

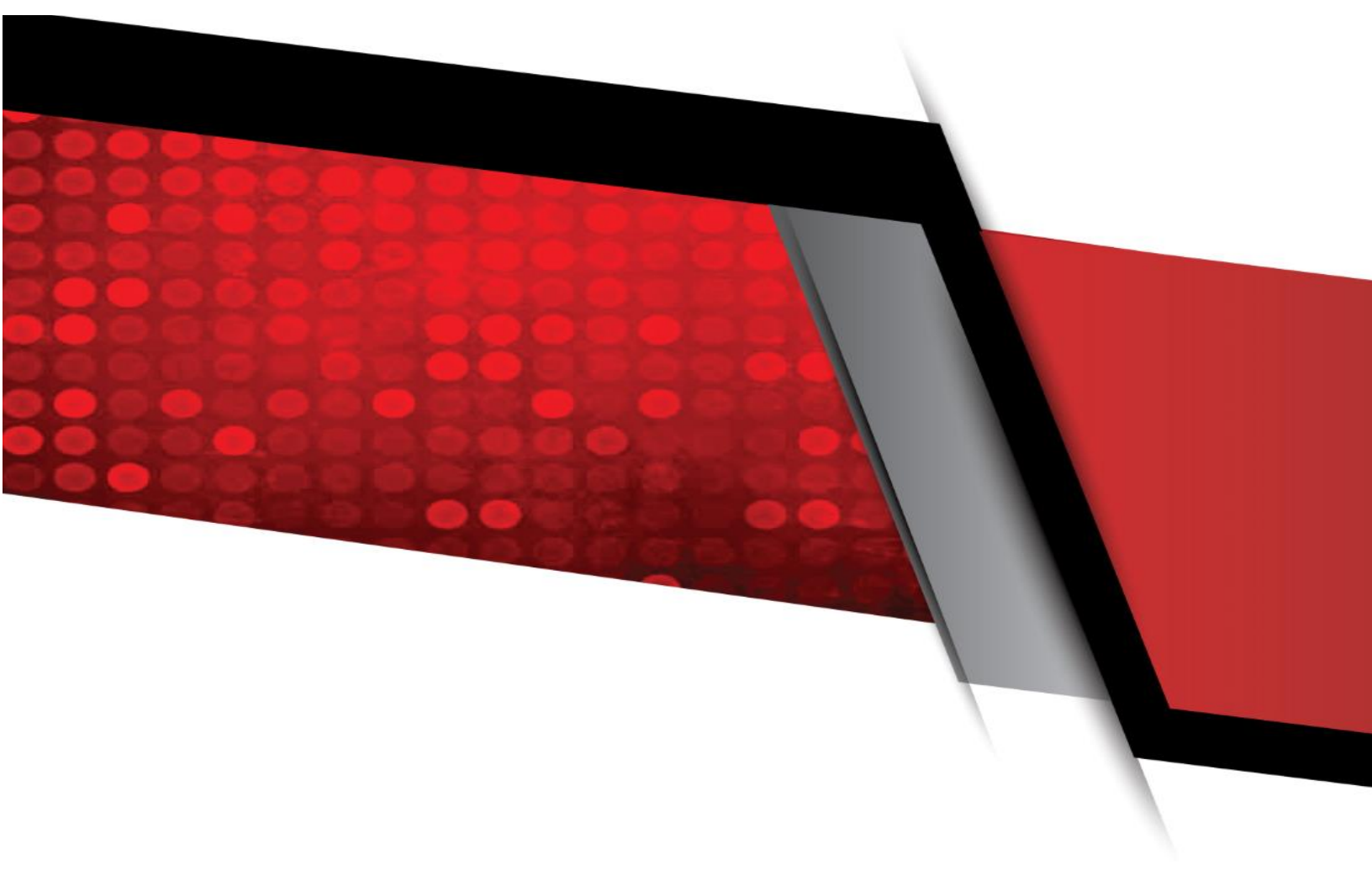


# **ADMINISTRATIVE REPORT 2015/2016**

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**REPORTING PERIOD:  
OCTOBER 2015 - SEPTEMBER 2016**

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



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## 1. Vision, Mission, Philosophy and the Strategic Objectives

### a. Vision

The vision of the University of Trinidad and Tobago (UTT) is to be the national institution of higher learning and research for socio-economic and technological development that:

- Inculcates in the graduates a set of overarching skills - metaskills - which help them navigate the new and emerging technologies in the national and global contexts and,
- Through its research and development activities, brings and keeps Trinidad and Tobago in the vanguard of engineering and technology in niche areas of key importance, such as natural gas is to the nation.

### b. Mission

The mission of UTT is to be an entrepreneurial university designed to discover and develop entrepreneurs, commercialise research and development, and spawn companies for wealth generation and sustainable job creation towards the equitable enhancement of the quality of life of all individuals, families and communities of the Republic of Trinidad and Tobago and the Caribbean.

### c. Core Values

The acronym **CORE** has been coined to reflect the philosophical underpinning of UTT's approach to achieving its mandate.

- Within the university there must be a **Commitment** to building sustainability in all aspects of operations, and to facilitating national development that can be maintained for future generations. This translates into a leadership approach and institutional culture that facilitates change, supports innovation, and demands a level of individual responsibility in contributing to the organisation's growth and advancement.
- In so doing, there is the creation of **Opportunity** for all stakeholders. The university's external focus nurtures students who can grasp employment prospects or support an environment for entrepreneurial pursuit. Industrial and commercial sectors also have the ability to leverage the competencies developed by the university which are **Research-driven** and **Relevant**, not only in an economic context, but at the societal level, thus leading to enhanced outcomes for the wider national community.
- Finally, all aspects of the university's operations and all output produced therein must define **Excellence**, and an understanding that this ideal is not an end point, but a continuum of continuous improvement and evolution.

#### **d. 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 (QMS) that is aligned to internationally accepted standards of excellence and by conducting periodic reviews to improve the effectiveness of the QMS.

### **e. Strategic Direction**

The President appointed a strategic planning committee which included nine sub-committees comprising a wide cross-section of faculty and staff from throughout the university. The committees were required to develop broad strategies for the university in areas related to teaching and learning, research, entrepreneurship, internationalisation, corporate communications, governance, quality assurance, finance, human resources and infrastructure. The outcome of their work will be a five year strategic plan for UTT which will guide the university's path in fulfilling its mission by providing tertiary education programmes and services for employment, entrepreneurship and economic development in Trinidad and Tobago. The planning process continued through the end of the 2015-2016 reporting period. The new Board of Governors which was appointed during the reporting period required additional time to review the planning process and proposed strategies, to ensure that they were in alignment with any changes in national development policy following the change in administration at the national level.

## **2. Organisational Structure**

### **a. Organisational Profile**

UTT was established in 2004 with a mandate to develop, educate and train nationals by providing quality tertiary education and training. UTT is a multi-campus facility which currently offers a range of programmes in the areas of Performing Arts, Engineering, Education, Information and Communication Technology, Sport and Public Safety. All centres of study include modern laboratories and facilities intended to closely simulate the environmental conditions that graduates will encounter in the workplace. To date, approximately 11,787 nationals have graduated from UTT at both the undergraduate and postgraduate levels.

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.

### **b. Corporate Structure – Departments, Divisions, and Units**

UTT's overall structure is subdivided into two arms – the non-academic body which comprises administrative areas such as human resources, finance, information technology etc. 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, student services and others.

- **UTT top structure**

Figure 1 illustrates UTT's top structure including the main lines of authority.

**Figure 1: UTT top structure**

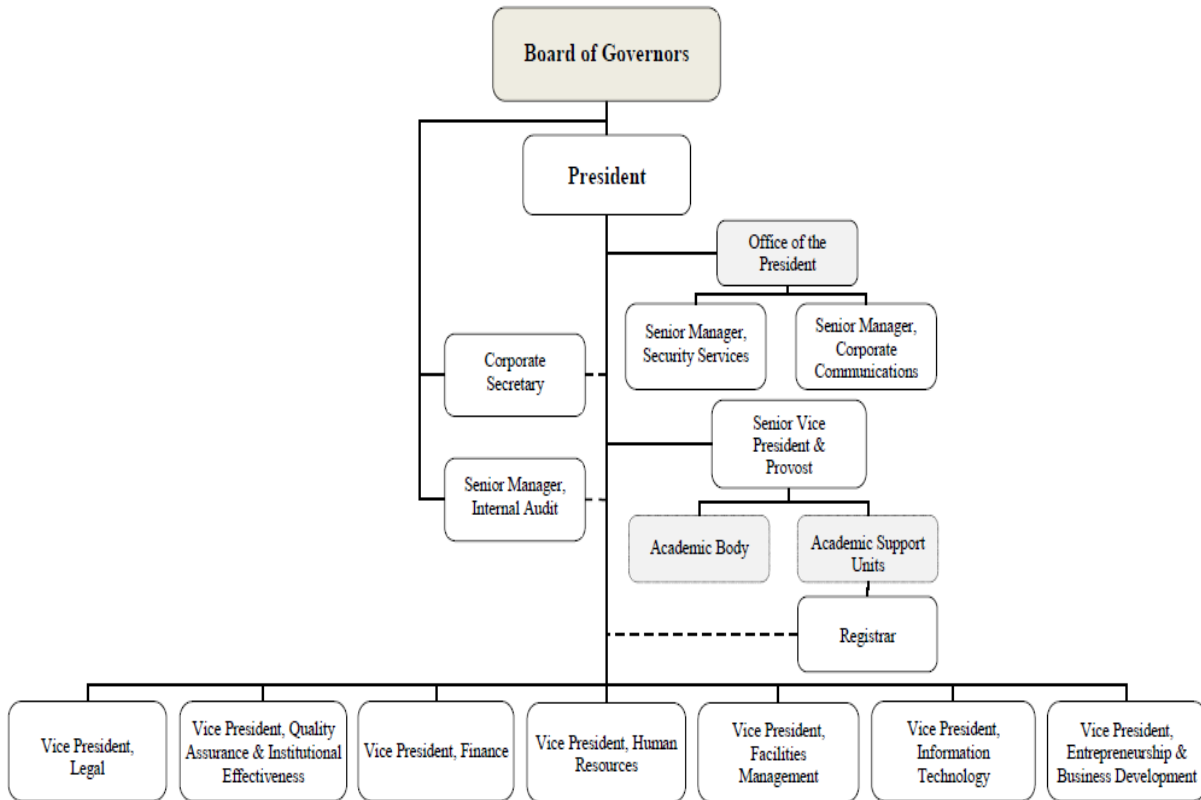
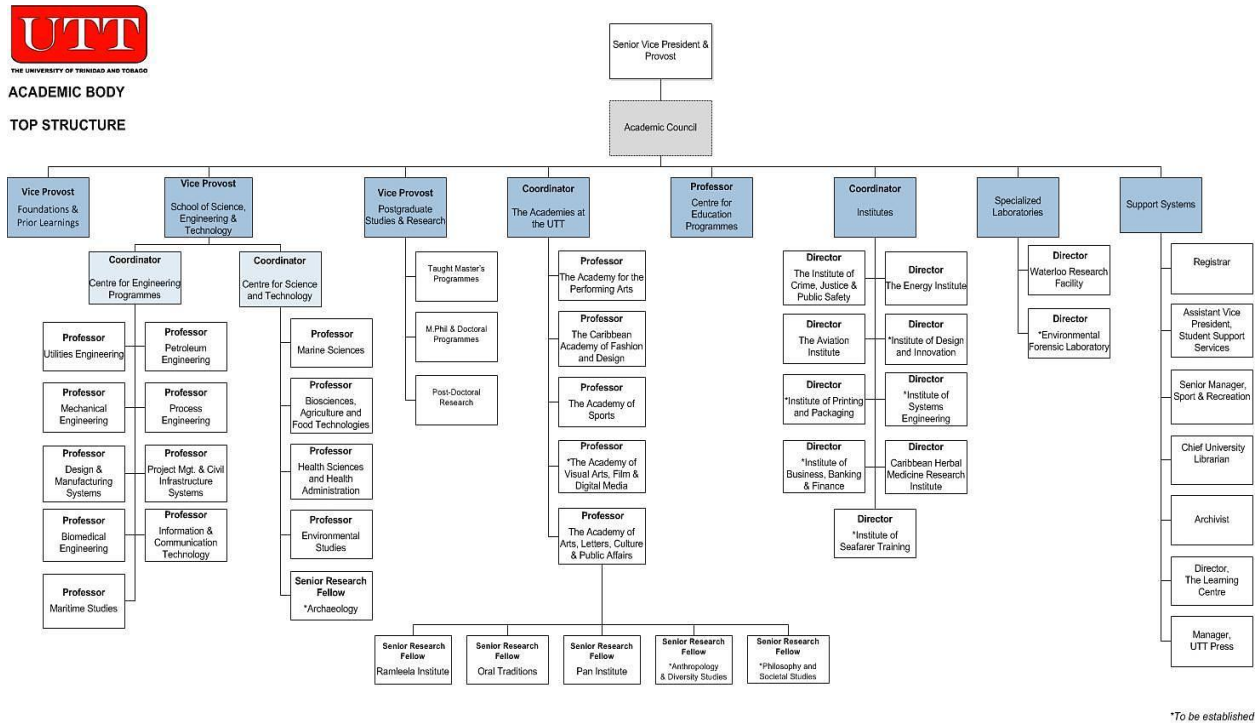


Figure 2 illustrates the top structure of UTT's academic body. (See Appendix 1 for the organisational structures of the non-academic units).

**Figure 2: Academic top structure**





### **c. Services/products provided and ‘Special Projects’ embarked upon**

#### **• New programmes**

In the reporting period 2015-2016, one (1) new programme, the Certificate in Pan and Music Literacy programme, was added to UTT’s offerings

#### **• Accreditation**

UTT engages in a range of activities related to quality assurance and external review intended to continuously improve its programmes and services. UTT has been accredited since 2010 and during the reporting period began its self-study process and preparations for institutional re-accreditation by the Accreditation Council of Trinidad and Tobago (ACTT) in 2017. All programmes offered by UTT are accredited based on the institutional accreditation received in 2010 for a period of seven (7) years. Additionally, programmes in some areas also require specialised accreditation and the university has steadfastly sought to ensure that the programmes which require it receive and maintain specialised accreditation. The following is a list of programmes which have maintained their specialised accreditation status during the reporting period:

- Accredited by the Energy Institute (EI), United Kingdom
  - Master of Science (M.Sc.) in Reservoir Engineering
  - Master of Science (M.Sc.) in Petroleum Engineering
  - Bachelor of Applied Science (B.A.Sc.) in Petroleum Engineering
  - Master of Engineering (M.Eng.) in Petroleum Engineering
- Accredited by the Institute of Marine Engineering, Science and Technology (IMarEST), United Kingdom
  - Master of Science (M.Sc.) in Operational Maritime Management
  - Bachelor of Science (B.Sc.) in Nautical Science/Maritime Operations
  - Diploma in Maritime Operations – Navigation
  - Diploma in Maritime Operations – Engineering
- Accredited by the Institution of Chemical Engineers (IChemE), United Kingdom
  - Master of Engineering (M.Eng.) in Process Engineering
  - Bachelor of Applied Science (B.A.Sc.) in Process Engineering
  - National Engineering Technician Diploma (N.E.T.D.) in Chemical Engineering
- Accredited by the Institution of Engineering and Technology (IET), United Kingdom
  - Master of Science (M.Sc.) in Information and Communication Technology
  - Bachelor of Applied Science (B.A.Sc.) in Computer Engineering – General
  - Bachelor of Applied Science (B.A.Sc.) in Computer Engineering – Software Engineering
  - Bachelor of Applied Science (B.A.Sc.) in Computer Engineering – Network and Telecommunication Engineering
  - Diploma in Software Engineering
  - Diploma in Computer, Networking and Telecommunication Engineering

- **Special projects**
  - **uSTART Incubator**

UTT's uSTART incubator provides support to the university's student/graduate entrepreneurs and business start-ups. The services provided include business planning, company registration support, market needs assessment, product testing, sales, deep dive assessments, proposal writing, pitch planning, and mentorship. During the reporting period, uSTART provided support to 12 companies within its physical space, consisting of 22 UTT graduates. The uSTART virtual support initiative served an additional 33 start-up companies comprising 66 entrepreneurs.

**Figure 3: uSTART business incubator located in Frederick Settlement, Caroni**





- **Grant funded projects**

Table 1 presents grant funded projects undertaken by the university during the reporting period.

**Table 1: Grant funded projects for the period 2015/2016**

<b>Project Title</b>	<b>Funding Agency</b>	<b>Type of Funding</b>	<b>Date Awarded</b>	<b>Total Project Cost</b>
<b>Technical Assistance in the Development of Community Safety Plans for CSP Partner Communities</b>  <b>Lead Unit: Institute of Criminology and Public Safety (ICPS)</b>	Ministry of National Security - Citizen Security Programme	Development of community safety plans in 14 at-risk communities.	March 2016	TT\$785,216
<b>Development of the Printing, Packaging and Plastics Industry in Trinidad and Tobago</b>  <b>Lead Unit: Entrepreneurship and Business Development (EBD)</b>	African, Caribbean and Pacific region and European Union (ACP-EU) Overcoming Technical Barriers to Trade (TBT) Programme	Delivery of a Sectoral Needs Assessment, one train-the-trainer and two technical training programmes.	June 2016	Non-financial award (Training provided valued at €188,410)

#### d. Delegated Levels of Authority

Table 2 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
<b><u>Corporate staff</u></b> (corporate functions such as Information Technology Services, Human Resources and Finance)	Executive (Full-time)	Vice President
	Management (Full-time)	Assistant Vice President, Senior Manager, Managers
	Regular (Full-time)	Corporate/Non-academic staff
	Temporary/Part-time	Corporate/Non-academic staff
<b><u>Academic staff</u></b> (teaching and research)	Executive (Full-time)	Professors
	Management (Full-time)	Assistant Professors, Associate Professors
	Regular (Full-time)	Instructors
	Temporary/ Part-time	Academic staff
<b><u>Academic support staff</u></b>	Management (Full-time)	Librarians, Registrar
	Regular (Full-time)	Laboratory Technician
	Temporary/Part-time	Demonstrator

#### e. Legislative and Regulatory Framework

Based on the Companies Act, (Chapter 81:01), UTT is recognised as a non-profit organisation. As a result, UTT is required to conform to the sections stated in the Companies Act and provide filing of certain notices such as Notices of Directors or Change in Directors, Notice of Secretary and Annual Returns, at the Companies Registry. A draft UTT Bill has been developed and submitted to the Board of Governors for its consideration prior to submission to the Ministry of Education (MOE). This Bill proposes to revise the governance arrangements allowing UTT to be governed by an Act of Parliament. The new Board of Governors which was appointed during the reporting period required additional time to review the draft Bill, to ensure that it is in alignment with any changes in tertiary education policy following the change in administration at the national level.

Additionally, UTT is an accredited institution and is required to comply with the general conditions of institutional accreditation for post-secondary and tertiary institutions issued by the Accreditation Council of Trinidad and Tobago (ACTT). The Oversight Committee for Accreditation was established in 2013 to monitor UTT's compliance with conditions of institutional and specialised accreditation as stipulated by ACTT and other accrediting bodies.

#### **f. Reporting Functions – Departmental Reports, Reports to Ministries, President/Parliament**

At the national level, responsibility for UTT rests with the MOE. 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 MOE. The reporting arrangements which currently exist include the following:

- Annual submission to the MOE of the Administrative Report, Report of Annual Audited Financial Statements, and a summary report in support of the UTT's annual budget requests. Additionally, ad hoc reports are also provided to the MOE upon request.
- Submission to the Board of Governors of a monthly report by the President which addresses issues related to policy, finance, human resources and operations.
- Submission to the President of a monthly report by all senior corporate and academic leaders in the UTT top structure which addresses issues related to day-to-day operations and management.

### **3. Policies and Development Initiatives**

#### **a. Policy Framework**

UTT periodically reviews its policies and policy framework to ensure that they are in congruence with the university's mission and vision as well as in keeping with the rapid changes taking place in the higher education landscape. The following policies provide the broad framework under which UTT is governed:

- Companies Act, (chapter 81:01) (*Draft UTT Bill sent to Board of Governors*)
- Board of Governors' policies (4)
- Corporate/fiscal policies (11)
- Human resource policies (23)
- Student policies (12)

#### **b. Short, Medium and Long-term Development Initiatives**

- **Medium term development initiatives**

- Operationalise the UTT Signature Campus at the Tamana Intech Park, Wallerfield. This was 77% complete at the end of the reporting period. Completion is being done on a phased basis with the East Block to be completed by May 2017 and the remaining parts by December 2017.
- Complete the university-wide self-study process and report in support of institutional re-accreditation by ACTT in 2017
- Conduct a comprehensive academic programme review and campus rationalisation process to improve cost efficiency and address mission drift.

#### **c. Performance Objectives and Accomplishments**

- **Measuring staff performance**

UTT has implemented a Performance Management and Appraisal Process (PMAP) which effectively facilitates individual performance measurement based on broader departmental objectives. It includes a clearly defined cycle for planning and articulating expected outcomes in advance of each academic year and promotes consultation between the employee and supervisor on agreed deliverables which are documented on the employee's performance plan. The PMAP also provides a clear scoring system for rating an employee's performance. This system is used to support employee training and development programmes, and guide issues related to employee recognition and reward systems.

- **Measuring institutional performance**

UTT has identified several Key Performance Indicators (KPIs) which allow the university to demonstrate accountability to its stakeholders and monitor its progress towards goal achievement.

Major UTT KPIs include:

- Annual new student enrolment
- Total student enrolment
- Student persistence rates
- Graduation rates
- Students' average completion times
- Research output (publications, awards, grants)
- Entrepreneurial output (business start-ups, patents, consultancies)
- Student satisfaction rates
- Student engagement indicators
- Rate of graduates in further study
- Graduate employment rates within their field
- Employer satisfaction rates with UTT graduates
- Employee satisfaction rates
- Employee attrition rates

- **Student enrolment and graduation**

For the 2015/2016 academic year, 7,540 students enrolled at UTT and 1,706 students successfully graduated from UTT programmes (see Appendix 2 for a disaggregation of enrolment and graduation data by programme). UTT's Professional Education Unit which offers short-term training programmes to satisfy professional training needs of the industry delivered a total of 206 courses to 2,086 professionals during the reporting period.

## 4. Financial Operations

### a. Budget Formulation

In the fourth quarter of each calendar year, UTT begins preparation of its annual budget which informs its request for government subvention 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.

### b. Expenditure versus Income

- **Recurrent income and expenditure**

Table 3 shows UTT's recurrent income and expenditure for the period October 2015 to September 2016.

**Table 3: 2015/2016 recurrent income and expenditure report**

	Year to date		
	Actual 12 months	Budget 12 months	Variance 12 months
<b>Income</b>	TT\$	TT\$	TT\$
Government subventions	362,772,000	378,000,000	(15,228,000)
Student fees	86,395,390	99,876,760	(13,481,370)
Professional Education Unit	3,682,596	5,000,000	(1,317,404)
Investment income	5,498,454	1,000,000	4,498,454
Miscellaneous income	9,513,865	323,000	9,190,865
<b>Total Income</b>	<b>467,862,305</b>	<b>484,199,760</b>	<b>(16,337,455)</b>
<b>Expenditure</b>	TT\$	TT\$	TT\$
Personnel costs	324,659,770	333,749,288	9,089,518
Direct academic costs	25,072,054	26,677,335	1,605,281
Facilities operating and maintenance	76,578,033	80,231,769	3,653,736
Corporate expenses	25,628,962	26,818,472	1,189,510
<b>Total Expenditure</b>	<b>451,938,819</b>	<b>467,476,864</b>	<b>15,538,045</b>
<b><u>Surplus for the period</u></b>	<b><u>15,923,486</u></b>	<b><u>16,722,896</u></b>	<b><u>(799,410)</u></b>



- **Capital income and expenditure**

Table 4 shows UTT's Public Sector Investment Programme (PSIP) income and expenditure for the period October 2015 to September 2016.

**Table 4: 2015/2016 PSIP income and expenditure report**

Item	Project no.	Campus	Project funding received TT\$	Expenditure and commitments TT\$	Project achievements
		<b>Current year summary</b>	<b>42,210,000</b>	<b>79,331,226</b>	
1	J008	Chaguaramas Campus	15,000,000	15,000,000	UTT is in the process of acquiring 30 acres of land from Chaguaramas Development Company (CDA) at a cost of \$60M located adjacent to its existing campus at Chaguaramas. This payment of \$15M represents the second installment which has been made in line with the lease agreement.
2	J008	Corinth Campus	500,000	-	This project is at the initiation stage with scope of works being developed by the Project Unit.
3	J025	Camden Campus	25,000,000	62,908,648	Phase 1 of the facility (Hangar Building) is substantially completed. Overall completion is estimated at 85% as at September 30, 2015. Ceremonial opening of the campus took place on September 2, 2015. Commissioning/final completion is expected by December 2017. There is a shortfall in government funding which is currently being addressed by the MOE.
4	J014	ECIAF Campus	60,000	489,978	Tendering is in progress for the refurbishment and improvement of night lighting on the farm and an Award Letter has been issued for the installation of a backup generator on the farm and sales building.
5	J043	Point Lisas Campus	1,050,000	932,600	A contract has been awarded for the establishment of a Drilling High Pressure/High Temperature (HP/HT) Laboratory.
6	J016	San Fernando Campus	300,000	-	This project is at the initiation stage with internal UTT approvals received and scope of works being developed for a Fire Water System and the construction of a staff common area.
7	J013	Tobago Campus	300,000	-	This project is at the initiation stage with the scope of works and equipment specifications being developed for smart classrooms and ICT equipment.
		<b>Total</b>	<b>42,210,000</b>	<b>79,331,226</b>	

Table 5 shows UTT’s income and expenditure report for the construction of its signature building complex at the Tamana Intech Park, Wallerfield for the period October 2015 to September 2016.

**Table 5: 2015/2016 Tamana project income and expenditure report**

Item	Project No.	Campus	Project Funding Received TT\$	Expenditure and Commitments TT\$	Project achievements
1	701/004/72	Construction of signature building complex	6,111,715	173,028,690	Works are progressing significantly slower than planned with approximately 80 weeks delay from the planned completion date of February 28, 2015. Overall completion of the construction work is approximately 77%. The main problem experienced by the contractor is cash flow. UTT is working with Ministry of Education for funding to complete the project.

**c. Debt Policy**

UTT 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.

**d. 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.

**e. 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. In the reporting period, the unit launched a number of initiatives with the main focus of increasing its delivery to the university’s community through the use of more technologically driven approaches, including new audit management software and use of data analysis tools.

## 5. Human Resource Development Plan

### a. Organisational Establishment/Category of Employees

Table 6 presents UTT's organisational establishment with the total number of academic and non-academic staff in each category.

**Table 6: Organisational establishment/category of employees as at September 2016**

Type	Category	Benchmark position	Total
<b>Non-academic staff (corporate functions such as Information Technology Services, Human Resources and Finance)</b>	Executive (Full-time)	President Senior Vice President and Provost Vice Presidents	8
	Management (Full-time)	Assistant Vice President, Senior Manager, Managers	58
	Regular (Full-time)	Corporate/Non-academic staff	709
	Temporary/Part-time	Corporate/Non-academic staff	68
		<b>Subtotal</b>	<b>843</b>
<b>Academic staff (teaching and research)</b>	Executive (Full-time)	Directors, Professors, Professors in Practice	13
	Management (Full-time)	Deputy Directors, Assistant Professors, Associate Professors	116
	Regular (Full-time)	Instructors, Research Associates, Research Assistants	315
	Temporary/ Part-time	Academic staff	28
		<b>Subtotal</b>	<b>472</b>
	<b>Total</b>	<b>1,315</b>	

### b. Career Path Systems

The Human Resource Division (HRD) has developed specific criteria to enable merit-based progression of both faculty and staff. Several facilities exist within HRD which provide opportunities for employees to close performance gaps, build competency and progress in their careers at the university.

### c. Performance Assessment/Management Strategies

UTT's revised Performance Management and Appraisal Process (PMAP), 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).

#### **d. Promotion-selection Procedures**

- **Promotion of academic staff**

The promotion of academic staff is based on an assessment of scholarly activity including but not limited to self-development, teaching excellence, research activity, publications and university service. The promotion of academic staff entails a robust approval process where recommendations from performance appraisals are processed and subsequently submitted for review by a sub-committee of the Academic Council chaired by the Provost. The outcome is then sent to the President for approval. Senior academic positions require further approval from the Board of Governors. For the reporting period, approximately 41 academic staff members were promoted.

- **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.
- The candidate, who scores the highest and is recommended for selection by the panel, is then appointed.

For the reporting period, no non-academic staff members were promoted.

#### **e. 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.

- **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.

#### **f. Industrial relations**

UTT has established an Industrial Relations Unit within the Human Resource Department to provide guidance and support to employees in identifying and resolving issues within the workplace and to support employee satisfaction and morale. This unit supports the employee grievance resolution process. This process clarifies the guidelines and protocols for seeking resolution of grievances and delineates how to raise such matters with the supervisor further to which intervention by the Human Resource Department may be required to investigate, mediate and resolve. The process also outlines corrective action that can be taken to restore satisfactory job performance as necessary. Table 7 shows the number of outstanding industrial relations matters as at September 2016.

**Table 7: Outstanding industrial relations matters as at September 2016**

	<b>Matters</b>	<b>Total</b>
1.	Discipline	1
2.	Grievance: Stage 4	1
3.	Ministry of Labour	3
4.	Industrial Court of Trinidad and Tobago	11
5.	Registration, Recognition and Certification Board (RRCB)	4
6.	Equal Opportunities Commission (EOC)	2
7.	Complaints	17
	<b>Grand total</b>	<b><u>39</u></b>

- **Trade union negotiations**

The Oilfields Workers' Trade Union (OWTU) is the recognised majority union for monthly-rated employees of UTT. Thirteen bilateral meetings were held between the Union and UTT's management team during the reporting period with respect to a collective bargaining agreement for the period 2013-2015. Several 'non-cost' items have been agreed upon by both parties. However, negotiations on 'cost' items have stalled as UTT's management team await further guidance from the Chief Personnel Officer (CPO). The union has since reported a trade dispute to the Minister of Labour.

- **Permanent employment**

In the previous reporting period 2013-2014, UTT's Management held discussions with the CPO and Permanent Secretary, Ministry of Education (MOE) with respect to the implementation of a framework for permanent employment of employees within the main bargaining unit, subject to appropriate criteria related to employee performance and length of service. However, in light of the financial challenges experienced by the university in the current reporting period, this matter was put on hold pending further consideration by the MOE.

- **Petition for variation of the bargaining unit**

In keeping with the provisions of the Industrial Relations Act, UTT petitioned the Registration, Recognition and Certification Board (RRCB) in November 2015 to vary the bargaining unit which, at present, covers all monthly rated employees of the university, excluding academics and senior managerial positions. Having regard to the changes UTT underwent in the years since the union's first sought recognition by the RRCB, the university is seeking changes in the list of positions included in bargaining unit. If approved these changes would give greater consideration to the nature and scope of the duties of the incumbents and the community of interests they serve. During the reporting period all requests from the RRCB for information were fulfilled and the university's representatives attended a joint clarification meeting to submit arguments in support of the petition. A decision from the RRCB is pending.

- **Industrial relations sensitisation**

During the reporting period, the Human Resource Department facilitated four workshops entitled "First Line of Response: Effective Management of Employee Matters." These workshops were designed to provide the university's management with an improved understanding of their role in addressing and appropriately treating with common industrial relations matters in accordance with established practice and good employee relations.

**g. Training**

The training and professional development needs of faculty and staff are gathered through employee performance appraisals, annual training needs assessment surveys, employee initiated requests, as well as 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, eighty (80) staff members were provided with sponsored training facilitated by external providers for the period ending September 30, 2016. 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 420 employees participated in 45 days of training comprising 344 scheduled hours.

## **6. Procurement Procedures**

UTT'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.

### **a. 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.
- Is employed in situations:
  - Where the value exceeds \$10,000,000.
  - Where qualified contractors/suppliers/consultants within the relevant category of goods/works/services are lacking.
  - To obtain expressions of interest for potential tenders. (Suppliers/contractors make an initial submission on the Expression of Interest documentation and successful suppliers/contractors/consultants are then invited to tender under a selective tender).

### **b. Selected Tender**

UTT defines a selected tender as one in which:

- Pre-qualified contractors/suppliers/consultants within the relevant category of goods/works/services are issued a Letter of Invitation to tender. Registered contractors/suppliers/consultants of particular goods, works 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.

### **c. 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 the following instances:

- 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 8.

**Table 8: Required approval levels for brand sourcing**

Unit	Estimated TT\$	Level 1 Signature	Level 2 Signature	Level 3 Signature
<b>Academic centres</b>	< \$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 Provost
	> \$2,000,000	Professor in charge	Vice Provost	Provost
• <b>Corporate departments</b>	< \$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

- 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 five million dollars (\$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 two million dollars (\$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 five hundred thousand dollars (\$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.



## 7. Public and Community Relations

### a. Client and Public access to services/service delivery systems

- **The Registry**

Within UTT, the Registry provides several functions related to public access and support service delivery including student recruitment and public education about UTT's programmes, admissions services, student record management, and support for student assessment. Therefore, the operations of the Registry impact on student life at all stages of the student lifecycle.

- **Student recruitment**

The Student Recruitment Unit schedules campus visits, delivers presentations, attends career fairs, facilitates school and stakeholder career guidance workshops, hosts campus tours, attends National Parent Teacher Association (PTA) meetings and meets with community groups with the purpose of showcasing and inspiring interest in the university's programmes. For the reporting period, the unit participated in 233 events. These included 96 school based events and 88 other events distributed among career guidance workshops, community presentations, open days and career fairs.

**Figure 4: UTT recruitment fair held at Laventille Technology Centre**





- **Student admissions**

Student admissions offices are located at seven campuses throughout Trinidad and Tobago. The range of services provided by the unit includes information dissemination to prospective and current students, and admission of new students. These offices also manage the enrolment of new and returning students and prepare and disseminate student correspondence. All applications to the university are submitted online. A total of 5,951 applications were received for the 2015/2016 student intake of which 2,603 were enrolled as new students.

- **Student Records**

The Student Records Unit is responsible for managing the academic and other related records of students. This information is collated from various units across the university including admissions, academic centres, student support services and student accounting.

- **Examinations**

The Examinations Unit is primarily responsible for the administration of final examinations throughout the university's campuses. All of the unit's processes are designed to maintain the academic integrity of the university. In order to achieve its mandate, the unit's activities involve the preparation of final examinations schedules, printing of final examinations papers and the security of final examination papers. The unit is also responsible for the administration of final examinations and verification of examination results.

- **Student Information System**

Many of the services provided by the Registry are managed using UTT's Student Information System (SIS) which is integrated with other teaching and learning applications such as Canvas and the University Grades Management System (UGMS). An interface has also been facilitated with the university's Oracle E-Business Suite to allow the Student Accounting Unit to transact student charges, generate receipts and effect third-party transfers such as payments towards the Government Assistance for Tuition Expenses (GATE) programme.

This system allows applicants to receive automated emails to acknowledge receipt of their submissions, provide reminders about the submission of outstanding documentation and also provide alerts when the application transitions from one stage to another. Staff members from Student Support Services also access the SIS to assist with addressing student matters. In addition to providing official and student copy transcripts, the SIS is configured to generate progress reports to be used by academic programmes to track academic progress and verify graduation eligibility. It is also used by the Student Accounting Unit to determine eligibility for the GATE programme.

- **Student Support Services**

The Student Support Services Department seeks to enhance the students' university experience and to assist in their overall development. This department comprises the Student Development, Career Development, Student Counselling, Cafeteria Services, Personal Enhancement and Student Social Responsibility and Volunteerism units.

- **New Student Orientation**

In the reporting period, 2,603 new students enrolled at UTT with 2,058 participating in orientation events. Parental/family involvement is increasingly found to be a contributor to student success, thus a Parent/Spouse orientation was also conducted with an attendance of 125 persons. The department also conducted an International Student Orientation. These events primarily focused on identity formation; effecting the transition from secondary to tertiary levels, from employee to mature student, from undergraduate to post graduate level; and building community and inclusiveness.

**Figure 5: New student orientation at the O'Meara campus**



- **Student advisory and support services**

The Student Development Unit provides advice and support to students which assist them in maintaining appropriate standards with respect to academic performance, attendance and general conduct. In the reporting period, Student Development Officers made contact with 854 students. The student consultation/coaching sessions included providing advice on academic procedures, mentoring, and giving academic support to students on academic probation or academic suspension. Additionally, the unit coordinated Student Guild Training and also handled student conduct matters at the campus level. During the period, there were also four official incidents related to conduct which required referral by the unit.

- **Disability Services**

In accordance with the Equal Opportunity Act (2000), international conventions and best practices, UTT accepts students solely on the merit of their applications meeting matriculation requirements. In the reporting period, 11 students with special needs enrolled into a UTT programme. The students were enrolled in programmes at four of the ten teaching campuses, and required disability services which the four sign language interpreters provided. Disability Services provides real-time sign language interpreting of classroom lectures; note-taking services; arranging student-lecturer/student-student meetings for course work assignments and group projects on and off campus. Interpreters also arranged student/parent/lecturer meetings to address concerns or issues raised. Disability Services staff also coordinates the review of documents regarding disabilities in order to ensure appropriate accommodations are provided during courses and examinations.

- **International student services**

UTT provides public outreach, student recruitment and assistance to students within CARICOM, the wider Caribbean diaspora, and internationally with the fulfilment of immigration and other requirements. During the reporting period, the International Office supported 91 international students including 67 regional students and 24 non-regional students.

- **Student transportation**

Transportation services are arranged for students between campuses and population centres or to enable students to participate in academic field trips (primarily students enrolled in the Bachelor of Education and Sports programmes), inter-campus leagues, sporting activities and other events. During the reporting period, there were two transportation service providers contracted by UTT providing transportation for 4,546 student trips including return academic/field trips arranged for the education campuses – to facilitate student class attendance at the Corinth and Valsayn campuses; and trips for the university's sporting leagues to facilitate campus sports competitions such as netball, volleyball, cricket, beach volleyball, and football.

- **Student housing**

The university manages three student residences with a total of 199 students. The university also provides assistance to students interested in off-campus accommodation by maintaining an updated rental accommodation listing.

- **Career development services**

The Career Development Unit is responsible for the preparation of students for the working environment and the placement of students where they can obtain valuable work experience. The unit offers students assistance with career decisions. The primary services of the unit include:

- Industry training opportunities during the student’s programme of study;
- Career advisement to assist students with planning their career path and developing strategies for making life choices;
- Professional Development Workshops that are designed to complement the student’s academic ability, creating a well-rounded individual.

During the reporting period, 361 students were placed in industry to access practical training opportunities. The unit also facilitated 16 workshops across six campuses. These workshops included:

- Career information sessions
- Job search methods
- Resumé writing
- Dress for success
- Interview tips and techniques
- Mock interviews

○ **Student counselling services**

Student Counselling Services (SCS) is responsible for the assessment of student/clients’ presenting psycho-social issues and the design and implementation of appropriate interventions and structured programmes to address these issues. UTT has six professional counsellors, assigned to various campuses and the ratio of professional counsellors to students is in keeping with international standards for university counselling services.

Registered students may access the services through an appointment with the Student Counsellor which can be scheduled at a mutually convenient time. SCS provides confidential and free counselling services to registered students and to persons directly related to student-clients’ presenting issues. Services can be accessed by self-referral/walk-in, peer referral, telephone appointments, academic referral, referrals from administrative staff, and e-mail. Family members of a student may make contact with the service if concerned about a registered student. During the reporting period, 710 students accessed the services for counselling and consultations. This figure represents 10% of the total population of students. Additionally, 134 sessions were conducted with faculty and staff. A total of 80 workshops were also facilitated that targeted student issues such as time management, stress management, and examination preparation.

○ **Cafeteria services**

Cafeteria Services is responsible for the development and administration of a cafeteria model that addresses the food and beverage needs of the university community. Through monitoring, the manager ensures that concessionaires fulfil their contractual obligations regarding the hygienic preparation of quality meals and provide on-going food safety training to their employees.

○ **Personal enhancement**

The Personal Enhancement Unit seeks to ensure that every stakeholder gets value from engaging with the university. Students’ legitimate expectations would include that they are properly

prepared to take advantage of opportunities during their period of study at the university and, more importantly, in their life after university. Personal Enhancement provides specialised training and learning experiences to students that facilitates students' self-knowledge and prepares them to make informed choices, such that they are able to lead meaningful, productive and enjoyable lives.

During the reporting period, leadership training was conducted with the Executive Student Guild and chapters as well as workshops for students at the ECIAF Campus live-in residence. The unit also conducted professional readiness workshops for students and provided training for Student Support Services staff. Personal Enhancement staff has also delivered professional development courses for undergraduate and postgraduate degree programmes.

## **b. Community and Stakeholder Relations/Outreach**

### **• Student social responsibility and volunteerism**

The Student Social Responsibility and Volunteerism Centre under the department of Student Support Services, provides co-curricular and holistic learning opportunities for student engagement through volunteerism and social outreach. The centre is the driving force of all social responsibility, community and civil society engagement, philanthropy and volunteer activity at UTT. The centre aims to create an enabling environment for student social responsibility and community engagement initiatives in the development of a student-led culture of service, outreach and sustainable community development. The centre provides the following services:

#### **○ Development of strategic community and civil society partnerships**

The centre develops and manages critical stakeholder relationships primarily within the third sector including community groups, faith based groups, civil society and non-governmental organisations (NGOs) to promote volunteer and community engagement opportunities within the UTT student body in accordance with university's entrepreneurial focus, community engagement focus and programme offerings. During the reporting period, new civil society partnerships were developed with the following organisations:

- The Heroes Foundation
- Habitat for Humanity Trinidad and Tobago
- Adult Literacy Tutors Association
- Hope Centre Children's Home

#### **○ Information on volunteering and community engagement opportunities**

Information is provided and advertised to the UTT student body via print, electronic and social media channels on available opportunities for involvement in general volunteering and community outreach activities. This approach provides the student body with the opportunity for co-curricular learning in new environments, networking, skills building, resume enhancement and the ability to fulfil an aspect of GATE obligation – service to the national community.

#### **○ Development of community engagement initiatives**

The centre coordinates and designs student specific initiatives in accordance with community/NGO needs and the university's various programmes foci and core strengths. During the reporting period, key initiatives were executed from the Point Lisas, Corinth, Valsayn, ECIAF and San Fernando campuses.

#### **○ Guidance and development of student-led, service learning/outreach projects**

The centre provides guidance to students and interested units/staff wishing to develop third sector projects or activities with specific NGO bodies through due diligence, conducting of site visits and assessments and seeking out suitable areas of co-operation. The centre streamlines all activities with the third sector and provides assistance regarding the development of relationships with the university through electronic means and face to face interactions as the key contact point.

#### **○ Verification/validation of completed volunteer service hours**



Through individual student requests, interviews and student profiling, the centre provides letters of recommendation to students who have completed service hours to the UTT community or affiliated NGOs. The benefit of this is having a verifiable source that accounts for student claims on their resume towards employability.

During the reporting period, a total of 358 student volunteers participated in community engagement projects and activities. A total of 27 engagements were supported by students in the following categories:

- Children’s outreach
- Special needs
- Education and teaching
- Mentorship
- Care and compassion outreach
- Charitable efforts
- General support to university by students

Some of the major activities related to volunteerism and community engagement during the reporting period include the following:

- Twelve students (in rotational teams) participated in the Corinth Campus Literacy Intervention Programme (CCLIP) at the Ste Madeline Government Primary School during the period October 3 to December 5, 2015. This programme seeks to address the literacy issues at Standards 2 and 3 levels where pupils would have slipped below the reading and comprehension levels for those standards and bring target students, identified by the school, up to their required reading level. All instruments for assessment, evaluation and testing were developed internally by students with faculty support. This programme is the signature community engagement programme for the Corinth campus.

**Figure 6 - Student volunteers of the Corinth Campus Literacy Intervention Programme (CCLIP)**



- Student volunteers from the San Fernando, Point Lisas and Corinth campuses visited the J.C. McDonald Home for the Aged as part of what is termed a ‘Day of Caring’ on October 3, 2015. The premises and other surrounding areas of the home were cleaned and makeovers were provided to the female residents.

**Figure 7: Student volunteers at the JC McDonald Home for the Aged**



- Four students from the John S. Donaldson campus participated in the UTT recruitment fair held at the Laventille Technology Centre on October 10, 2015.

**Figure 8 – Student volunteers at the UTT career fair**



- Thirty-six students from various campuses participated in the Down’s syndrome Family Network’s annual ‘Buddy Walk 2015’ on October 18, 2015.
- Nine students from the Point Lisas campus planted a kitchen garden at Couva Children’s Home and Crisis Nursery on November 18, 2015.
- Fifteen students from various campuses participated in a university wide ‘Student Charity Food Drive’ on December 11, 2015.
- Fifteen students (in rotational teams) participated in the CCLIP held at the St. Paul’s Anglican Primary School during the period January 16 to March 19, 2016 in which 8 sessions were conducted.
- Seven students from the Point Lisas campus participated in a Homework Assistance Programme at the Couva Children’s Home and Crisis Nursery on January 23, 2016.
- Fifteen students from the ECIAF campus participated in the ‘Waking up agriculture’ programme held at the St. Helena Presbyterian and Montrose Government primary schools during the period February 3 to March 9, 2016. This programme involved student led classroom knowledge sharing in the area of agriculture education for Standards 3 and 4 pupils. Topics covered in the programme included forest fires, animal wellness and disease and at-home planting techniques towards the establishment of a school kitchen garden.

**Figure 9: Student volunteers of the ‘Waking up agriculture’ programme**



- Twelve students from the Point Lisas campus participated in the ‘Students as Part of the Solution (SPOTS)’ programme at the Couva Children’s Home and Crisis Nursery for a Carnival Craft/Arts session on February 6, 2016.
- Eight students from the Point Lisas campus participated in the SPOTS programme at the Couva Children’s Home and Crisis Nursery for a Valentine’s Day Arts session on February 13, 2016.
- Twenty-two students from the San Fernando campus visited the J.C. McDonald Home for the Aged as part of what is termed a ‘Day of Caring’ on February 27, 2016. Food preparation and cleaning of the facility were carried out by student volunteers.

- Seven students from the Valsayn campus provided assistance to the Down's Syndrome Family Network (DSFN) with their annual conference at the Hyatt Regency Hotel on March 21, 2016.
- Seven students from the Point Lisas campus participated in the SPOTS programme at the Couva Children's Home and Crisis Nursery for an Easter Craft/Arts session on April 2, 2016.
- Twelve students from the San Fernando campus engaged in a socialisation and buddying session with children of Hope Centre, San Fernando on April 30, 2016.
- Twelve students participated in the CCLIP at St. Brigid's Girls Primary School during the period May 7 to June 25, 2016.
- Eight students from the Point Lisas campus participated in a Homework Assistance programme at Couva Children's Home and Crisis Nursery on May 14, 2016.
- Two students from the San Fernando campus participated in a Homework Assistance programme at the Hope Centre, San Fernando on May 28, 2016.
- Five students from the San Fernando campus participated in a Homework Assistance programme at the Hope Centre, San Fernando on June 4, 2016.
- Twenty-two students from the Point Lisas and San Fernando campuses visited the J.C. McDonald Home for the Aged as part of what is termed a 'Day of Caring' on June 18, 2016. The students raised funds and presented fruit and vegetable baskets to the home and also engaged in conversation and board games with the residents.
- Three students from the Point Lisas campus participated in a Homework Assistance programme at Couva Children's Home and Crisis Nursery on June 18, 2016.
- Six students from the Valsayn campus provided support with the Down's Syndrome Family Network (DSFN) public workshop "Creating a Culture of Inclusion" on June 25, 2016.
- Two students from the Valsayn campus served as camp counsellors in the Women Working for Social Progress annual holiday camp" for boys and girls ages 7 to 12 during the period July 11 to August 2, 2016.
- Students from the Chaguaramas campus organised and conducted a beach clean-up as part of their service learning project on July 20, 2016 in Stanislas Bay, Chacachacare Island.

**Figure 10: Student volunteers at a beach clean-up on Stanislas Bay, Chacachare Island**



- Four students from the San Fernando campus served as camp counsellors at the 'Experience L.I.F.E S.T.E.M.' vacation camp for boys and girls ages 4 -12 during the period August 2 to 19, 2016.
- Sixty-two students from various campuses participated in a beach clean-up in commemoration of the 'International Ocean's Conservancy Coastal Cleanup 2016', an annual coastal cleanup drive for data capture of waste items on September 17, 2016.

**Figure 11: Student volunteers at the international coastal clean-up**



- **Career planning and consultation sessions**

During the reporting period, the public was invited to several career planning and consultation sessions held at various campuses. Through these sessions, attendees were engaged and advised regarding career possibilities and programme options at UTT.

**Figure 12: Open day held at the O'Meara campus**





Figure 13: Open day held at the Chaguaramas campus



- **Community outreach through teaching and learning**

- **Knowledge.TT**

Knowledge.TT is a free online learning portal launched by the MOE in 2014. This initiative seeks to promote online education in collaboration with the MOE, UTT and several international and local stakeholders in the sphere of tertiary education. Physical learning hubs are located at UTT campuses throughout Trinidad and Tobago. The programmes are offered online and via blended delivery modes, using Massive Open Online Courses (MOOCs). During the reporting period, 2,530 subscribers joined the platform resulting in a total of total 5,364 total subscribers to date. On average, 450 courses are available online with new courses uploaded daily, and expired courses removed.

- **Delivery of the Citizen Security Programme (CSP)**

During the reporting period, UTT partnered with the Ministry of National Security to conduct the CSP. This programme seeks to contribute to the reduction of crime and violence at a community level by addressing the most proximal and modifiable risk factors. The topics covered in the training and safety plan development included:

- Communication and leadership
- Crime prevention through environmental design
- The concept of evidence-based violence prevention strategies and practices
- The current role of gangs in Trinidad and Tobago
- Becoming agents for social change
- Disaster preparedness

This programme involved seven clusters of participants comprising fourteen communities in the following areas:

- Sangre Grande/ Arima
- Mount D’or, Champ Fleurs, Farm Road, St Joseph
- Dibe/ Dundonald Hill, Cocorite
- Morvant
- Gonzales / Beetham
- La Romain/ Embacadere/ San Fernando
- Patna/ River Estate / Covigne Road

A total of 172 community stakeholders from the various clusters participated in the 3-day training sessions held. The stakeholders represented a variety of community organisations including religious groups, community action groups, schools, the police service, and regional corporations. A total of 148 persons attended at least 80% of the training and was awarded a UTT Certificate of Participation.

- **Memorabilia exhibition of the late former Prime Minister Patrick Manning**

UTT held a three week exhibition of memorabilia belonging to the late former Prime Minister Patrick Manning during his time in office during the period July 8 to July 30, 2016. The display, which highlighted Manning’s achievements and noteworthy accomplishments, was entitled “The Life and Times of Former Prime Minister Patrick Augustus Mervyn Manning” and comprised approximately 3,000 items which were donated to UTT by Manning after the 2010 general election. These items included gifts from visiting heads of state, local and international organisations and individuals, awards from local and regional organisations, photographs of official foreign visits and other hallmark moments, a wide array of personal copies of books, policy documents from Vision 2020, video recordings from overseas visits, personal and intimate artefacts such as clothing, newspapers articles and other significant memorabilia.

**Figure 14: Memorabilia exhibition at the SAPA campus**



- **The International First People’s Conference**

The academy at UTT for Arts, Letters, Culture and Public Affairs in collaboration with the Santa Rosa First People’s Community (SRFPC) hosted the International First Peoples Conference 2015 “Exploring Restitution and Reparatory Justice for the first peoples of Kariri and the Caribbean” on October 12, 2015 at the O’Meara campus. The main objective of this conference was to promote discussions concerning First Peoples cosmology, philosophy and the various aspects of their way of life.

**Figure 15: International First People's Conference held at the O'Meara campus**



### c. Strategic Partnerships (Local, Regional and International)

Table 9 outlines the strategic partnerships that were maintained through on-going relationships, projects and sharing during the reporting period.

**Table 9: Strategic partnerships (Local, Regional and International)**

Strategic partnerships aligned to: Advance entrepreneurship and innovation.	Business / organisational partnerships on the bases of: Joint ventures, academia-industry project collaborations and/or consultancies	Strategic linkages with international institutions ranging from: Academic project collaboration to study tours, and staff and student exchange initiatives	Professional Education Networks: Key partners and major clients of UTT Professional Education
<ul style="list-style-type: none"> <li>- Caribbean Agricultural Research and Development Institute (CARDI)</li> <li>- Caribbean Industrial Research Institute (CARIRI)</li> <li>- ExporTT</li> <li>- Trinidad and Tobago Coalition of Services Industries (TTCSI)</li> <li>- Youth Business Trinidad and Tobago (YBTT)</li> </ul>	<ul style="list-style-type: none"> <li>- BG Trinidad &amp; Tobago Ltd</li> <li>- Government Human Resource Services Company Limited (GHRIS)</li> <li>- Massy Energy (possible consultancy on Energy)</li> <li>- Massy Technologies InfoComm (Trinidad) Limited</li> <li>- National Basketball Federation (NBFTT)</li> <li>- Nestlé Trinidad and Tobago Limited</li> <li>- Stork Technical Services Trinidad and Tobago Limited</li> <li>- Trinidad &amp; Tobago Police Service</li> <li>- Trinidad and Tobago Manufacturers' Association</li> <li>- Chevron (Potential Ecological impact of Gas activities - South East Coast of Trinidad)</li> <li>- BHP Billiton (Community Based Training / Workshops)</li> <li>- TTIPO (Engaging WIPO to conduct a Study for the implementation of a National IP Academy)</li> <li>- Plipdeco (e-based training)</li> </ul>	<ul style="list-style-type: none"> <li>- Central University of Venezuela</li> <li>- College of the Bahamas</li> <li>- Future Learn</li> <li>- Hochschule Osnabruck University of Applied Sciences (UAS), Germany</li> <li>- Indiana University of Pennsylvania (IUP)</li> <li>- Medgar Evers College</li> <li>- Parallel 14, Martinique</li> <li>- Queensland University</li> <li>- The Pennsylvania State University College of Agricultural Sciences (Penn State University)</li> <li>- University of Bogota, Colombia</li> <li>- University of Costa Rica</li> <li>- University of Guyana</li> <li>- University of Ontario Institute of Technology</li> <li>- Volda University College (VUC), Norway</li> <li>- West Virginia University</li> <li>- William J. Perry Centre for Hemispheric Defense Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Atlantic LNG Company of Trinidad and Tobago</li> <li>- New School of Guyana</li> <li>- The Power Generation Company of Trinidad and Tobago</li> <li>- Caribbean Electric Utility Services Corporation (CARILEC)</li> <li>- Unilever Company Limited</li> <li>- VEMCO Limited</li> </ul>

- **UTT-Stork Technical Skills Accelerator Programme**

UTT maintained its partnership with Stork Technical Services Limited for the ‘UTT-Stork Technical Skills Accelerator Programme.’ This programme involved a series of training seminars to help students gain practical job experience and improve their employment prospects after completing their UTT programme. For the reporting period, 47 engineering students completed the programme which was conducted in 2 cycles, each with 4 participating groups.

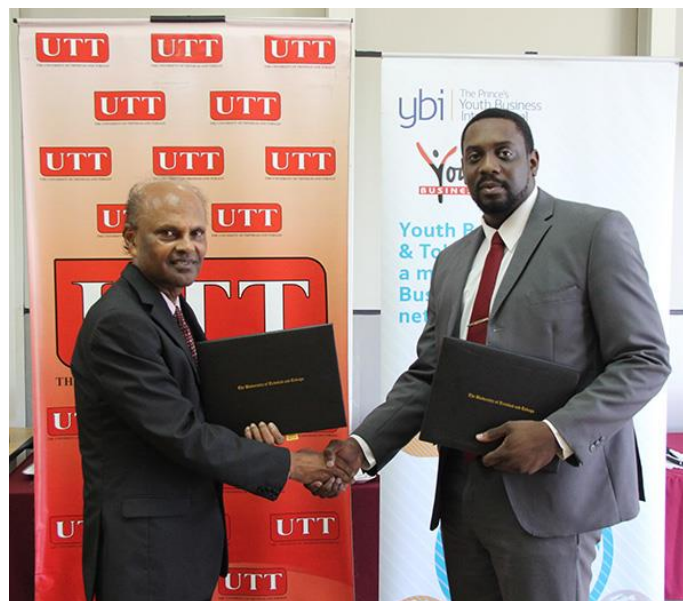
**Figure 16: ‘UTT-Stork Technical Skills Accelerator Programme’ graduation ceremony**



- **UTT signs MOU with Youth Business Trinidad and Tobago (YBTT)**

On September 30, 2016, UTT signed a Memorandum of Understanding (MOU) with Youth Business Trinidad and Tobago (YBTT). This partnership stands to benefit entrepreneurs of UTT's business accelerator facility, uSTART, who now have access to increased grant funding from TT\$30,000 to TT\$50,000. Additionally, both parties will co-operate in entrepreneurial development and other areas inclusive of research and branding. UTT's entrepreneurial ecosystem will certainly benefit from this MOU as both institutions have now cemented a business relationship, which has facilitated the coordination of 'Global Entrepreneurship Week' activities over the past 3 years.

**Figure 17: UTT signs MOU with YBTT**



- **UTT signs MOU with the William J. Perry Centre for Hemispheric Defence Studies**

On December 10, 2015, UTT entered into a monumental partnership via the signing of a Memorandum of Understanding (MOU) with the William J. Perry Centre for Hemispheric Defence Studies. The Perry Centre was established in 1997 under the laws of the United States of America and serves as a forum for bilateral and multilateral research, communication and exchange of ideas with a mission to “work with senior civilian and military officials from the Americas to build strong, sustainable networks of security and defence leaders and institutions”. This partnership has been well received by both institutions and promises to serve as a foundation for the enhancement of UTT’s faculty and students of the Institute for Criminology and Public Safety (ICPS).

**Figure 18: UTT signs MOU with the William J. Perry Centre for Hemispheric Defence Studies**



- **Caribbean Academy of Fashion and Design (CAFD) study tour**

During the period August 5 to 12, 2016, UTT’s Caribbean Academy of Fashion and Design (CAFD) embarked on a Fashion Study Tour of New York City. The group consisted of seven undergraduate fashion design students accompanied by Mrs. Charmaine Charles, Instructor, CAFD programme. One of the highlights of the tour was a visit to the Isaac Mizrahi Exhibition entitled, “An Unruly History”. This exhibition explored Isaac Mizrahi’s unique position at the intersection of high style and popular culture. Whilst best known for his clothing designs, Mizrahi’s creativity has expanded over three decades to embrace acting, directing, set and costume design, writing and cabaret performances.

**Figure 19: CAFD students on study tour of New York City**



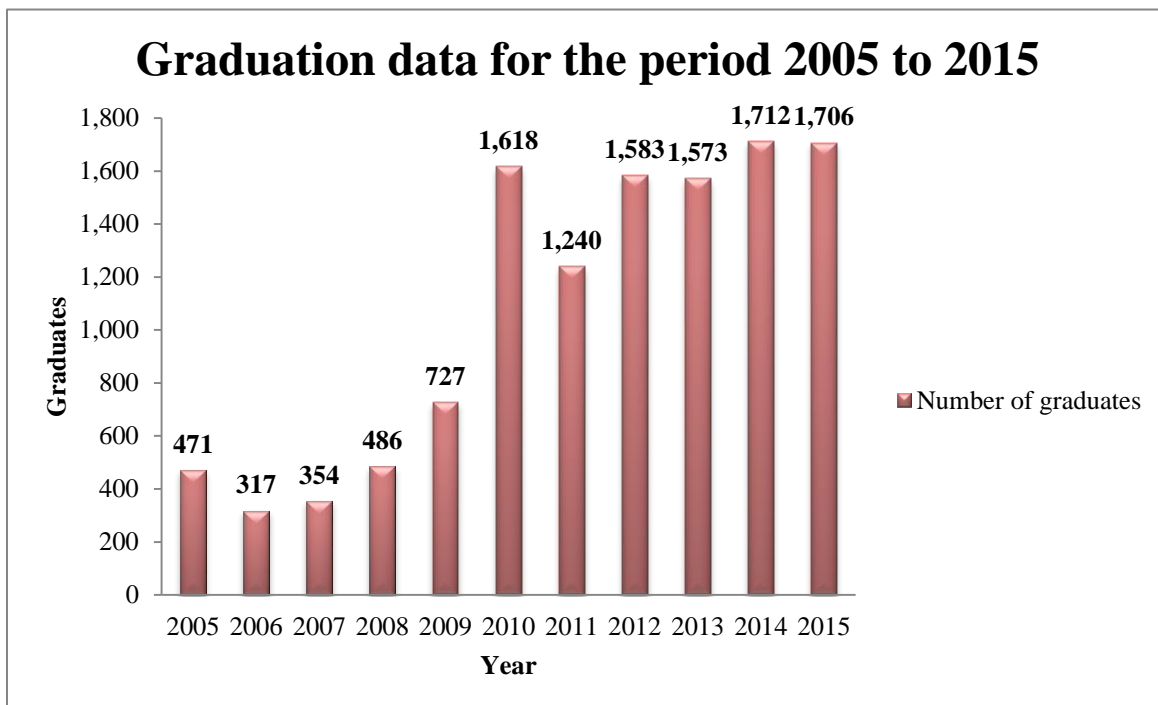


## Conclusion

UTT continues to be the catalyst for economic transformation in Trinidad and Tobago and increased prosperity and social cohesion for our citizens and those of the wider region, by expanding access to higher education, facilitating entrepreneurship, and developing the skills and talents for industry and society. However, after a decade of operations, several critical issues have emerged which impact upon its operations. These include funding constraints, competition for market share and the need for greater industry alignment of university outputs which have resulted in the university having to develop ways to improve its organisational effectiveness while providing a high quality enriching learning experience for its students.

In the past five years, UTT's annual enrolment increased only moderately while enrolment at its peer institutions in some cases has more than doubled. UTT is still among one of the largest institutions nationally and in the region but some of its programmes remain undersubscribed. Although UTT's offerings have changed over the past decade, over a third of its students are enrolled in teacher training programmes for which some fields have now become saturated in the local education sector. Therefore, UTT needs to make further changes and improvements to its offerings and channels to market, to remain sustainable and increase its market share nationally. After ten years of rapid growth and expansion, UTT remains an integral part of tertiary education in Trinidad and Tobago and continues to support social and economic development evident by a sustained increase in our graduates since inception. The figure below shows graduation output data over the period 2005 to 2015.

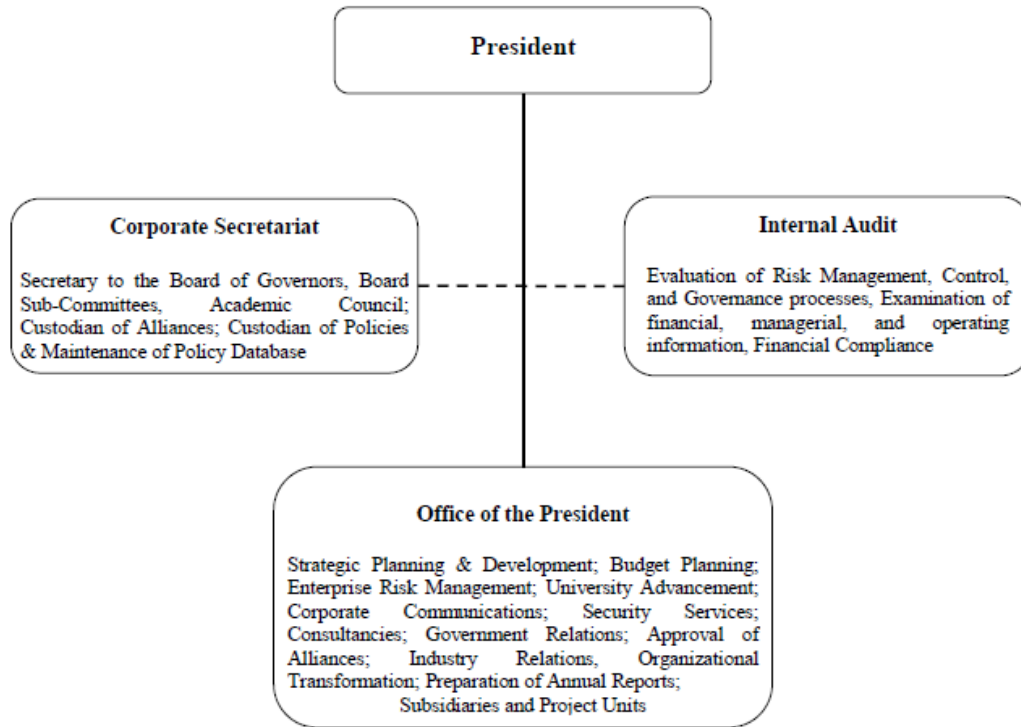
Figure 20: Graduation data for the period 2005 to 2015



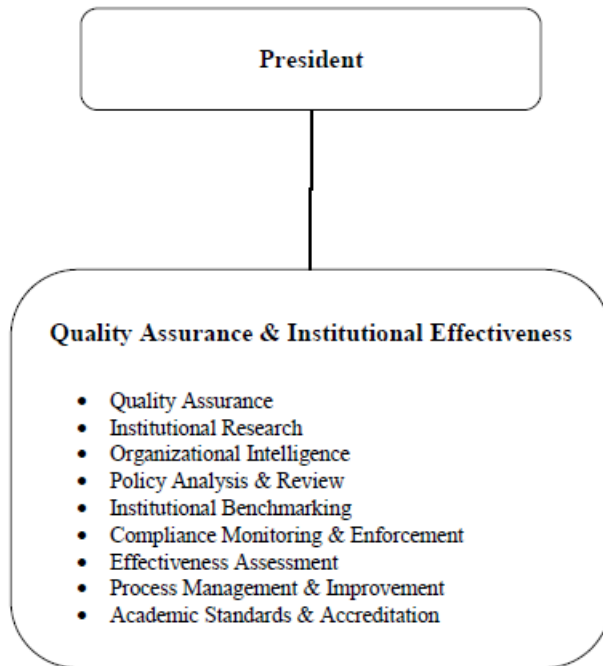
## APPENDICES

### Appendix 1 – Non-academic divisions

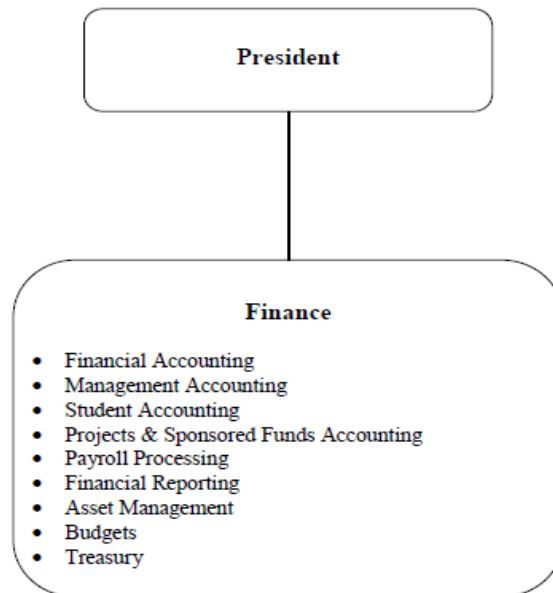
#### Organisational Structure (Office of the President)



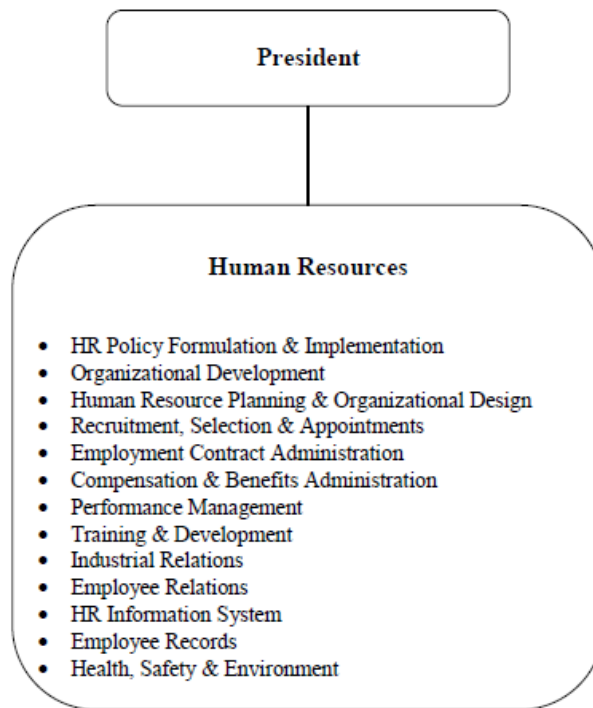
**Organisational Structure (Office of Quality Assurance & Institutional Effectiveness)**



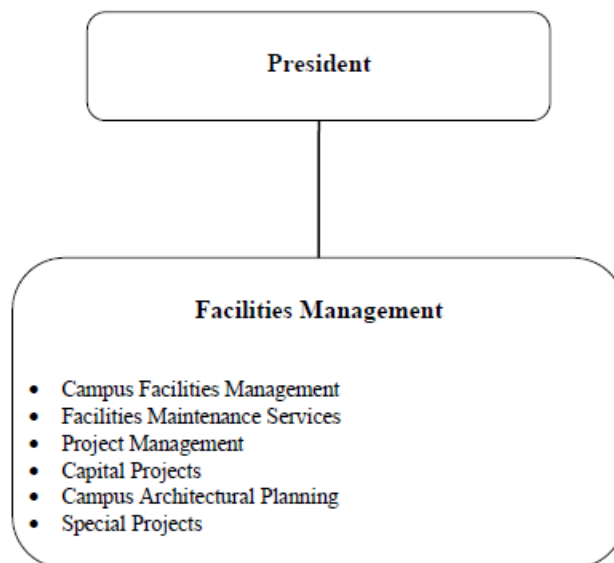
**Organisational Structure (Finance Unit)**



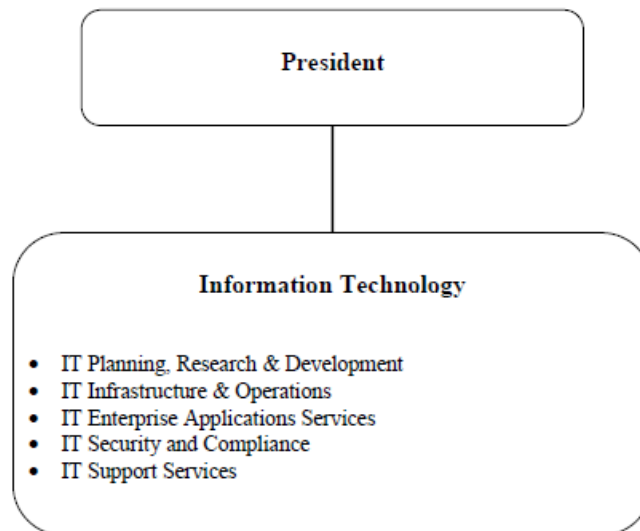
### Organisational Structure (Human Resources Unit)



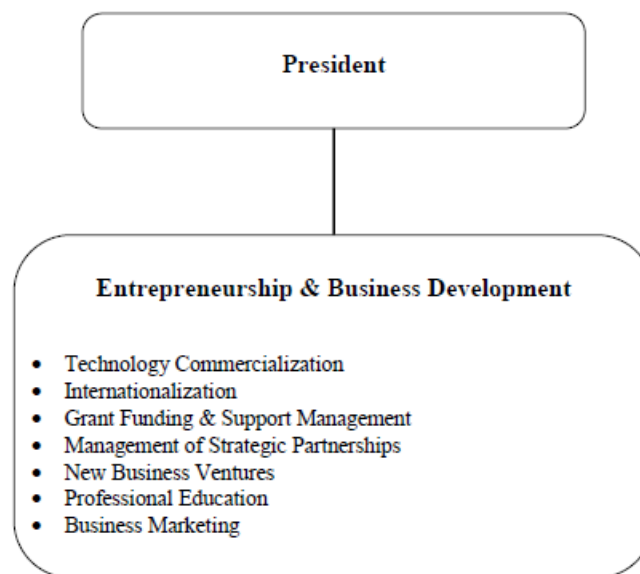
### Organisational Structure (Facilities Management Unit)



### Organisational Structure (Information Technology Unit)



### Organisational Structure (Entrepreneurship & Business Development Unit)



## Appendix 2 – Enrolment and graduation data for the 2015/2016 academic year

### Enrolment data for the 2015/2016 academic year

Programme	New Students	Returning Students	All Students
Certificate in Applied Engineering	189	180	369
Certificate in Aviation Technology	22	14	36
Certificate in Early Childhood Care and Education	41	67	108
Certificate in Food Technology	35	29	64
Certificate in Indian Classical Music Sangeet Prathama	13	15	28
Certificate in Music Technology	27	2	29
Certificate in Pan and Music Literacy	10	0	10
Certificate in Process Operations	99	64	163
Certificate in Security and Public Safety	23	15	38
Certificate in Sport Studies	40	3	43
Professional Certificate in ICT for Teachers	3	2	5
Artist Diploma in Music Performance	10	42	52
Diploma in Animal Health, Production and Veterinary Public Health	18	20	38
Diploma in Agricultural Engineering	5	4	9
Diploma In Agriculture	0	1	1
Diploma in Agriculture	24	25	49
Diploma in Animation Studies	18	26	44
Diploma in Computer, Network and Telecommunications Engineering	90	81	171
Diploma in Fashion Design	16	39	55
Diploma in Fashion Management	10	8	18
Diploma in Food Technology	36	48	84
Diploma in Forestry	9	10	19
Diploma in Maritime Operations - Engineering	16	33	49
Diploma in Maritime Operations - Navigation	31	39	70
Diploma in Security and Public Safety	22	41	63
Diploma in Software Engineering	79	108	187
Diploma in Visual Communications Design	17	22	39
National Engineering Technician Diploma in Chemical Engineering	83	112	195
National Engineering Technician Diploma in Civil Engineering	56	148	204
National Engineering Technician Diploma in Computer Engineering	0	17	17
National Engineering Technician Diploma in Electrical/Electronic Engineering	163	234	397
National Engineering Technician Diploma in Instrumentation Engineering	47	37	84

<b>Programme</b>	<b>New Students</b>	<b>Returning Students</b>	<b>All Students</b>
National Engineering Technician Diploma in Mechanical Engineering	165	313	478
National Engineering Technician Diploma in Petroleum Engineering	53	78	131
Bachelor in Sport Studies	37	62	99
Bachelor of Education	405	1,268	1,673
Bachelor of Fine Arts in Fashion Design	13	31	44
Bachelor of Fine Arts in the Performing Arts	62	145	207
Bachelor of Applied Science in Biomedical Engineering	9	24	33
Bachelor of Applied Science in Civil Engineering Systems	44	217	261
Bachelor of Applied Science in Coast and Ocean Sciences	18	23	41
Bachelor of Applied Science in Computer Engineering	31	100	131
Bachelor of Applied Science in Criminology	47	0	47
Bachelor of Applied Science in Manufacturing and Design Engineering	58	109	167
Bachelor of Applied Science in Petroleum Engineering	43	161	204
Bachelor of Applied Science in Process Engineering	59	158	217
Bachelor of Applied Science in Utilities Engineering	106	300	406
Bachelor of Science in Animal Science and Technology	7	13	20
Bachelor of Science in Crop Science and Technology	12	8	20
Bachelor of Science in Food Science and Technology	21	15	36
Bachelor of Science in Nautical Science/Maritime Operations	7	48	55
Bachelor of Science in Aircraft Maintenance and Management	0	23	23
Master of Engineering in Petroleum Engineering	0	30	30
Master of Engineering in Process Engineering	0	11	11
Master of Engineering in Utilities Engineering	0	13	13
Executive Masters in Sport Management	1	35	36
International Masters in Sport for Development	0	12	12
Master of Arts in Carnival Studies	10	3	13
Master of Education in Educational Technology	35	1	36
Masters in Health Administration	12	37	49
Master of Science in Information and Communication Technology	13	53	66
Master of Science in Innovation, Manufacturing Management and Entrepreneurship	0	30	30
Master of Science in Environmental Science and Management	20	21	41
Master of Science in Integrated Coastal and Ocean Management	8	15	23
Master of Science in Operational Maritime Management	14	16	30
Master of Science in Petroleum Engineering	9	0	9
Master of Science in Reservoir Engineering	9	3	12
Doctor of Philosophy and Master of Philosophy	23	75	98
<b>ALL</b>	<b>2,603</b>	<b>4,937</b>	<b>7,540</b>

## Graduation data for the class of 2015

<b>Programme</b>	<b>Total</b>
Certificate in Applied Engineering	81
Certificate in Aviation Technology	8
Certificate in Early Childhood Care and Education	33
Certificate in Food Technology	6
Certificate in Music Technology	24
Certificate in Process Operations	92
Certificate in Security and Public Safety	24
Certificate in Sport Studies	25
Artist Diploma in Music Performance	11
Diploma in Animal Health, Production and Veterinary Public Health	8
Diploma in Agricultural Engineering	9
Diploma in Agriculture	22
Diploma in Animation Studies	14
Diploma in Computer, Network and Telecommunications Engineering	6
Diploma in Fashion Design	20
Diploma in Fashion Management	8
Diploma in Food Technology	9
Diploma in Forestry	4
Diploma in Maritime Operations - Engineering	13
Diploma in Maritime Operations - Navigation	15
Diploma in Security and Public Safety	24
Diploma in Software Engineering	11
Diploma in Visual Communications Design	9
National Engineering Technician Diploma in Chemical Engineering	48
National Engineering Technician Diploma in Civil Engineering	46
National Engineering Technician Diploma in Communications Engineering	1
National Engineering Technician Diploma in Computer Engineering	18
National Engineering Technician Diploma in Electrical/Electronic Engineering	109
National Engineering Technician Diploma in Instrumentation Engineering	19
National Engineering Technician Diploma in Mechanical Engineering	145
National Engineering Technician Diploma in Petroleum Engineering	38
Bachelor in Sport Studies	31
Bachelor of Education	483
Bachelor of Fine Arts in Fashion Design	20
Bachelor of Fine Arts in the Performing Arts	21
Bachelor of Applied Science in Biomedical Engineering	8
Bachelor of Applied Science in Civil Engineering Systems	19



<b>Programme</b>	<b>Total</b>
Bachelor of Applied Science in Computer Engineering	9
Bachelor of Applied Science in Manufacturing and Design Engineering	8
Bachelor of Applied Science in Petroleum Engineering	8
Bachelor of Applied Science in Process Engineering	35
Bachelor of Applied Science in Utilities Engineering	51
Bachelor of Science in Animal Science and Technology	8
Bachelor of Science in Crop Science and Technology	2
Bachelor of Science in Food Science and Technology	3
Master of Engineering in Petroleum Engineering	12
Master of Engineering in Process Engineering	4
Master of Engineering in Utilities Engineering	7
Executive Masters in Sport Management	4
International Masters in Sport for Development	4
Master of Arts in Carnival Studies	18
Masters in Health Administration	6
Master of Science in Environmental Science and Management	11
Master of Science in Information and Communication Technology	3
Master of Science in Integrated Coastal and Ocean Management	5
Master of Science in Operational Maritime Management	2
Master of Science in Petroleum Engineering	15
Doctor of Philosophy and Master of Philosophy	9
<b>ALL</b>	<b>1,706</b>

**-END OF REPORT-**