



# ADMINISTRATIVE REPORT 2020/2021

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SUBMITTED BY:  
THE UNIVERSITY OF TRINIDAD AND TOBAGO (UTT)



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## LIST OF ABBREVIATIONS

ACTT	Accreditation Council of Trinidad and Tobago
PSIP	Public Sector Investment Programme
UTT	The University of Trinidad and Tobago
VAT	Value Added Tax

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# 1. VISION, MISSION, PHILOSOPHY AND THE STRATEGIC OBJECTIVES

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## 1. VISION

The vision of the University of Trinidad and Tobago (UTT) is to be the premier university dedicated to the socioeconomic transformation of Trinidad and Tobago, with global reach and international standing.

## 2. MISSION

The mission of UTT is to contribute to the sustainable and entrepreneurial development of society through the advancement and application of research, dissemination of knowledge and public engagement in our pursuit to produce work-ready graduates, innovators and critical thinkers.

## 3. CORE VALUES

UTT makes an enduring commitment to the following guiding principles which will shape institutional behaviour and underlie our work performance. These values are also consistent with a work culture within which the university's employees will thrive and, in so doing, create memorable experiences for our students and other stakeholders:

- Integrity;
- Excellence;
- Inclusiveness;
- Transparency;
- Collaboration;
- Commitment; and
- Respect.

## 4. QUALITY POLICY

UTT will position itself at the forefront of the national tertiary education thrust to create a productive and resilient workforce that is committed to innovation and entrepreneurship and meets the current and future challenges of a globalised economy. It is the policy of UTT to support the development of a transformative culture of lifelong learning that stimulates the intellectual capacity of students, faculty, staff and all stakeholders to create opportunities for personal and professional growth, success and meaningful contribution to national development.

To achieve its institutional purpose and meet or exceed the expectations of its stakeholders it is the policy of UTT to be:

- **Mission driven** – UTT adopts a future-focused approach to the allocation of resources to facilitate the development of high-quality, industry-aligned higher education programmes, applied research initiatives and profitable commercial enterprises in priority areas for national development that are reflected in UTT's mission.
- **Results oriented** – UTT will maintain a systematic approach to assessing organisational effectiveness that includes institutional research which produces actionable information and strategies for improvement and provides verifiable evidence for independent external review.

UTT will strive to consistently demonstrate:

- Stakeholder engagement – UTT will demonstrate commitment to internal and external stakeholders by investing in its faculty and staff and building partnerships that empower stakeholders to influence the strategic direction of the university.
- Commitment to continuous quality improvement – UTT will demonstrate its commitment to quality by maintaining a robust internal Quality Management System that is aligned to internationally accepted standards of excellence and by conducting periodic reviews to improve the effectiveness of the Quality Management System.

## **5. STRATEGIC DIRECTION**

During the reporting period, UTT's strategic direction continued to be guided by its 2019 – 2024 strategic plan which focused on the following goals:

- to build a culture of teaching excellence and innovation, high learner achievement and sustained research outcomes which are relevant and impactful;
- to adopt an interdisciplinary approach to entrepreneurial education that supports creativity, innovation, knowledge conversion and enterprise creation that positively impacts individuals, communities and the wider society;
- to create a responsive and resilient governance and administrative structure that facilitates student and staff involvement in decision making, invests in employee development and supports the university's mission;
- to build the university's engagement with the national and regional communities through public outreach and advancement activities to raise awareness of UTT's role as a national university;
- to demonstrate fiscal sustainability and accountability to provide a solid financial foundation for the achievement of the mission of the university;
- to harness relevant information systems and technology as the driver for streamlining, modernising and enhancing overall operations in a digitally transformed environment; and
- to create a collaborative environment to drive national development and transformation through the identification and resolution of societal problems.

Public health measures initiated in response to the COVID-19 pandemic continued in the reporting period, further disrupting various aspects of UTT's operations. The public health measures implemented to address the pandemic continued to cause delays in several projects and initiatives, particularly those which involved construction and maintenance works or face-to-face contact among faculty, staff, students and other stakeholders. The university's response continued to be one focused on:

- building more adaptive processes and structures ensuring business continuity during the emergency and sustainability following the crisis;
- harnessing available technology solutions to facilitate teaching, learning and research, and appropriate support systems for the virtual environment;
- enhancing human resource capacity for effective online delivery of instruction and support for learning; and
- strengthening the university's structures and processes to be more student-centred through enhanced support, mentorship and personal development opportunities for learners.

## 2. ORGANISATIONAL STRUCTURE

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### 1. ORGANISATIONAL PROFILE

The UTT, as the national university, has a mandate to develop the country's human resources by providing quality tertiary education and training. UTT is a multi-campus facility which currently offers a range of programmes in areas such as Performing Arts, Engineering, Agriculture, Education, Information and Communication Technology, Sport, and Criminology and Public Safety. The learning experience provided to students is intended to closely simulate the environmental conditions that graduates will encounter in the workplace and civil society.

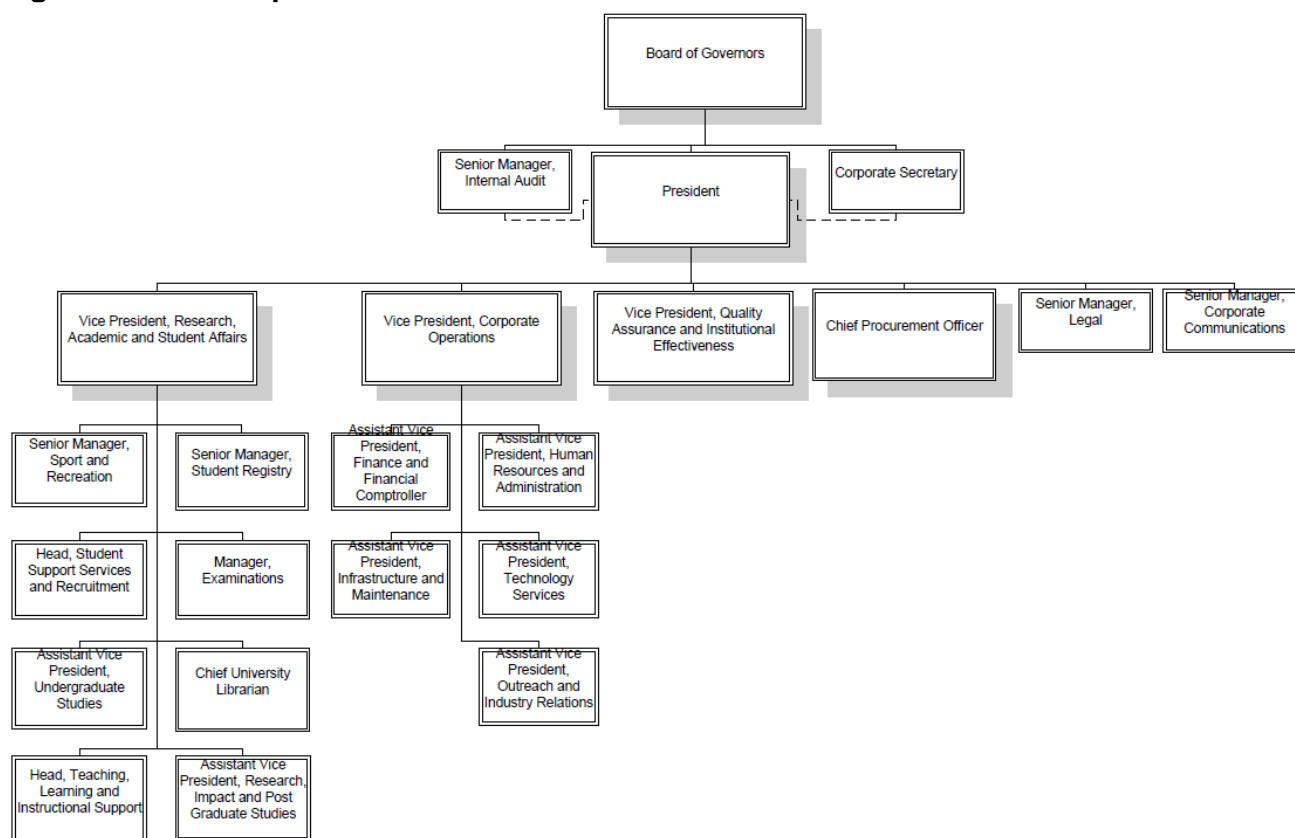
UTT is a student-centred institution which uses the co-operative approach in the delivery of its programmes. This structured educational strategy combines institutional learning with relevant practical experience in the workplace. Collaboration with advisory committees ensures that programme offerings are relevant to the needs of the various sectors within the economy. Through the use of these industry advisory committees, UTT ensures that its programme offerings reflect the needs and changes in industry.

UTT is institutionally accredited by the Accreditation Council of Trinidad and Tobago (ACTT) and many of its programmes have been awarded specialised accreditation from professional accrediting bodies, primarily in the United Kingdom. UTT continues to undertake self-evaluation and continuous improvement to ensure that its students are provided with a high-quality learning environment, effective teaching and research programmes and qualifications that are recognised by employers, other higher education institutions, professional bodies and the public.

### 2. CORPORATE STRUCTURE – DEPARTMENTS, DIVISIONS, AND UNITS

UTT's overall structure is subdivided into two arms – the non-academic body, which comprises administrative areas including human resources, infrastructure and maintenance, finance, technology services, outreach and industry relations, and the academic body which includes all academic centres of study, the academies and institutes as well as those direct support systems related to teaching and learning such as the library, examinations, student services, registry services, sport and recreation. **Figure 1** illustrates UTT's top structure as at September 30, 2021.

**Figure 1: UTT’s Top Structure**



### 3. SERVICES/PRODUCTS PROVIDED AND ‘SPECIAL PROJECTS’ EMBARKED UPON

#### A. PROGRAMMES OFFERED

During the reporting period, UTT offered sixty-eight taught and research programmes in which students were enrolled. These included thirteen programmes at the certificate level, eighteen programmes at the diploma level, twenty-one at the bachelor’s degree level, fourteen taught master’s degree programmes and two research programmes leading to either a Master of Philosophy or Doctor of Philosophy. UTT’s student registration data for the reporting period is attached as **Appendix 1**.

#### B. CHANGES TO PROGRAMME OFFERINGS

During the reporting period, changes made to UTT’s offerings included the launch of two new programmes and the revision of seven programmes as it relates to the mode of delivery, entry requirements, programme credits and course offerings. These are outlined in **Table 1**.

**Table 1: New and Revised Programme Offerings in 2020/2021**

Changes	Programme Level	Programme
New Programmes	Postgraduate	Postgraduate Diploma in Education
	Undergraduate	Diploma in Respiratory Therapy
Revised Programmes	Undergraduate	Certificate in Criminology and Public Safety
		Certificate in Process Engineering
		Diploma in Criminology and Public Safety
		National Technicians Diploma in Chemical Engineering
		Bachelor of Applied Science (BASc) / Master of Engineering in Process Engineering (M.Eng.)
		Bachelor of Applied Science (BASc) Utilities Engineering
		Bachelor of Applied Science (BASc) in Criminology and Public Safety

### C. ACCREDITATION

UTT continues to engage in a range of activities related to quality assurance and external review intended to improve its programmes and services. During the reporting period, UTT maintained its accreditation, by the ACTT until 2025. The accreditation period was due to expire in 2024 but was extended by one year by the ACTT to account for the disruptions to institutions' operations caused by the COVID-19 pandemic. The extension allows UTT and other educational institutions additional time to prepare for their next comprehensive evaluation. A mid-term review by ACTT was conducted in 2021, as scheduled. While the review highlighted the institutional progress of the university in a number of areas, it also identified some areas for improvement and institutional action. In response, UTT revisited a number of operational activities and strengthened its monitoring and evaluation mechanisms regarding projects and initiatives related to the implementation of the Strategic Plan 2019-2024.

All programmes offered by UTT continue to be accredited based on the institutional accreditation status awarded through to 2025. Additionally, programmes in some areas require specialised accreditation and the university has steadfastly sought to monitor these programmes to ensure that their specialised accreditation is maintained. During the reporting period, the programmes that maintained their specialised accreditation status were as follows:

- Accredited by the Energy Institute, United Kingdom:
  - Master of Science in Reservoir Engineering;
  - Master of Science in Petroleum Engineering;



- Master of Engineering in Petroleum Engineering;
- Bachelor of Applied Science in Petroleum Engineering; and
- National Engineering Technician Diploma in Petroleum Engineering.
- Accredited by the Institution of Chemical Engineers, United Kingdom:
  - Master of Engineering in Process Engineering;
  - Bachelor of Applied Science in Process Engineering; and
  - National Engineering Technician Diploma in Chemical Engineering.
- Accredited by the Institution of Engineering and Technology, United Kingdom:
  - Master of Science in Information and Communication Technology;
  - Master of Science in Innovative Design and Entrepreneurship;
  - Bachelor of Applied Science in Manufacturing and Design Engineering;
  - Bachelor of Applied Science in Computer Engineering – General;
  - Bachelor of Applied Science in Computer Engineering – Network and Telecommunication Engineering;
  - Bachelor of Applied Science in Computer Engineering – Software Engineering;
  - Bachelor of Applied Science in Utilities Engineering: Electrical Option;
  - Bachelor of Applied Science in Utilities Engineering: Mechanical Option;
  - Diploma in Computer, Network and Telecommunication Engineering;
  - Diploma in Software Engineering;
  - National Engineering Technician Diploma in Electrical/Electronic Engineering; and
  - National Engineering Technician Diploma in Instrumentation Engineering.
- Accredited by the Institute of Marine Engineering, Science and Technology, United Kingdom:
  - Master of Science in Operational Maritime Management;
  - Master of Science in Integrated Coastal and Ocean Management;
  - Bachelor of Science in Nautical Science/Maritime Operations;
  - Bachelor of Science in Coastal and Ocean Management; and
  - Bachelor of Applied Science in Coast and Ocean Sciences.

#### 4. DELEGATED LEVELS OF AUTHORITY

**Table 2** below presents the delegated levels of authority among corporate, academic and non-academic staff, identifying each category and benchmark position.

**Table 2: Delegated Levels of Authority**

Type	Category	Benchmark Position
Corporate staff (Corporate functions such as Information Technology Services, Human Resources and Finance)	Executive (Full-time)	President, Vice President
	Management (Full-time)	Assistant Vice President, Senior Manager, Manager
	Regular (Full-time)	Corporate/Non-Academic staff: Administrative Assistant, Senior Administrative Officer
	Temporary/Part-time	Corporate/Non-Academic staff: Student Counsellor

Type	Category	Benchmark Position
Academic staff (teaching and research)	Executive (Full-time)	Professors
	Management (Full-time)	Assistant Professor, Associate Professor
	Regular (Full-time)	Instructor
	Temporary/Part-time	Academic staff
Academic support staff	Management (Full-time)	Librarians, Manager, Enrolment Services
	Regular (Full-time)	Laboratory Technician
	Temporary/Part-time	Demonstrator

## 5. LEGISLATIVE AND REGULATORY FRAMEWORK

UTT is a non-profit limited liability company, incorporated under the provision of the Companies Act, Chapter 81:01 of the Revised Laws of Trinidad and Tobago. In accordance with the provision of the aforesaid Companies Act, UTT is required to fulfil certain compliance requirements which include but are not limited to the filing of Notices (triggered by any changes in the Office of Directors, Company Secretary or Registered Address) and Annual Returns to the Registrar of Companies via the Companies Registry, a Department of Government currently under the portfolio of the Office of the Attorney General and Legal Affairs.

A Draft Bill to govern the operations of UTT by parliamentary legislation is in the final stages of development and will be submitted to the Ministry of Education in the next reporting period. Additionally, UTT as an accredited institution is required to comply with the general conditions of institutional accreditation for post-secondary and tertiary institutions issued by the ACTT and specialised accreditation by the relevant accreditations.

## 6. REPORTING FUNCTIONS – DEPARTMENTAL REPORTS, REPORTS TO MINISTRIES, PRESIDENT/PARLIAMENT

At the national level, responsibility for UTT rests with the Ministry of Education. However, UTT is not a department of government within the meaning of Section 85 of the Constitution and does not submit departmental reports to the Ministry of Education. UTT reporting arrangement complies with the State Enterprise Performance Monitoring Manual. The current reporting arrangements are outlined in **Table 3**.

**Table 3: UTT's Reporting Functions**

REPORTS	Line Ministry / Minister	Ministry of Planning	Ministry of Finance	Parliament	Board of Governors
Annual Recurrent and Development Budgets (with strategic priorities)	✓	✓	✓		✓
Strategic Plan	✓	✓	✓		✓
Monthly Financial Reports	✓				✓
Annual Administrative Report	✓			✓	✓
Annual Audited Financial Statements	✓		✓	✓	✓
Monthly Management Reports (policy, finance, human resource, operations)					✓

In addition to the reports itemised in **Table 3**, monthly reports are submitted to the President of the university by all senior corporate and academic leaders in the UTT top structure which addresses issues related to day-to-day operations and management.

## 7. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

The university engages its stakeholders in wide-ranging discussions about its wider national and international higher education context and the role that UTT can best play in fulfilling its mission and vision. Internally, staff and students across the institution are provided with opportunities to assess the internal and external environment. Students, senior government officials, and other leaders of public and private sector organisations are also engaged. The feedback from these internal and external stakeholders forms the basis of a SWOT analysis, which is periodically re-examined to ensure UTT can respond to its changing environment. The major points of UTT's SWOT analysis are summarised in **Table 4**.

**Table 4: UTT SWOT Analysis**

INTERNAL	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Unique and relevant programme offerings.</li> <li>• A cadre of qualified faculty and staff.</li> <li>• A solid physical and technological asset base.</li> <li>• A geographically dispersed multi-campus network.</li> <li>• Solid support from government and the national community.</li> <li>• A resilient workforce.</li> <li>• Competency-based programmes that integrate work placement and/or application of skills.</li> <li>• Strong public support and a sense of patriotism directed towards the country's first indigenous university.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative structures, systems and processes which require improvement.</li> <li>• Poor financial health.</li> <li>• Pockets of low employee morale.</li> <li>• Instances of inefficiency and wastage.</li> <li>• Weak or ineffective internal and external communication systems.</li> <li>• Skills gap in some areas.</li> <li>• Plateau in new admissions.</li> <li>• Divide between academic and non-academic staff.</li> <li>• High upkeep cost of aging facilities.</li> <li>• Unsatisfactory student retention and completion rates.</li> </ul>

<ul style="list-style-type: none"> <li>• A recognised brand as a geographically dispersed multi- campus national university.</li> <li>• Commitment to quality assurance and national and international accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of UTT legislation which can adversely impact the stability of university governance systems.</li> <li>• Some programmes require curriculum strengthening to improve student learning outcomes.</li> </ul>
<b>EXTERNAL</b>	
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Changing higher education landscape presents opportunities for new partnership and delivery models.</li> <li>• Opportunities for expansion of student base from regional and international markets.</li> <li>• Increasing use of digital technology in higher education.</li> <li>• Public and private sector demand for expertise and professional training.</li> <li>• National diversification agenda creates demand for new programme offerings and research areas.</li> <li>• Opportunity to use Vision 2030 National Development Plan 2016-2030, to guide the university's priorities.</li> <li>• National skills gap in the area of performance monitoring and evaluation.</li> <li>• Opportunity to fill gap nationally for research data on key economic and developmental indicators.</li> <li>• Need for centres of excellence in niche areas to facilitate the national economic transformation.</li> <li>• Need for "think tanks" clustered around UTT's areas of expertise to support national policy development.</li> <li>• Growing demand to address national capacity needs with respect to education and research in Science, Technology, Engineering, and Mathematics and Technical and Vocational Education and Training.</li> <li>• Opportunity to advocate for UTT legislation to improve stability and autonomy.</li> <li>• Opportunity to increase student internships and practical training in collaboration with industry.</li> <li>• Opportunity to offer programmes delivered online or via blended mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Intense competition in the higher education sector from both local and foreign institutions.</li> <li>• Heavy reliance on government funding amid increased competition for public resources.</li> <li>• Negative media coverage on various UTT issues can erode public support.</li> <li>• Inappropriate or arbitrary levels of interference from senior public officials can impede development.</li> <li>• GATE policy changes can depress student demand for programmes.</li> <li>• Increasing crime rate can lead to greater security risks and costs.</li> <li>• Low national investment in research.</li> <li>• Excessive duplication in programme offerings among publicly funded higher education institution threatens UTT's relevance.</li> <li>• Recessionary economic climate and growing inflation nationally.</li> <li>• Inadequate levels of accountability or failure to provide strong evidence of a return on investment in UTT may erode public support.</li> </ul>

<b>EXTERNAL</b>	
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Need to collaborate with industry on research, publications and professional training.</li> </ul>	

### **3. POLICIES AND DEVELOPMENT INITIATIVES**

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#### **1. POLICY FRAMEWORK**

UTT continued its established practice of periodically reviewing its policies and policy frameworks in congruence with its mission, vision and strategic goals. UTT is governed primarily by the Companies Act, Chapter 81:01 and internal policies as approved by the Board of Governors from time to time and lately, the Non-Profit Organisation Act N0 7 of 2019.

Additionally, the following legislations are applicable to UTT:

- Accreditation Council of Trinidad and Tobago Act, Chapter 39:06;
- Industrial Relations Act Chapter 88:01;
- Occupational Safety and Health Act, Chapter 88:08;
- Maternity Protection Act, Chapter 45:57;
- Retrenchment and Severance Benefit Act, Chapter 88:13;
- Education Act, Chapter 39:01;
- Freedom of Information Act, Chapter 22:02; and
- Equal Opportunity Act, Chapter 22:03.

During the reporting period, the Board of Governors of UTT approved a new Appointment of Senior Academic Administrative Positions Policy and amendments to the existing Academic Governance Framework Policy, Procurement Policy Manual and Bylaws of the university.

#### **2. SHORT, MEDIUM AND LONG-TERM DEVELOPMENT PLANS**

As UTT responds to the changing tertiary education environment, it remains steadfast in its commitment to be a catalyst for socioeconomic development in Trinidad and Tobago. In this context, the university will focus on short, medium, and long-term initiatives over the next five years as detailed below.

##### **A. SHORT-TERM DEVELOPMENT INITIATIVES**

The UTT's short-term development initiatives are to:

- expand UTT's academic programmes and corporate training portfolio delivered via blended and online modes to widen the base of potential students, provide more flexibility to learners, and respond to the rapid changes in the tertiary education landscape globally;
- implement the on-going campus rationalisation exercise including finalising revised lease arrangements at the O'Meara site and the Agora Campus; and
- diversify UTT's revenue streams through short-form training, micro-credentials, unique entrepreneurial activities, consultancy contracts and donor funding.

##### **B. MEDIUM-TERM DEVELOPMENT INITIATIVES**

The UTT's medium-term development initiatives are to:

- develop the Tamana Campus including completion of a graduation pavilion, student lounge and recreational spaces, additional offices, an auditorium, laboratories, workshops and studios, lecture theatres, food concessions and dining facilities; and

- strengthen the university's governance and administrative systems including working with the Ministry of Education to establish an Act of Parliament for the governance of UTT and refine the organisational structure for greater synergy across the academic and corporate divisions.

### **C. LONG-TERM DEVELOPMENT INITIATIVES**

The UTT's long-term development initiatives are to:

- develop novel partnerships and collaborative agreements with other tertiary institutions, research bodies and industry for new programme offerings and research projects; and
- expand research output and impact in targeted niche areas nationally, regionally and globally.

## **3. PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS**

During the reporting period, the university's performance goals related to managing its continuing financial challenges through resource streamlining and cost reduction, strengthening capacity for remote teaching, learning and support systems in the digital environment hastened by the COVID-19 pandemic; implementing a comprehensive campus rationalisation exercise, and ensuring UTT maintained robust student enrolment and throughput despite the period of turbulence.

### **A. MANAGING FINANCIAL CHALLENGES**

Since 2016, the university has operated with decreasing revenue as government subvention was reduced by more than 50%, revenue from tuition and fees remained flat, and opportunities for non-traditional revenue were scarce in a climate of economic recession. The university's operations have registered successive years of cash deficits with an estimated deficit of \$7 Mn. for the current reporting period. Efforts to diversify revenue streams are on-going but the effects of the COVID-19 pandemic have made it difficult to realise several potential revenue streams.

Notwithstanding these challenges, the university continued to employ a combination of resource streamlining and cost saving measures. In the reporting period, total expenditure was \$269 Mn. compared to \$297 Mn. in the previous reporting year, a reduction of approximately 9%. The fiscal deficit was also reduced by 41% year-on-year from \$12.3 Mn. to \$7.3 Mn. This was achieved through various measures including rationalising physical facilities, reviewing vendor contracts and procurement, and reducing personnel costs, legal fees, and consultancies. Despite the minor successes in managing the on-going financial crisis faced by the institution, the university remains in a precarious financial position and would need to expand its efforts while relying on the continued support from government and its other stakeholders and partners.

### **B. CAMPUS RATIONALISATION EXERCISE**

In the previous reporting period, the Tamana Campus was operationalised but had not yet completed steps to obtain approval from the ACTT in order to enrol students and deliver academic programmes.



Based on the national quality assurance system in Trinidad and Tobago, additional measures were required to ensure that UTT could begin to enrol students for teaching and research programmes at the site. This involved fully equipping the facility with all necessary learning facilities, materials and equipment. It also required that the university made provisions for a full suite of student support services to be available to learners at the campus. After several months of preparation, a focussed site visit was conducted in June 2021 by a team of external evaluators appointed by the ACTT to ensure that the Tamana Campus met its standards for delivery of approved tertiary level programmes. Following the site visit and the recommendations of the external evaluation team, the campus was approved by ACTT to enrol students and deliver teaching and research programmes.

Relatedly, with effect from October 30, 2020, UTT discontinued all teaching, learning and research activities at the Valsayn Campus. Additionally, on December 31, 2020, the university also ceased teaching, learning and research activities at the Corinth and O'Meara Campuses. The use of the apartments at Cypress Gardens which were leased to house scholarship athletes, was also discontinued on December 31, 2020. The operations previously conducted at these locations are being relocated to the Tamana Campus and other campuses within the network. Further campus rationalisation actions are being planned for implementation in the short to medium term including reviewing lease arrangements at the discontinued O'Meara site and at the Agora Campus.

**Figure 2: Tamana Campus, East Block**





## **C. STRENGTHENING DIGITAL CAPABILITY FOR TEACHING AND LEARNING**

The on-going COVID-19 pandemic and rapid changes in the higher education landscape has meant that enhancing the university's digital capacity for remote instruction and support services continued to be a major performance objective in the reporting period. To this end, the university further expanded its digital capability, personnel resources, and policies for online and blended learning. The Teaching Learning and Instructional Support department was restructured to expand the technology, multimedia and audio-visual component. The university installed or reallocated various classroom technology, multimedia and audio-visual systems across its campus network.

Through the Teaching Learning and Instructional Support department and Office of Quality Assurance and Institutional Effectiveness, UTT has also strengthened its internal quality assurance processes with emphasis on Online and Distance Learning Programmes and provided support to faculty in the transformation of their courses and programmes for blended and online delivery. To ensure that the network infrastructure and related technology are secure, a full cybersecurity assessment was conducted during the reporting period and steps initiated to strengthen UTT's cybersecurity systems.

## **D. ROBUST STUDENT ENROLMENT AND GRADUATION**

Another key performance objective for the reporting period, despite the challenges caused by the pandemic and the on-going financial constraints, was to sustain delivery of high-quality programmes aligned to the country's national development needs, maintaining robust student enrolment and throughput. In the reporting period, UTT introduced two new programmes and revised seven of its existing offerings to better meet the needs and expectations of stakeholders.

For the academic year 2020/2021 a total of six thousand, nine hundred and twelve (6,912) students were registered at UTT in full academic programmes. This represented an increase of 8% in total enrolment compared to the previous academic year. Additionally, one thousand, seven hundred and forty-two (1,742) students successfully graduated from UTT's programmes with respect to academic year 2020/2021. The details of enrolment and graduation data for the reporting period are attached as **Appendices 1** and **2**.

## **4. SPECIAL PROJECTS**

### **A. UTT'S EXCELLENCE IN TEACHING AWARD**

The UTT has identified academic excellence in teaching and learning as the first of seven strategic priorities in its Strategic Plan for 2019-2024. It is the policy of the university to leverage recognition and reward systems to develop a culture of teaching excellence, innovation, and high learner achievement. To this end, in May 2021, UTT launched the Excellence in Teaching Award, an initiative which awards instructors who excel in teaching effectiveness. This initiative was coordinated by the Board of Undergraduate Studies with support from the Office of Quality Assurance and Institutional Effectiveness.

The Excellence in Teaching Award was designed as a two-tiered award scheme that recognised faculty at both the programme and institutional levels. The selection and evaluation process were administered in three stages. In the first phase, students and

academic staff nominated faculty members in their academic area whom they believed demonstrated a student-centred approach to teaching and a commitment to educational excellence.

Nominees were short-listed based on the volume of nominations received and students were then provided with an assessment instrument on which they were able to rate any of the shortlisted nominees. Shortlisted nominees were also required to submit a portfolio which demonstrated evidence of efficacy in seven evaluation criteria including Content Expertise, Instructional Design, Instructional Delivery, Instructional Assessment, Course Management and Administration, Research Contributions and Industry Applications. The student ratings and portfolio assessment by a diverse panel of judges were used to select the final awardees. A total of sixteen awards were made at the programme level and one overall award at the institutional level.

**Figure 3: UTT Excellence in Teaching Award Ceremony**



*(L to R) Ms. Nancy Herrera, the Institutional Winner of the 2021 Excellence in Teaching Award; Professor Emeritus Clement Imbert, Chairman of the UTT Board of Governors.*

## **B. UTT PIONEER'S THE CREATION OF THE ROLL-UP STEELPAN**

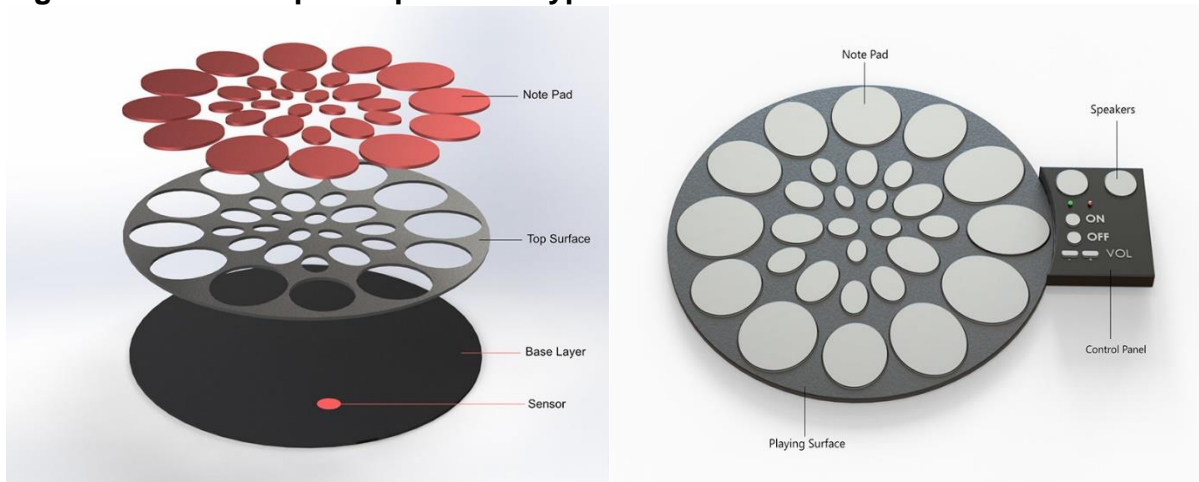
The steelpan is a percussive musical instrument that originated in Trinidad and Tobago in the 1930s. The advancement and influence of digital technology has impacted the design of many new musical instruments, including the traditional steel pan, with digital versions of the instrument now available such as the E-Pan. During the reporting period the Mechanical Engineering, Manufacturing and Entrepreneurship Unit at UTT engaged in a project to develop a new low-cost roll-up digital version of the steel pan. The research was being led by Dr Umesh Persad and Dr Jorrel Bisnath in the Design and Innovation Group, in collaboration with UTT's Academy for the Performing Arts and with the support of industry partner, Indigisounds. The aim of the project is to develop a portable, low-cost digital steelpan instrument.

The design of the digital roll-up steel pan encompasses the unique feature of folding or rolling into a small compact size. This is possible due to the rigid notes being mounted on a flexible base-layer similar to roll-up pianos and roll-up drum kits. A basic functional prototype of the final design concept was constructed to test the viability of the roll-up digital steelpan.

Preliminary results from user-testing showed that there is great potential for the roll-up steelpan to be a viable new addition to the steelpan family. This new product would be suitable for students and musicians who are constantly on the move seeking an instrument for practice that is portable and easily stored, as well as individuals who cannot afford a traditional steelpan or digital steelpan instruments. Finally, the roll-up steel pan can be used as an item for tourism, allowing tourists to purchase a version of the national instrument of Trinidad and Tobago that is easily transportable and affordable. Work on this project continues as the team improves the design of the instrument, with more expansive testing, using players of the steelpan at the Academy for the Performing Arts.

The Mechanical Engineering, Manufacturing and Entrepreneurship Unit is hopeful that the introduction of the roll-up steel pan on the market would contribute greatly towards the availability of cost-effective, portable, digital musical instruments within the Caribbean. This development may help build local industries around the design and manufacture of musical instruments. This project speaks to the impact that UTT is having in fulfilling its mission to improve the quality of life in Trinidad and Tobago via innovation, research and entrepreneurship.

**Figure 4: The Roll-up Steelpan Prototype**



*Illustrations of The Roll-Up Digital Steelpan by Umesh Persad, Keivi Howard, Jorrel Bisnath- International Conference on Emerging Trends in Engineering and Technology (IConETech-2020)*

## 5. GRANT FUNDED PROJECTS

Table 5 presents a list of grant-funded projects undertaken during the reporting period.

**Table 5: List of Grant-Funded Projects in 2020/2021**

PROJECT TITLE	LEAD PERSON	FUNDING AGENCY	TYPE	DATE AWARDED	AWARD (TT\$)
ACU Virtual Fellowship - research partnership with University of London	Professor Betty McDonald	Association of Caribbean Universities	Grant	Dec-20	45,180
“Collaborating with locals to assess Scalloped Hammerhead (Sphyrna lewini) nurseries and develop community-supported conservation goals”	Dr Kelly Kingon	Save Our Society Foundation	Grant	Jan-21	188,414
ERASMUS+ Mobility with the University of West Attica	Professor Marlon Knights	ERASMUS+ Programme	Grant	Jan-21	TBD
ERASMUS+ Mobility with the University of Surrey	Dr Amalia Hosein	ERASMUS+ Programme	Grant	Jan-21	TBD
Tamana Technology Factory	Ms Camille Selvon-Abrahams	Inter-American Development Bank	Grant	Jul-21	6,290,000
Feasibility Study on Improved/Enhanced Oil Recovery (IOR/EOR) Program within the Sub-Licence FZ-1 Lease Operatorship Block	Dr Edward Bahaw	HydroCarb Trinidad Ltd.	Consultancy	Aug-21	240,000
Professional Services related to AUOTT Engagement with UTT on Review of Shipping Bill	Ms Vivian Rambarath-Parasram	Association of Upstream Operators of Trinidad and Tobago	Consultancy	May-21	15,318
<b>TOTAL GRANT AND CONSULTANCY FUNDS AWARDED 2020/2021</b>					<b>6,778,913</b>

## 6. COMPARATIVE TABLE OF ACHIEVEMENTS

During the reporting period, there were several notable achievements in the strategic focal areas – teaching and learning, research and entrepreneurship, public engagement and outreach, fiscal sustainability and stewardship, and technology and infrastructure. These are compared with achievements in the previous reporting period and presented in **Table 6**.

**Table 6: Comparative Table of Achievements 2019/2020 and 2020/2021**

STRATEGIC FOCAL AREAS	2019-2020	2020-2021
<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Six thousand, three hundred and fifty-four (6,354) students enrolled in academic programmes ranging from certificates to doctoral degrees.</li> <li>• One thousand, six hundred and sixty-seven (1,667) certificates, diplomas and degrees awarded.</li> <li>• Seventy-three academic programmes offered (certificate to doctoral degree).</li> <li>• Two new programmes developed.</li> <li>• Continued institutional accreditation with twenty-six programmes maintaining specialised accreditation.</li> <li>• Shifted operations to implement emergency remote teaching for all programmes in response to COVID-19 pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• Six thousand, nine hundred and twelve (6,912) students enrolled in academic programmes ranging from certificates to doctoral degrees.</li> <li>• One thousand, seven hundred and forty-two (1,742) certificates, diplomas and degrees awarded.</li> <li>• Sixty-eight academic programmes offered (certificate to doctoral degree).</li> <li>• Two new programmes developed.</li> <li>• Successful mid-term review for continued institutional accreditation through 2025 with twenty-six programmes maintaining specialised accreditation.</li> <li>• Launched the Excellence in Teaching Award conferring sixteen awards at the programme level and one overall award at the institutional level.</li> </ul>
<p><b>Research and entrepreneurship</b></p>	<ul style="list-style-type: none"> <li>• Sixty-eight scholarly research outputs including Journal Publications, Conference Papers, and Presentations, Books and Book Chapters, and Patents.</li> <li>• \$1.3 Mn. in research grant and consultancies received</li> <li>• Hosted the 10<sup>th</sup> cycle of the National Agricultural Business Training Programme in</li> </ul>	<ul style="list-style-type: none"> <li>• Fifty-one scholarly research outputs including journal publications, conference papers and presentations, books and book chapters, and patents.</li> <li>• \$6.8 Mn. in research grant and consultancies received.</li> <li>• Hosted the eleventh cycle of the National Agricultural Business Training Programme in</li> </ul>



STRATEGIC FOCAL AREAS	2019-2020	2020-2021
	collaboration with Atlantic LNG.	collaboration with Atlantic LNG.
Public engagement and outreach	<ul style="list-style-type: none"> <li>• Eight public cultural, musical and theatrical productions in steel pan performance, classical music, carnival arts, and dance hosted.</li> <li>• Twenty public lectures and webinars in areas related to gender-based violence, energy production, environmental conservation, public health, sport development, creative industries and social justice.</li> <li>• Eighteen sport outreach initiatives related to wellness and physical fitness, basketball, football, netball, table tennis, volleyball and athletics.</li> <li>• Three national social responsibility and volunteerism projects related to public health and environmental conservation.</li> <li>• Established partnership agreement with Trinidad and Tobago Olympic Committee to implement various sport development projects nationwide.</li> </ul>	<ul style="list-style-type: none"> <li>• Eight public cultural, musical and theatrical productions in steel pan performance, classical music, carnival arts, and dance hosted.</li> <li>• Sixteen public lectures and webinars in areas related to gender mainstreaming, energy production, environmental conservation, public health, sport development, and creative industries.</li> <li>• Five sport outreach initiatives related to wellness and physical fitness, cricket, athletics and chess.</li> <li>• Three national social responsibility and volunteerism projects related to poverty relief, community development, and education.</li> <li>• Seven formal partnership agreements established for national development projects in energy, fashion, maritime services, entrepreneurship, public safety and sport development.</li> </ul>
Fiscal sustainability and stewardship	<ul style="list-style-type: none"> <li>• \$74.2 Mn. in capital and development projects.</li> <li>• 15% reduction in budget deficit from \$14.4 Mn. to \$12.3 Mn. year on year.</li> <li>• \$66.6 Mn. in revenue from student fees professional education services.</li> </ul>	<ul style="list-style-type: none"> <li>• \$14.6 Mn. in capital and development projects</li> <li>• 41% reduction in budget deficit from \$12.3 Mn. to \$7.3 Mn. year on year.</li> <li>• \$73.9 Mn. in revenue from student fees professional education services.</li> </ul>
Technology and physical Infrastructure	<ul style="list-style-type: none"> <li>• Refurbishment of the Eastern Caribbean</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade of the ECIAF campus including</li> </ul>

STRATEGIC FOCAL AREAS	2019-2020	2020-2021
	<p>Institute of Agriculture and Forestry (ECIAF) Campus including upgrades to air conditioning units and kitchen.</p> <ul style="list-style-type: none"> <li>• Upgrade of the John Donaldson campus air conditioning and central cooling systems.</li> <li>• Upgrade of the San Fernando campus electrical engineering laboratory.</li> <li>• Chaguanas campus underground sewage waste treatment plant installed and commissioned.</li> <li>• Operationalised the East Block of the new UTT Main Campus Tamana E-Teck Park Wallerfield.</li> <li>• Enhancement of digital technology and cybersecurity systems to facilitate emergency remote teaching.</li> </ul>	<p>electrical works, new animal rearing facilities, and enhanced student dormitories.</p> <ul style="list-style-type: none"> <li>• John Donaldson campus garment manufacturing production facility established.</li> <li>• San Fernando campus installation of laboratory equipment for civil engineering, soil and fluid mechanics.</li> <li>• Pt Lisas campus commissioning and installation of machine shop equipment</li> <li>• Camden campus cafeteria completion.</li> <li>• Enhancement learning and instructional technology and support systems to deliver fully online and blended programmes.</li> </ul>

## 4. FINANCIAL OPERATIONS

### 1. BUDGET FORMULATION

In the fourth quarter of each calendar year, UTT begins preparation of its annual budget which informs its request for government subventions with respect to the next financial year. This request includes both capital and recurrent expenses. All divisional heads are provided with a template in which to prepare budgets for their respective areas. These are compiled and after several rounds of internal meetings and consultations, a complete budget is submitted to the Board of Governors for approval. Following Board approval, this request is sent to the Ministry of Education. This is usually done in the first quarter of the following year. When the national budget is approved by Parliament, the university revises its overall budgets based on the funding allocated in the national budget.

### 2. EXPENDITURE VERSUS INCOME

#### A. RECURRENT INCOME AND EXPENDITURE

Table 7 shows UTT's recurrent income and expenditure for the period October 2020 to September 2021.

Table 7: UTT's 2020/2021 Recurrent Income and Expenditure

	Year to Date		
	Actual (Unaudited) TT\$	Budget TT\$	Variance TT\$
	12 months	12 months	12 months
<b>Income</b>			
Government Subventions- Non Tamana	180,000,000	180,000,000	-
Government Subventions- Tamana	4,000,000	4,000,000	-
Student Fees	73,143,732	62,594,928	10,548,805
Professional Education Unit	807,797	3,300,000	(2,492,203)
Investment Income	467,168	-	467,168
Miscellaneous Income	3,732,808	2,207,050	1,525,758
<b>Total Income</b>	<b>262,151,505</b>	<b>252,101,978</b>	<b>10,049,527</b>
<b>Expenditure</b>			
Personnel Costs	215,004,281	215,690,118	685,837
Direct Academic Costs	3,094,540	4,063,521	968,981
Facilities Operating and Maintenance	41,677,438	23,661,297	(18,016,141)
Corporate Expenses	9,572,640	6,551,966	(3,020,674)
Amortisation	58,809		(58,809)
<b>Total Expenditure</b>	<b>269,407,708</b>	<b>249,966,902</b>	<b>(19,440,806)</b>
<b>Deficit For The Period</b>	<b>(7,256,203)</b>	<b>2,135,076</b>	<b>(9,391,279)</b>



## B. CAPITAL INCOME AND EXPENDITURE

**Table 8** shows UTT's Public Sector Investment Programme (PSIP) income and expenditure for the period October 2020 to September 2021.

**Table 8: UTT's PSIP Income and Expenditure 2020/2021**

Project Name	Project Funding Received TT\$	Expenditure and Commitments TT\$	Project Activities
Eastern Caribbean Institute of Agriculture and Forestry - Improvement to Facilities	950,248	5,315,246	<p>Upgrade works in the amount of \$275,643.74 were completed to various campus bathroom facilities, electrical systems, and the agro-processing facility.</p> <p>Contracts were awarded in the amount of \$1,279,594.68 for upgrade of two campus dormitories, Oak Dormitory and Cedar Dormitory. Works at the Oak dormitory are 75% complete while the Cedar Dormitory works are 40% complete.</p> <p>Contracts were awarded in the amount of 2,021,320.16 for upgrade works to the campus food processing incubator facility and the construction of two goat and sheep pens. The processing incubator works are 60% complete and the construction works for the goat and sheep pens are 34% complete.</p>
John S Donaldson Technical Institute - Improvement to Facilities	3,166,347	3,166,347	Contracted works and invoices in the amount of \$3,166,347 were settled from works in the previous years regarding the refurbishment of Block C, replacement of campus air-conditioning units, and equipment for the garment facility.
San Fernando Technical Institute - Upgrade of Facilities and Equipment	1,319,596	1,319,596	The allocation of \$1,319,596 was used to offset commitments from the previous year regarding upgrade of laboratories for structural mechanics, structural engineering, soil mechanics and fluids mechanics.
Upgrade of the University of Trinidad	4,196,480	4,196,480	The allocation of \$4,196,480 was used to offset refurbishments completed in the previous year on the Chaguanas,

Project Name	Project Funding Received TT\$	Expenditure and Commitments TT\$	Project Activities
and Tobago Campuses			Corinth, Maritime, O'Meara, and Valsayn campuses, and also to upgrade the corporate IT infrastructure.
UTT - Point Lisas Campus	64,508	64,508	The allocation of \$64,508 was used to offset commitments from the previous year for the supply, installation, and commissioning of new equipment for the machine Shop.
Establishment of the Aviation Institute – Camden Campus Phase 1 and 2	512,037	553,791	Construction of the building to house the campus cafeteria was successfully completed.  Procurement processes are on-going for suitable qualified providers regarding the fabrication and installation of a hangar enclosure, ground power unit for the aircrafts, and a hydraulic mule for helicopter simulations.
<b>Total</b>	<b>10,209,216</b>	<b>14,615,968</b>	

**Table 9** shows UTT's income and expenditure for the construction of its signature building complex at the Tamana Intech Park, Wallerfield for the period October 2020 to September 2021.

**Table 9: UTT's Income and Expenditure for UTT Campus at Tamana Intech Park**

Project Title	Project Funding Received TT\$	Expenditure and Commitments TT\$	Project Achievement and Status
UTT Main Campus Tamana E-Teck Park Wallerfield	0	24,681,172	Overall completion of construction work is approximately 90% as at September 2021. The release of funds was affected by Cabinet approval of the revised project budget.

### **3. DEBT POLICY**

UTT's policy empowers the university to borrow money whether secured or unsecured in such manner or form and upon such terms and conditions as approved by the Board of Governors.

### **4. INVESTMENT POLICY**

UTT's investment Policy is approved by the Board of Governors and governs placement of reserve funds and donor funds being held temporarily for specific purposes.

### **5. INTERNAL AUDIT FUNCTIONS**

UTT has an Internal Audit Unit. The Senior Manager, Internal Audit, who heads the Unit, reports to the Board of Governors. The unit provides an independent, objective assurance and general consulting services to the university to improve operational efficiency, effectiveness and accountability. Internal audit reviews are used by senior management as a guide to enhance and strengthen their functional areas. After an initial audit is conducted, a series of follow-up exercises are conducted to review the status of management actions in addressing audit findings.

## 5. HUMAN RESOURCE DEVELOPMENT PLAN

### 1. ORGANISATIONAL ESTABLISHMENT/CATEGORY OF EMPLOYEES

Table 10 presents UTT's organisational establishment with the total number of corporate, academic and non-academic staff in each category.

**Table 10: Organisational Establishment/Category of Employees as at September 2021**

Type	Category	Benchmark Position	Total
Non-academic staff (corporate functions such as Information Technology Services, Human Resources and Finance)	Executive (Full-time)	President, Vice Presidents	3
	Management (Full-time)	Assistant Vice Presidents, Senior Managers, Managers	38
	Regular (Full-time)	Corporate/Non-Academic staff	424
	Temporary/Part-time	Corporate/Non-Academic staff	2
		<b>Subtotal</b>	<b>467</b>
Academic staff (teaching and research)	Executive (Full-time)	Directors, Professors, Professors in Practice	9
	Management (Full-time)	Deputy Directors, Assistant Professors, Associate Professors	100
	Regular (Full-time)	Instructors, Research Associates, Research Assistants	189
	Temporary/ Part-time	Academic staff	11
		<b>Subtotal</b>	<b>309</b>
<b>Total</b>			<b>776</b>

### 2. CAREER PATH SYSTEMS

The Human Resource Department developed specific criteria to enable merit-based progression of Non-Academic staff and has collaborated with the Appointments and Performance Evaluations Committee in developing and implementing the Framework for Faculty Appointments, Promotions and Tenure Policy. Several facilities exist which provide opportunities for employees to close performance gaps, build competency and progress in their careers at the university.

### 3. PERFORMANCE ASSESSMENT/MANAGEMENT STRATEGIES

UTT's Performance Management and Appraisal Process consists of a four-stage performance management cycle linked to the academic year which includes:

- **Stage 1:** Planning - setting of deliverables in the July-August period each year prior to the start of the academic year.
- **Stage 2:** Execution - working toward goals and targets in order to achieve expected outcomes with continued discussion and feedback between employee and supervisor.
- **Stage 3:** Review - an official meeting at the mid-year or end of semester to discuss progress.
- **Stage 4:** Appraisal - the final assessment of overall performance for the year (July-September of the following year).

In order to align individual and departmental goals to the university's top priorities, a review of the existing Performance Management and Appraisal Process is currently being undertaken to achieve an automated and improved Performance Management and Appraisal Process.

## **4. PROMOTION – SELECTION PROCEDURES**

### **A. PROMOTION OF ACADEMIC STAFF**

The promotion of Academic staff is based on the Framework for Faculty Appointments, Promotions and Tenure Policy (AC 26 Policy) as well as an assessment of scholarly activity, including but not limited to self-development, teaching/learning, discovery/research, publications and university and/or community service. This process entails a thorough and rigorous peer review process whereby a candidate applying for promotion will be responsible for preparing and submitting his/her dossier which includes but is not limited to the following: evidence of teaching performance, research/creative work, service and awards. Completed dossiers are submitted for review to the Programme Professor/Head of Unit.

Following the review, the Programme Professor/Head of Unit shall then submit the dossier and recommendation to the Chair of the Academic Council and copied to the Head, Human Resources Unit for evaluation by the appropriate sub-committee. The outcome is then sent to Appointments and Performance Evaluations Committee for its consideration, followed by the President for approval. It must be noted that senior academic positions require further approval from the Board of Governors.

During the reporting period, one academic staff member was promoted.

### **B. PROMOTION OF NON-ACADEMIC STAFF**

Opportunities for promotion among non-academic staff generally arise when positions in the establishment become vacant and are based on the outcome of the university's recruitment process whereby:

- vacant positions are advertised internally and any suitably qualified employee is free to apply;
- applicants who meet the minimum requirements for the vacant position are shortlisted and interviewed by a competent panel;
- interviewed candidates are ranked in order of overall scores attained during the interview process; and
- the candidate, who scores the highest and is recommended for selection by the panel, is then appointed.

In limited instances, promotions may also be affected outside of advertisements, such promotions are subject to their unique circumstances, for example, persons acting in higher level positions for periods exceeding one year.

During the reporting period seven non-academic staff were promoted.

## 5. EMPLOYEE SUPPORT SERVICES

The university has established a number of services and facilities to support employees in achieving satisfactory job performance which include an external Employee Assistance Services Programme, the establishment of an Industrial Relations department and the establishment of a formal grievance resolution process.

### A. EMPLOYEE ASSISTANCE PROGRAMME

The Employee Assistance Programme is designed to retain valuable employees by providing a comprehensive system, through which employees can obtain assistance to address personal problems that may affect their job performance. This Programme also provides resources to management when handling employees whose personal problems affect their job performance. Additionally, this programme provides effective, efficient and professional assessment, referral and follow-up services to employees. The number of sessions utilised and the requests for employees and family members during the reporting period are shown in **Table 11**.

**Table 11: UTT's EAP Services Utilised as at September 30, 2021**

EAP Utilisation	Number
Sessions utilised	67
Requests for employees	15
Requests for employees and family members	3

### B. INDUSTRIAL RELATIONS

The Industrial Relations Unit is responsible for managing the industrial relations functions of grievance and dispute resolution in keeping with good Industrial Relations practice. The Unit provides guidance and support for dealing with complaints, workplace investigations, and conflict resolution. During the period under review, the majority of grievances involved unresolved financial claims by employees. These included claims for outstanding gratuity payments, extra duty and acting allowances. Negotiation of the UTT's first collective agreement (2014-2017) with the recognised majority union, the Oilfield Workers Trade Union, was recorded as a trade dispute and continues to be managed in Conciliation proceedings at the Industrial Court. UTT is represented by a management team and the process has thus far produced several Memoranda of Understanding for non-cost items.

**Table 12** shows the number of outstanding industrial relations matters as at September 30, 2021.

**Table 12: Outstanding Industrial Relations Matters as at September 30, 2021**

Matters	Number
Discipline	1
Grievance	18
Ministry of Labour	4
Industrial Court of Trinidad and Tobago	6
Total	29

### **C. TRAINING**

The training and professional development needs of faculty and staff are gathered through employee performance appraisals, training needs assessment surveys, employee-initiated requests, and recommendations from departmental heads and supervisors. Within approved spending limits of departmental budgets, UTT provides sponsorship for the cost of short-term training courses to assist employees in enhancing the skills required to perform their duties, and to build competencies for further career development.

Given the university's financial constraints, no staff members were provided with training facilitated by external providers during the reporting period. The university also offers in-house training which utilises the services of suitably qualified faculty and staff, or external training consultants as required. In the reporting period, one hundred and one (101) employees participated in twenty-one days of training, comprising forty-six scheduled hours.

## 6. PROCUREMENT PROCEDURES

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The university's procurement procedures are governed by UTT's Procurement Manual which outlines the processes to be followed with respect to open, selected and sole tenders.

### 1. OPEN TENDER

UTT defines an open tender as a public tender which:

- is advertised in daily newspapers, local and professional journals or other relevant publication;
- allows respondents or their representatives to be present when the tenders are opened; and
- is employed in situations where the value exceeds \$10,000,000 and qualified suppliers within the relevant category of good or services are lacking.

Potential suppliers are invited to present their expressions of interest to supply the goods or service. Suppliers make an initial submission on the Expression of Interest documentation and those successful are then invited to tender under a selective tender.

### 2. SELECTED TENDER

UTT defines a selected tender as one in which pre-qualified suppliers within the relevant category of goods or services are issued a Letter of Invitation to tender. Registered suppliers of particular goods or services, are assessed against established criteria to determine whether they have the capacity and resources to provide UTT with quality goods, works and services.

### 3. SOLE TENDER

Within UTT, a sole tender is the term used to designate that only one supplier exists that is capable of providing a particular product or service. This is applied in instances as detailed below.

#### A. BRAND SOURCING

Brand sourcing is permitted in circumstances where such an approach is justified in recognition of special research interests and other special programmes of UTT. All recommendations for brand sourcing are to be submitted for approval in accordance with the authorities stipulated in the policy as shown in **Table 13**.



**Table 13: Required Approval Levels for Brand Sourcing**

Unit	Estimated TT\$	Level 1 Signature	Level 2 Signature	Level 3 Signature
Academic Centres	<\$25,000	Programme Heads	Not required	Not required
	\$25,000-\$100,000	Programme Heads	Professor in charge	Not required
	\$100,000-\$2,000,000	Programme Heads	Professor in charge	Vice President
	>\$2,000,000	Professor in charge	Vice Provost	Provost
Corporate Departments	<\$25,000	Managers	Not required	Not required
	\$25,000-\$100,000	Managers	Senior Managers/ Assistant Vice President	Not required
	\$100,000 and over	Managers	Senior Managers/ Assistant Vice President	Vice President

### B. EMERGENCY WORKS OR SERVICES

Emergency works or services are defined as works or services that must be performed in response to a sudden, unforeseeable, or impending situation that may cause injury, loss of life, damage to the property, and/or full or partial shutdown of any campus of UTT. Where emergency works or services are required:

- the President shall be authorised to award contracts where the value of works and/or services to be undertaken does not exceed \$5,000,000 exclusive of Value Added Tax (VAT);
- the Chairman of the Management Tenders Committee shall be authorised to award contracts where the value of works and/or services to be undertaken does not exceed \$2,000,000 exclusive of VAT; and
- in the absence of the Chairman of the Management Tenders Committee, the Vice President responsible for the procurement function shall be authorised to award contracts where the value of works and/or services to be undertaken does not exceed \$500,000 exclusive of VAT.

Decisions taken in the exercise of the authorities outlined above shall be reported in the case of the President, at the next meeting of the Board of Governors; and in the case of the Chairman of the Management Tenders Committee and the Vice President responsible for the procurement function, at the next meeting of the Management Tenders Committee.

### C. TECHNOLOGY-ENABLED PROCUREMENT PROCESSES

As part of continuing efforts at improving operational efficacy and to cope with the impact of the on-going COVID-19 pandemic several electronic systems have been incorporated into UTT's procurement processes as follows:

- The TSTT e-Tender Software as a Service Platform replaced UTT's Procurement Electronic Tendering System previously used by the Procurement Unit, Management Tenders Committee and Tenders Evaluation Committee for the issuing, receiving and evaluation of tenders.
- A Data Management/Contract Management tool and a UTT Electronic Agreements Listing and Expiry Reminder Tool have been implemented to keep track of UTT's various vendor contracts.
- Various procurement documents are now being digitised including the Request to Invite Tender Proposal, Contractor/Supplier Assessment Report and Request for Approval of Bidders.

## 7. PUBLIC AND COMMUNITY RELATIONS

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### 1. CLIENT AND PUBLIC ACCESS TO SERVICES/SERVICE DELIVERY SYSTEMS

#### A. STUDENT SERVICES

Across the university, several administrative units perform functions related to public access and support service delivery, including student recruitment, admissions and orientation, disability services, student advising and counselling services, career development support, international student support, and financial aid. These support services impact on student life at all stages of the student lifecycle.

##### *i. Student recruitment, admissions and orientation*

UTT's student recruitment unit conducts school visits, delivers presentations, attends career fairs, facilitates school and stakeholder career guidance workshops, hosts campus tours, attends national parent teacher association meetings and meets with community groups, for the purpose of informing potential students about UTT's programmes and highlighting the benefits of higher education. During the reporting period, the unit facilitated thirty such events. Due to public health restrictions caused by the COVID-19 pandemic, events were conducted virtually. However, the closure of secondary schools did not allow the university to conduct a full schedule of events as planned.

Additionally, UTT's admissions personnel provide a range of services to students to help them easily enrol in their chosen programmes and transition smoothly into higher education. Student admissions offices are located at seven campuses throughout Trinidad and Tobago and manage the admissions process for all students. During the reporting period, the university supported four thousand, two hundred and sixty-seven (4,267) students through their re-registration process. Additionally, a total of four thousand, seven hundred and sixty-seven (4,767) new applications were received from which two thousand, six hundred and forty-five (2,645) were registered as new students. Further, over eight hundred (800) students participated in virtual new student orientation activities. Students were exposed to a series of virtual workshops that were designed to assist them in successfully transitioning to university life at UTT. These activities focused on adapting to the online environment and understanding the university environment, student engagement, work-life balance, university life, and university rules and regulations.

##### *ii. Disability services*

The Disability Unit supports the UTT Student Disability Policy which is intended to provide an inclusive environment for students who demonstrate limitations on account of an enduring physical, sensory, mental, cognitive or learning disability or other incapacitation that consequentially causes them to learn in a different manner from another person without any such disability. The Unit provides assessment, support and access to necessary resources for eligible students.

During the reporting period, five hundred and sixty-four (564) registered students declared a disability which may have been eligible for reasonable accommodation by the university. Following individual assessments, ninety-one students were provided with accommodation throughout the reporting period. The range of accommodations included converting curriculum content to accessible formats, sign language interpreting, providing a separate

room for instruction or assessment, granting extra time or breaks during examinations, providing a scribe or reader and granting mobility assistance.

### ***iii. Student mentorship and counselling services***

The university also provides advising and support services for students who are experiencing academic challenges and those who present with psychosocial issues. There were over nine hundred (900) at-risk students whose Cumulative Grade Point Averages fell below 2.3, with five hundred (500) of these students on Academic Probation and Suspension during the reporting period.

The Student Development Unit supported students through student advising sessions and referred them to the relevant stakeholders for guidance and support (e.g., counselling, mentorship, financial aid, social support, remedial assistance etc.).

Additionally, the Student Counselling Services Unit is also responsible for the assessment of students presenting with psychosocial issues and the design and implementation of appropriate interventions and structured programmes to address these issues. Through this Unit, the university provides confidential and free counselling services to registered students and to persons directly related to students' presenting issues. Services are accessed by self-referral, peer referral, academic referral, and referrals from support staff. Family members of a student may also contact the unit if concerned about a registered student. During the reporting period, in light of the COVID-19 pandemic health restrictions, UTT provided tele-counselling services to clients instead of face-to-face sessions.

A total of two hundred and ninety-two (292) students accessed counselling services and consultations, and nineteen outreach sessions/workshops were conducted with groups of students. Workshops included Successful Transitioning, Time Management, Study Skills, Stress Management, Low Self Esteem and Self Confidence, Anxiety, Motivation and Self Discipline during COVID-19, Diversity and Inclusion, Self-Analysis and Emotional Intelligence, COVID-19 - Coping Successfully and Building Positive Mental Health/Remote Learning and Mental Health.

### ***iv. Career development services***

The university also provides a suite of career development services to students including industry placement opportunities, career advising, and personal and professional development workshops. During the reporting period, several planned initiatives were cancelled because of the COVID-19 pandemic public health measures. As such, many of the practical job training and placement opportunities typically afforded to students through partnership arrangements between UTT and public sector organisations could not be facilitated.

### ***v. International student services***

The university provides services to non-national students across all campuses to ensure that they are welcomed and supported. Building a campus community where international students are fully integrated into the learning process and social environment remains a key priority. It is recognised that universities around the world have been intellectually, culturally, and educationally enriched by the enrolment of international students, who bring a plethora of experiences, perspectives, and skills to host country institutions. The valuable perspectives and experiences those international students bring to intellectual environments - enhancing

innovation and contributing to the development of global perspectives among all students, cannot be overlooked.

Our local students benefit tremendously as they are able to have meaningful cross-cultural experiences while interacting with international students on their home campus. All international students are provided with support and guidance to ensure that they fulfil the legal and regulatory requirements to pursue higher education in Trinidad and Tobago, and also that they have access to needed social and other support systems. During the reporting period, UTT enrolled a total of one hundred and thirty-four (134) non-national students from regions in CARICOM, North America, Africa, Europe and Asia.

During the reporting period, many of foreign students accessed instruction virtually as they returned to their home country. They were provided with the necessary support to do so. Those who remained in Trinidad and Tobago, were also provided with support and guidance to ensure that they were able to adjust to the new COVID-19 learning environment and adhered to local public health restrictions.

#### ***vi. Student financial aid and scholarships***

The university provides financial aid services to students as well as several opportunities for students to access scholarships, and sponsored study-abroad opportunities. During the reporting period, approximately four hundred and sixty-eight (468) students utilised the UTT student payment plan. These eligible students who were unable to pay their full tuition and other fees at the start of each the semester, were provided with a facility to pay their fees via monthly instalments during each semester.

During the reporting period, several scholarship and sponsored study-abroad opportunities were also facilitated for our student through the Canada/CARICOM Scholarship Programme, the Queen Elizabeth Scholarship Programme, and the ERASMUS+ Programme. However, due to the global COVID-19 pandemic partner Higher Education Institutions were either forced to cancel some awards or defer them to a later date. Similarly, while the university received funding for the implementation of the Pan Fellowship Programme (funded by the Caribbean Development Bank) to offer fellowships to regional and international students, this was postponed in the reporting period due to COVID-19 public health restrictions.

## **2. COMMUNITY AND STAKEHOLDER RELATIONS/OUTREACH**

To support its mission, UTT continued to engage in a range or public outreach, and education activities during the reporting period.

### **A. CULTURAL, MUSICAL, THEATRICAL PRODUCTIONS AND EXHIBITIONS**

Under the direction of the Academy of the Performing Arts, the university participated in several cultural, musical and theatrical initiatives to engage members of the national community during the reporting period. These events were intended to showcase the talent of UTT faculty and students in the performing arts, engage youth interest in the performing arts, promote the culture of Trinidad and Tobago and to build wider appreciation for the performing arts and its role in national development.

Major events included:

- World Premiere of the Clarinet Sonata by Dr Roger J. Henry – March 22, 2021;
- Launch of the pBuzz Community-Based Music Programme – November 2, 2020;
- UTT- Birdsong Academy Online Brass Coaching Initiative – November 16, 2020;
- Arts and Disabilities: Service Learning in Trinidad and Tobago – February 12, 2021;
- Capturing the Spirit of Carnival: A Cross-cultural Collaborative Performance with students of the Royal Birmingham Conservatoire – May 11, 2021;
- Steelpan and its Digital Future - The Launch of PanNotation, a Digital Platform for Access to Open Steelpan Educational Resources and Paid Creative Content – November 16, 2021;
- Rite-ing Connections: African Retentions in Trinbagonian Literature Webinar – August 2, 2021; and
- Carnival Review 2021 Webinar: A Presentation by UTT M.A. Carnival Arts Students on the Resilience of Carnival in the Wake of the COVID-19 Pandemic, and the Ability to Pivot to New Industries – March 26, 2021.

## **B. PUBLIC LECTURE AND WEBINAR SERIES**

The university continued to expand its suite of national lectures and dialogue as part of its mission with respect to public education and outreach. These were coordinated by various academic and administrative units across the university. Due to ongoing public health measures to address the COVID-19 pandemic, planned face-to-face events were moved to a virtual format.

During the reporting period, the university hosted several public lectures and webinars on a range of issues related to its academic disciplines and relevant to national development. Some of the main topics addressed in these public events include the following:

- Intimate Partner Violence – December 14, 2020;
- Women in Leadership – March 8, 2021;
- Assessing the Impact of Mediator and Moderator Variables on Willingness to Report Crime and the Attendant Predictive Variables – January 22, 2021;
- Length at Maturity Trends for Fishery Species in the Caribbean Region, highlighting Lane Snapper (*Lutjanus synagris*) in Trinidad – March 31, 2021;
- The Use of an Adapted Curriculum Created Around Non-Academics to Engender Improved Pupils' Outcomes at Primary School Level: A Longitudinal Case Study – April 5, 2021; and
- Hydrogen - Practical Considerations – July 31, 2021.

## **C. SPORT OUTREACH**

During the reporting period, the university planned several sport outreach initiatives intended to provide expertise and resources to various primary and secondary schools, communities, and sporting organisations to build capacity in a range of sport disciplines and leverage sport for development. However, many of these initiatives had to be cancelled due to ongoing COVID-19 public health measures. Notwithstanding these limitations, the university leveraged technology to provide several virtual sport outreach initiatives to engage students, staff and their families. These included:

- UTT Patriots Virtual Chess Club – May 24, 2021;
- Let's Rally: T/20 World Cup Cricket Webinar – October 16, 2021;



- International Day of University Sport: Virtual Aerobic and Fitness Burnout – September 20, 2021; and
- UTT's Virtual 5K Walk and Run – October 31, 2020.

## D. SOCIAL RESPONSIBILITY AND VOLUNTEERISM

### *i. Launch of the pBuzz music programme*

In January 2020, Assistant Professor Aidan Chamberlain was awarded a grant through the Massy Foundation to purchase instruments for a community-based music programme, pBuzz. The pBuzz programme was intended to serve the local community with a cost-effective programme that offered children early exposure to brass playing. The brightly coloured pBuzz has been designed especially for mini musician's little hands. Early exposure to a playful instrument like the pBuzz has been proven to aid in the development of a children's sensory and fine motor skills, encourage self-expression and stimulate the imagination. The programme got off to a lively start, but like many others, was affected by the COVID-19 Pandemic and its related public health restrictions. The programme was thus re-designed to fit an online format, offering students a much-needed creative break from the rigors of their studies.

**Figure 5: Launch of the pBuzz Community Music Programme**



(L to R) Assistant Professor Aidan Chamberlain of UTT's Academy for the Performing Arts, Student participants of the pBuzz programme.

### *ii. UTT Aviation students light up Cessna 310-A: Keeping hope alive!*

In December 2020, students of Aircraft Maintenance and Management programme launched a community beautification project to enhance the aesthetics of the physical site and lift the spirits of persons in the surrounding Camden community in Couva. A major focal point of the project was the decoration and lighting of the Cessna 310 Aircraft on display at the hanger. This aircraft has a long history of service to the development of the people of our twin Islands. Many pilots who attended The Caribbean Aviation Training Institute in the 70s and early 80s logged numerous flight hours behind its controls. The Cessna 310-A then served the Air Wing of the Trinidad and Tobago Coast Guard, now the Trinidad and Tobago Air Guard, to protect and provide surveillance for our nation's borders. It now resides at UTT Aviation Campus at Camden, serving as an educational tool for young, aspiring aircraft engineers.

Inspired by their instructor, Mr Feyaz Karim, and supported by hangar and workshop technicians, the students refreshed the Cessna's external paint on the fuselage. Savita Ramlogan, Assistant Store Manager, Modern Electrical Supplies Ltd., generously donated a power supply and electrical components. With this donation, the students installed seasonal lighting which depicted functional beacons and wing position indicators in aviation regulated colours. While the aviation industry was brought to its knees by the COVID-19 pandemic and continues to face challenges, this initiative was seen as symbolic of the hope and dreams of UTT's Aviation students building careers in the industry. The project also allowed them to engage with the borderline community in Couva.

**Figure 6: UTT Aviation Students Install Lighting on the Cessna 310 at UTT's Aviation Campus, Camden**



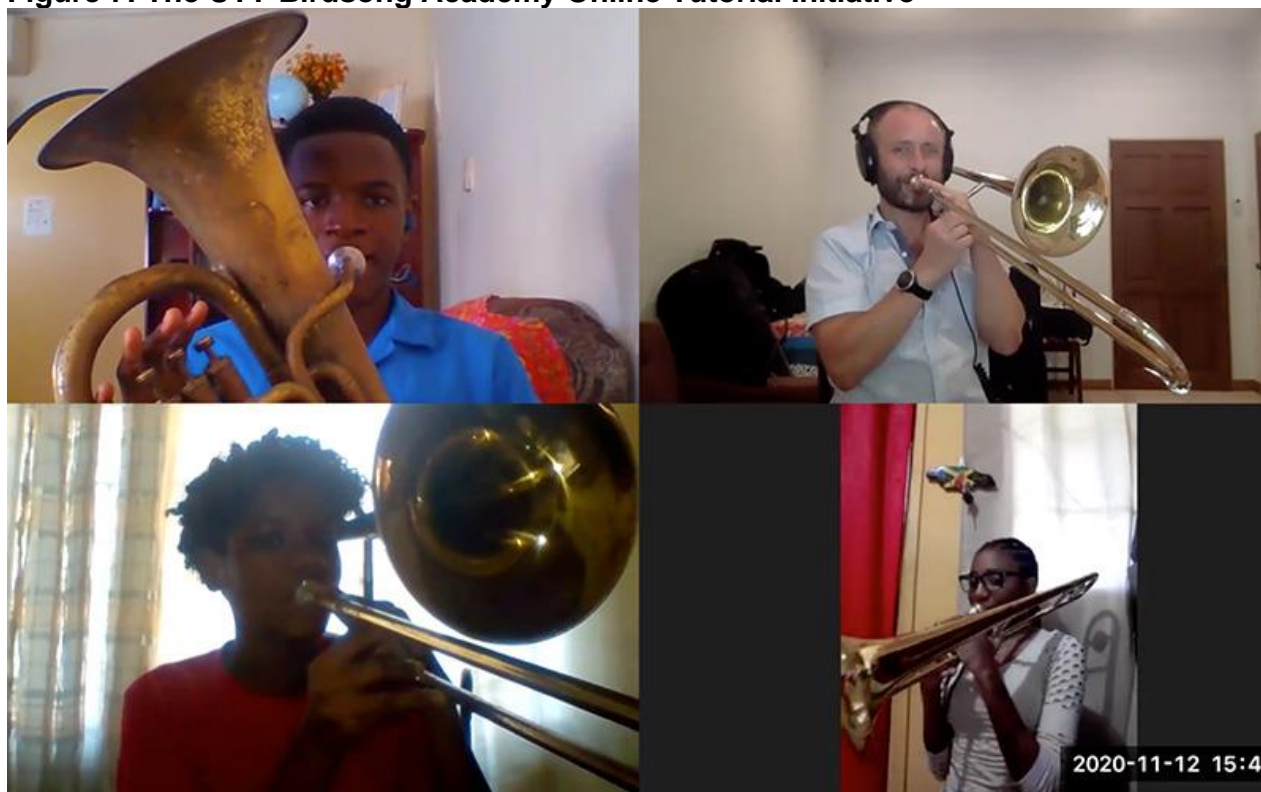
*(L to R) UTT Aviation students Ryan Lackhan, Karon Stephenson, Adrian Bain, Germellia Thomas, Vinud Maywalal, Michael Serrette, Nisar Mohammed and Dean Joseph.*

### ***iii. UTT Works with Birdsong Academy - Online***

UTT has had a long-standing relationship with the Birdsong Academy and this affiliation has continued during the COVID-19 pandemic. During the reporting period, an initiative spearheaded by Assistant Professor Aidan Chamberlain of UTT's Academy for the Performing Arts was launched to provide weekly brass lessons to players at Birdsong Academy. The initiative was designed to be delivered in an online format. As such, the weekly sessions were facilitated via Zoom. Additionally, the programme incorporated the use of an online music practice tool, Smartmusic, which enabled students to view sheet music and record their progress.



**Figure 7: The UTT-Birdsong Academy Online Tutorial Initiative**



***iv. Assisting Vulnerable Families in Need***

During the reporting period the Student Development Unit along with other university stakeholders also supported twelve students and their families in need through the provision of Care Packages containing food and personal care items.

**3. STRATEGIC PARTNERSHIPS (LOCAL, REGIONAL AND INTERNATIONAL)**

The university engages in several partnerships to support the achievement of its mission with respect to teaching and learning, research, and outreach. Several notable partnership engagements during the reporting period are highlighted in this section.

**A. LOCAL PARTNERSHIPS**

***i. UTT and Atlantic National Agricultural Business Training Programme***

The UTT, through the Outreach and Industry Relations Unit, has continued its collaborative engagement with the Atlantic in delivering the eleventh cohort of the National Agricultural Business Training Programme. This programme seeks to use agriculture as a catalyst to help create a more sustainable Trinidad and Tobago. The programme is designed to equip farmers and agricultural entrepreneurs with efficient modern-day business systems and practices by empowering them to become more competitive and viable. Through specialised training modules in Computer Technology, Business/Financial Planning, Marketing, and Legal Structures for new business ventures, participants are able to infuse the techniques of traditional agriculture with the very latest in modern-day science and technology and in so doing, breathe new life into their respective enterprises.

For the reporting period the programme was delivered remotely due to the onset of the COVID-19 pandemic and the resulting public health measures. The programme curricula were redesigned to be consistent with sound pedagogy for online delivery. The most recent iteration of the programme was concluded in April 2021, with thirty-three participants having successfully completed it. Several tracer studies have been conducted to examine the programme's quality and impact as well as the extent to which participants have been able to demonstrate achievement of the intended learning outcomes. The results of the tracer studies have consistently revealed that the programme is making a positive impact on the local agricultural sector in Trinidad and Tobago with several participants expanding and opening new agricultural enterprises. Since its inception, over three hundred and seventy (370) farmers have been trained to develop various business enterprises related to Apiculture, Crop Production, Animal Rearing and Agro-processing.

**Figure 8: UTT Receiving the Award for Best Social Investment Project**



*(L to R) Dr Zameer Mohammed – Assistant Vice President, Outreach and Industry Relations and Mr. Christopher Ramoutar – Graduate.*

**ii. UTT partners with Save Our Seas Foundation to support a sustainable future for sharks**

Dr Kelly Kingon of the Centre for Maritime and Ocean Studies at UTT, has committed her expertise to minimising the negative impact of overfishing, habitat loss, pollution and climate change on our marine ecosystems. During the reporting period, Dr Kingon conceptualised a research project entitled "Collaborating with Locals to Assess Scalloped Hammerhead Nurseries and Develop Community-Supported Conservation Goals". Dr Kingon's research project was funded by the Save our Seas Foundation award of US\$27,708 to facilitate the work.

Save Our Seas Foundation is dedicated to the conservation of our oceans, with a particular focus on securing a sustainable future for sharks and rays. Numerous sharks are caught in Trinidad and Tobago, either indirectly or via targeted fisheries. Trinidad and Tobago ranked fifth in the world in 2013 as exporters of shark fins, and shark meat is commonly consumed in the local delicacy, bake and shark. Research has shown that Scalloped Hammerhead sharks are one of the most commonly caught sharks in Trinidad. To this end, this research project sought to collaborate with local fisher folk to evaluate the Scalloped Hammerhead nurseries by delineating, characterising and investigating their spatial and temporal usage. Genetic and other data will be used to assess connectivity, site fidelity, and the number of breeders in each area. The project is on-going and upon completion, the findings will be discussed with the local stakeholders to develop management recommendations that protect nurseries while ensuring livelihoods of local fisher folk.

### ***iii. Summary of other local partnership arrangements***

A summary of the university's local partnership arrangements for during the fiscal year is presented in **Table 14**.

**Table 14: Summary of UTT's Local Partnership Arrangements for Academic Year 2020/2021**

YEAR	PARTNER	ARTICULATION	OBJECTIVES	DURATION
2021	United Independent Petroleum Marketing Company Limited	Confidentiality and Non-Disclosure Agreement	Develop and promote electric vehicle charging infrastructure, solar power systems and other renewable energy initiatives.	Five Years
	Trinidad and Tobago Fashion Company Limited	Memorandum of Understanding	Cooperation in business development, education and research and development of the fashion industry.	Five Years
2020	American Caribbean Maritime Foundation	Memorandum of Understanding		
	National Entrepreneurship Development Company Limited	Memorandum of Understanding	Support to implementation of Business Accelerator Programme.	Five Years
	Point Lisas Nitrogen Limited	Memorandum of Understanding	To provide process evaluation services on Point Lisas Nitrogen Limited's Ammonia Plant.	Five Years
	Trinidad and Tobago Olympic Committee	Memorandum of Understanding	Education and development of athletes, coaches, administrators and other sport	One Year

YEAR	PARTNER	ARTICULATION	OBJECTIVES	DURATION
	Trinidad and Tobago Defence Force	Memorandum of Understanding	professionals in Trinidad and Tobago. Cooperate in areas of business development, education and research; and establish a framework of collaboration between UTT and the Trinidad and Tobago Defence Force with a view to increasing the research, educational and training opportunities available to members of the Trinidad and Tobago Defence Force.	Five Years

## **B. REGIONAL AND INTERNATIONAL PARTNERSHIPS**

### ***i. UTT/Caribbean Electric Utility Services Corporation – Technical Training Engagements***

The University of Trinidad and Tobago, through the Outreach and Industry Relations Unit, has continued its partnership with the Caribbean Electric Utility Services Corporation to deliver technical training engagements within the Caribbean region. The Unit provided training services to Caribbean Electric Utility Services Corporation continuously since 2013 having previously delivered in-person training in Tortola, British Virgin Island, Cayman Island, Dominica and St. Vincent and the Grenadines. The university's most recent engagement with CARILEC included the delivery of Power Plant Operator Courses (levels 1 and 2) remotely from Trinidad in April and August 2021.

A total of twenty participants attended the training and represented the electrical utilities industry from the islands of St. Vincent, Grenada, Bequia and Montserrat. Participants were exposed to the topics of Transformers, Synchronous Generators, Diesel Engine Theory, etc. The training also introduced Programmable Logic Controllers using the software Multisim 12.0 and Logix Pro PLC Simulation.

### ***ii. UTT partners with Government of the Republic of Trinidad and Tobago/Pan American Health Organisation/World Health Organisation/United Nations to Enhance Trinidad and Tobago's COVID-19 Response***

During the reporting period, UTT commenced a partnership with the Government of the Republic of Trinidad and Tobago, the Pan American Health Organisation/World Health Organisation country office, and the United Nations Trinidad and Tobago Resident Coordinator's Office, to offer technical advice on the implementation of a healthcare project to address COVID-19 in this country. Further, under the India- United Nations fund, the Government of India has provided US\$1 Mn. in financing to support the venture entitled "Bringing High and Low Technology", which commenced in September 2021.



Over the next twelve months, the grant will support the introduction of mobile healthcare robots, a telemedicine system, hand hygiene stations accessible to Persons with Disabilities and thousands of washable face masks for persons with underlying health conditions. At the launch ceremony for the fund, Dr Erica Wheeler, Pan American Health Organisation/World Health Organisation, Trinidad and Tobago Representative stated that while some of the eight mobile healthcare robots will be imported, UTT will spearhead an initiative for local development of these medical robots if feasible. Having pioneered robotics research and development as part of its commitment to innovation, UTT has assembled a multi-disciplinary team of experts to support implementation of the project. The university is proud to be part of this partnership aimed at improving the quality of life of the citizens of Trinidad and Tobago.

**Figure 9: COVID-19 Response Project Launch Ceremony**



(L to R), High Commissioner of India to Trinidad and Tobago, Arun Kumar Sahu; PAHO/WHO Representative to Trinidad and Tobago, Dr Erica Wheeler; UN Resident Coordinator, Marina Walter and UTT President, Professor Prakash Persad

### ***iii. UTT Partnerships with Regional and International Higher Education Institutions***

A summary of the university's regional/international partnership arrangements for during the fiscal year is presented in **Table 15**.

**Table 15: Summary of UTT’s Regional/International Partnership Arrangements for academic year 2020/2021**

YEAR	PARTNER	ARTICULATION	OBJECTIVES	DURATION
2021	Ontario Tech University	Memorandum of Understanding	<ul style="list-style-type: none"> <li>• Cooperation on academic programs.</li> <li>• Development of joint research activities.</li> <li>• Faculty exchanges and/or visiting programs for teaching and research.</li> <li>• Student exchanges and/or visiting programs for research and study.</li> <li>• Participation in seminars and academic meetings.</li> <li>• Exchange of academic materials, results of teaching and research collaboration and other information.</li> <li>• Special short-term academic programs.</li> <li>• Other activities viewed to be mutually beneficial.</li> </ul>	Five Years
	Northern Lights College	Memorandum of Understanding	Relating to Academic Co-operation.	Five Years
	Mohawk College of Applied Arts and Technology	Agreement	Relating to Academic Co-operation.	Two Years
	Accademia del Lusso	Memorandum of Understanding	Relating to Academic Co-operation.	Three years
2020	Edna Manley College of the Visual and Performing Arts	Memorandum of Understanding	Relating to academic training, teaching and collaborative research.	Five Years

## 8. CONCLUSION

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The COVID-19 pandemic persisted during the reporting period. Against this backdrop, the university continued to deliver its programmes via emergency remote teaching and facilitated remote work arrangements for some employees as required. During this challenging period, the university emphasised resource streamlining and cost reduction initiatives, strengthening capacity for remote teaching, learning and support systems in the digital environment; and implementing a comprehensive campus rationalisation exercise.

To this end, UTT rationalised the use of its various physical facilities, renegotiated some vendor contracts, and reduced costs related to personnel, legal fees, and consultancies. At the same time, the university also expanded its digital capability, personnel, and policies dedicated to online and blended learning modalities. However, important capital and development works were not neglected. The university refurbished its animal rearing facilities and student dormitories at the ECIAF campus, established the John Donaldson campus garment manufacturing production facility, and upgraded various laboratories at the San Fernando and Pt Lisas campuses.

These measures ensured that UTT maintained robust student enrolment and throughput despite the period of turbulence. During this period, UTT enrolled six thousand, nine hundred and twelve (6,912) students in academic programmes ranging from certificates to doctoral degrees. It also developed two new programmes and maintained its institutional and specialised accreditation as required. UTT's faculty members produced fifty-one scholarly research outputs including journal publications, books and book chapters, and patents. The university also earned \$6.8 Mn. in research grants and consultancies. Additionally, to recognise the work and achievements of its faculty members, an Excellence in Teaching Award programme was launched. UTT's range of achievements in the face of major challenges demonstrates its resilience and its continued commitment to achieving its mission and vision for the development of Trinidad and Tobago and the region.



## 9. APPENDICES

### 1. APPENDIX 1 – REGISTRATION DATA FOR THE 2020/2021 ACADEMIC YEAR

Programme Full Name	New Students	Continuing Students	All Students
Advanced Pan fellowship Certificate	2	0	2
Certificate in Applied Engineering	100	25	125
Certificate in Applied Maritime Operations	0	7	7
Certificate in Aviation Technology	56	24	80
Certificate in Early Childhood Care and Education	114	43	157
Certificate in Food Technology	21	16	37
Certificate in Process Operations	74	57	131
Certificate in Security and Public Safety	6	2	8
Certificate in Sport Studies	82	5	87
Pan Fellowship Essentials	2	0	2
Professional Officer of the Watch Certificate - Deck	11	41	52
Professional Officer of the Watch Certificate - Engineering	19	18	37
Diploma in Agriculture	55	49	104
Diploma in Animal Health, Production and Veterinary Public Health	38	27	65
Diploma in Computer, Network and Telecommunication Engineering	55	79	134
Diploma in Fashion Design	22	26	48
Diploma in Food Technology	59	28	87
Diploma in Forestry	12	7	19
Diploma in Maritime Operations - Engineering	15	22	37
Diploma in Maritime Operations - Navigation	26	24	50
Diploma in Ornamental Horticulture	2	0	2
Diploma in Security and Public Safety	34	7	41
Diploma in Software Engineering	71	135	206
Diploma in Visual Communications Design	19	24	43
National Engineering Technician Diploma in Chemical Engineering	35	79	114
National Engineering Technician Diploma in Civil Engineering	85	95	180
National Engineering Technician Diploma in Electrical/Electronic Engineering	101	212	313
National Engineering Technician Diploma in Instrumentation Engineering	13	29	42
National Engineering Technician Diploma in Mechanical Engineering	150	242	392
National Engineering Technician Diploma in Petroleum Engineering	0	9	9
National Engineering Technician Diploma in Renewable Energy Engineering Technology	29	1	30
Bachelor in Sport Studies	0	16	16

<b>Programme Full Name</b>	<b>New Students</b>	<b>Continuing Students</b>	<b>All Students</b>
Bachelor of Applied Science in Biomedical Engineering	0	2	2
Bachelor of Applied Science in Civil Engineering Systems	56	150	206
Bachelor of Applied Science in Computer Engineering	49	97	146
Bachelor of Applied Science in Criminology and Public Safety	65	36	101
Bachelor of Applied Science in Manufacturing and Design Engineering	16	68	84
Bachelor of Applied Science in Petroleum Engineering	17	87	104
Bachelor of Applied Science in Process Engineering	29	117	146
Bachelor of Applied Science in Utilities Engineering	56	300	356
Bachelor of Education	488	1238	1726
Bachelor of Fine Arts in Digital Media Arts	31	82	113
Bachelor of Fine Arts in Fashion Design	8	18	26
Bachelor of Fine Arts in the Performing Arts	66	158	224
Bachelor of Science in Aeronautical and Airworthiness Engineering	16	19	35
Bachelor of Science in Agriculture and Entrepreneurship	23	29	52
Bachelor of Science in Aircraft Maintenance and Management	29	73	102
Bachelor of Science in Animal Science and Technology	0	1	1
Bachelor of Science in Coastal and Ocean Management	8	17	25
Bachelor of Science in Food Science and Technology	33	40	73
Bachelor of Science in Kinesiology	72	82	154
Bachelor of Science in Nautical Science/Maritime Operations	12	20	32
Executive Masters in Sport Management	0	4	4
Master of Arts in Carnival Studies	12	8	20
Master of Education in Educational Technology	24	11	35
Master of Engineering in Petroleum Engineering	1	14	15
Master of Philosophy	20	29	49
Master of Science in Cybersecurity	17	18	35
Master of Science in Energy Engineering	50	1	51
Master of Science in Information and Communication Technology	15	40	55
Master of Science in Innovation, Manufacturing Management and Entrepreneurship	19	12	31
Master of Science in Innovative Design and Entrepreneurship	11	6	17
Master of Science in Integrated Coastal and Ocean Management	7	9	16
Master of Science in Kinesiology	19	7	26
Master of Science in Operational Maritime Management	11	18	29
Master of Science in Petroleum Engineering	0	4	4
Master of Science in Reservoir Engineering	0	1	1
Masters in Health Administration	0	8	8

<b>Programme Full Name</b>	<b>New Students</b>	<b>Continuing Students</b>	<b>All Students</b>
Masters in Health Administration - Health Systems	21	0	21
Doctor of Philosophy	36	90	126
Doctor of Philosophy in Education	0	3	3
Doctor of Philosophy in Information and Communication Technology	0	1	1
<b>Total</b>	<b>2,645</b>	<b>4,267</b>	<b>6,912</b>

## 2. APPENDIX 2 - GRADUATION DATA FOR THE CLASS OF 2020/2021

Programme Name	2020/2021
Certificate in Applied Engineering	58
Certificate in Applied Maritime Operations	8
Certificate in Aviation Technology	51
Certificate in Early Childhood Care and Education	44
Certificate in Food Technology	16
Certificate in Music Technology	1
Certificate in Process Operations	78
Certificate in Security and Public Safety	15
Certificate in Sport Studies	52
Diploma in Agriculture	36
Diploma in Animal Health, Production and Veterinary Public Health	28
Diploma in Computer, Network and Telecommunication Engineering	30
Diploma in Fashion Design	10
Diploma in Food Technology	21
Diploma in Forestry	8
Diploma in Maritime Operations - Engineering	3
Diploma in Maritime Operations - Navigation	11
Diploma in Security and Public Safety	8
Diploma in Software Engineering	59
Diploma in Visual Communications Design	5
National Engineering Technician Diploma in Chemical Engineering	48
National Engineering Technician Diploma in Civil Engineering	55
National Engineering Technician Diploma in Electrical/Electronic Engineering	75
National Engineering Technician Diploma in Instrumentation Engineering	9
National Engineering Technician Diploma in Mechanical Engineering	143
National Engineering Technician Diploma in Petroleum Engineering	2
Bachelor in Sport Studies	14
Bachelor of Applied Science in Biomedical Engineering	2
Bachelor of Applied Science in Civil Engineering Systems	37
Bachelor of Applied Science in Computer Engineering	35
Bachelor of Applied Science in Criminology and Public Safety	22
Bachelor of Applied Science in Manufacturing and Design Engineering	12
Bachelor of Applied Science in Petroleum Engineering	39
Bachelor of Applied Science in Process Engineering	24
Bachelor of Applied Science in Utilities Engineering	61
Bachelor of Education	434
Bachelor of Fine Arts in Fashion Design	7
Bachelor of Fine Arts in the Performing Arts	37
Bachelor of Science in Agriculture and Entrepreneurship	24
Bachelor of Science in Aircraft Maintenance and Management	19
Bachelor of Science in Food Science and Technology	12
Bachelor of Science in Nautical Science/Maritime Operations	8
Master of Engineering in Petroleum Engineering	12
Executive Masters in Sport Management	1
Master of Arts in Carnival Studies	3

<b>Programme Name</b>	<b>2020/2021</b>
Master of Education in Educational Technology	8
Master of Science in Cybersecurity	3
Master of Science in Information and Communication Technology	6
Master of Science in Innovation, Manufacturing Management and Entrepreneurship	10
Master of Science in Innovative Design and Entrepreneurship	3
Master of Science in Integrated Coastal and Ocean Management	8
Master of Science in Operational Maritime Management	11
Master of Science in Petroleum Engineering	2
Masters in Health Administration	5
Doctor of Philosophy	9
<b>Total</b>	<b>1,742</b>