DEVELOPMENT STUDIES
WORKPLAN 2004-2006
1. **About the Development Studies Programme**

Development Studies is a transdisciplinary postgraduate programme that examines how societies and people interact with accelerating global change, and enables students to engage in development projects and policy development. Its primary focus is on the peoples of the Pacific Islands.

1.1 Development Studies began at the University of the South Pacific (USP) in 1991. In 1997 it became a University Centre, and in 2003 joined the University’s new postgraduate Pacific Institute for Advanced Studies in Development and Governance (PIAS-DG) established in the same year.

1.2 Development Studies at the University of the South Pacific is globally recognized; many of its students receive scholarships from the Sasakawa Youth Leadership (Nippon Foundation) Fund, the European Union, AusAid, New Zealand Aid, as well as from the governments of member countries.

1.3 Development Studies welcomes students from non regional countries who wish to study its courses, whether for short periods of 6 months or one year or for an entire programme.

1.4 Relevant elective courses can also be taken from other University postgraduate programmes in economics, history, geography, land management, management and public administration, marine affairs, politics, population studies, sociology, and tourism studies, etc. in order to enhance a student's specialty. Elective courses from postgraduate programmes in agriculture, education, journalism, law, literature, and science may also be possible.


1.6 Staff in Development Studies are actively engaged in research and publications. We work closely with networks of scholars in the region and internationally, for example the Globalization Studies Network, the Global Development Network, and the Oceania Development Network.

1.7 We also liaise closely with civil society organizations, government policy makers, business, and regional and international organizations, such as Transparency International, the South Pacific Forum, the UN Development Programme, and the Asian Development Bank.

1.8 We assist in gathering data, managing research programmes, developing policy and producing training workshops and specialist professional courses, for example on regionalism and internationalism. Through our outreach programmes, publications, public lectures and development forums, staff in Development Studies engage with the public on critical current issues.

2. **Teaching Goals**
2.1 To produce graduates able to assume creative leadership roles in shaping sustainable societies.

2.2 To critically analyze ideas about economic growth, governance, civil society, social policy, regionalism, internationalism, globalization, and urbanization, and explore their relationships with development.

2.3 To work closely with international and regional institutions, government ministries and departments, ngos and civil society organizations in the provision of teaching, training activities, workshops and conferences.

2.4 To enable students to undertake MAs (either as theses of 50,000 words or as Supervised Research Projects of 30,000 words together with 2 approved postgraduate courses) and PhD research theses that relate to their work or development interests.

2.5 To offer students an opportunity to undertake project work at a range of different development levels, which may include civil society organizations and ngos; national ministries, departments and parliaments; regional institutions and international bodies. In this way students will also learn how to participate in shaping development policies.

2.6 To make our teaching courses more internationally relevant and attractive.

3. Research Goals

3.1 To undertake research on aspects of development that will be of value to the people of the region and beyond.

3.2 To work closely with international and regional institutions, government ministries and departments, ngos and civil society organizations in the generation of research and its dissemination.

3.3 To generate linkages with other universities and institutions with similar research interests and foster dialogue through joint research, workshops or conferences.

3.4 To generate research that is internationally relevant and sought after.

3.5 To generate focused Programme research activities in addition to individual staff activities.

4. Research Projects Planned for Triennium

4.1 Globalization and Social Policy

4.1.1 In conjunction with the Governance Programme, Development Studies has established a Research Management team consisting of Katayoun Hassall (SSED), Steven Ratuva (Governance), Robbie Robertson and Manoranjan Mohanty (Development Studies), with community representation from ECREA (Kevin Barr), the Fiji Council of Social Services (FCOSS Executive director Hassan Khan) and the Ministry of Women, Social Welfare and Poverty Alleviation (CEO Emelé Duituturaga or her alternate Ilisipeci Rokotunidau)

4.1.2 The programme follows the following themes:
* The importance of social policy to development, documenting specific examples drawn from postwar Europe and East Asia in the 1980s and 90s;
* The role of social policy in current Pacific development strategies & the impact of ‘globalization’;
* Social policy frameworks and applications needed to make Pacific development strategies effective.
4.1.3 The project's goal is to focus on policies that promote human capital and empower civil society in the Pacific. It wishes to do so in a way that is grounded both historically and globally.

4.1.4 The project has advertised and offered 2 graduate scholarships to students for Masters theses by research on social policy in the Pacific, in terms of current practices, reactions to 'globalization', and current proposals for change. They will work closely with the Ministry of Women, Social Welfare and Poverty Alleviation in its new Research and Policy Unit.

4.1.5 The project also intends to convene a workshop or conference on Globalization & Social Policy in order to discuss further its findings. Publications will result also from the project. The goal is a book.

4.1.6 Budget: EU funding $60,000 for 2005. ($44,000 for two scholarships)

4.2 Strengthening Regional Cooperation through Enhanced Community Engagement

In early 2004 the Eminent Persons' Group outlined their goals for a new Pacific Plan. "Future intercountry relationships will need to be closer and more mutually supportive if the region is to avoid decline and international marginalisation", they argued. "Enhanced regional cooperation and integration, and the sharing of resources of governance are likely to be features of future developments".

But only if Pacific communities become more interconnected and committed to regionalism. How might that be achieved? One way considered by the Eminent Persons' Group is "to draw on the knowledge, policy views and grassroots connections that many civil society groups possess".

4.2.1 Objectives:
* Developed in conjunction with the Governance Programme, the Strengthening Regional Cooperation Through Enhanced Community Engagement Project is specifically intended to be a contribution from USP as a CROP agency towards enhancing the relationship between the Forum and civil society groups in order to make possible greater regional cooperation and integration.

* Central to this is the Project's promotion of engagement by a wide segment of civil society, including "unheard voices", in the wider discourse and practice of regionalism. The Project will recommend mechanisms to improve civil society engagement in regionalism and to enable its voices to be heard in professional and responsible ways.

* The Project is a pilot for a more comprehensive longitudinal study. Hence its timeframe and coverage. It will focus on three countries that are often said to fall variably between the contested parameters of "failed" state and "successful" state.

4.2.2 Project Activities:
* Community discussions in the Fiji Islands, Samoa and the Solomon Islands involving a broad cross section of civil society groups paired with normally "unheard" voices.

* The dialogues will generate empirical data from the completion of structured questionnaires as well as intensive discussions around key regional issues.

* Preliminary findings will be submitted to CROP Heads for their consideration and reaction. These responses will be integrated into a final report which will be presented to the Forum Secretary General as a contribution to the Pacific Plan process.
4.2.3 Outputs:
* Comprehensive data from civil society dialogues on attitudes to regionalism and future directions for meaningful inclusion in regional processes.
* Report to CROP Heads and survey of CROP responses.
* Executive Report to the Pacific Forum.
* A book on the study for publication by PIAS-DG.

4.2.4 Timelines: November 2004 - July 2005; Book: July.

4.2.5 Team: Robbie Robertson, Dr William Sutherland, Australian National University (former Deputy Secretary General, South Pacific Forum); Dr Malakai Koloamatangi, National Centre for Research on Europe, University of Canterbury; Dr Tacisius Tara Kabutaulaka, East-West Centre, University of Hawaii'i.

4.2.6 Budget: EU funds for 2005- $55,000, Forum Secretariat Funds for 2005-$30,000.

4.3 Livelihoods and Identity in Fiji Project

4.3.1 Development Studies @USP and the Institute of Social Studies in The Hague, in association with the Fiji Institute of Applied Studies, are launching a new research project on livelihoods and identity in Fiji to begin in 2005.

4.3.2 By focusing on livelihood strategies, the project organisers hope to draw out areas of similarity and difference for different occupational and ethnic groups, explore the nature of relationships between economic livelihoods and social identities, and generate innovative, evidence-based research.

4.3.3 The following occupational categories are among those being considered: Fijian and Indo Fijian agriculturalists, garment workers, hospitality workers, fisheries/PAFCO workers, nurses, white collar professionals, religious workers, sports professionals, miners, military personnel, domestic workers, small business workers, and career politicians.

4.3.4 It is intended that the project will have 3 phases: the first involving field work during 2005, the second being a conference in mid-2006 where results of the research will be presented, and the third –publication of the project as a book in 2007.

4.3.5 Budget: No budget yet found. External funds will be sought during the year for 2006 activities.

4.4 Rural Communities

4.4.1 At the time of writing, this is the least developed project. It will be developed during Semester 1 2005 for implementation in 2005-6 and beyond.

4.4.2 The goal is to bring together historical research, business development (eg. ecotourism) and community capacity building and with a special (although not exclusive) focus on villages and provincial groupings.

4.4.3 Cooperation will be sought from other University departments.

4.4.4 Budget: Funding will be sought from outside sources for Masters and PhD scholarships and other activities.

5 Teaching Activities Planned for the Triennium

5.1 DG416: Development Internship

Development Internships is a supervised educational course that provides students practical experience while placed in selected international and regional organizations, government ministries and departments, parliaments, ngos and civil society organizations. The course is designed to enable students to
demonstrate and enhance their development knowledge and skills through placement experience and project work. Students will also be required to attend a number of workshops, one prior to the commencement of the internship for induction purposes, and at least one during the course of the internship in which they will discuss their experiences with fellow students.

**Course goals:**
- To assist students to identify, reflect upon and analyse in writing, challenge, modify or experiment with development values, ideologies and assumptions;
- To contextualise world and personal views, and analyse their impact on understanding development problems and interactions.
- To demonstrate knowledge of the relevance of professional ethics and working principles.
- To critically analyse the nature of agency, its goals and philosophies.
- To demonstrate an understanding of personal interactions within institutions, their dynamics and impact on stakeholders as well as an ability of manage interactional processes within institutions.
- To undertake a project within an institutional setting and explore processes and development principles associated with the project.
- To develop an appreciation of personal areas of strength and of areas that require further development.

**Time commitment:** 3 days per week.

**Budget:** Costs can be accommodated within existing budget, but depending on demand additional funds may be sought for an administrative officer/tutor during the course of the year.

5.2 DG417: NGOs, Civil Society & Development

People-centred development, incorporating greater popular participation, is now recognized as an important development strategy. Civil society organizations and non governmental organizations, with their participatory approaches and grassroots connections have emerged as important catalysts for change and development. This course examines the nature of and processes involved in the deepening of democracy through civil society organizations.

5.3.1 DG420: Regionalism and Policy Development

(planned for Semester 2 2005)

An intensive course for students from various development agencies, government ministries and departments, parliaments, ngos and civil society organizations.

Its goal is to investigate the dynamics of regional cooperation, and to enhance the skills and competencies of senior and middle management needed to engage more effectively with regional cooperation. These competencies are seen as resources for wider deployment to build regional capacity. The course is organized around lectures, seminars, clinics and student presentations. Through these methods of delivery participants are exposed to relevant literatures and debates, as well as research and policy skills that will allow them to engage for effectively as development practitioners in the broad field of regional cooperation.

**Budget:** ADB funds may become available early in 2005 to cover development and presentation costs. $20,000 so far allocated from EU sources.
5.3.2 **DG421: Managing Development in a Global Context**  
*(planned for Semester 2 2005)*

An intensive course for students from various development agencies, government ministries and departments, parliaments, ngos and civil society organizations. Its goal is to investigate the dynamics of global forces and their impact on national development and, in that context, to enhance the skills and competencies of students for their roles as development managers. It will examine the theory and method of managing development, the mechanics of attracting foreign investment, the adjustments required by trade liberalization and the WTO, the management of bilateral and multilateral aid, the nature of aid and the role of civil society, environmental and human rights imperatives, and the importance of accrual budgeting in development management. The course is organized around lectures, seminars, clinics and student presentations. Through these methods of delivery participants are exposed to relevant literatures and debates, as well as research and policy skills that will allow them to manage development in an international context more effectively.

**Budget:** Costs may be covered by linking this course more closely with the regionalism course above. $20,000 so far allocated from EU sources.

### 5.6 BUDGET 2005

**Recurrent**

- Salaries: $221,000
- Administration: $21,400

**Project Funding**

- Globalization & Social Policy: $60,000 (EU funds, in association with the Governance Programme)
- Regional Cooperation: $55,000 (EU funds, in association with the Governance Programme)
- Livelihoods: Yet to be identified (for 2006)
- Rural Communities: Yet to be identified

**Course Development & Implementation**

- Regionalism: US$50,000 identified as possibly available from ADB via Forum Sec
- Internationalism: May be tagged as an offshoot of Regionalism course with funding covered within that.
- Development Internships: Funding will be sought for an administrator/Tutor if numbers warrant it.
# DEVELOPMENT STUDIES
## TEACHING & RESEARCH PLAN 2004-2006

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<td><strong>OBJECTIVE 1:</strong> To provide effective, accessible &amp; attractive teaching &amp; research programmes of the highest quality across a broad range of disciplines that take into account the changing &amp; diverse character of student interests &amp; community needs.</td>
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<td>1.1 Maintain and improve Programme linkages with Pacific communities.</td>
<td><em>Review Programme courses, research activities, and links with Pacific communities.</em></td>
<td><em>New courses (1.2 below) and research (see 3 below) planned (by end of Sem 1 2004).</em></td>
<td>Programme Director (PD)</td>
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<td>1.2 Development of effective, accessible &amp; attractive high quality courses whose transdiscipline &amp; inter disciplinary emphasis enables greater responsiveness to student and community needs.</td>
<td><em>Develop new courses during 2004 and 2005 that enable Development Studies to meet community and student needs, as well as target new sources for students.</em></td>
<td><em>Development of DG417: NGOs, Civil Society &amp; Development (for Sem2 2004).</em>&lt;br&gt;<em>Development of DG 416: Development Internships (for Sem2 2005).</em>&lt;br&gt;<em>Redevelopment of DG400: Advanced Research Methodology to meet changing University and community needs (for Sem 1 2005).</em>&lt;br&gt;On-going participation by staff and students in training courses (recorded in annual reports).</td>
<td>Manoranjan Mohanty&lt;br&gt;Robbie Robertson&lt;br&gt;Mahendra Reddy</td>
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<td>1.3 Encourage innovative &amp; significant research, scholarship &amp; publications.</td>
<td>Through use of sabbaticals, Programme seminars, Programme &amp; PIAS-DG publications, consultancies, conferences, workshops and access to donor funds.</td>
<td><em>Increased participation of staff in these activities over triennium.</em></td>
<td>PD</td>
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<td>1.4 Demonstrate the Programme’s employment outcomes for students, &amp; compatibility with employer needs.</td>
<td><em>Develop staff links with community organizations, governments, regional and international organizations, and professional associations.</em></td>
<td><em>Programme records and development of a Programme experience questionnaire (in place by 2006)</em>&lt;br&gt;<em>Greater formal linkages with community organizations, governments, regional and international organizations, and professional associations (see 3 below).</em></td>
<td>Programme Secretary (PS) with responsible PIAS-DG &amp; University personnel, and PD.</td>
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<td>1.5 Foster in students the broad attributes identified by the University, PIAS-DG and other partner agencies for the first time.</td>
<td><em>Identify University attributes and amend if necessary to meet different or additional PIAS-DG requirements.</em></td>
<td><em>quality assurance reports.</em>&lt;br&gt;<em>staff &amp; student participation in PD surveys.</em></td>
<td>Programme staff</td>
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<td>the Programme.</td>
<td>and Development Studies goals. * Incorporate student representation at Programme level.</td>
<td>professional development programmes over triennium. *generic skills element in Programme Experience Questionnaire. *Student representation at Programme meetings at start of 2005.</td>
<td>PD, PD</td>
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**OBJECTIVE 2: To attract and retain well qualified students who are able to develop the attributes the University & Institute aim for.**

**2.1 Greater integration of research & teaching in order to ensure high quality courses.**

- Annual discussions with individual staff.
- Incorporate into design process of courses.
- Quality assurance outcomes over triennium.
- Course reports to PD from staff.
- Programme annual reports.

PD, Programme staff PD

**2.2 Promote transdiscipline teaching to encourage broad skills & knowledge within areas responsive to community & student needs.**

- Through course development.
- Through more intra PIAS-DG & University learning & teaching experiences.
- Through more teaching and learning experiences with community and other organizations.
- Staff & student participation in generic skills-based professional development programmes over triennium.
- Development of transdiscipline and community based courses (see 1 above).
- % of students taking courses or sharing research supervision outside of Programme.

PD, Programme staff & students

**2.3 Assist students to make informed choices about the nature of courses available to them.**

- Develop list of essential elements in subject outlines 2003 (2.10 below)
- Course materials to define clear goals.
- Distribute course proformas to staff during Sem 2 2004
- Results in course handouts by 2005

PD & Programme staff

**2.4 Develop generic skills & individual attributes that also enable graduates to work collaboratively and contextualize community needs. In addition, develop in students a respect for scholarship & a commitment to the highest standards of intellectual inquiry.**

- Staff to incorporate skills in problem solving, critical thought, logical argument and analysis, research and communication skills in their courses.
- Staff to foster collaborative and individual activities, encourage intellectual curiosity and open mindedness, and develop global and strategic perspectives in their courses.
- Staff participation in professional development programs for generic skills over triennium
- Course guidelines and course development over triennium

PD & Programme staff
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<td>2.5 Encourage students to take full advantage of opportunities for learning provided by the University &amp; PIAS-DG.</td>
<td>*Publicize support available to students from the University &amp; PIAS-DG.</td>
<td>* Incorporate material into course &amp; Programme handouts, &amp; on PIAS-DG web pages during 2004.</td>
<td>PD &amp; Programme staff</td>
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<td>2.6 Make clear to students their responsibilities as students, &amp; the responsibilities of academic &amp; administrative staff towards them.</td>
<td>*Course &amp; Programme handouts to include policies on plagiarism, academic misconduct, counselling, responsibilities of course co-ordinators, and assistance available from various University services.</td>
<td>* Incorporate material into course &amp; Programme handouts during 2004.</td>
<td>PD &amp; Programme staff</td>
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<td>2.8 Ensure that academic staff evaluate the quality of teaching and resources that they make available to students &amp; that results are publicized.</td>
<td>*See 5 below</td>
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<td>2.9 Disseminate the objectives of the T&amp;RP with academic and administrative staff and discuss with them strategies and their implementation.</td>
<td>Implement Programme meetings during 2004.</td>
<td>Review results early 2005</td>
<td>PD &amp; Programme staff</td>
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<td>2.10 Provide a template for Course handouts</td>
<td>* Course handouts to make reference to the following: Aims and objectives of course, minimum requirements, class requirements, assessment submission and marking policy, second marking and appeals, student rights and obligations, due dates for submission of work, academic staff contact details, web-based material, reading lists, essay writing conventions, nature of comments on essay drafts, release of results, graduate attributes promoted by course, and emphasis on research as a preparation for thesis research and employment.</td>
<td>Discuss during 2004 and implement progressively over triennium</td>
<td>PD &amp; Programme staff</td>
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| 2.11 Add to the pool of students regional students engage with by attracting to the Programme more international students. | *Reform of programme during 2004.  
*Development of Internship course in 2004.  
*Beginning of advertising campaigns internationally during late 2004 and 2005.  
*Encourage University to develop an International Office to facilitate recruitment and placement of international students.  
*Encourage University to develop accommodation for international (and regional) students. | *New courses and amendments over the triennium.  
*Internship course operating in 2005.  
*Increased international student presence by end of triennium.  
*Establishment of International (and regional) student accommodation on campus or plans for it by end of triennium. | PD  
PD  
PD  
University senior management  
University senior management |
| 2.12 Make study postgraduate study at the University more attractive by providing quality accommodation for postgraduate students on campus. | *Encourage University to develop accommodation for postgraduate students. | *Establishment of postgraduate student accommodation on campus or plans for it by end of triennium. | University senior management |

**OBJECTIVE 3:** To engage with Pacific communities, to assist them meet their emerging needs, and provide leadership in the intellectual, social, and economic development of communities.

| 3.1 Use of seminars and research programs to engage more with the community and business groups. | *Develop a strategy in 2004 and implement over triennium. | Assess interim results at end of 2005: result should be greater interaction with business & community groups in seminars and research | PD & Programme staff |
| 3.2 Develop linkages with community and other organizations to enhance student learning and research capabilities. | *Develop new courses that meet community needs.  
*Representation on Programme committees, including a Programme Advisory Committee (PAC). | New courses implemented during triennium (see below 3.3-3.5). | PD & Programme staff |
<p>| 3.5 Development of new courses to assist community organizations and | *Planning for new courses to begin in 2004 following discussions with stakeholders and the | *DG420 Regionalism and Policy Development (for Sem 2 2005). | PD |</p>
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| 3.6 Develop teaching courses that involve community cooperation. | * Planning for new courses began in 2004 following discussions with stakeholders.  
*Formation of a Programme Advisory Committee.  
*PAC to be established in 2005.  
*MOU with Ministry of Women, Social Welfare & Poverty Alleviation to be signed late 2004. | Manorjan Mohanty  
Robbie Robertson |
| 3.7 Develop research programmes that involve community cooperation. | * Planning for new research activities began in 2004 following discussions with stakeholders and the Governance PD. | * Social Policy & Globalization, a collaborative programme with Governance to develop a framework for social policy initiatives, and work closely with the Ministry of Women, Social Welfare, and Poverty Alleviation (for 2005).  
*Rural communities, to bring together historical research, business development (eg. ecotourism) and community capacity building and with a special (although not exclusive) focus on villages and provincial groupings (to develop in Sem 1 2005 for implementation 2005-6). | PD & Programme staff |
<p>| 3.8 Develop research programmes that involve Pacific Islanders currently outside of the University region. | * Planning for new research activity began in 2004 following discussions with stakeholders and the Governance PD. | *The Strengthening Regional Cooperation Through Enhanced Community Engagement Project draws on the strengths on Pacific Islanders living outside the University regions. Will be completed in 2005, at least in its pilot phase. | PD |
| 3.9 Develop research programmes that increase the international profile and | * Planning for such research activity began in 2004 (although GDN and ODN activities began | *Livelihoods and Identity in Fiji, a collaborative programme with the Institute | PD &amp; Programme staff |</p>
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**OBJECTIVE 4: To work with the University & Institute to ensure collaborative, effective & transparent administration, & the provision of resources to enable the implementation and realization of objectives.**

4.1 Provide office and teaching space to academic staff commensurate with teaching needs, research requirements & international standards .  
*Work with University to develop transparent campus processes for allocation and use of space.  
*Transparent space allocation processes over triennium.  
University senior management, PIAS-DG Executive Director (ED), PD

4.2 Provide office and teaching space to academic staff commensurate with their need to engage closely with the academic community.  
*Work with University to ensure transparent processes for allocation and use of space according to a well developed and discussed plan for campus usage.  
*Transparent space allocation processes over triennium.  
University senior management, PIAS-DG Executive Director (ED), PD

4.3 Ensure that the University provides adequate funding to maintain teaching activities.  
*Liaison between ED and Senior Management and amendment of University plans for PIAS-DG.  
*Effective policy changes and maintenance of funding over triennium.  
University senior management, ED, PD

4.4 Ensure that the University manages well the endowment provided to it for the Development Studies Programme.  
*Regular meetings of Sasakawa Management Committee.  
*Annual Programme reports to comment on the adequacy of University fund management and on its provision of services.  
*Minutes of meetings held over triennium.  
*Annual reports over triennium.  
University senior management, ED, PD

4.5 Utilize international students and access to external funding to augment funding for the Programme.  
*Develop course and research programmes (as at 3.3-3.7).  
*Encourage University to develop an International Office and provide accommodation facilities for  
*(as at 3.3 - 3.7)  
*(as at 2.11 & 2.12)  
University senior management, ED, PD.
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<td>4.6   Provide orientation, training and debriefing to new staff (tutors &amp; lecturers) and allow for this in workloads.</td>
<td>*Itemize workshops and training programs that are essential for all new staff as part of probation and incorporate into workloads.</td>
<td>*Policy to be developed in 2005 and implemented during 2006.</td>
<td>PD</td>
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<td>4.7   Familiarize staff with T&amp;R Plan and its role in their own career strategies.</td>
<td>*Itemize areas that staff need to pay attention to in order to develop the T&amp;R Plan.</td>
<td>*In place during 2005.</td>
<td>PD</td>
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<td>4.8   Provide adequate &amp; responsive administrative, clerical and technical support that undergoes quality assurance reports from those they service.</td>
<td>* Regular quality audits during 2005-6.</td>
<td>* Quality control audit in place by end of triennium.</td>
<td>ED, PD</td>
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<td>4.9   Provide new regulations for conference leave that among other things enables adequate funding for conference participation and does not resist conference/workshop participation.</td>
<td>*Develop a new conference policy that stresses the importance of conference participation and more adequately addresses work related expenses that staff incur (while performing duties that the University requires they do as a requirement for job security and which materially benefits the University when satisfactorily completed).</td>
<td>*More targeted and adequate funding for research related activities performed by staff over triennium, and encouragement of conference attendance.</td>
<td>University senior management, ED, PD.</td>
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<td>4.10  Publicize courses &amp; programmes through contacts with community and institutions, web sites, workshops, publications, and networks.</td>
<td>*Various through Programme pamphlets, web site, PAC, networks, publications, conferences and workshops, and services of University and PIAS-DG.</td>
<td>*Results over triennium</td>
<td>ED, PD, Programme staff</td>
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**OBJECTIVE 5:** To provide timely & effective evaluation processes.

<p>| 5.1   PIAS-DG &amp; University to provide feedback to departments concerning programme experience questionnaires, enrolment data and graduate satisfaction surveys. | *Request through PIAS-DG for regular &amp; timely advice. | *Receipt of advice regularly over triennium | University senior management, ED, PD. |
| 5.2   Respond to student feedback at course and programme. | *QA reports from staff implemented during 2005. | *Reports over triennium | PD &amp; Programme staff |
| 5.3   Evaluate new course proposals at Institute level. | *BOS for Institute required. | *Establishment of BOS by 2006 | University senior management, ED, PD. |</p>
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<td>5.4   Course handout to explain which of graduate attributes are promoted in the course, by what means, and how attainment is assessed.</td>
<td>*Incorporate into course guidelines in 2005 (qv 1.5).</td>
<td>*Discuss during 2003 and implement progressively over triennium</td>
<td>PD &amp; Programme staff</td>
</tr>
<tr>
<td>5.5   Develop focus groups to help review graduate attributes.</td>
<td>*Establish procedures and goals in 2005.</td>
<td>*Implement over triennium</td>
<td>PD &amp; Programme staff</td>
</tr>
</tbody>
</table>
| 5.6   Review courses regularly with regard to contact, delivery quality, changing student and community interest, staff research expertise and activity, technological changes, resources. | *Annual Programme review of courses.  
*External review of Programme. | *Implement over triennium  
*Implement over triennium | PD & Programme staff  
External reviewer |
| 5.7   Evaluate data on success of postgraduates in obtaining access to higher degrees. | *Obtain data and evaluate over triennium. | *Implement over triennium | PD & Programme staff |

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2 Pacific Cooperation: pp. 31-32.