Foundation (NRF) focus area project entitled "Locations of Literature in Global Contexts".

Reading and discussion sessions were held with postgraduate and staff participating from Unisa's departments of English, Religious Studies, Classics and World Languages. These included aspects of Portuguese, Italian, German and French language and literature in African post-colony, aspects of 'travelling theory' and migration, cultural interfaces and the politics of culture, language, literature and translation, and the history of slavery, diaspora and post-slavery cultures and subcultures.

Visiting PhD student Marco Guadagnino from Naples University presented his research on the communication strategies of migrants. Visiting PhD student Annett Schulze from the Cultural Studies Institute, Humboldt University, Berlin, delivered a presentation on *Unity in diversity: 'architecture' of cultural remembrance in post-apartheid South Africa*.

The Department of Religious Studies and Arabic is the only department at a South African university that is conducting specialist research work on the Horn of Africa. The 2009 publication, *Somaliland: an African struggle for nationhood and international recognition*, contributes to the momentum of good governance, global citizenship and human rights. Prof Iqbal Jhazbhay's text has been reviewed by four academics and a Kenyan national newspaper.

Community engagement

The Unisa Bright Site Project in Sunnyside is the pilot phase of a strategic project in partnership with the Thomas Edison State College, New Jersey, USA. It supports the vision of Unisa to become an African University in the service of humanity. It is also aligned with the mission to utilise the resources and

capacities of the University in mutually beneficial community development initiatives. The project was launched and steered by a dedicated team from the Department of Social Work.

College of Law



Prof NL Mahao, Dean: College of Law

Community engagement

The College of Law is involved in five community engagement projects.

- **The Legal Aid Clinic:** The primary purpose of this project is to provide legal advice and assistance to the indigent community, while at the same time teaching the practice of law to law students.
- **The Street Law Programme:** This programme provides legal training by involving law students in legal community workshops and in community service.
- **Victim Empowerment in collaboration with the Bright Site at Sunnyside Project:** This project aims to identify and provide support to victims of crime by facilitating referral to auxiliary support services, for example, rape crisis, People Opposing Women Abuse (POWA), HIV/ Aids counselling and substance abuse counselling.
- **Research projects on crime prevention and crime reduction strategies in collaboration with the Bright Site at Sunnyside Project:** This project aims to encourage postgraduate students to conduct research on crime prevention and crime reduction and to develop strategies to assist the community in securing their neighbourhood.
- **The Short Learning Programme in Refugee Law and Humanitarian Support Project in collaboration with the Department of Social Work and the Bright Site Project:** This programme aims to provide an integrated approach to the problem of human migration and displacement from a legal, humanitarian and psychological perspective.

Furthermore, as part of its corporate social investment project to establish close ties with a charity organisation, the College of Law has reached out to the Jakaranda Children's Home. This home cares for 250 children between the ages of three and 18 years who have been placed there by the Children's Court due to neglect, abandonment, physical and mental abuse. The college contributes gifts of food, clothes and stationery to assist in improving the quality of life of these children.

College of Agriculture and Environmental Sciences



Dr MJ Linington, Dean: College of Agriculture and Environmental Sciences

Community engagement

The Department of Geography in the College of Agriculture and Environmental Sciences hosted a symposium with the theme *Back to the ABCDs: creating an enabling environment for sustainable socio-economic development at grassroots level through community-driven initiatives*. ABCD is an asset-based community-driven approach to development, which moves away from conventional approaches to community development that have often proved to be unsuccessful. The ABCD approach is based on the premise that communities should take the lead in identifying their own problems and the solutions to these problems by utilising existing resources. If properly accessed and channelled, these resources will lead to sustainable development. Examples of cases from around the world include Kenya and Ethiopia, where citizen-led or community-driven developments have had a significant impact.

In her opening address, Dr Maggi Linington, Executive Dean of the College of Agriculture and Environmental Sciences, said the theme of the symposium was close to Unisa and the college, as it coincided with the University's vision to be the African university in the service of humanity. She said Unisa chose not to be a university that was viewed as an ivory tower, but rather one that was relevant and responded to the needs of society. She also indicated that environmental sciences were very important in ensuring sustainability in communities and the environment itself. The Mathopestat community in North West has been selected as the pilot project of the ABCD approach in South Africa. The project was initiated by the Greater Rustenburg Community Foundation (GRCF). Unisa's

Department of Geography joined forces with the GRCF as part of its community engagement initiative.

4.2 ENVIRONMENTAL SUSTAINABILITY

According to the GRI, the environmental dimension of sustainability concerns an organisation's impacts on living and non-living natural systems, including ecosystems, land, air and water. Environmental indicators cover performance related to inputs (for example, material, energy, water) and outputs (for example, emissions, effluents, waste). In addition, they cover performance related to biodiversity, environmental compliance and other relevant information, such as environmental expenditure and the impacts of products and services.

The following broad criteria are linked to this category:

4.2.1 Institutional achievements

Unisa is striving to align its operations and activities to nationally and internationally accepted environmental legislation.

Measures have been introduced to manage environmental issues by doing the following:

- Proactively addressing actions that could adversely affect the environment
- Selecting suppliers who strive to achieve similar environmental precautions
- Launching awareness campaigns in respect of responsible energy consumption, the use of natural resources, waste disposal management and pollution in all its forms
- Creating an awareness about climate change
- Minimising negative impacts on biodiversity
- Encouraging the development of environmentally friendly technologies



THE ENERGY CRISIS IS SOMETHING WE CAN'T IGNORE. SO DON'T BE LEFT IN THE DARK, LET'S BE SWITCHED ON AND SWITCH OFF.

UNISA ENERGY CONSUMPTION UPDATE

[Click here >](#)



Energy Wise Campaign

Several initiatives were undertaken to ensure the University's alignment to the environmental principles of the UNGC, thus contributing to environmental sustainability. Prominent among the initiatives is the Energy Wise Campaign, which encourages taking energy-saving measures.

The main objectives of this campaign are the following:

- Ensure effective and efficient usage of energy at all Unisa hubs.
- Inculcate a culture of energy conservation at all Unisa hubs.
- Decrease the University's energy consumption at all the hubs.

The campaign was launched with the introduction of energy barometers on the main campus, as well as the regional hubs. The barometers were dubbed Unisa's "green gauge" and indicate the total monthly consumption of energy. Monthly cartoon strips featuring energy-saving tips are published in the monthly staff newsletter (*Focus*) and staff members are encouraged to contribute as the part they play in contributing towards global climate change. The following are some of the cartoons depicted in staff newsletters:

Gearing physical facilities towards energy savings

Unisa has developed an energy management programme, which aims to remove and reduce non-productive, wasteful and inefficient electricity consumption from the system. Unisa has already implemented or is in the process of implementing the following measures on some of its campuses:

- Non-essential air-conditioning units are switched off after hours by means of a building management system.
- Occupational sensors are being installed in all restrooms in all buildings to assist in the reduction of electrical load during normal workings hours. Occupational sensors are also planned for some of the larger areas (for example, computer rooms). When offices are not occupied, the lighting and heating or air-conditioning units in the area are automatically switched off.
- Lights in certain open areas on campus are switched off daily at 20:00 and switched back on again at 06:00 in the morning during weekdays.
- With the planned installation of timing programs, all the hydro boils (already functioning in two buildings), geysers and hot-water systems will be controlled to reduce electrical usage during peak tariff periods.
- Speed controllers will be installed in the heating and ventilation systems, which will reduce the electrical load of the respective air handling units by about 10%. This is already functioning in two buildings.

Earth Hour



The Earth Hour initiative is an initiative of the World Wildlife Fund (WWF). It is a global call to action to every individual, every business and every community throughout the world. It is a call to stand up, to take responsibility, to get involved and lead the way towards a sustainable future. Unisa takes this responsibility seriously and supported Earth Hour 2010 by switching off all lights on the main campus between 20:30 and 21:30 on Saturday, 27 March 2010.

Through the use of electronic media, staff members and students were encouraged to support Earth Hour by switching off their lights between the stipulated times.

World Environment Day



The theme of World Environment Day (WED) 2010 was *Biodiversity Ecosystems Management and the Green Economy*. This was to raise awareness

about the importance of the millions of species that inhabit the earth that are becoming extinct at a very fast rate. To celebrate World Environment Day, the College of Agriculture and Environmental Studies took the initiative to create an awareness of biodiversity loss and other critical environmental issues. Unisa staff and students spent the day learning about the importance of World Environment Day and ways to conserve biodiversity.



Biodiversity is life
Biodiversity is our life

Environmentally friendly technologies

In support of the development of environmentally friendly technologies, the Unisa library has adopted an e-strategy. The Library Operational Plan includes various goals with set targets to ensure an awareness of the UNGC principles and to facilitate the integration of these into the operations of all the directorates. These goals include the library's e-strategy to promote online services and processes to replace paper-based systems. This strategy was expanded in the Library Operational Plan. Electronic collection developments, including electronic selection and ordering processes, are implemented to replace manual and paper-based systems. Other goals of the library's e-strategy include the digitisation of collections and global access to these to enhance access and limit paper copies, print and duplication. The implementation of mobile

services (Airpac) facilitates paperless requests, renewals and searches. Paper notices to students are replaced by a short message service (SMS) system.

The library plans the acquisition of shelf-ready material to limit the use of paper-based accessioning materials and processes. The library participated in the development of the office automation project to move from manual processes to automated processes. Within the targets of the goal, the principles are integrated into operations in all the directorates.

The library has equipped its meeting rooms with overhead projectors and screens to facilitate the projection of documentation for meetings to limit printing by participants. Documentation is also distributed electronically. Wireless connections are also implemented in these rooms to enable participants to use their laptops to access documents for meetings and workshops.

The library also made online request forms available for various services and encouraged users to request information and resources online instead of printing, posting or faxing requests. In addition to all the electronic resources available to its users, the library has developed an institutional repository with a comprehensive collection of Unisa's research and intellectual output. The library also maintains the African Digital Library and facilitates access to the collection for all residents on the continent.

The library has submitted a proposal to distribute information from the e-reserves with study materials to eliminate the printing and additional posting of these resources.

4.2.2 College contributions towards environmental sustainability

College of Agriculture and Environmental Sciences

Community engagement

The College of Agriculture and Environmental Sciences initiated the Water from Inkungu Project. The word "inkungu" means "fog" in Xhosa, the water quality of which is very high, conforming to the World Health Organisation (WHO) and South African quality standards for potable water. The fog water harvesting project was launched in the Eastern Cape, at Cabazane, in partnership with the Alfred Nzo Municipality. The system used is specially designed for use in rural areas. It is cost-effective, uses material that is readily available and is suitable for use in areas without electricity.

College of Human Sciences

Teaching

The Department of Classics and World Languages has developed a module in the Classical Studies major called

Perspectives on the Environment, in which students develop the ability to understand, explore and critically evaluate positive and negative aspects of the binary relationship between humankind and nature from several angles, for instance, the impact of human activities on the natural world, such as agriculture, hunting and war, and – conversely – the impact of powerfully disruptive natural forces on human life, such as volcanic eruptions, and their potential for introducing renewal in the wake of destruction.

Research

A decision was taken by the Department of African Languages to include a subtheme: Folklore and environmental challenges (the promotion of environmental responsibility) in the call for papers for the South African Folklore Society (SAFOS) Conference held in September 2010, showing a commitment to global environmental issues. The department anticipated a number of presentations in this area, which will eventually feed back into the department's curriculum mix.

4.3 Economic sustainability

The economic dimension of sustainability concerns Unisa's impacts on the economic conditions of its stakeholders and on economic systems at local, national and global levels. The following broad criteria are linked to this category.

4.3.1 Institutional achievements

Anti-corruption

In support of the values of Unisa, Council issued a statement that unethical, fraudulent, corrupt and irregular conduct is not accepted by Unisa. On behalf of Unisa, KPMG is conducting an Ethical Risk Assessment Survey at Unisa to ascertain the ethical and integrity awareness of employees, and their perceptions of the ethical conduct of others, as well as to evaluate the effectiveness of Unisa's existing ethics framework. This initiative forms part of Unisa's ongoing commitment to enhance its corporate governance programmes and create a positive ethical culture for all Unisa stakeholders. Unisa has based its reporting on the institution's anti-corruption commitment on the UNGC's Reporting Guidance on the 10th Principle.²

Commitment and policy

Unisa has committed itself to working against corruption in all its forms, including bribery and extortion, by issuing the following statement against fraud, corruption and irregularities, and introducing the statement:

The Council, as the governing body of Unisa, and Unisa's management, comprising the Principal and Vice-Chancellor, the Pro Vice-Chancellor, the Registrar, all vice-principals, all executive directors and executive deans hereby declare that fraud/corruption and any kind of irregularity involving dishonesty will not be tolerated.

² <http://www.unglobalcompact.org>

The statement was approved by Council in November 2007. This statement can be viewed on the Unisa website under policies and procedures at www.unisa.ac.za/ungc/.

The following policies support this statement:

- Unisa Code of Ethics and Conduct³
- Policy on Prevention of Fraud/Corruption and other Irregularities⁴
- The Unisa Ombudsman⁵
- Policy on Whistle-blowing⁶
- Procedures for Making a Protected Disclosure⁷
- The Unisa Fraud/Corruption/Irregularity Response Protocol⁸

Commitment to compliance with all relevant laws

All policies are reviewed for legal soundness by the Legal Services Office (LSO) before being submitted to the Unisa Management Committee and Council for approval. A procedure for policies has been compiled by the LSO and compliance is a requirement before a policy may be submitted for approval. As part of this procedure, the LSO considers the applicable and relevant laws.

Publicly stated formal policy of zero tolerance of corruption

Unisa has declared its intent for zero tolerance.

Statement of support for international and regional legal frameworks

Unisa is a signing party to the UNGC initiative. The University's intention regarding the UNGC is included on Unisa's website. The Pro Vice-Chancellor's Office arranges corruption awareness seminars throughout the year, for example, the Seminar on the World Drug Report and the seminar in conjunction with the UN Office on Drugs and Crime (UNODC) Report on Human and Drug Trafficking. The University community is made aware of Anti-Corruption Day (9 December) through the University's internet communication, for example its e-news.

Risk assessment of potential areas of corruption

The Unisa Audit and Enterprise Risk Management Committee (ERMC) is responsible for the oversight and governance of risk management processes at the University. The Risk, Ethics and Controls (REC) Committee is responsible for the operational oversight and monitoring of risk management activities and reports to the Management Committee and the Audit Committee. The Enterprise Risk Management Directorate (ERMD) is responsible for deploying risk management to all departments in the University, as well as the facilitation of risk assessment procedures. The Enterprise Risk Management Policy has been approved by Council and may be viewed at www.unisa.ac.za/cmsys/staff/contents/departments/corp_policies/docs/EnterpriseRiskManagementPolicy_approved_Council_29Nov06.pdf.

The ERMD facilitates the assessment of the University's strategic and operational risks, and is supported by the Department Strategy, Planning and Quality Assurance (DSPOA) to ensure that risk management is also considered in the University's planning processes.

The ERMD submits the strategic and operational risk assessment to the REC Committee, Management Committee and the Audit Committee for acceptance and approval. The ERMD is currently in the process of facilitating functional and departmental risk assessments and has undertaken this in a number of areas, for example Human Resources, Finance, University Estates and Protection Services.

Detailed policies for high-risk areas of corruption

The University's anti-corruption policies cover the main and general areas of fraud, corruption and irregularities, for example procurement, human resources, the misuse of resources and some more specific aspects related to the education sector, for example, plagiarism. Policies are found in the corporate manual on the web and hard copy files are provided to each head of department.

Translation of the anti-corruption commitment into actions

Currently, the University has an awareness campaign on ethical conduct and has launched the Unisa Code of Ethics and Conduct. The aim of the campaign is to provide training to all employees. Online resources are available for ethics awareness. ICT assists by requesting online acknowledgement of the Code of Ethics. In addition, the Internal Audit Department sends electronic newsletters out on a quarterly basis on aspects of fraud, corruption, irregularities and improvement in internal controls, ethics.

Experienced speakers are invited to make presentations to Unisa's Directors' and Executive Directors' Forum on being aware of and preventing fraud, corruption and irregularities. Ethics awareness training has been provided to Council and management. The Pro Vice-Chancellor's Office organises anti-corruption awareness seminars.

Support by the organisation's leadership for anti-corruption

When addressing staff assemblies, the Vice-Chancellor and Principal includes statements with regard to ethics and indicates what controls are in place to support ethical conduct. Decisions taken by the Management Committee and other committees take ethics into consideration. It is also noted that reference to the UNGC support is highlighted during management discussions.

3 http://www.unisa.ac.za/ungc/Code%20of%20EthicsCCM_p.html

4-8 http://www.unisa.ac.za/ungc/corporate_p.html

Communication and training on the anti-corruption commitment for all employees

The Human Resources Department is currently driving the ethics awareness and training campaign with the assistance of the Department of Corporate Communication and Marketing.

The training involves familiarisation with the code and an online self-evaluation of an understanding of the code. As part of the code, any interest perceived to cause a conflict is required to be declared on a prescribed form and submitted to Human Resources. This is a recent initiative.

An ethical risk assessment is scheduled to be done by an external service provider, and the Internal Audit Department is facilitating the survey for report back to the REC Committee.

The Internal Audit Department compiles quarterly newsletters covering areas of fraud, corruption, controls and ethics. Seminars on corruption information are presented through the Pro Vice-Chancellor's Office.

Internal checks and balances to ensure consistency with the anti-corruption commitment

Unisa policies are designed to comply with laws and regulations where applicable and relevant. The adequacy of policies and the extent to which they are adequate for internal control purposes form part of the internal audit reviews. Internal controls exist, for example business forms, signing powers, and segregation of duties. The controls are reviewed as part of planned and ad hoc internal audit assignments. As part of the internal audit review, the managers of the respective areas are requested to complete a control self-assessment. Controls are automated as far as possible and reviewed as part of audit reviews.

Actions encouraging business partners to implement anti-corruption commitments

Unisa's business partners consist of government, other educational institutions, the public and private sector, suppliers, students, agents, joint ventures and partnerships, and funders/donors.

Management responsibility and accountability for implementation of the anti-corruption commitment or policy

Responsibilities are assigned at Unisa according to the statutory requirements of the Higher Education Act. The Unisa statute is one of the guiding documents, as well as all the financial and other policies, for example, the Delegation of Powers Policy, the Procurement Policy and academic policies.

The confidential report prepared by the Internal Audit Department (IAD) and submitted to the Audit and ERM

is currently a reporting indicator used by management to support responsibility and accountability for anti-corruption commitment.

Human resources procedures supporting the anti-corruption commitment or policy

Unisa has a bargaining forum where matters such as human resources-related policies and remuneration negotiations are submitted and considered. The acknowledged union and management are represented on the bargaining forum. Matters on which agreement is reached are referred for further approval processes, for example the Human Resources Committee of Council. If a dispute is declared, procedures are in place to attend to such matters.

In a new initiative, all employees are now trained on the Unisa Code of Ethics and Conduct, and various training initiatives are currently made available by HR. ICT assists in providing online acknowledgement of the code. New recruits are introduced to the code and the policies that support the code as mentioned in the rest of the report are available in a corporate manual on the web. Hard copies are also distributed to heads of departments. The update to policies is communicated to heads of department through e-mail and to other employees through the e-news.

Managers are also currently required to attend training on the Disciplinary Code and processes.

Communications (whistle-blowing) channels and follow-up mechanisms for reporting concerns or seeking advice

Unisa has a whistle-blowing line where whistle-blowers can report alleged fraudulent/corrupt/irregular behaviour. The reports can be made anonymously and are sent to the head of the IAD for investigation.

The reports received through the whistle-blowing line are recorded in an investigations register and the status of the investigations is tracked through to finalisation and reporting. Follow-up on completed investigations were previously done by ERM, but will be done by Internal Audit in future. The register, together with a summary of significant investigations, is submitted to the Unisa Audit and ERM under separate cover for confidential discussions during which the nature of investigations, as well as results and actions, is discussed.

The fraud/corruption/irregularity risks are reported to the Unisa REC Committee, which reports to the MANCOM and thereafter the Audit and ERM. These identified risks are taken into consideration when the strategic and operational risks of the University are assessed by management.

The main categories of whistle-blower reports that are received through the hotline are as follows:

- Permanent and temporary payroll

- Procurement in various areas
- Human resources management-related matters, for example non-adherence to smoking regulations, harassment, racism, nepotism and favouritism
- Misuse of University resources, for example reckless driving and illegal internet usage

Internal accounting and auditing procedures related to anti-corruption

The University has various policies that provide for internal control, for example the policies on the delegation of powers, procurement, travel and accommodation, receipt of fees, selection and appointment of employees, to name but a few. The aforementioned policies are available in the corporate manual on the University website. Some of these policies are supported by approved procedures and prescribed forms, for example the application for employment form.

The revision of the policies and procedures and the establishment and update of supportive processes are the responsibility of the respective policy-owners, for example the Finance, Human Resource (HR), ICT and other departments. The compilation and update of policies are governed by a policy and procedure as compiled by the Legal Services Office. The policies are approved by the Unisa Council.

Internal and external audits

External auditors are appointed to conduct the statutory audit of the University's financial statements and this audit is conducted on an interim and year-end basis. External auditors are required to provide an audit opinion on the accuracy and fairness of the financial statements in the final annual report of the University. The external auditors may place reliance on the internal audit work performed by the IAD.

Internal audits are performed throughout the year according to a three-year rolling internal audit coverage plan as approved by the Audit and ERM. Apart from the approved audits, ad hoc audits and investigations are also performed by the IAD. Investigations and audits are outsourced by the IAD.

The IAD is a department that reports functionally to the Audit and ERM and administratively to the Vice-Chancellor and Principal. The department's mandate is to provide an independent and objective assurance service to add value and improve the University's operations through a systematic, disciplined approach in evaluating and improving the effectiveness of risk management, control and governance processes. The IAD's activities are governed by the International Internal Auditing Standards and the approved charter and audit protocol.

Participation in voluntary anti-corruption initiatives

The University is a signing party to the UNGC.

Unisa is a member of Ethics South Africa (ESA).

The Pro Vice-Chancellor's Office arranges seminars on anti-corruption, and presenters of the UN are invited to make presentations.

Monitoring

Monitoring and improvement processes

Monitoring and continuous improvement are undertaken through the following:

- Performance reviews
- Quality reviews
- Audit reviews

Performance reviews are guided by human resources policies and guidelines, and are performed twice a year, at interim and year-end. The performance ratings are used to identify areas for improvement, acknowledgement or corrective action. The results of management's performance reviews are submitted to MANCOM, The Human Resources Committee of Council and Council. The performance agreements of managers include the aspects of risk, ethics and control, and therefore managers from the level of manager/supervisor and above are assessed on their achievement of risk management, communicating and upholding ethics, and the implementation of controls in their respective areas of responsibility. In this way, monitoring and improvement form part of the performance management system.

In addition, quality reviews are done and facilitated by DSPQA, and the results are used by managers to improve on quality. Quality reviews are done as the need is identified and occur throughout the year. Quality reviews are guided by the Quality Assurance Policy and guidelines, the UNGC commitment and HEQC guidelines, and are performed according to the requirements of the Higher Education Committee and Department of Education as well as accreditation and professional requirements. The results of the quality reviews are submitted to the MANCOM, Quality Assurance Committees and Council.

Audit reviews are external and internal. External audits are done at interim and financial year-end. Internal audits are performed throughout the year according to the approved three-year rolling internal audit coverage plan and as ad hoc requests are submitted or whistle-blower reports are received. External and internal audit reviews are reported to the REC, management and Audit and ERM, with the final oversight on risk, control and governance matters assigned to the Audit and ERM for report to the Council. The REC Committee and the Audit and ERM have approved terms of reference or charters and meet four (4) times a year. The MANCOM meets every Tuesday. Apart from these committees, there are other specific committees who meet according to the specific terms of reference and execute monitoring accordingly. Improvement initiatives are assigned to the respective manager,s for example the vice-principals, executive directors or directors, depending on the level at which improvement is required.

Leadership review of monitoring and improvement results

The responsibility for monitoring and improvement resides with the Vice-Chancellor and Principal and is supported by the extended management. Governance overview is the responsibility of the Council and its subcommittees.

Reviews are done as explained elsewhere and are reported on according to the respective aspects of reporting, for example audit, risk, control and governance matters are reported to the Audit and ERM.

Improvement plans and actions are the responsibility of the respective portfolio managers, for example vice-principals, executive directors, directors, managers, supervisors, and are included in the planning processes of the University. This is achieved by including the improvement plans in the strategic, operational, portfolio and departmental plans, and the managers translating these plans into their budgets and performance agreements. Progress reports on the achievement of the plans are submitted to DSPQA and performance reviews measure whether the staff members' performances are on track.

Dealing with incidents

Incidents are dealt with according to approved policies and procedures. Employee-related matters are attended to according to the Employee Disciplinary Code and procedures. As part of the disciplinary procedures, an appeal process is in place. The disciplinary proceedings are attended to by HR.

If the appeals process provides the same result as the disciplinary hearing, dissatisfied employees may take recourse in the Commission for Conciliation, Mediation and Arbitration (CCMA) or Labour Court. Externally referred labour relations matters are attended to by Labour Services Office (LSO).

Student-related incidents are dealt with according to the Student Disciplinary Code and procedures and are attended to by the Registrar's office.

Incidents related to dissatisfactory service at the University are attended to by the Unisa Ombudsman.

The Principal and Vice-Chancellor determines the nature of public statements in relation to media or external incidents. If external incidents involve criminal activity and if negotiation fails, the police service is used. Protection Services attends to the external/campus-related incidents.

Fraud/corruption/irregularity incidents are dealt internally through the disciplinary processes and externally through the police service and according to the requirements for prosecution, for example the Prevention and Combat of Corrupt Activities Act, 2004. Information on fraud/corruption/irregularities is attended to by Internal Audit.

Use of independent external assurance of anti-corruption programme

An external assurance of the anti-corruption programme in Unisa has not been done, because it has only recently been actively launched.

The launch of the code of ethics



5. FUTURE COMMITMENTS

The institutional achievements listed in the 2009 Unisa/UNGC COP indicated that Unisa had achieved moderate success in inculcating the UNGC principles into its most relevant activities. Based on the follow-up actions that were generated for implementation in 2010, together with the GCSAT results, the following recommendations were put forward to management for consideration:

5.1 Human rights

Recommendation	Actions
Health and safety	<ul style="list-style-type: none"> Health and safety information and procedures should be made available to employees in a language they understand. At a minimum of every two years, and when assigned to new tasks, employees should receive training by a knowledgeable expert in the safe use of equipment and processes, and an accurate record should be kept of who has been trained and for what tasks.
Fair treatment	<ul style="list-style-type: none"> Managers should receive training on how to identify and deal with instances of harassment in the workplace. A procedure should be put in place stating which kinds of workplace monitoring are allowed, what kind of personal employee information is retained, where it is stored, who has access and why the information is necessary. Employees should have access to all personal data collected about them, including data concerning disciplinary decisions and data obtained through monitoring, but excluding confidential management-specific information related to performance evaluations, salary negotiations, promotions, rotation and similar employment decisions.
Community impacts	<ul style="list-style-type: none"> A procedure should be developed to assess and address the environmental and social impact of its operations on the human rights of local communities. Before starting new operations or developments, an impact study to assess the potential environmental and social impacts of the planned activities, including an assessment of their potential human rights consequences for local inhabitants or other affected communities, should be conducted. Findings of the institution's social and environmental impact assessment studies should be shared with the affected individuals in a form and language accessible to them. In consultation with the affected individuals, the institution should develop appropriate management plans to prevent, reduce and mitigate adverse social and environmental impacts. The institution should continuously monitor its social and environmental impacts and provide affected individuals with regular access to updated information about the social and environmental impacts of its operations.
Suppliers	<ul style="list-style-type: none"> An assessment of the institution's supply chain should be conducted to identify which suppliers have the greatest risk of human rights abuses. Where necessary, the institution should collaborate with individual suppliers to implement continuous improvements of human rights standards. The institution should collaborate with other companies to promote improved human rights standards in suppliers.
Product stewardship	<p>NOTE: Unisa complies within a university context by looking at course content, modules, programmes, disciplines, qualifications and how these translate into certain criteria and critical learning incomes for the institution regarding human rights. There is a strong research focus on human rights.</p>
Country risks	<ul style="list-style-type: none"> Unisa should take into account the human rights conditions according to the government laws, religious and cultural practices in the countries where it operates.

5.2 Labour

Recommendation	Actions
Non-discrimination	<ul style="list-style-type: none"> All hiring managers should receive training regarding the institution's non-discrimination policies.
Suppliers	<ul style="list-style-type: none"> An assessment of the institution's supply chain should be done to identify which suppliers have the greatest risk of abusive labour standards. Procurement staff should be trained to understand labour standards and the supply chain. The institution should engage with companies to implement fair labour standards. The institution should collaborate with other companies to promote improved labour standards in suppliers.

5.3 Environment

Compliance and management	<ul style="list-style-type: none"> The necessary environmental permits and authorisations to operate should be obtained from the relevant authorities. A systematic approach should be put in place to ensure knowledge of new environmental legislation and compliance with permits and any other legal environmental requirements. The institution should develop a formal environmental policy, approved by top management, which includes a commitment to legal compliance and continuous improvements in environmental performance. Employees should be made aware of the environmental issues relevant to the institution's operations and activities. Roles and responsibilities with regard to environmental issues should be defined and communicated. Employees involved in activities that have, or could have, adverse environmental impacts should be regularly trained to ensure they are aware of environmental risks, requirements and agreed procedures. An action plan to improve environmental performance, which describes time frames, responsibilities and means of obtaining the targeted improvements, should be developed. Sufficient monitoring and documentation to demonstrate continuous improvements to the institution's environmental performance regarding significant impacts should be in place. The institution should regularly report externally on its environmental performance (eg annually). The institution should have an institution-wide environmental management system that is certified according to eg ISO 14001 and/or operates in accordance with sector-specific codes and standards. Commitment to promote the continuous improvement of the environmental performance of the institution's suppliers should be in place. This commitment should be supported by training on environmental performance for relevant management and procurement staff. An assessment of the institution's supply chain should be conducted to identify which suppliers have the greatest environmental impacts. Minimum requirements for the environmental performance of suppliers should be defined and communicated in writing to new and existing suppliers and business partners. Where necessary, the institution should collaborate with individual suppliers to implement continuous improvements to environmental performance. The institution's procurement practices, such as prices, delivery times and internal incentive structures, should encourage improved environmental performance of suppliers and business partners. There should be collaboration with other institutions to promote improved environmental performance of suppliers.
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Responsibility and performance	<ul style="list-style-type: none"> • Targets for reducing water consumption and/or increasing the amount of water reused or recycled in different business operations and activities should be developed. • The institution should engage with national, regional and local public authorities, and civil society organisations to address water sustainability issues related to the affected water resources. • Employees should be trained on the safe management of wastewater. • Wastewater discharges, including types, limit values and quantities of pollutants, should be monitored. • Measures should be taken to reduce the production of waste and ensure responsible waste management. • The institution should provide information and train employees on the safe handling, storage, transport and disposal of hazardous and special waste types. • The institution should clearly mark areas used for the storage of waste and properly label all containers for storing waste, including a relevant symbol of danger for hazardous waste. • Recycling and disposal receipts should be requested from transport contractors. • Legal requirements for levels of noise, odour, light and vibrations should be investigated and relevant standards should be set. • An effective training and information programme should be developed to build awareness among managers and staff in the affected areas. • A system should be introduced to monitor the levels of waste in the affected areas and introduce mitigating actions. • An assessment tool should be introduced to evaluate the positive and negative impacts of Unisa's operations on the natural environment. • Areas used for storage of chemical substances and products should be clearly marked. • All chemical substances and products should be clearly marked to include the name of the chemical and a relevant symbol of danger.
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5.4 Anti-corruption

Recommendation	Actions
Anti-corruption environment	<ul style="list-style-type: none"> • All potential areas of corruption, including factors such as type of transaction, countries of operation, industries, and customers or business partners involved, should be evaluated. • Risk of corruption when employees, agents, intermediaries or consultants deal with public officials, including employees of state-owned companies, should be evaluated.
Policy and procedures	<ul style="list-style-type: none"> • The institution should define benchmarks and indicators regarding the institution's anti-corruption actions, and initiatives should be defined and reported to the public (ie in its COP). • Publishing legal cases regarding corruption should be considered. • "Anti-corruption" and/or "ethical behaviour" should be mentioned in contracts with partners in high-risk countries, sectors and transactions.
Third parties	<ul style="list-style-type: none"> • Enquiries (eg financial, legal, labour, tax, IT, environment, and market/commercial) should be conducted on all agents, intermediaries and consultants. • Contracts with agents, intermediaries and consultants should include a section on anti-corruption and state that the contractholder must comply with all applicable laws and regulations. • Agents, intermediaries and consultants should be provided with information on the company's anti-corruption commitment, anti-corruption policies, training material on anti-corrupt behaviour and information on disciplinary procedures for violations of company anti-corruption policies.
Joint actions	<ul style="list-style-type: none"> • Joint actions with others should be taken to engage in and promote anti-corruption initiatives and level the playing field. • Experiences, procedures and challenges of corruption should be shared with other organisations, ie the local business community, sector initiatives, networks etc. • Joint initiatives should be initiated with other companies in the same sector for the purpose of promoting a fair business environment. • Multi-stakeholder dialogue on challenges of corruption should be stimulated. • Local business community and business partners should be encouraged to initiate cooperation to fight corruption. • The institution should consider the use of independent external assurance for its anti-corruption programmes.

6. CONCLUSION

The COP Report highlights the achievements attained during the period under review. The resulting recommendations allow for improvements in Unisa's operational and academic dimensions. Strategy, governance, stakeholder involvement and the mainstreaming of the UNGC principles in the institution's academic offerings will contribute significantly to further Unisa's sustainability.

7. ACKNOWLEDGEMENTS

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Authors

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- UNGC Steering Committee
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APPENDIX 1

Global Compact Self-assessment Tool Full Results – Unisa

2010-09-27

Topic	Yes	No	F/a	N/a	Not answered	
Human rights	10	1	1	2	0	
Health and safety	2	0	0	0	0	0
Hours, wages and leave	3	0	0	0	0	0
Fair treatment	3	0	0	0	0	0
Community impacts	2	1	1	0	0	0
Product stewardship	0	0	0	1	0	0
Country risk	0	0	0	1	0	0
Suppliers	0	0	1	0	0	0
Labour	4	0	1	1	0	
Trade unions	1	0	0	1	0	0
Forced labour	1	0	0	0	0	0
Child labour	1	0	0	0	0	0
Non-discrimination	1	0	0	0	0	0
Suppliers	0	0	1	0	0	0
Environment	3	1	10	3	0	
Compliance and management	1	0	4	0	0	0
Precaution	0	0	1	0	0	0
Responsibility and performance	1	1	5	3	0	0
Technology	1	0	0	0	0	0
Anti-corruption	3	1	5	0	0	
Anti-corruption environment	1	0	2	0	0	0
Policy and procedures	2	0	0	0	0	0
Third parties	0	0	2	0	0	0
Joint actions	0	1	1	0	0	0
Total	20	2	17	6	0	45

APPENDIX 2

Global Compact Self-assessment Tool Percentage Analysis

Topic	Yes	No	F/A	N/A	Not Answered	
Human rights	71.42	-	-	-	-	(14)
Health and safety	14.28	-	-	-	-	
Hours, wages and leave	21.42	-	-	-	-	
Fair treatment	21.42	-	-	-	-	
Community impacts	14.28	7.14	-	-	-	
Product stewardship	-	-	-	7.14	-	
Country risk	-	-	-	7.14	-	
Suppliers	-	-	7.14	-	-	
Labour	66.66					(6)
Trade unions	16.66	-	-	16.66	-	
Forced labour	16.66	-	-	-	-	
Child labour	16.66	-	-	-	-	
Non-discrimination	16.66	-	-	-	-	
Suppliers	-	-	16.66	-	-	
Environment	17.64					(17)
Compliance and management	5.88	-	23.52	-	-	
Precaution	-	-	5.88	-	-	
Responsibility and performance	5.88	5.88	29.41	17.64	-	
Technology	5.88	-	-	-	-	
Anti-corruption	37.5					(8)
Anti-corruption environment	12.5	-	25.0	-	-	
Policy and procedures	25.0	-	-	-	-	
Third parties	-	-	25.0	-	-	
Joint actions	-	-	12.5	-	-	
Total	44.44	4.44	37.77	13.33		45

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The 'inkungu' water harvesting project.



LIST OF ACRONYMS AND ABBREVIATIONS

AAU	Association of African Universities	IOP	institutional operational plan
ABCD	College of Agriculture and Environmental Science	IQMAF	Institutional Integrated Quality Management and Assurance Framework
AC	community engagement	FLL	FIRST Lego®
ACHRAM	Academic Human Resource Allocation Module	KPMG	Klynveld Peat Marwick Goerdeler
AMISOM	African Union Mission in Somalia	LSO	Legal Services Office
APSA	Academic and Professional Staff Association	MANCOM	Management Committee
ARCSWiD	Advocacy and Resource Centre for Students with Disabilities	MDGs	Millennium Development Goals
AU	African Union	MIT	Massachusetts Institute of Technology
CAES	College of Agriculture and Environmental Sciences	MoU	memorandum of understanding
CC&M	Corporate Communication and Marketing	NEHAWU	National Education, Health and Allied Workers Union
CCMA	Commission for Conciliation, Mediation and Arbitration	NEPAD	New Partnership for Africa's Development
CEMS	College of Economic and Management Sciences	NRF	National Research Foundation
CESM	Classification of Educational Subject Matter	ODL	open distance learning
CHS	College of Human Sciences	OHS	occupational health and safety
CLAW	College of Law	PAAQAC	Professional, Academic and Administrative Quality Assurance Committee
CoL	Commonwealth of Learning	POWA	People Opposing Women Abuse
COP	Communication on Progress	PPE	personal protective equipment
COSATU	Congress of South African Trade Unions	PQM	Programme Qualification Mix
CSET	College of Science, Engineering and Technology	QEI	quality evaluation instrument
DCLD	Directorate: Curriculum & Learning Development	REC	risk, ethics and controls
DHET	Department of Higher Education and Training	SADC	Southern African Development Community
DSPOA	Department of Strategy, Planning and Quality Assurance	SAFOS	South African Folklore Society
EE	employment equity	SAQA	South African Qualifications Authority
ERMC	Enterprise Risk Management Committee	SBL	School of Business Leadership
ERMD	Enterprise Risk Management Directorate	SCoP	Standing Conference of Presidents
ESA	Ethics South Africa	SES	Stakeholder Engagement Statement
ESD	Education for Sustainable Development	SMS	short message system
ESP	Environmental Sustainability Policy	SOP	standard operating procedure
GCSAT	Global Compact Self-assessment Tool	SRAM	Subsidy Resource Allocation Module
GRCF	Greater Rustenburg Community Foundation	STI	sexually transmitted infections
GRI	Global Reporting Initiative	UBF	Unisa Bargaining Forum
GUNI	Global University Network for Innovation	UN	United Nations
HEIs	higher education institutions	UNGC	United Nations Global Compact
HEQC	Higher Education Quality Committee	UNIDOC	United Nations Office on Drugs and Crime
HR	human resources	UQES	web-enabled quality evaluation system
HRD	Human Resource Department	UWIRI	Unisa Women in Research Initiative
IAD	Internal Audit Department	VUA	Vrije Universiteit Amsterdam
IAU	International Association of Universities	WED	World Environment Day
ICDE	International Council for Open and Distance Education	WHO	World Health Organisation
ICT	information and communication technology	WIL	work in learning
		WWF	World Wildlife Fund



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