



THE UNIVERSITY OF
WESTERN AUSTRALIA

'ACHIEVING INTERNATIONAL EXCELLENCE'
An Operational Priorities Plan for 2003-2005

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Table of Contents

INTRODUCTION	2
CONTEXT	2
Strategic Plan	2
Academic Profile	3
Management Plans	3
Cultural/Community Leadership	4
Performance Assessment	4
STRUCTURE	4
1. Internationalisation	5
2. Teaching and Learning	9
3. Research and Research Training	13
4. Resourcing and Management	16



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INTRODUCTION

The Operational Priorities Plan (OPP) is the component of the University's Cycle of Planning and Accountability (see Appendix) that provides the link between broad strategic and detailed operational planning by specifying the particular objectives that are to have the highest priority during a specified 3-year period. The OPP establishes a framework of specific priority objectives, associated performance indicators and implementation strategies, and assigns executive responsibility and accountability for particular objectives. It is, therefore, both a critical element of the UWA planning process and a management, accountability and quality assurance tool. This second iteration of the OPP, for 2003-2005, is more selective than the first, with fewer objectives being designated as institutional priorities.

CONTEXT

Strategic Plan

The OPP is constructed in the context of the UWA Strategic Plan which articulates the UWA mission and vision in the following terms.

The University Mission

To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the international and national communities and the state of Western Australia.

Vision Statement

In the 21st Century The University of Western Australia will be recognised internationally as an excellent, research-intensive university and a leading intellectual and creative resource to the communities it serves.

It will provide a broad and balanced coverage of disciplines in the arts, sciences, and the professions at internationally-recognised standards. It will be characterised by a strong research and postgraduate emphasis across the full range of its disciplines and it will be noted for concentrations of particular research excellence in selected areas of strength, opportunity and importance.

The University's research and postgraduate strength will be linked to and sustained by a high quality undergraduate program in which teaching and learning takes place in an atmosphere of research and scholarship. The University will foster an international focus for all its activities and standards as an integral part of its overriding commitment to excellence and high quality. It will be valued above all, for its enduring commitment to improving society through learning and discovery.

The Strategic Plan also identifies the following six priority strategic objectives:

1. *To recruit, develop and retain the highest quality staff.*
2. *To attract, develop and graduate the highest quality students.*
3. *To increase and diversify the University's funding base.*
4. *To develop, and direct resources preferentially to, areas of particular strength, importance and opportunity.*
5. *To build strategic partnerships and alliances.*
6. *To improve collaboration within the University.*

The OPP works to support and advance these overarching strategic objectives in a specific program of operational priorities and implementation strategies for the specified period.

Academic Profile

The OPP also relates to the UWA Academic Profile and is configured to help achieve the academic growth and development plans contained in that document as outlined below.

- *Increase student enrolments by 20 to 25% to approximately 18,000 students over the 2000-2010 period to achieve a target enrolment mix of*
 - *70% undergraduate: 30% postgraduate, and*
 - *18% research: 12% coursework.*
- *Develop the following areas of strategic opportunity*
 - *The exploration, production and exploitation of minerals, oil and gas,*
 - *The management of agricultural and natural ecosystems,*
 - *Genetic epidemiology,*
 - *Humanities and Social Science Research Program,*
 - *Health and biomedicine - injury research, prevention, repair and rehabilitation,*
 - *Indigenous issues,*
 - *Information technology, telecommunications and computer science, and*
 - *International management and business studies.*

Management Plans

Finally, the OPP is the link between the above strategic documents and the University's many detailed management plans (listed below) that describe how the University's major functions are aligned and managed.

- | | |
|--------------------------------|--------------------------|
| • Admissions and Enrolment | • Indigenous Education |
| • Capital | • Information Technology |
| • Community Service | • Internationalisation |
| • Equal Employment Opportunity | • Marketing |
| • Equity | • Research |
| • Finance | • Risk |
| • Human Resources | • Teaching and Learning |

These plans contain details of many important operational objectives and strategies, including those prioritised for inclusion in the OPP.

The focus of the Operational Priorities Plan is the institution as a whole. In keeping with the University's devolved structure, the translation of these institution-wide priorities into the operational plans of faculties will involve a degree of flexibility and local variation. Despite variation between faculties, however, it is expected that local operational plans will embody the priorities articulated in the OPP as well as encompassing the priorities of the specific faculty and those articulated in the various institutional management plans.

Cultural/Community Leadership

In its broadest sense, all of the University's work is ultimately directed to the benefit of the community. Therefore, all of the priorities/objectives described within the 2003-2005 Operational Priorities Plan are relevant to the enhancement of the University's community service and leadership role.

Performance Assessment

Overall progress against the OPP priorities/objectives will be assessed against performance indicators identified both centrally and locally.

In summary then, the OPP is a pivotal part of a system of planning which brings together strategic and operational, central and local, academic and resource planning into an integrated whole.

STRUCTURE

The structure of the OPP reflects the mission of the University in that UWA aspires to international standards of quality, its core academic activities of teaching and learning and research are organised accordingly; and its resourcing and management strategies are geared to underpin those activities and standards.

Accordingly, the plan is organised into the following four sections each with selected priority objectives specified:

- Internationalisation
- Teaching and Learning
- Research and Research Training
- Resourcing and Management

1. INTERNATIONALISATION

The University's paramount commitment to quality is integral to a world-class university's international focus. In the long run, quality will always be recognised and judged in terms of the standards and benchmarks provided by the national and international higher education communities and environment. This is especially so in the dynamic global environment now facing universities which operate in a climate of rapid technological advancement and increased competition between nations and beyond national boundaries, and in which 'knowledge' is perhaps the major world asset. In this internationally competitive environment, the best scholars have increasing international choices. International visibility and a strong international reputation are crucial in ensuring the high quality of a university. The University of Western Australia will best serve its local, regional and national communities if it operates at an internationally competitive level.

UWA's commitment to high quality, judged by international standards, is stated clearly and emphatically in the Strategic Plan as the primary consideration in the University's planning, and has been a major feature of University policy development and practice in recent years. To sustain international recognition, the quality of the University's processes and performance must be internationally referenced in all dimensions of its operations:

- Staff (selection, promotion and development)
- Students (selection, teaching and support)
- Courses (curriculum development, content and delivery)
- Research (funding, infrastructure, outcomes)
- Internationalisation (students, staff, curriculum, research)
- Facilities (building, equipment, learning resources)
- Service provision (to staff, students and the community)
- Management and administration (systems, processes, structures)
- Equity and access (policies, processes, outcomes)
- Funding and resources (both in terms of the scale and spread of the resource base)

International benchmarking and comparisons are therefore high priority objectives in this plan, and need to be internalised by all staff involved in activities of the University, from individuals designing units and courses of study, to those developing policies and support systems, and managing resources.

Internationalisation provides the reference for quality enhancement in the University, and achievement of the following Operational Priorities will facilitate the University's primary goals.

For the purposes of this plan, and subject to the review, particular priority has been assigned to the following objectives and strategies in the 2003-2005 triennium.

INTERNATIONALISATION PRIORITIES

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
II. Extend the international experiences of UWA students.	II.1 An increase in the numbers of (both undergraduate and postgraduate) international students studying at UWA through Student Exchange and Study Abroad by 15% from 2002 to 2005. II.2 An increase in the numbers of UWA students studying overseas by 10% from 2002 to 2005.	<ul style="list-style-type: none"> • Continue to establish close collaborative and functional relationships with a wide variety of appropriate international universities to facilitate Student Exchange and Study Abroad programs. • Increase the resources available to support UWA students undertaking an educational program in an international university. • Increase the promotion of overseas opportunities to staff, students and their parents. • Put in place management processes and resources for the travel of some UWA staff so that there is an increase in liaison with identified universities for Faculty/University purposes. 	Vice-Chancellor, Deputy Vice-Chancellor and Registrar

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>I2. Further develop international benchmarking and quality assurance processes.</p>	<p>I2.1 The establishment of effective collaborative and functional relationships with Bristol University (UK) and Queen's University (Canada) involving:</p> <ul style="list-style-type: none"> - The development of a multiple purpose alliance/consortium; - The establishment of benchmarking and quality assurance processes with regard to administrative policies and practices, research management and performance, teaching and learning management and performance, in particular, a comparison of research performance, student quality, graduate outcomes and student satisfaction; and - An improved understanding of strategic issues in higher education. 	<ul style="list-style-type: none"> • Bring university CEOs and relevant senior officers together to discuss further possibilities arising out of closer collaboration. • Identify specific areas of mutual benchmarking interest including good practice; designate relevant personnel to be involved; define data and resource requirements, and complete some information exchange and comparisons in select areas. • Continue focused staff visits between universities to facilitate quality assurance processes, benchmarking activities and possibilities. • Evaluate progress made in selected benchmarking projects. • Utilise the alliance/consortium to discuss important issues of common concern internationally, eg appropriate higher education funding models for research-intensive universities. 	<p>Deputy Vice-Chancellor and Registrar</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>I3. Attract more high quality international students, particularly postgraduate students, from a diverse range of countries.</p>	<p>I3.1 An increase in the enrolments of undergraduate fee-paying overseas students on campus by 20% from 2002 to 2005.</p> <p>I3.2 An increase in the trans-national student load by 20% from 2002 to 2005.</p> <p>I3.3 An increase in the number of fee-paying overseas students enrolling in on-campus postgraduate coursework and professional education programs by 20% from 2002 to 2005.</p> <p>I3.4 An increase in the number of overseas students enrolling in higher degrees by research by 10% from 2002 to 2005.</p> <p>I3.5 An increase in the enrolments of Study Abroad students from North America and Europe by 20% from 2002 to 2005.</p>	<ul style="list-style-type: none"> • Increase marketing activities in both established markets (Singapore, Malaysia, Indonesia) and in some new potential markets. • Increase the number of new on-campus postgraduate coursework and/or professional education programs that are attractive to international students. • Develop plans for UWA-specific Foundation Program on location close to campus to promote better opportunities for students from Hong Kong and China, in particular • Increase the number of postgraduate research scholarships for overseas students by at least 10% by developing with Community Relations, Research School and the Faculties, proposals for funding more full or partial scholarships. • Assist Faculties and Schools with the establishment of trans-national programs. • Assist Faculties in the necessary intelligence gathering for identification of areas of potential interest to such students. • Increase contact with universities and colleges in North America and northern Europe to facilitate the further development of Study Abroad programs. 	<p>Registrar</p>

2. TEACHING AND LEARNING

The University's teaching and learning activities continue to focus on meeting the challenges of providing a world-class education incorporating rapidly-changing technology and the wide-ranging learning needs of a diverse student body. The University is committed to maintaining its ethos of providing a "high-tech, high-touch" educational experience for students, combining the best features of new technologies with those of an interactive learning environment.

The University's primary goal statement for teaching and learning is as follows:

"The University aims to provide courses of study and a learning environment at the highest possible quality to meet individual, local (state), and national needs and internationally recognised standards; and to foster the relationship between teaching and the conduct of research across the range of its disciplines in a way that sustains the quality of the institution's teaching and learning activities and distinguishes it from other institutions in the State, and many others in the Unified National System."

High quality remains the pervading principle underpinning the University's teaching and learning activities as it continues to provide undergraduate and postgraduate education which is fully integrated with the University's research culture and activities.

For the 2003-2005 triennium the following priorities have been selected for teaching and learning:

TEACHING AND LEARNING PRIORITIES

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>TL1. Further improve the University's practice of flexible teaching and learning including collaboration and computer-assisted learning.</p>	<p>TL1.1 An increase in the number of undergraduate combined degree courses to 30 by 2005.</p> <p>TL1.2 An increase in the percentage of undergraduates who are enrolled in combined degrees to 25% by 2005.</p> <p>TL1.3 An increase in the number of UWA students enrolled in inter-institutional units to 150 by 2005.</p> <p>TL1.4 An increase in cross-institutional load to 150 EFTSU by 2005.</p> <p>TL1.5 An increase in the number of trans-national and off-shore enrolments by 20% from 2002 to 2005.</p> <p>TL1.6 By 2005, all units will have teaching material on the web.</p> <p>TL1.7 The achievement of a demonstrated improvement in institution-wide flexible teaching and learning.</p>	<ul style="list-style-type: none"> • Continue to support and enhance CATL as a mechanism for coordinating flexible teaching and learning. • Ensure that all faculties have ongoing access to the CATLyst network. • Continue to support, with faculty funding strategies, central funds, and technical support and training via CATL, widespread and integrated use of Learning Management Systems. • Teaching and Learning Committee, Information Technology Policy Committee, CATL and faculties/schools to establish grant schemes that enhance and/or mainstream flexible teaching and learning. • Deans of Faculties and Heads of Schools to ensure that funding strategies encourage collaborative teaching programs within and across faculties and with other institutions, both nationally and internationally. • Encourage through the University Strategic Fund/Research Matching Fund establishment of major collaborative research centres, which place an emphasis on the teaching and research nexus. • Encourage faculties and individual academics to develop on-line teaching and learning plans. • Review and enhance student facilities for accessing online learning material. 	<p>Deputy Vice-Chancellor</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/Accountability
<p>TL2. Implement University-wide an outcomes-based approach to teaching, learning and assessment with particular reference to:</p> <ul style="list-style-type: none"> • Mastery of the discipline • English competence and literacy • Information skills competence and literacy • Research skills • Other generic skills. 	<p>TL2.1 A measurable improvement in IT competence and literacy.</p> <p>TL2.2 Increases in the number of students successfully completing a course through the Centre for English Language Teaching (CELT) and proceeding to a UWA degree course, and in the number of UWA students receiving assistance through CELT.</p> <p>TL2.3 An increase in the number of students successfully completing learning skills programmes (of the Centre for Student Learning and Research Skills, in Student Services).</p> <p>TL2.4 A measurable improvement of other generic skills in UWA graduates.</p>	<ul style="list-style-type: none"> • Review, by the Teaching and Learning Committee in 2002/2003, of progress in Faculties with regard to the introduction of an outcomes-based approach to teaching and learning. • Provision of workshops/forums by Organisational and Staff Development Services to assist faculties with the implementation of an outcomes-based curriculum. • University/faculties/schools to establish and/or enhance support schemes for curriculum development in an outcomes-based environment. • IRU to consider and recommend/pilot a mechanism to gauge improvement of generic skills in UWA graduates. • Review and consider modifications to the optional questions for inclusion in the CEQ. • Increase the usage and satisfaction with IT training (on-line and other) provided by CSD and/or faculties for both staff and students. • University/faculties/schools to review and address computer literacy needs of incoming students, particularly those in disadvantaged groups, eg. mature age students. • University/faculties/schools to modify assessment policies and practices, and monitor compliance, commensurate with outcomes-based teaching. • Faculties/schools to introduce mechanisms for the early detection of students requiring assistance with English competence and literacy. • Develop CELT's capacity to improve English competence and literacy support for UWA students. • Faculties/schools to establish an implementation strategy for the introduction of an outcomes-based approach to teaching and learning. 	<p>Deputy Vice-Chancellor</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/Accountability
<p>TL3. Enhance the nexus between teaching and research.</p>	<p>TL3.1 Demonstrable improvement in the practices and perceptions of the ways in which research informs and sustains teaching and learning, and teaching and learning enhances research, at all levels in the University (from individual staff to course curricula).</p> <p>TL3.2 An increase in courses, especially postgraduate coursework programs, that complement major research activities and centres.</p>	<ul style="list-style-type: none"> • Ensure that, with the introduction of Academic Portfolios in 2003 (which have three major components - teaching, research and service) there is a clear nexus between teaching and research. • Teaching and Learning Committee, Research Committee and the Faculties to consider the development of schemes or strategies to enhance the teaching and research nexus. For example, introduction of a Teaching Internship Scheme for research staff; provision of funds for the appointment of Teaching and Research Fellows. • The Centre for Staff Development to consider, adapt and provide schemes which target research staff with a view to introducing/enhancing teaching capabilities. For example, a Foundations of Teaching and Learning Program for Research staff. • Faculties and Schools to promote the value of inquiry-based learning in university courses and teaching. • Faculties and Schools to develop incentives and rewards which encourage links between teaching and research. • Provide adequate resources to support the Teaching Internship Scheme on an ongoing basis. • Provide incentives to develop new undergraduate and postgraduate coursework programs that complement major research activities and centres. 	<p>Deputy Vice-Chancellor</p>

3. RESEARCH AND RESEARCH TRAINING

A world-class university is recognisable by its research-intensive culture, its ability to engage actively in the international processes of learning and discovery and its partnerships with the wider community that assists the economic, social and cultural development of the nation through the uptake of its research outcomes.

As part of its strategy for achieving international excellence, the University is committed to enhancing its standing as one of Australia's leading research universities and the premier research institution in Western Australia. There are three dimensions to this goal: first, the University is committed to the achievement of high quality research and scholarship, by international standards, across the whole spectrum of its disciplines; second, to the development of special research concentrations, of the very highest international standards, in selected areas of particular strength, importance and opportunity; and thirdly to the proactive commercialisation of its research outcomes.

A range of objectives and specific strategies that relate to this goal are identified in the Strategic Plan and the Research and Research Training Management Report. These together with the academic priorities identified as part of the University's Academic Profile provide the basis for the selectivity mentioned above.

For the 2003-2005 triennium priority attention will be given to:

RESEARCH AND RESEARCH TRAINING PRIORITIES

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>R1. Improve research outcomes and their impact.</p>	<p>R1.1 An increase in the citation impact of UWA publications (in at least three of the major fields of research) during the period 2003-2005.</p> <p>R1.2 An increase in the number of licensing agreements from 4 in 2001 to 8 in 2005.</p> <p>R1.3 Average 3-4 spin-off companies per annum over the period 2003 to 2005.</p>	<ul style="list-style-type: none"> • Encourage University staff to communicate their research findings with the wider community. • Use the Research Assessment Exercise (RAE) to benchmark the research performance of selected UWA departments with like departments at Bristol University. • Investigate alternative internal funding mechanisms that give greater weight to research outcomes and impacts. • Establish an early UWA start-up fund (PathFinder) to support commercialisation activities. • Engage closely with Government pre-seed fund managers to develop UWA start-up opportunities. 	<p>Pro Vice-Chancellor (Research & Innovation)</p>
<p>R2. Increase the number of higher degree by research students and the higher degree completion rate, coupled with an increase in funding per capita.</p>	<p>R2.1 An increase in the number of higher degree by research student enrolments by 15% from 2002 to 2005.</p> <p>R2.2 An increase in the higher degree completion rate over the period 2003-2005.</p> <p>R2.3 An increase in per capita funding of HDR places by 2005 to at least the equivalent of RTS allocations in the two bands.</p>	<ul style="list-style-type: none"> • Develop effective recruitment strategies for high quality students locally, nationally and internationally. • Provide greater support for research training supervision. • Implement scholarship incentives to attract high quality applicants, such as: <ul style="list-style-type: none"> - Top-up scholarships @ \$7,000 per annum. - Extra University Postgraduate Awards. • Faculties to raise funds for scholarships. • Ensure timely completions by offering completion scholarships for 6 months to full-time PhD students who have never held a scholarship and have completed 3 years of full-time study. 	<p>Pro Vice-Chancellor (Research & Innovation) and Deans</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/Accountability
<p>R3. Increase total research income from all sources.</p>	<p>R3.1 An increase in total research income (including CRC-related income) to \$100 million p.a. by 2005 (an increase of 45% on 2000 income).</p> <p>R3.2 Increase international funding to \$10 million p.a. by 2005. Increase CRC income to \$7.5 million p.a. by 2005. Increase Australian Competitive Grant income to \$45 million p.a. by 2005.</p> <p>R3.3 Be a major partner in at least one new ARC Centre of Excellence by 2005.</p>	<ul style="list-style-type: none"> • Support the recruitment of at least three Research Development Officers (RDOs) whose role will be to work with Research Services and the Office of Industry & Innovation to source new funding opportunities and develop industry linkages. • RDOs to work with Research Services to build relationships with research active staff and external funding bodies in order to exploit future trends in interdisciplinary and multidisciplinary research. • Aim to be the major partner in at least one new ARC Priority Centre of Excellence in 2003. 	<p>Pro Vice-Chancellor (Research & Innovation) and Deans</p>

4. RESOURCING AND MANAGEMENT

A world-class university will only achieve the necessary quality in teaching, learning and research if it is well resourced and managed by international standards. Some of the world's very best universities have (per capita) resourcing levels five or six times higher than those of the best Australian universities. Bridging this 'funding gap' is therefore a fundamental element in the University's strategy for achieving international excellence.

The central thrust of the University's resourcing strategy is to increase and diversify the University's funding base, with the particular aims of increasing the University's discretionary or unrestricted income (per capita) and spreading the sources of such income to avoid over-dependence on any single source. This is particularly important with respect to the Commonwealth Government where funding constraints are accompanied by high levels of regulation which inhibit the University's ability independently to pursue its mission.

The importance of resource acquisition strategies cannot, therefore, be over-emphasised, if sustainable quality improvements are to be achieved. In the present climate of reduced (real) public funding, resource acquisition will be crucial simply to sustain the high level of performance that has been achieved to date. Many of the strategies identified throughout this plan will incur additional costs (both short-term direct costs and long-term indirect costs). For example, the capital and infrastructure implications of increasing external research grants are very significant, and efforts to raise funds in the community invariably incur short-term costs in order to secure long-term gains. It is crucial that additional activities are fully funded in the long term.

The immediate challenge is to achieve the short-term redistribution of the existing resource base. The key to the success of an integrated priority planning and budget strategy will be to determine how to fund selected priority initiatives in the short-term while sustaining other core activities, and this will be the central focus of the budget formulation process.

A variety of budget strategies will be pursued, via the due processes, including:

- increased focusing of existing budget lines and allocations;
- using the priorities in this plan as the basis for targeted income generation;
- using the University's discretionary funds to advance significant developments; and
- adjusting the balance between budget lines to reflect agreed priorities.

These kinds of budget strategies will need to be pursued at all levels within the institution, at the centre, at the faculty/major resource unit, and at the school level.

The pursuit of a more proactive approach to increasing and diversifying the University's resources will be accompanied by management strategies that provide the institutional climate for high achievement. Efforts to increase and diversify income streams must be matched by measures to nurture a high performance culture within the University, to create opportunities and to build and encourage the external relationships needed to sustain long-term international excellence and autonomy.

The main focus of the academic restructure currently being implemented is to facilitate the achievement of these objectives by improving the positioning and academic standing of this University internationally.

The new structure recognises the need for greater scale and fewer academic and organisational boundaries to address the challenges of growth in new research and scholarship areas, mostly occurring across our traditional departmental boundaries.

Particular resourcing and management priorities for the 2003-2005 triennium will be:

RESOURCING AND MANAGEMENT PRIORITIES

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>RM1. Further expand and diversify the University's funding base, with particular emphasis on unrestricted income.</p>	<p>RM1.1 Increase total income by 8% from 2002 to 2005.</p> <p>RM1.2 Increase unrestricted income to 60% of total income by 2005.</p> <p>RM1.3 Increase unrestricted funding per EFTSU by 10% from 2002 to 2005.</p> <p>RM1.4 Increase fee-paying overseas student income by 20% from 2002 to 2005.</p> <p>RM1.5 Increase Australian postgraduate fee-paying student income by 20% from 2002 to 2005.</p> <p>RM1.6 Increase bequest and donation income by 10% from 2002 to 2005.</p> <p>RM1.7 Keep operating grant funded student load within 5% of the total load target throughout the triennium.</p>	<ul style="list-style-type: none"> • Lobby the Commonwealth Government to increase the University's operating grant per EFTSU funding to level that is equitable with other universities. • Provide incentives to Faculties and Schools to support revenue-generating activities particularly unrestricted income growth. • Continue to expand the growth of fee-based programs while ensuring that the quality of services provided to students is not compromised by: <ul style="list-style-type: none"> - Implementing and monitoring the international marketing and recruitment strategies. - Developing a coordinated marketing strategy for local fee-paying postgraduate coursework students. • Continue to increase other income streams (research grants, benefactions, donations, state government support, commercialisation of intellectual property etc.) by: <ul style="list-style-type: none"> - Continuing with fundraising program with alumni including extension into further Faculties/departments. - Continuing with current bequest and benefactor programme. • Extend professional development/continuing education offerings in the Faculties. • Continue to promote UWA as a major resource for industry, business, the professionals, government and community agencies. • Ensure Faculties/School/Centres include in their rolling five-year business plans specific targets on planned revenue-generating efforts 	<p>Deputy Vice-Chancellor, Pro Vice-Chancellor (Research & Innovation), Pro Vice-Chancellor (Community & Development), and Deans</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/ Accountability
<p>RM2. Further enhance quality and equity in staffing, particularly in enhancing and recognising performance and flexibility in staffing arrangements.</p>	<p>RM2.1 Demonstrated improvements during the period 2003-2005 in key performance indicators such as staff qualifications, research income per capita, staff publications and evaluations of teaching.</p> <p>RM2.2 Demonstrated improvements in the Equity Indices for employment of female and culturally diverse staff at UWA.</p>	<ul style="list-style-type: none"> • Negotiate to include more strategic and flexible employment conditions, rewards, and incentives into enterprise bargaining agreements. • Develop more flexible performance management and remuneration policies. • Focus management training programmes to develop staff with strong managerial and leadership abilities. • Focus training and awareness-raising in relation to equity and equal opportunity policies. • Provide opportunities for all staff to participate in appropriate staff development programmes. • Benchmarking with 'good practice' universities in the area of quality and equity of human resources practices. 	<p>Deputy Vice-Chancellor</p>
<p>RM3. Enhance the University's use and management of information technology.</p>	<p>RM3.1 Improved levels of user satisfaction with corporate computer systems.</p> <p>RM3.2 Improved information technology strategic planning and clearer policy directions.</p>	<ul style="list-style-type: none"> • Develop corporate and faculty strategy plans to ensure the University's computer systems and core infrastructure support best practice information technology solutions. • Implementation of a new student information management system. • Develop and extend existing corporate computer systems. • Develop improved resilience, capacity and support for campus-wide internal communications network. • Undertake annual surveys on user satisfaction with key corporate computer systems. • Benchmark with good practice Universities on IT infrastructure and management information systems. • Provide additional staff information technology skills training courses. 	<p>Deputy Vice-Chancellor, Executive Director (Finance & Resources), Registrar and Deans</p>

Priorities/Objectives	Performance Indicators	Implementation Strategies	Executive Responsibility/Accountability
<p>RM4. To build further effective strategic partnerships and alliances.</p>	<p>RM4.1 Increase in the number of cooperative research programs.</p> <p>RM4.2 Be a major partner in at least one new ARC Centre of Excellence by 2005. (R3.3)</p> <p>RM4.3 Increase the level of funding from industry across the board.</p> <p>RM4.4 Average 3-4 spin-off companies per annum over the period 2003 to 2005. (R1.3)</p> <p>RM4.5 An increase in the number of UWA students enrolled in inter-institutional units to 150 by 2005. (TL1.3)</p> <p>RM4.6 An increase in cross-institutional load to 150 EFTSU by 2005. (TL1.4)</p>	<ul style="list-style-type: none"> • Review collaboration policy and principles, and develop a partnership strategy that involves businesses, government and community agencies, and schools. • Encourage UWA staff to engage with businesses, government and community agencies, and schools through a range of incentives such as the inclusion of 'community leadership' in promotion guidelines. • Establish Faculty Advisory Boards with appropriate representatives from industry and the wider community. • Continue to use the Institute of Advanced Studies to specifically foster interdisciplinary activities and collaborations with outside bodies. • Encourage the establishment of formal research centres where they facilitate collaboration with other institutions and/or industry, especially participation in CRCs. • Actively target industry participation/collaboration using "capability statements" aimed at different industry technology sectors on the research competencies of UWA. • Establish further spin-off companies in partnership with industry to commercialise research. • Review and streamline the procedures for adjunct and honorary appointments to encourage further relevant appointments. 	<p>Deputy Vice-Chancellor</p>

APPENDIX - UWA CYCLE OF PLANNING AND ACCOUNTABILITY (Updated: April 2003)

