THE UNIVERSITY OF PAPUA NEW GUINEA

STRATEGIC PLAN
2008 - 2017

Building Our Future
The Vision

Premier University dedicated to excellence and providing quality education, research and service to Papua New Guinea and the Pacific

The Mission Statement

The University of Papua New Guinea's Mission is to deliver excellent education and research results for nation building and global advancement towards an innovative and empowered society
The Pathway

Ten Year Vision

By 2017, UPNG will be recognised as a professional maturing educational and research institution that effectively and creatively supports PNG and the Pacific. It will pursue its aim as the leading University in the Western Pacific. UPNG will strengthen national and regional initiatives towards sustainable development through the provision of relevant human capacity building and technical assistance in the following key areas: Medicine and Health Sciences, Natural and Physical Sciences, Humanities and Social Science, Law, Business Administration, and Flexible Distance Learning. Additional key areas are envisaged. These will address the needs of the mining, petroleum and energy industries, sports management, sports science and human movement and the tropical built environment.

In this regard UPNG will be assisting the provincial and national governments and Pacific states achieve their national goals and targets agreed to by PNG Government in the Medium Term Development Strategy, Millennium Development Goals and by the Pacific Leaders under the Pacific Plan.

To ensure delivery, UPNG will have developed new and strengthened partnerships for greater cooperation at national, bilateral and international levels. The University will also have substantially developed its infrastructure including an efficient broadband network. A set of key infrastructure projects will be completed that will include new Law and Science buildings, a Great Hall, institutional housing, substantially increased sporting facilities, a convention centre of international standard with a science, technology and business park among other projects such as the restructured Botanic Gardens and a Tourism Cultural Park.

UPNG will have a balanced funding base for effective programme delivery supported by the PNG Government contributions and extra budgetary allocations from bilateral and other business initiatives.

Through good governance and best management practice, UPNG will continue to provide focused programmes that optimise strong partnerships.

The Operational Framework

To support the UPNG Strategic Plan 2008-2017, the work programmes and strategies of the previous Plan were reviewed while consulting all schools, non-academic staff, senior staff, Council and outside advisors of the University. The revision focused on developing more targeted indicators and performance measures to improve tracking delivery against the long-term goals and the objectives of key strategic work areas.

This plan targets improved strategic management for the University. It emphasises identifying emerging work priorities, improving work programmes, and maintains core business while addressing key issues. Managing these issues will require improving natural resource management, enhancing access to basic necessities and achieving high quality human resource capacity building as fundamental development matters. The University is committed to a philosophy of sustainable development and continuous improvement.

The UPNG development priorities are addressed through the following key school and college programmes identified in the strategic plan as: The School of Medicine and Health Sciences, School of Natural and Physical Sciences, School of Humanities and Social Science, School of Law, School of Business Administration, and University of Papua New Guinea Open College. Priorities will be adjusted as further educational programmes are introduced.
The Pathway

These key programme areas directly reflect:

- Developing demand-driven courses and programmes for the country as endorsed by the UPNG Governing Council;
- The nation's support agenda including new national policies and strategic planning frameworks; and
- The global and regional support agenda emerging from the outcomes of recent and ongoing international affairs.

Means of Delivery

There are broadly three means of delivery:

- Direct support of funds from the national government
- Support, in cash and in kind, from provincial governments, development partners through projects of varying scope and size, either regional or bilateral in nature, and
- Development of UPNG business opportunities.

Opportunities also exist from time to time to generate funds from income-earning activities on a "fee-for-service" basis. These will be considered individually in conjunction with the provincial governments or any groups concerned, and in accordance with the Council agreed guidelines.

Of special importance, when considering strategic programme planning, is that emerging priorities may not always have identified means of delivery. This allows the UPNG Council to identify gaps concerning the future financial security of the University and advise regarding consultation with provincial governments, the private sector or development partners.

The University Community

Staff and students have been central in UPNG's endeavour to provide a safe and satisfying living experience that supports high quality teaching, learning, research and outreach. While staff and students need to adhere to an appropriate campus lifestyle, the University recognises its role in providing proper welfare and residential services and is actively seeking to strengthen pastoral care within the student-staff community.

Whereas staff development will remain a major focus, the University needs to revisit employment packages to attract and retain quality staff.

The University is mindful of the provision of increasing access to higher education through the distance mode. It will encourage applicants of good character and ability to apply for both on-campus and external modes. It will admit those students of high capacity and good character to both main campus and regional Open College centres. Both Graduate and Staff Profiles are included under Objective 4.1 of this Plan to keep in view the standards to which we aspire under our continuous improvement philosophy.

PROFESSOR ROSS A. HYNES  
Vice Chancellor
The Guiding Values

In pursuit of its Vision and Mission, the UPNG is guided by the following values:

- **Preserving, refining, extending and transmitting knowledge in an environment that fosters free enquiry, open debate and constructive criticism;**
- **Promoting sustainable nation building through the development of capacity, academic achievement and professional excellence of the highest level;**
- **Striving to achieve a just and caring society, characterised by social harmony, tolerance, respect for cultural differences and free from all forms of discrimination;**
- **Fostering within the University a climate of transparency, openness and cooperation that values the contribution of all staff and students;**
- **Practicing good governance through individual and group accountability for decisions, actions and outcomes;**
- **Developing and maintaining cooperative relationships with international institutions and development partners;**
- **Strengthening partnerships and networks with employers, professional groups and other educational and research institutions;**
- **Strengthening partnerships with community based organisations/NGOs, sports groups, church groups, youth groups, women groups and others;**
- **Promoting an ethical environment of caring and sharing;**
- **Practicing sustainable use of resources;**
- **Promoting indigenous cultures, languages and knowledge;**
- **Building a culture of innovation and entrepreneurship;**
- **Creating an environment to develop qualities of leadership and good governance;**
- **Providing equal opportunity for university education based on academic merit and character.**
Driving Issues

The University's driving issues include:

- Students and stakeholder access, equity and diversity, gender balance;
- The quality, standards and relevance of our academic programmes;
- Quality and standards of our teaching and learning approaches;
- The relevance and quality of our Open and Distance Learning programmes;
- The availability of adequate resources (fiscal, physical and human) from a wide range of sources;
- The effectiveness and efficiency of our management systems and the vision and inspiration of our leadership;
- The quality, accountability and transparency of our governance and the level of support within the political and cultural environment;
- The demands on the University's capacity to contribute effectively to research, science and technology;
- The pressures and demands placed on the University by the tertiary education and research needs of a rapidly increasing population, especially the increase in Grade 12 school leavers;
- Globalisation influences on education without borders and international collaboration of education and research programmes;
- Global climate change and its impact on the nature of research and education within the University in terms of national needs;
- Overall goals of the Higher Education Sector and the strategic alignment of the University's programmes with these goals.
Core Business that Supports National Policy

By 2017, UPNG will have strengthened national and regional initiatives and actions towards sustainable development through the provision of the core business of the University, which comprises teaching, research and community outreach. The five Schools and the Open College are responsible for the core business of the University.

The School of Medicine and Health Sciences

The School of Medicine and Health Sciences is mandated to train general and specialist medical officers and other health professionals including dentists, pharmacists, medical laboratory technologists, medical imaging technologists and specialist graduate nursing officers. The School engages in research relevant to the health need of the country and the region, participates in the formulation of health policy and provides community clinical services.

The School of Natural and Physical Sciences

The School of Natural and Physical Sciences will strengthen national and regional programs, initiatives and action responsive to Medium Term Development Strategy (MTDS), Millennium Development Goals (MDGs) through the teaching and research disciplines of biology, chemistry, earth science, environmental science and geography, mathematics, statistics and computer science and physics. Strategic research is focused on the centres of Bio-diversity and Natural Products, Disaster Reduction, and Motupore Island Marine Sciences.

The School of Humanities and Social Sciences

The School of Humanities and Social Sciences produces high level trained manpower, conducts research and provides advisory services to stakeholders in Anthropology and Sociology, Archaeology, Creative Arts, History, Gender Studies, Philosophy, Journalism, Information Communication Sciences, Linguistic and Modern Languages, Literature and English Communication, Political Science, Psychology and Social Work. The School offers both undergraduate and postgraduate programs. It also houses a research centre, Melanesian and Pacific Studies Centre (MAPS) and Melanesian Institute of Arts and Communication (MIAC).

The School of Law

The School of Law produces high-level trained legal professionals, conducts research and provides advisory services to stakeholders. The School has two strands, the Law Strand and the Legal Clinical Program (LCP) Strand. The Law Strand is responsible for the teaching of substantive law courses and programs whilst the LCP Strand is responsible for the teaching, development and administration of procedural and applied legal courses and programs, like the Diploma in Law (Prosecutions) (DLP) program.

The School of Business Administration

The School of Business Administration is an innovative, entrepreneurial and vibrant School offering Bachelor degrees in Accounting, Banking and Finance, Business Management, Economics, Human Resources Management, Management Information Systems, Public Policy
Core Business that Supports National Policy

Management, Strategic Management, and Tourism and Hospitality Management through a flexi-and multi-structure mode with the provision of multiple entry and exit points. It offers an Executive MBA Program, DBA, PhD, and other Masters programs through a blend of course work and action research work. Its team of vibrant faculty staff conducts industry and policy-based research for nation building. It continuously carries out interactive programs with Industry and Government. It is fully committed to the multiple interests of its stakeholders.

The UPNG Open College

The University of Papua New Guinea Open College was established in 2002 to increase access to higher education through the distance mode. It is the leading open and distance learning institution in PNG and the Pacific employing best international practices in developing course materials and delivering programs through a network of seventeen study centres within the country. The Open College in collaboration with the Schools are currently offering undergraduate courses in accounting, public management, business management, teacher training, natural and physical sciences, arts, humanities including a Certificate in Tertiary and Community Studies. The University is committed to delivering most of its on-campus programs through the distance mode in near future.

Supporting the National Policy Framework

The above core business of the University of Papua New Guinea supports the implementation of the high-level objectives and policy framework of Medium Term Development Strategy, Millennium Development Goals, National Training Policy, National Sustainable Development Strategies, Pacific Plan and National Higher Education Plan.
The Planning Objectives, Strategies and Key Performance Indicators

There are six strategic result areas of University activities and a set of objectives and corresponding strategies and key performance indicators, which have been identified. These are:

1. Teaching and Learning
   1.1 Enhance the quality of teaching and learning for national and regional workforce requirements as well as reflective thinking and life-long learning.

2. Research and Post Graduate Studies
   2.1 Enhance the quality and increase the quantity of innovative and collaborative research and consultancy commensurate with national and international development and clientele needs.
   2.2 Increase the quantity and enhance quality of postgraduate course work and research higher degrees programs.

3. Open, Distance and Flexible Learning
   3.1 Leading provider of open and distance learning for nation building and regional development through the provision of quality education and professional training consistent with international best practice.
   3.2 Consolidate and expand the development and delivery of skill and community based education and training programs.
   3.3 Improving learner and study centre support using ICT.

4. Promoting and Assuring Quality
   4.1 Establish an efficient Quality Assurance Framework and program covering all of the University activities.

5. Facilities, Support and Resources
   5.1 Provide an environment with effective and efficient support services that attracts outstanding students and enables them to realise their full potential.
   5.2 Provide support and appropriate initiatives to encourage academic and professional development of all staff.
   5.3 Improve asset management and develop infrastructure facilities for a better working environment and improving teaching and learning.
   5.4 Develop and maintain an ICT enabled education system.
   5.5 Diversify the resource base by promoting business opportunities and developing a medium term financial strategy.

6. Governance, Administration and Management
   6.1 Continuous improvement of effective, transparent accountable governance, administration and management.
Teaching and Learning

The University is committed to continuous development of student centred approach by employing innovative teaching and learning methods with a view to prepare graduates as life long learners in the workplace and reflective thinkers for managing information and knowledge. The University is mindful of providing a conducive environment that meets international standard for supporting teaching and learning and encouraging staff to employ best practices. While the University will offer a range of courses to meet individual needs and to provide flexibility in entry and exit including mode of studies, it will encourage enhancement courses to stakeholder needs. Central to the quality learning is the development of a learning management system that facilitates interactions through the use of e-learning. The University will continue to implement curriculum development strategies, which satisfy the needs of students, employers, professional bodies and the wider community, and will endeavour to satisfy the approved graduate profile so that the learning outcomes reach desired levels. All Schools will continue to encourage academic staff to participate and develop skills in curriculum development processes to foster a sense of ownership and commitment. In view of the high demand for places at UPNG and the need to ensure quality-learning outcomes, the University will maintain an admission policy aimed at attracting the best students in PNG.

Objective 1.2: Enhance the quality of teaching and learning for national and regional work force requirements as well as reflective thinking and life-long learning

Strategies

- Review and develop admission criteria that meet the need for flexible modes of study, equity and excellence.
- Review and develop innovative programs that meet the needs of the country and the Pacific using international and global best teaching practices.
- Continue review of curricula for national and relevance, quality and current best practice.
- Diversify teaching approaches to facilitate learning e.g. Problem Based Learning (PBL), interactive learning, e-learning, etc.
- Continuously monitor the implementation of the assessment policy and procedures.
- Provide a quality capacity building program for academic staff in teaching and assessment.
- Review, develop and improve study skills for students and staff to join the workforce and communities.
- Develop a cost effective rehabilitation plan for teaching and learning facilities and resource.
- Monitor and analyse student progress and withdrawal issues for both on campus and distance mode students with a view to improving student success.

Key Performance Indicators

- Equivalent full-time students (EFTS): by gender, school, program, discipline and province and nationality.
Teaching and Learning

- Quality and confident staff and students to be employed by government and private sector.
- Number of full and part-time students, honours and graduate students.
- Contribution to human resources to support national and regional governments.
- Equivalent full-time students (EFTS): by mode of study.
- Number and proportion of national, Pacific and overseas students.
- Students by sponsorship (HECAS, full fee paying etc).
- Staff/student ratio (comparison of under and over staffing).
- Teaching evaluation by students.
- Completion, progression and attrition rates.
- Academic staff by types of employment, quality and gender.
- Technical and support staff by type of employment and gender.
- Number and ratio of senior to junior academic staff by discipline and staff turnover.
- Employment of graduates (graduate survey).
- Number of staff with new higher degrees.
- Number of staff participating in teaching enhancement programs.
- Number and percentage of staff and students participated in e-learning.
- Teaching and learning cost per EFTS by school.
Research and Post Graduate Studies

We will continue to develop and foster a culture of intellectual inquiry in the staff and students so that they continue to address the fundamental questions of disciplinary and professional knowledge, and the problems of government, industry, the community and the region. To satisfy this, the University will continue to expand and support its postgraduate research programmes as well as expose potential undergraduate students to research, both within individual courses and through its honours and postgraduate programmes.

The University will establish a Research Ethics Committee. This committee will implement the forthcoming research ethical guidelines and ensure compliance in all student and staff research activities in the University. The University in conjunction with the schools will examine the perceived impediments to produce research activities and develop mechanisms to facilitate improved productivity.

The University will build on its past research credentials and enhance targeted areas and reinforce specialised areas of excellence with an integrated interdisciplinary focus. University will harness its comparative advantages in conducting scientific research in bio-diversity, marine-biology, environmental science, business administration and humanities and social sciences and law, medical research towards prevention of diseases and invention and discovery of medicinal products. The University will continue to expand its partnerships with industries, research institutions at home and abroad and community based organisations to maintain its national leadership in the creation and dissemination of knowledge.

The University will encourage research staff and students to present the results of their research at national and international conferences, and be published in refereed journals as well as making research findings available nationally. The University will enhance the major focussed research centres within its Schools to better coordinate and pool research resources and attract external funds.

Continuing involvement of staff in key consultancies will be encouraged and supported. Proactive action plans will be developed to assist in translating the results of research and consultancies into relevant policy, improved processes, on-ground projects or extension.

As a National University, UPNG will fulfil its obligation to promote a research culture nationwide by expanding the post graduate programs by both research and course work and active interaction with stakeholders. It will be required to externalise some of the under graduate programs and re-allocate resources for postgraduate studies.

Objective 2.1: Enhance the quality and increase the quantity of innovative and collaborative research and consultancy commensurate with national and international development and clientele needs

Strategies

- Encourage collaborative research and consultancy linking institutions and industries for development of PNG and the Pacific aiming to improve the well being of people.
- Recruit and retain academic staff who have research and publication experience and the ability to mentor others to conduct research.
- Enhance research and consultancy capacity by team efforts involving student, junior and
Research and Postgraduate Studies

- Plan and implement research training and mentoring programs by each School under close monitoring by the Human Resources Development Centre.
- Provide teaching and/or research assistants to relieve staff members to engage in research in high priority research areas.
- Set research output targets with guaranteed budgetary allocations and provide incentives for achievements.
- Reinvigorate research centres within each School to better coordinate and pool research resources and attract external funds through focused strategic management.
- Rehabilitate research equipment, on-line library and infrastructure under a separate capital grant within budgetary allocation in high priority research areas.
- Increase the publication, public presentation and public profile of research accomplishments and activities.

Objective 2.2: Increase the quantity and enhance quality of postgraduate course work and research higher degrees programs

Strategies

- Review and strengthen current programs, expand and increase these to meet national and changing global needs. Expand course based professional Post Graduate Programs including research components.
- Recruiting and retaining senior staff that have ability to develop and guide the Post Graduate programs.
- Developing digital library resources and virtual access to learning resources incorporating distance and e-learning for creating life long learning.
- Transferring appropriate knowledge and understanding from research to teaching.
- Increasing the provision of research fellowships with teaching component commitment.
- Foster and facilitate cross-institutional post-graduate research supervision.

Key Performance Indicators

- Research publications (books, chapters, journal articles, conference papers etc).
- Percentage of research-active academic staff
- Consultancy income
- External research grants
- Post Graduate enrolment (total, course work and research) by Program and School
- Higher degrees completion
- Post Graduate Research students satisfaction of supervision and support
- Graduate destination (employment, study, self-employment etc)
- Clientele commendation.
Open and Distance Learning (ODL)

Given the Open College’s success in developing capacity and delivering education through the distance and flexible mode of study, the University will continue to strive for excellence in expanding its programs. It will continue to strengthen the existing partnerships and networks and create new alliances with major distance education providers, provincial governments, government departments, industries, NGOs and other stakeholders in response to market opportunities. The University will continue to develop and deliver learning for livelihood and poverty reduction programmes through the Certificate in Tertiary and Community Studies (CTCS) consistent with the MTDS and MDGs and will also harness the opportunity of globalisation by meeting professional training needs for human resource development.

Objective 3.1: Leading provider of ODL for nation building and regional development through the provision of quality education and professional training consistent with international best practices

Strategies

- Fostering and strengthening relationship with major stakeholders to cooperate and support the development and delivery of ODL programs.
- Fostering collaboration and partnership with other Distance Education providers.
- Expanding within PNG and region.
- Pursuing a quality assurance system for continuous improvement of delivery of programs.
- Developing, expanding and consolidating all UPNG’s academic programs for delivery by ODL.
- Schools take ownership of development and delivery of academic programs.
- Continuous improvement in the Financial Management System of Open College.
- Enhancing competency level of staff through appropriate training and professional development.
- Developing distance education research capacity for improvement of program development and delivery.

Objective 3.2: Consolidate and expand the development and delivery of skill and community based education and training programs

Strategies

- Reviewing and developing short and skill-based programs to meet the local and regional needs.
- Forging partnership with education and training institutions, organisations and CBOs in developing and delivering professional and skill based training programs.
- Increasing capacity within Open College for developing and delivering professional and skill based programs.
Open and Distance Learning

**Objective 3.3:** Improving learner and study centre support using ICT

**Strategies**

- Developing blended pedagogy: self-learning, face to face and e-learning.
- Developing network communication through satellite.
- Forging partnership with other institutions providing ODL using LMS.
- Establishing Multimedia capacity for producing learning materials and creating digital library of learning resources and providing virtual access.
- Effective learning opportunities available to students at all campuses and University centres through the provision of ICT.

**Key Performance Indicators**

- Number of students enrolled by program, gender, school and centre.
- Students progression rates.
- Course materials developed and revised.
- Students feedback on support services.
- Students graduated through the distance mode.
- Number of students access to computing and multimedia facilities.
- Number of professional training programs developed and delivered.
- Number of undergraduate programs developed and delivered.
- Number of students enrolled in professional training.
- Number of academic staff writing materials and delivering programs through e-learning.
- Number of staff trained to manage ODL.
- Staff attending courses and conferences.
- Number of study centres established.
- Number of students using the LMS.
- Production of timely financial reports.
Promote and Assure Quality

The University is committed to building a "quality culture" central to management at all levels and activities. The Academic Audit and the Finance and Assets Committee will promote quality assurance and implement a Quality Assurance System. The University will continue to employ an integrated mechanism to monitor the students' entry qualifications, progression and completion, while graduate and employer surveys will be carried out on a periodical basis.

Programs and courses of study will be reviewed and evaluated regularly for their suitability in meeting the needs of students, employers and professions, while the Schools and Centres will undergo a School/Centre Review Program every five years.

Objective 4.1: Establish an efficient Quality Assurance Framework and program covering all of University activities

Strategies

- Establish and develop Quality Assurance Framework for the University including Council effectiveness and performance.
- Develop and enhance auditing and quality units and committees.
- Support integrated Information, communications and technology.
- Develop comprehensive financial, academic and physical facilities.
- Encourage schools, college and divisions to establish a Quality Assurance system in service delivery.
- Monitor university's implementation of sustainability performances.

Key Performance Indicators

- Academic audit conducted.
- Staff turnover (% of total staff).
- Financial Audit and physical conducted.
- Quality of student intake (High School GPA).
- Staff performance appraisal conducted.
- Staff and students feedback on the quality of University management and administration.
- Staff and students feedback on School management.
- Integrated information, communication and technology assessment conducted.
- UPNG Core business (schools) performance reported and reviewed every fifth year.
- Production of audit reports annually.
- Production of an annual sustainable management report.
The Graduate Profile

The objective of the University is to produce graduates who:

- Care for ethical values, and provide leadership in national development with a clear understanding of national values and needs;
- Are committed to self development through the continuous acquisition of knowledge and experience and are able to survive in an environment of continuous change in a rapidly evolving society;
- Are capable of providing political leadership, national unity and social development;
- Are technologically literate, receptive to new ideas and prepared to be innovative;
- Have social responsibility and strong identity with their own communities;
- Have acquired adequate knowledge, skills and creative ability to meet specific national manpower needs;
- Have acquired adequate skills in communication, information technology, critical inquiry and problem solving;
- Have acquired basic understanding about fundamental national issues and sustainable development;
- Will promote critical and free inquiry into the great questions of human nature, society and the world;
- Can understand, interpret and educate people to enhance their contribution to the social and economic development of the country;
- Accept criticism and self-criticism as self-development processes and are able to face the realities of hardship of life in communities.
The Staff Profile

It is the University's expectation that its entire staff will:

- Be professionals in their own field of specialisation or area of work and manifest genuine enthusiasm and pride;
- Be competent, loyal and display mutual trust and discretion;
- Strive to contribute to the realisation of the university's goals through selfless dedication in their service to their clientele and to the nation;
- Grow in their chosen job and strive to broaden their cultural outlook and deepen their professional interests;
- Transact the university's business through proper channels and exercise their democratic right responsibly;
- Acknowledge and appreciate constructive criticisms and any other forms of assistance to them by their fellow employees;
- Live up to the expectations of the community in keeping with dignity and nobility of their profession and live a life that is morally upright and socially acceptable;
- Value the positive impact of their interaction with the students in both personal and intellectual development;
- Adhere to the highest standards in their contact with students and maintain as a guarantee of ethical behaviour.
Facilities, Support and Resources

The University will provide an environment that will attract outstanding students and staff, and support them in realising their intellectual and professional potential. Hence, subject to its resource constraints, it will develop and maintain state of the art teaching and research facilities, including library and information technology, and community infrastructure such as housing, recreational and health facilities. The University will adopt a customer-oriented culture that will support interests of all stakeholders. Furthermore, the University will manage its available resources prudently and diversify its funding base.

Objective 5.1: Provide an environment with effective and efficient support services that attracts outstanding students and enables them to realise their full potential

Strategies

- Assisting new students in integrating with the academic and social culture of the University and developing a peer support network.
- Improving student services including counselling and career planning at all campuses.
- Improving the quality of residential and recreational facilities.
- Improving interaction with academic staff.
- Promoting clubs, associations and extra-curricular activities.
- Ensuring the responsibilities and accountability in student support services are clearly defined.
- Provide and maintain a state of the art library and information technology services.
- Encourage churches and other interested partners to build residential colleges.

Objective 5.2: Provide support and appropriate initiatives to encourage academic and professional development of all staff

Strategies

- Providing opportunities for professional development of staff.
- Applying stringent scrutiny and procedure for staff recruitment and enhancing staff evaluation/appraisal system for promotion and renewal.
- Providing professional and personal counselling.
- Providing recreational and socialising facilities.

Objective 5.3: Improve asset management and develop infrastructure facilities for better working environment and improving teaching and learning
Facilities, Support and Resources

Strategies

- Improving quality of the work environment and residential accommodation.
- Improving existing facilities through establishing a management system for rehabilitation and maintenance.
- Providing state of the art educational technology.
- Developing alternative sources of energy and water supply.
- Providing a research support infrastructure.
- Expanding academic space.
- Develop a comprehensive health and safety policy and programs.

Objective 5.4: Develop and maintain an ICT enabled education system

Strategies

- Establishing a satellite communication system at all campuses.
- Developing a learning management system for accessing learning resources and facilitating interactive learning.
- Establishing multi-media production facilities.
- Replacing the student database integrating MS and possibly student finance.
- Increasing student access to computer network.
- Establishing knowledge management system including digital repositories for learning resources, books and journals and the digitisation of archive collections.
- Improving access to established international databases of learning resources.

Objective 5.5: Diversify the resource base by promoting business opportunities and developing a medium term financial strategy

Strategies

- Establishment of the Business Arm of UPNG.
- Utilising University assets by entering into commercial consortium and partnerships.
- Increase the educational earnings.
- Sustainable practice cost savings.
- Broadening access to all government funding sources.
- Broadening access to development partners including business.
- Promoting contributions from Alumni.
- Reactivate the UPNG Alumni and Foundation.
Facilities, Support and Resources

Key Performance Indicators

- Counselling services attended by students and staff.
- Students participation in extra curricular activities.
- Student satisfaction on support services.
- Staff attendance at conferences, training and further studies.
- Staff satisfaction on facilities.
- Infrastructure facilities created and rehabilitated.
- Number and percentages of staff using e-learning.
- Number and percentages of courses used blended learning.
- Digital resources.
- Number and percentage of business income to total annual income.
- Number and percentage of funds from Government and other sources.
Governance, Administration and Management

Objective 6.1: Continuous improvement of effective, transparent and accountable governance, administration and management

Strategies

- Reconstitute the role of Council to ensure compliance and value adding of all administrative and management processes.
- Model protocols to ensure achievement of ethical, accountable, transparent governance.
- Enhance rational decision-making processes through research and analysis.
- Increase institutional capacity for relevant information access for good decision making.
- Oversee the development of ICT policy and implementation.
- Devolve administrative and financial authority and management to the Executive Deans and Executive Directors.
- Provide up-skilling training opportunities and succession planning for senior management.
- Integrate strategic planning and recurrent annual and development budgets.
- Review Resource Allocation Model and explore other options.
- Improve financial and performance reporting and management.
- Systematically conduct Internal Audit and implement audit recommendations.
- Revitalise marketing, advocacy and public relations to promote university core business.
- Improve stakeholder relationships through good communication and clear account management.
- Timely dissemination and follow up of the committee decisions.
- Explore insurance policies practiced within the whole Government system.

Key Performance Indicators

- Proactive and value-adding Council established.
- Evaluate effectiveness of implementation of governance model implementing annual reviews.
- Number of relevant analytical reports that evaluate the quality of decision making.
- Degree that power and authority has been devolved to Executive Deans and Directors.
- Percentage of senior management who have attended executive development programs.
- Reintroduction of open budgetary process and timely submission of quality budget.
- Degree of implementation of relevant and effective information management systems.
- Completion of RAM review and implementation of effective and equitable alternative.
- Provide timely financial reports, conduct performance appraisals and audits with emphasis on transparency and accountability, and implement recommendations.
Monitoring and Evaluation

The Plan identified comprehensive sets of Key Performance Indicators (KPI) in order to assess the institutional performance in each of its strategic result areas. Important KPIs will be used as internal and external benchmarks to measure progress over time, against a set of standards, against other institutions, between schools and comparators. The use of identified variables will be limited to the system’s capacity to collect, compile and analyse the quantitative and qualitative data and information for decision making as well as setting realistic planning targets. This level of reporting is conducted on an annual basis to the Council and other major stakeholders.

The UPNG will use a set of broad variables from within the KPIs and programmes for monitoring and evaluation of the Plan. A robust set of monitoring variables will be used for each of the Strategic Result areas of the Plan. Collection, compilation and analysis of data and information will be a continuous process and gradually become a routine matter.

The Five Year Operational Plans of Schools, Colleges, Research Centres and Service Departments will form the backbone of the Plan for formulating and implementing rolling budgets. Each of these units will collect and compile data and information in their respective areas while the Planning and Development Division will collect and compile University wide and external data and information. The School and College Planning Committees and the University Planning and Resource Committee will develop yearly monitoring and evaluation reports (outputs/indicators) for reporting to the Senate and the Council. Performance and progress will be publicised after approval of the Council.

While monitoring will be a continuous process for setting annual planning targets and to assess the progress and achievements, a formative evaluation will be conducted annually in November/December. The formative evaluation will help to revise targets and to set new targets for the following year planning and budgeting cycle. The Management will initiate the summative evaluation of the plan in early part of every fifth year of the Plan.

A transparent, independent and cost-effective evaluation process, for each programme/school area, is being implemented. The process involves the use of a monitoring and independent evaluation groups. The evaluation looks not at whether the outputs are being delivered but more at whether outputs when delivered will, overtime, contribute to a school/programme meeting its objectives/goal.

In deriving realistic Planning Objectives and Strategies, UPNG was mindful of its limitation in respect of capacity and resources for implementation of the Plan. The success of the Plan will largely depend on the ability to derive necessary resources for new initiatives and developmental projects. While attempts will be made to broaden the revenue generation base, UPNG Management will work with the Government instrumentalities and donors to seek funding of development projects.

Keeping teaching and research as core business of its mainstream activities, UPNG will attempt to venture into possible business to augment income for implementing the Plan. Given the MTDS driven resource allocation, all operational plans to be developed by Schools and Colleges will demonstrate their contribution to the MTDS and MDGs and how these are streamlined into the University policies. Emphasis will be partnership with Government and stakeholders for UPNG to become a key partner of national development.

The Vice Chancellor is required to report on annual basis to Council on the work of the UPNG.
Monitoring and Evaluation

The VC’s report to the Council will include:

- A report on delivery of the school/work programmes and tasks for the year based on approved work/school work plan and budget;

- An analysis on how the work has contributed to the outputs under each school/college programmes strategies.

The normal procedure of the Vice Chancellor reporting to the Council through his Annual Report provides an effective mechanism to monitor program/school/college implementation, and delivery of outputs, measured against set of performance indicators.

In developing the programmes, consideration will be given to potential risks and constraints. In this process the programme strategy must identify which risks can be contained within the programme and managed during delivery. Examples include requests from provincial governments, or bilateral assistance that is not consistent with the UPNG mandate and school/programme priorities or a lack of cooperation. Risks that are beyond the control and management of the programme could include occurrences in communities and national instability and national disaster, whatever their origin.