

THE UNIVERSITY OF THE WEST INDIES – ST. AUGUSTINE CAMPUS

ANNUAL REPORT

2013 | 2014



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Chairman's REVIEW



Ewart Williams
Chairman, Campus Council

Over the past five years the dramatic growth of our student population has inevitably created pressures on the human and physical resources. This situation has been further exacerbated by the increasing financial constraints being faced by our host, as well as by other regional governments. Notwithstanding these challenges, during the year under review, the St. Augustine Campus has continued to make steady strides towards The University's vision of being "a globally recognised, regionally-centered, innovative and internationally competitive university".

Our Campus' impressive progress has been grounded in our commitment to serve our national and regional communities, our unrelenting pursuit of excellence in teaching and learning and our dedication to meeting the needs of our students.

During the past year, the St. Augustine Campus has continued to expand its programme offerings to address the needs of its regional stakeholders. Among the notable additions are the Masters' degree in Renewable Energy Technology, and the launch of the Diplomatic Academy, a joint initiative between our Institute of International Affairs and the Trinidad and Tobago's Ministry of Foreign Affairs which serves a critical function as it providing training in 21st century diplomacy to countries in the region.

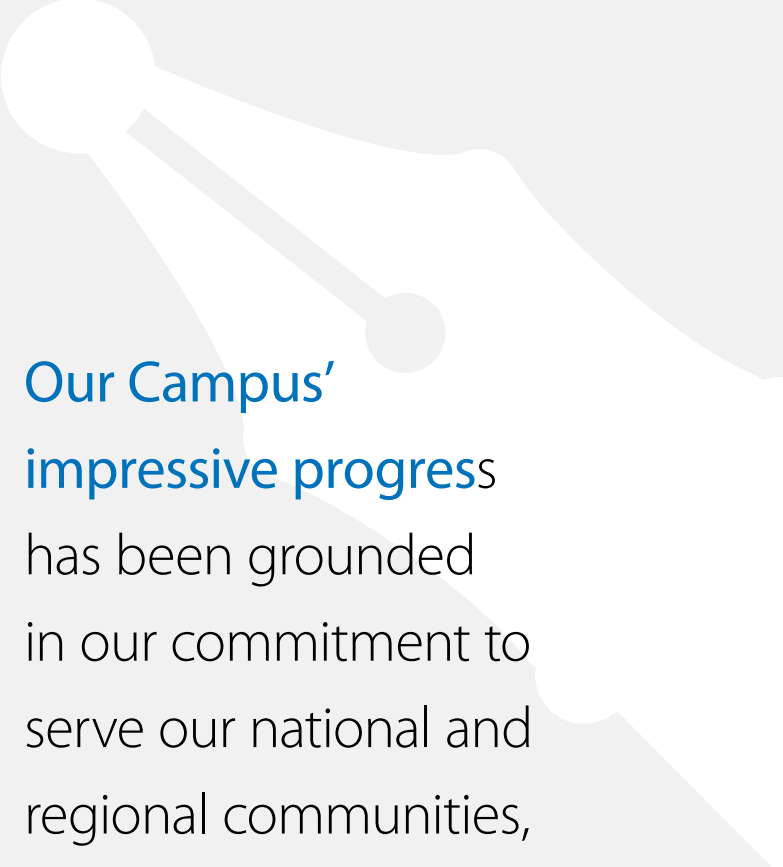
In a further demonstration of its commitment to its stakeholders, the Campus has expanded its student-based community service initiatives and has also continued to encourage and promote targeted research dedicated to addressing some of the urgent problems facing Trinidad and Tobago and the Caribbean.

I note with satisfaction our Campus' determined quest for academic excellence. This is evident in the several programmes focused on improving the quality of teaching, the priority accorded to research and research-led teaching and the variety of learning modes that have been adopted.

The drive to extend this pursuit of quality beyond academics and into service delivery is a welcomed development. The new initiative seeks to strengthen and reposition the efficient delivery of student services as central to the total university experience. This new approach is complemented by a range of new student-centered programmes, which should also contribute to student success.

For all the progress noted, the St. Augustine Campus still faces a number of challenges. To achieve world-class status we need to continue to attract high calibre teaching and research staff in the face of tightening financial constraints. This underscores the need for intensified efforts to increase self-financing and to enhance the efficiency of our operations.

The management and staff of the St Augustine Campus have demonstrated the ability to rise to a challenge whenever called upon. I am confident that they would continue to do so.



Our Campus' impressive progress

has been grounded in our commitment to serve our national and regional communities, our unrelenting pursuit of excellence in teaching and learning and our dedication to meeting the needs of our students.

Principal's REVIEW



Professor Clement K. Sankat
Pro Vice Chancellor and Campus Principal
The University of the West Indies,
St. Augustine Campus

Staying the Course!

“Men make history and not the other way around. In periods where there is no leadership, society stands still.

Progress occurs when courageous skillful leaders seize the opportunity to change things for the better”

These words, which were spoken by Harry S. Truman, the 33rd President of the United States, have been an inspiration and counsel to me since I assumed office as Pro Vice Chancellor and Principal of the St. Augustine Campus of The University of the West Indies. Today, they continue to resonate with me, as I remain committed to taking our Campus and by extension our University forward, with the support of my colleagues and our dedicated stakeholders. It is in this context that I am truly pleased to share some of the significant strides made by our Campus in the 2013/14 academic year for the benefit of our students, staff, public and private sector stakeholders and the wider Caribbean region.

This 'Principal's Review' is just a snapshot of the many and diverse achievements of our Campus. More information on these and other initiatives can be found throughout the various sections of this Annual Report and in the Reports from our Faculties.

Largest Graduation Class Yet Again!

I am truly proud to report that for the second consecutive year we had the largest graduation class ever in the history of The UWI St. Augustine Campus. We awarded degrees to a total of 4,232 graduates of whom 3,008 received first degrees and 1,224 received higher degrees, including 37 MPhils, 21 PhDs and 20 MDs. Over the last seven years, The UWI St. Augustine Campus, has produced more than 25,000 graduates, and we are confident that they will continue to follow in the footsteps of the many who have gone before them and assume their place in society, nationally, regionally and internationally as exemplary and responsible global citizens who are able to make a meaningful contribution to society.

At our graduation ceremonies, we were also privileged to welcome seven distinguished honorary graduands to our community of scholars including the President of the Republic of Trinidad and Tobago, His Excellency



2014 Honorary Graduands of The UWI St. Augustine. From l-r: Sir Ronald Sanders, Mrs. McCarthy Linda Sandy-Lewis, Vice Chancellor E. Nigel Harris, His Excellency Anthony Thomas Aquinas Carmona, Chancellor Sir George Alleyne, Ms. Catherine Kumar, Mr. Adrian Camps-Campins, Ms. Rhonda Maingot, Mr. Subesh Ramjattan and Principal Clement Sankat.

Anthony Thomas Aquinas Carmona O.R.T.T., S.C.– Honorary Doctor of Law (LLD); along with Mr. Adrian Camps-Campins – Honorary Doctor of Letters (DLITT); Ms. Catherine Rukmini Kumar – Honorary Doctor of Law (LLD); Ms. Rhonda Mary Maingot – Honorary Doctor of Law (LLD); Mr. Subesh Ramjattan – Honorary Doctor of Letters (DLITT); Sir Ronald Sanders – Honorary Doctor of Letters (DLITT); and Mrs. McCartha Linda Sandy-Lewis (otherwise known as “Calypso Rose”) – Honorary Doctor of Letters (DLITT).

Sustainable Student Enrollment!

In 2013/14, total student enrollment for The UWI St. Augustine Campus stood at just above 19,700. The St. Augustine Campus therefore remains the largest campus of the regional University of the West Indies in terms of student population. At the undergraduate level, we had nearly 13,000 students, and at the postgraduate level we had just over 6,100. Not only am I pleased that our undergraduate student numbers continue to remain stable (between 12,000 and 13,000 annually), but I am also pleased that our postgraduate enrolment continues to grow steadily. Since I assumed the Office of Principal, postgraduate enrollment at The UWI St. Augustine has almost doubled, moving from approximately 3,000 in 2008/2009 to over 6,000 in 2013/2014. This is an extraordinary achievement and one that was a deliberate and strategic target. Postgraduate education and research programmes can have a profound impact on society. It is at this level that knowledge is nurtured, interrogated, manipulated, reformulated and applied to create new knowledge and provide solutions to critical issues in society. Postgraduate education creates a cadre of high-level leaders for our society. It is also considered the bedrock of innovation, creativity, entrepreneurship and research that is likely to drive a nation forward. In this context, our postgraduate students are at the very core of development. Their success is our success and that of our communities, nation and region!

Our Programmes / Training Academies / Faculties – Relevant and Responsive

The UWI St. Augustine Campus continued to demonstrate its responsiveness and relevance to its various stakeholders through the introduction of many new academic programmes. Among the undergraduate programmes which were approved in 2013/2014 were the BSc in Criminology and Criminal Justice in the Faculty of Social Sciences; The UWI School of Nursing BSc in Nursing (Pre-registration) in the Faculty of Medical Sciences; a Major in Entrepreneurship in the Faculty of Food and Agriculture; and the BSc in Mathematics and Major in Electronics in the Faculty of Science and Technology. At the postgraduate level we introduced a Master of Educational Leadership; an MSc in Computer Science and Technology where students may specialise in Cloud Technologies or Mobile Computing; a Postgraduate Diploma in Biotechnology; an MSc in Biotechnology; and the Postgraduate Diploma, Master, MPhil and PhD in Law. These new programmes all reflect our University's commitment to producing graduates with the requisite expertise and skills to build our public as well as private sectors.

I am also truly delighted to report that on May 6th, 2014, The UWI St. Augustine Campus launched The Diplomatic Academy of the Caribbean, an initiative which has long been in the making and one that has the fervent support of the Government of Trinidad and Tobago and the Minister of Foreign Affairs, the Honourable Winston Dookeran. As Campus Principal, I am particularly pleased that our Campus through our Institute of International Relations is once again engaged in diplomatic training. Since its establishment in May 2014, our Diplomatic Academy of the Caribbean has successfully trained over 200 participants in programmes conducted by 12 internationally recognised experts from within the region and overseas. Modules include topics such as Contemporary Diplomacy: Issues and Processes; Protocol and Diplomatic Law: Rules and Procedure; Climate Change Diplomacy: the SIDS scenario; Understanding the United Nations; and Intelligence, Statecraft and Multi-dimensional Security in the Caribbean just to name a few. In today's rapidly changing, competitive, globalized world, it is imperative that we continuously strengthen



Launch of the Diplomatic Academy of the Caribbean. From l – r: Minister of Foreign Affairs, the Honourable Winston Dookeran, Minister of Tertiary Education & Skills Training, Senator the Honourable Fazal Karim, Vice Chancellor, UWI, Prof. E. Nigel Harris, IIR Director, Prof. Andy Knight and Principal Sankat

the diplomatic capacity of our region. Ensuring that our current and future diplomats are well trained will allow us as a country and as a region to have greater leverage and influence in global affairs, which is critical to our advancement as a people.

In addition, on April 15th, 2014 we officially launched the Faculty of Law to commemorate its establishment on August 1st 2012 in the presence of Prime Minister of the Republic of Trinidad and Tobago, the Honourable Kamla Persad-Bissessar, and the President of the Caribbean Court of Justice (CCJ), the Right Honourable Sir Charles Michael Dennis Byron. It is my hope that the Faculty of Law would become a beacon of light for our society, and that it would contribute to nation-building at the highest level. Last October, The UWI St. Augustine Campus celebrated its second graduating class from our new Faculty of Law – 86 LLB graduates! In the coming years, I am certain that we will be able to say that our Faculty of Law has not only produced excellent attorneys, but men and women who would have gone on to serve their countries and the region well; men and women of honour and high moral values who understand the importance of character, integrity and virtue.

On May 12th, 2014, the Campus hosted a double launch for the Faculties of Food and Agriculture and Science and Technology and we were privileged to be joined by the Former President of Guyana, His Excellency Bharrat Jagdeo, in addition to the Minister of Tertiary Education and Skills Training, Senator the Honourable Fazal Karim, and the Minister of Food Production, Senator the Honourable Devant Maharaj. Through our new Faculty of Food and Agriculture, we intend to have a clear focus on matters pertaining to food production, food security and nutrition and natural resource management; and through our new Faculty of Science and Technology we intend to bring a greater awareness and importance to areas of technology such as, Environmental Technology, Information Technology, Alternative Energy Technology, Biotechnology, Electronics and Computer Technology.



Prime Minister of Trinidad & Tobago the Honourable Mrs Kamla Persad-Bissessar unveils the commemorative plaque at the official launch of the Faculty of Law. Looking on are (l-r) President of the CCJ, the Right Honourable Sir Charles Michael Dennis Byron, the Honourable Chief Justice of Trinidad & Tobago, Mr Ivor Archie, and Principal Sankat.

Last reporting period, you would also recall that The UWI St. Augustine Campus signed a MOU (on June 1st, 2013) with Madam Xu Lin, the Director General of the Office of Chinese Language Council International (Hanban) for the establishment of the **Confucius Institute** at The UWI St. Augustine Campus in the presence of the President of the People's Republic of China, His Excellency Xi Jinping and Prime Minister of the Republic of Trinidad and Tobago, the Honourable Kamla Persad-Bissessar.

This year, I am pleased to report, that just a couple months after, in keeping with our MOU, (on October 23rd, 2013) we had the official launch of the Confucius Institute at The UWI St. Augustine Campus in the presence of our Chancellor, Sir George Alleyne, our Vice Chancellor, Professor E. Nigel Harris, the Minister of Foreign Affairs, the Honourable Winston Dookeran, and the President of China Agricultural University (CAU), Professor KE Bingsheng. This was another grand and momentous occasion!



Former President of Guyana, H.E. Bharrat Jagdeo delivers feature address at the Double Launch of the Faculties of Food & Agriculture & Science & Technology



From left: Food & Agriculture Dean Isaac Bekele, Minister of Food Production Senator the Honourable Devant Maharaj, Principal Sankat, Minister of Tertiary Education & Skills Training, Senator The Honourable Fazal Karim, former President of Guyana, His Excellency Dr. Bharrat Jagdeo, and Science & Technology Dean Indar Ramnarine at the double launch of the Faculties of Food and Agriculture and Science and Technology



From left: President of CAU, Professor KE Bingsheng, Ambassador of the People's Republic of China to T&T, His Excellency Huang Xingyuan, the Honourable Minister of Foreign Affairs, Mr. Winston Dookeran, Chancellor of The UWI, Sir George Alleyne and Principal Sankat at the launch of the Confucius Institute

We at The UWI St. Augustine Campus are confident that our agreement with Hanban has set the stage for a deepening of the bilateral relationship between Trinidad and Tobago and China in areas such as trade and investment, food and agriculture, energy, infrastructural development, technical cooperation, cultural engagement and educational exchanges. We see the Confucius Institute at The UWI St. Augustine Campus as a bridge that will increase mutual understanding between the people of Trinidad and Tobago and China, and hope that this Institute will serve as a symbol of the values upheld by Confucius, the great Chinese philosopher including – cooperation and solidarity; honesty and integrity; equality and justice; hard work, dedication and commitment!

'Futurizing' our Teaching through Blended Learning

The Centre for Excellence in Teaching and Learning (CeTL) continued to make significant progress with the Campus' Blended Learning programme. The Blended Learning team conducted 26 workshops - a 40% increase over the previous reporting year, and 21 blended learning clinics which represents an exponential increase from 5 clinics in the previous year. Two pilot programmes were introduced, namely, the Postgraduate Diploma in Sports Management and the Diploma in Management of HIV Infection. Meanwhile, teaching staff of the Department of Food Production have been training for the delivery of the blended Diploma and MSc programmes in Agri-Food Safety and Quality Assurance. In order for The UWI St. Augustine Campus to remain relevant, responsive and attractive, we continue to update our teaching pedagogies and the ways in which we engage our students in this age of technology. This initiative to combine face-to-face and online learning strategies and technologies to advance student-centered learning is the future of higher education and The UWI must be engaged and at the fore of that movement.

Delivering on our Promise of Total Quality (Academic & Service)

The Quality Assurance Unit (QAU) of the Regional Head Quarters of The UWI located at the St. Augustine Campus continued to ensure that our academic programmes not only meet high quality standards, but surpass them. Over the reporting period, the QAU conducted ten Quality Evaluations, and five Quality Assurance Reviews in Departments such as Government, Management Studies, Mechanical Engineering, Clinical Surgical Sciences, Life Sciences, Physics, Computing & Information Technology and Creative and Festival Arts among others.

Our Centre for Excellence in Teaching and Learning (CeTL) continued to enhance and support the teaching and learning function of our Campus and by extension our University. Over the last year, 23 members of teaching staff successfully completed The UWI Postgraduate Certificate in Teaching and Learning (CUTL); 2350 courses were evaluated via the Student Evaluation of Courses and Lecturers (SECL); and 31 programmes and 607 courses were reviewed as part of our continuing process to ensure quality academic standards.

Institutional Effectiveness

The UWI St. Augustine Campus has also steadily strengthened its efforts towards capacity building for operational excellence and quality management in the service areas. The Institutional Effectiveness Unit (IEU) was created to (i) develop service charters and assess compliance with service excellence standards; (ii) coordinate the mapping, improvement and automation of operational processes for non-academic units; (iii) examine international standards and university trends and comparing the Campus' quality with global benchmarks; and (iv) facilitate national and international accreditations. To this end, the IEU within the Office of the Campus Principal has increased its staff complement to four: two technical officers who focus on operational process improvement; one on service excellence assessment; and the Programme Manager who continues to oversee the Unit's operations, coordinate national and international accreditation planning, monitoring and enhancement and global standards benchmarking.



Principal Sankat meets with the IEC Committee. Looking on is Programme Manager – Institutional Effectiveness, Dr. Eduardo Ali (R) and Project Coordinator – Process Improvement Team, Mr. Kristen Cockburn (L)

Service Excellence Awards

It is with great pride that I mention, that in keeping with our Campus' drive to improve and encourage service excellence throughout our various offices, departments and units, the Programme Manager of the Institutional Effectiveness Unit (IEU), Office of the Campus Principal, Dr. Eduardo Ali, together with our Human Resource (HR) Office, developed a Service Excellence Awards System. The IEU team mapped and developed the processes, criteria, rubrics, forms, website and related materials for review by a Steering Committee on the Employee and Service Excellence Awards headed by the HR Director. The culmination of the process came in December 2014 when the Campus presented its first ever Employee and Service Excellence Awards.

This was an extraordinary occasion for our Campus as previously, there were no consistent award ceremonies dedicated to non-academic staff who exemplify excellence in service. This award ceremony is part of a broad series of initiatives aimed at strengthening the service excellence culture of The UWI St. Augustine Campus. The awardees at this inaugural ceremony were as follows:

- The Principal's Award for Administrative Leadership Excellence went to Dr. Sandra Gift (other finalists included Ms. Jennifer Joseph and Mr. Sharan Singh)
- Ms. Allyson Logie-Eustace was presented with the Overall Employee Excellence Award for 2014
- Mr. Noel Burnett (1st Place - Service Excellence – Administrative, Technical and Service Staff)
- Mrs. Stacy Richards-Kennedy (1st Place – Employee Excellence – Senior Administrative/ Professional Staff)
- Ms. Jacqueline Huggins (1st Place – Service Excellence - Senior Administrative/Professional Staff).



Employee and Service Excellence Awardees – December 2014

I presented one Special Award to a unique group of people in a unit who, for the past 2 years of the Strategic Plan, have consistently gone beyond the call of duty, providing sterling service to the Campus and its stakeholders. It was my pleasure to call upon the Campus Events Team, led by Mrs. Shelley-Ann Patrick-Harper and ably assisted by Ms. Tessa Horne, Mr. Vinod David Narine and Ms. Sharon Armour to receive this Special Award for Outstanding Service to the Campus communities.

I once again offer my personal congratulations to all of our employees who received awards, and extend special thanks to all those who nominated their colleagues and made our inaugural awards ceremony a success.

Service Excellence Leadership

I am also pleased to note, that as of February 2014, 127 senior administrative, professional and administrative staff were trained in service excellence leadership. Staff came from 34 non-academic units (administrative, revenue-generating, Faculty and student support offices) which amounted to 92% of all such units. Of these, 46% had already developed their service charters and are now in the post-production stage where they are preparing to mount them online and/or produce

for wide-scale customer access. Two of these units have gone further to use IMPAQTS (Improvement, Measurement of Performance, Accreditation and Quality Tracking System), the web-based quality and performance monitoring system, to report their self-assessment and compliance with the Campus' service excellence standards. I should also note that the Campus has secured Teleios Quikworx as a process mapping automation technology. Presently 5 non-academic units are engaged in a pilot project to map and automate their operational processes. They are mapping from strategic (value chain) to tactical levels (workflows/tasks). This is expected to increase their operational efficiency by as much as 30-40%.

Institutional Accreditation

In April 2014, two external evaluators of the Accreditation Council of Trinidad and Tobago conducted a Focused Site Visit on our Campus. The evaluators examined the progress made by the Campus since the first accreditation visit in 2011, especially looking at five areas: staff and space shortfalls; inter-disciplinary and trans-disciplinary teaching and research; the tensions between teaching and research; student learning, assessment and evaluation; continuum of learning modes (blended learning); and non-academic operational quality. More than 100 staff and students



Institutional Accreditation Mid-Term Review – Focused Site Visit of ACTT – April 2014
From L to R - Principal Sankat, Vernon Andrew - former USC President; Professor John Randall – Evaluation Team Leader and former Chair of QAAHE, UK, & Mr. Curtis Floyd, Director of Accreditation and Quality Enhancement, ACTT

were interviewed to ascertain their satisfaction of the quality of the Campus.

I am truly pleased to report that upon completion of their visit, the evaluators pronounced that the St Augustine Campus is a 'high quality institution' which has secured significant capital investment to treat with physical infrastructure; has a high caliber of teaching and research staff; and has maintained a high level of confidence for quality assurance in academic and non-academic operations. This sets the stage for our first reaccreditation visit in 2017.



Principal Sankat receives the report of the mid-term review from ACTT Executive Director, Michael Bradshaw – July 2014

Bolstering our Research Agenda in Service of Development

Our effort to bolster what I like to call the "Research Agenda" of The UWI St. Augustine Campus has been an ongoing process. This is a mandate to which I have committed myself since my appointment as Campus Principal and I have, therefore, been actively engaged in trying to build a robust "research ecosystem". Jamil Salmi, an international expert in higher education, formerly associated with the World Bank, describes this as constructing an *"interconnected, enabling environment that allows all types of research to thrive, both within the university and at the macro level with support from the public and private sectors"*. In this context, one of the main initiatives to advance the research agenda of The UWI St. Augustine Campus is The UWI-Trinidad and Tobago Research and Development Impact Fund (RDI Fund), which was established in 2012. Since its inception, the RDI Fund has issued 2 Calls for Proposals, for which 22 projects have been approved with a total grant funding of TT\$14,343,228.

While the projects are all at varying stages of implementation, the projects supported by the RDI Fund are already starting to achieve real development impact. For instance in the area of **stakeholder engagement**: TT\$27 million in counterpart funding



Dean of the Faculty of Food and Agriculture (L), Dr. Isaac Bekele and Dr. Govind Seepersad (R) observe plants at the Citrus Orchard – UWI St. Augustine South Campus – Penal/Debe

and TT\$3.3 million in in-kind contributions have been attracted. In the area of **knowledge mobilization**: 191 at-risk youth received 10 weeks of music therapy interventions, 98 prison inmates received psychiatric screening and 1 demonstration citrus orchard has been established.

In the area of **knowledge dissemination**: 19 conference presentations have been delivered locally, regionally and internationally, 30 Trinidad and Tobago Sign Language classes have been conducted and 7 project websites have been developed with worldwide visitor traffic. In the area of **capacity building** - 66 graduate



Prof. Carlisle Pemberton makes contribution at an AgriNeTT Forum, a project supported by the UWI-TT RDI Fund

students benefited from training and research experience, 50 community based researchers have been trained in census methods, and 60 persons have been trained in chocolate making.

To this end, although the RDI Fund can be considered as a very young multi-million dollar Research and Development Impact Fund, it is already being cited as an emergent Best Practice model for research funding in the region. I would therefore like to commend my colleagues Mrs. Stacy Richards-Kennedy and Ms. Lois St. Brice in the Office of the Campus Principal, who have been managing this fund with great competence, professionalism and enthusiasm.

Research Awards 2014

The UWI St. Augustine Campus also successfully held its second Research Awards Ceremony with the strong support of the National Gas Company (NGC) of Trinidad and Tobago in October 2014. This ceremony affords us the opportunity as a Campus to celebrate and pay tribute to our outstanding researchers (both faculty and students), many of whom have worked quietly but steadfastly behind the scenes. It is because of their dedication and commitment that our Campus and regional University are able to fulfill our mission, propelling the holistic development of Trinidad and Tobago and the Caribbean. I once again commend them all for their sterling contributions.

Research Awards Recipients 2014

CAMPUS AWARDS

MOST IMPACTING RESEARCH PROJECT

Prof. Rhoda Reddock and Dr. Sandra Reid –
“Breaking the Silence: A Multisectoral Approach to Preventing and Responding to Child Sexual Abuse and Incest in T&T”

MOST OUTSTANDING REGIONAL RESEARCH PROJECT

Prof. Surujpal Teelucksingh -
“The Caribbean Regional Non-Communicable Diseases Surveillance System Project”

MOST OUTSTANDING INTERNATIONAL RESEARCH PROJECT

Prof. Carlisle Pemberton –
“Strengthening the Caribbean Scientific Community in Natural Resources Management and Developing Integrated Watershed Management Plans”

PRINCIPAL'S SPECIAL AWARD

Dr. Rahul Naidu -
“The oral health of preschool children in Trinidad”

FACULTY AWARDS

Most Outstanding Researcher

- Faculty of Engineering - Dr. Michelle Mycoo
- Faculty of Humanities and Education - Dr. Jerome De Lisle
- Faculty of Medical Sciences - Prof. Shivananda Nayak
- Faculty of Science and Technology - Professor Dave Chadee
- Faculty of Social Sciences - Prof. Patricia Mohammed

Most Productive Research Department

- Faculty of Engineering - Department of Mechanical and Manufacturing Engineering,
- Faculty of Science and Technology - Department of Life Sciences
- Faculty of Social Sciences - Department of Economics

GRADUATE STUDENT & MENTORSHIP AWARDS

Most Outstanding Graduate Researcher (Arts/Humanities/Social Sciences)

- Dr. Meena Rambocas (2011/2012)
- Dr. Henry Hugh Bailey (2012/2013)

Most Outstanding Graduate Researcher (Sciences)

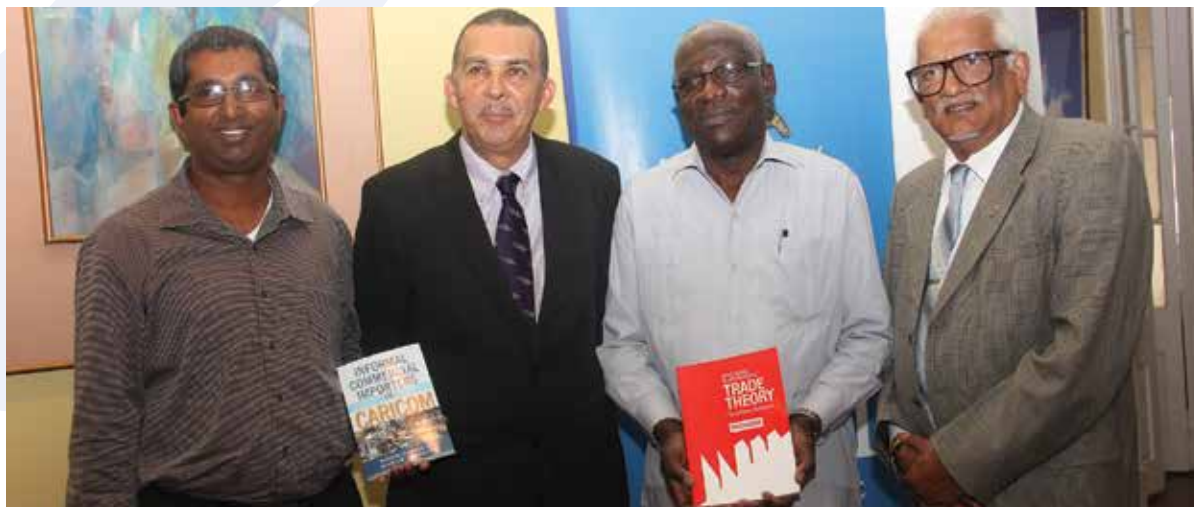
- Dr. Anthony Ademola Adeyanju (2011/2012)
- Dr. Richard Bachoo (2012/2013)

Outstanding Research Mentorship Awards (Arts/Humanities/Social Sciences)

- Dr. Errol Simms (2011/2012)
- Dr. Althea La Foucade (2012/2013)

Outstanding Research Mentorship Awards (Sciences)

- Dr. Krishpersad Manohar (2011/2012)
- Dr. Jacqueline Bridge (2012/2013)



Dr. Roger Hosein (L) and Mr. Martin Franklin (second from right) display their new books, with the President of the Republic of Trinidad and Tobago, His Excellency Anthony Carmona and Campus Principal, Professor Clement Sankat

Knowledge Mobilisation and Outreach

The knowledge created on the Campus is often best shared through publications. This year our researchers made insightful and important contributions to the canon of knowledge on and from the Caribbean. *"Trinidad and Tobago and Guyana: Race and Politics in Two Plural Societies"* by **Professor Ann Marie Bissessar** and **Professor John Gaffar La Guerre**; *"Issues and Perspectives in Early Childhood Development and Education in Caribbean Countries"* by **Dr. Carol Logie** and Professor Jaipaul Roopnarine; *"Applications of International Trade Theory: The Caribbean Perspective"* by **Dr. Roger Hosein**; and *"Informal Commercial Importers in CARICOM"* by Dr. Roger Hosein and **Mr. Martin Franklin**.

In addition, our Campus was also privileged to host the Book Launches of His Excellency Gauri Shankar Gupta - High Commissioner of India to Trinidad & Tobago entitled, *"Unravelling Mysteries of Life: Modern Science and Ancient Wisdom"*, and the Minister of Food Production, Senator the Honourable Devant Maharaj's entitled, *"The Line of My People"*.

A Special Edition of the Journal of Issues in Education: Volume 1, in tribute to the **late Professor Emeritus John Arnott Spence** was also launched by the Education Discussion Group (EDG). The launch of these books have brought tremendous knowledge, information and thoughtfulness to our Campus, University, country and region.



His Excellency Gauri Shankar Gupta - High Commissioner of India to Trinidad & Tobago

As Campus Principal, I continue to emphasise that The UWI is the leading tertiary education institution in the region, and therefore, we have a responsibility to provide a platform for the promotion of new knowledge and information that can enlighten our societies. I commend my colleagues on their excellent scholarly output.

Conferences

Each year the Campus hosts several conferences, seminars and distinguished lectures to engage our diverse slate of stakeholders on issues of national and regional importance. This year, these included annual “must attend” events such as the 15th Annual Conference of SALISES which asked the question, “Caribbean Development: Standing Still or Standing Tall?”; and new, innovative forums such as the “Science, Technology, Engineering and Mathematics (STEM) Children’s Conference” hosted by the School of Education and our corporate partners, British Gas Trinidad and Tobago (BGT&T).

I was also delighted with the workshop entitled, “Tertiary Education in Agriculture: Building Human Resource Capacities in the Caribbean” conceptualised, organised and executed by our Faculty of Food and Agriculture. This workshop demonstrated our leadership in the area of food and agriculture, as our it brought together all tertiary level institutions that offer programmes in agriculture across the Caribbean

to build our collective capacity. We welcomed experts and policy makers from more than 14 Caribbean countries including Barbados, the Bahamas, Belize, Dominica, Grenada, Guyana, Jamaica, St. Lucia, St. Vincent and the Grenadines, Suriname, the US Virgin Islands, Antigua, Cayman Islands and St. Kitts and Nevis. This workshop is further evidence of the commitment of our re-established Faculty of Food and Agriculture to support the development of the region’s human resource capacity in the agri-food sector.

Over the reporting period we also hosted a series of Distinguished Lectures which focused on CARICOM. The first lecture we organised featured the **Secretary-General of CARICOM, Ambassador Irwin LaRocque** who shared some of his thoughts on “*The Status of the Regional Integration Process and his Vision for the Future of CARICOM*”. The second lecture featured the **Prime Minister of the Commonwealth of the Bahamas, The Rt. Honourable Perry Gladstone Christie** who spoke eloquently on “*The Role of the Bahamas in CARICOM: and His Perspectives on where we are going*”. The third lecture was delivered by the **Prime Minister of St. Vincent and the Grenadines, Dr. The Honourable Ralph E. Gonsalves**, who I am also very proud to say is a former UWI faculty member, as well as a distinguished UWI alumnus! Prime Minister Gonsalves addressed the issues of “*Free Movement of People, Shanique Myrie and Our Caribbean Civilization*”.



Participants of the Workshop on Tertiary Level Education in Agriculture: Building Human Resource Capacities in the Caribbean held on 29 – 30 July 2014

We at The UWI continue to see the process of Caribbean Integration as extremely important to the people of our region. Indeed, it was the first Principal of The UWI St. Augustine Campus, Sir Phillip Sherlock, a scholar, visionary and Caribbean statesman, who once noted,

"The University represents a special kind of partnership between many people. It represents a West Indies effort at collaboration that is in direct opposition to the fragmentation and divisions imposed on the region by the imperial rivalries of distant powers".

We therefore firmly believe that working together is critical to our prosperity and competitiveness as a region, and that the decisions we make today can and will determine our future identity. Our institution continues, therefore, to produce scholars who would position us in the global arena and fortify our prospects for sustainable development. It is within this context that we at The UWI St. Augustine Campus continue to encourage and facilitate discussion, debate and discourse on Caribbean integration, its relevance to the region and its future.

Other important Distinguished Lectures organized during 2013/2014 include the:

Distinguished Lecture by Professor Calestus Juma, Professor of Practice of International Development at Harvard University entitled, "Higher Education, Research and Technological Leapfrogging in Emerging Economies" (November, 2013)

Distinguished Lecture by Professor Milla Riggio, James J. Goodwin Professor of English, Trinity College entitled, "Carnival Crossings: From There to Here – Arkansas to Harvard to Trinidad" (February, 2014)

Distinguished Lecture by Professor Asha Kanwar, CEO of Commonwealth of Learning entitled, "Old Wine in New Bottles: Exploring Massive Open Online Courses" (March, 2014)



Prime Minister of St. Vincent and the Grenadines, Dr. The Honourable Ralph E. Gonsalves, delivers 3rd CARICOM Lecture at UWI STA



Professor Calestus Juma



Professor Asha Kanwar



Professor Milla Riggio

Staff Engagement and Development

The 2013 **Long Service Awards Ceremony** were held in November of that year and celebrated the dedicated employees of our Campus, who have given over 25 and in some cases, even **more than 40 years of service**.



Mr. Mangroo "Bal" Sookraj – 45 years of service
UWI Long Service Awards 2013

But longevity is not an indicator of engagement and at The UWI St. Augustine Campus we accelerated our efforts to connect with staff and to provide opportunities for development. This is one of the six core strategic perspectives of The UWI Strategic Plan 2012 – 2017. I am particularly pleased that in May 2014, we hosted **The UWI Career Transitioning and Succession Planning - Open Day**. This is a creative initiative led by the Human Resources Division that gives staff an opportunity to prepare themselves for possible progression to higher positions within the university. The annual **Campus Management Retreat** in May 2014 focused on building financial sustainability in our operations, managing our talent at all levels and enhancing the efficiency and effectiveness across the organisation, among other things.

I should also add, that June 2014 was filled with staff engagement activity! Staff filled the auditorium at the Learning Resource Centre (LRC) as they accepted the annual invitation to share their views on the direction of the Campus and to share a cup of **Coffee with the Principal**.

This was followed by the St. Augustine Campus **Family Day**. Built around the theme "Ole Time Days," staff



Principal Sankat addresses a wide cross section of UWI STA Staff at the annual Coffee with the Principal



UWI STA Team at UWI SPEC after the Opening Ceremony of the UWI Staff Inter-Campus Games

gathered together to pay homage to our more than 50 years of history as a UWI Campus and the wonderful memories we created along the way. Our Family Day was indeed a fun-filled occasion that was made possible thanks to the hard work and steadfast dedication of those involved in the planning and execution. I would therefore like to express my deepest gratitude to the Family Day Planning Committee, the HR Division, the Marketing and Communications Office, the staff in the Office of the Campus Principal, and our very energetic Team Leaders who helped to ensure that our Family Day was a success!

The UWI St. Augustine Campus was also privileged to host the **14th Biennial UWI Staff Inter-Campus Games**, a much anticipated feature event on the regional UWI calendar! The UWI Staff Games brings together academic as well as administrative colleagues from across our territories and builds teamwork, friendships and partnerships across Faculties and Departments. Not only did our Campus successfully host these games, but we also brought home five out of eight titles! I extend once again hearty congratulations to all UWI staff members who participated, and proudly represented The UWI St. Augustine Campus.



Cross Section of UWI STA Staff Members enjoy the UWI St. Augustine Family Day "Ole Time Days"

Building Global Partnerships for Success & Advancement

I have steadily emphasised that in today's world, no institution or individual can succeed alone. Partnerships are essential for capacity building, execution and success. This is why one of my major priorities since becoming Campus Principal, has been to forge global partnerships with international organisations and institutions to support the mission of our university. Throughout the reporting period 2013/2014 we continued therefore to strengthen already established links as well as to build new relationships with various institutions in countries such as China, Panama, Brazil and the United States.

China – An Alliance with an Emphasis on Agriculture

Last year, I reported on my visit to China in June 2013 where I met with the leaders of **the China Agricultural University (CAU)**, including its President, Professor KE Bingsheng. This is China's leading agricultural university, and I indicated our enthusiasm to partner with their institution in the area of agriculture. This year, I am pleased to announce that we had the opportunity to reciprocate the hospitality extended to us there as we welcomed a technical team from CAU in September 2013. Representatives of The UWI and the CAU signed an implementation agreement to develop the **Agriculture Innovation Park (AIP) at Orange Grove (our new 200 acre farm)** which we are confident, will re-engineer the way our country and region grows and produces food. We intend to demonstrate through our partnership how we can maximise the use of technology, to dramatically improve and increase productivity and efficiency. This is a major investment in the future and we do look forward to the significant benefits it will bring to the people of our country and region.

I returned to China in December 2013, having been invited to speak at the 8th Global Confucius Institute Conference, in Beijing. In my presentation entitled, "Confucius Institute Planning and University Development – Serve the Colleges" I emphasised the important role that the Confucius Institute at The UWI St. Augustine - the largest higher education institution in Trinidad & Tobago - will play in promoting



Prime Minister of T&T, Kamla Persad Bissessar receives Honorary Professorship from the President of CAU, Professor KE Bingsheng

development through strengthened cooperation, collaboration and friendship with China in teaching and learning, outreach, cultural and socio-economic ties.

In February 2014, I was also privileged to visit China once again; this time, as part of the Prime Minister's official delegation from Trinidad and Tobago, the highlight of which was the opening of the first Embassy of the Republic of Trinidad and Tobago in the People's Republic of China. I am also truly pleased to report that on this visit, the Prime Minister of Trinidad and Tobago, the Honourable Kamla Persad-Bissessar was conferred with an Honorary Professorship by the China Agricultural University (CAU), a proud moment for our country and our University.

On this occasion, on behalf of The UWI St. Augustine Campus, I signed two agreements on behalf of the Campus. This first was an Exchange Agreement with the **Wuhan University**, to establish a **joint Wuhan-IIR Centre for Caribbean Studies**. We are confident that our students and staff will benefit from exchanges and joint research collaboration, with respect to understanding the relationship between the wider Caribbean and China.



Principal Sankat and The Vice President of Wuhan University, Mme. Feng Youmei sign an MOU



Principal Sankat and President of CAU, Prof. KE Bingsheng sign an MOU

The second was an agreement with the CAU to further our collaboration to develop the Agriculture Innovation Park at Orange Grove. At this signing ceremony, we were privileged to be joined by several high level government officials from both the Republic of Trinidad and Tobago and the People's Republic of China, including the Prime Minister of Trinidad and Tobago, the Honourable Kamla Persad Bissessar.

Programmes Born of Partnerships

The Campus has on several occasions come together with public and private sector partners to devise academic programmes that meet the needs of those in their industry. In the recent past the Campus has partnered with the local insurance industry to devise a BSc programme that met the needs of this market. In August 2013, our Campus was also grateful to receive a cheque from the Trinidad and Tobago Insurance Institute (TTII) for the sum of TT\$250,000 in support of our BSc in Insurance and Risk Management programme.

A similar partnership came into being in October 2013 when The UWI and the Arthur Lok Jack Graduate School of Business signed an agreement with the Caribbean Shipping Association (CSA) for the delivery of an online Master of Port and Maritime Management Programme. The signing took place in October 2013 during the Caribbean Shipping Association's 43rd Annual General Meeting (AGM), Conference and Exhibition in Panama. Mrs. Nirmala Maharaj, the Director of Internationalisation and Institutional Relations at The UWI Arthur Lok Jack Graduate School of Business (UWI-ALJGSB) signed on behalf of the GSB.

The CSA is recognised as the "voice of the Caribbean shipping industry" and represents its membership across Latin American and Caribbean territories in all four languages (English, Spanish, French and Dutch). Its mission is to improve efficiency, production and output in the maritime industry. In my presentation the conference entitled, "UWI-ALJGSB-CSA: Cooperation for the Development of the Port and Maritime Industry of



MOU signing: President of the Caribbean Shipping Association, Mr. Grantley Stephenson, Principal Sankat and Mrs. Nirmala Maharaj, ALJGSB - Director of Internationalisation & Institutional Relations.



Principal Sankat presents tokens of appreciation to representatives of the COIMBRA Group of Brazilian Universities during their visit to The UWI STA Campus

Latin America and the Caribbean," I noted that this MOU shows The UWI St. Augustine Campus' commitment to respond to the training and development needs of the wider Caribbean region to build human resource capacity, to ensure the competitiveness of our ports and other institutions which are vital to national and regional development.

Brazil – Building Better Relations

Having laid a solid foundation by attending and presenting at the Coimbra Group of Brazilian Universities' 4th International Seminar and 5th General Assembly in Paraná, Brazil in November 2012, as a follow-up, our Campus was pleased to welcome a delegation from the Coimbra Group of Brazilian Universities in May, 2014. This visit was part of an

initiative of the Coimbra Group of Brazilian Universities to visit all three Campuses of the regional University of the West Indies in preparation for deeper partnership and collaboration. Their delegation included Professor Maria Lucia Cavalli Neder, President of the Coimbra Group of Brazilian Universities & President of the Federal University of Mato Grosso, Professor Rossana V. de Souza e Silva, Executive Director of the Coimbra Group of Brazilian Universities, and Professor Paulo Teixeira de Sousa Jr., Head, International Relations Office, Federal University of Mato Grosso.

Trinity College – Carnival Crossings

In December 2013, I also had the distinct pleasure of leading a UWI St. Augustine delegation to Trinity College, Connecticut. This visit culminated with the signing of



Principal Sankat and President of Trinity College, Professor James F. Jones at Trinity College, Hartford, Connecticut

an MOU that cemented years of informal collaboration between our Campus and the College. Through this MOU, the St. Augustine Campus will facilitate the presence of Trinity College on Campus through the construction of **“Trinity House”** – a first in international collaboration. The St. Augustine delegation included the Dean of the Faculty of Engineering, Professor Brian Copeland, the then Deputy Dean of the Faculty of Humanities and Education, Dr. Heather Cateau (she has since been appointed Dean), and the Director of the Office of Institutional Advancement and Internationalisation (OIAI), Mr. Sharan Singh.

A few months later in February 2014, we were privileged to receive a visit by a Trinity College delegation led by its President, Professor James F. Jones. On this visit, Professor Milla Riggio, Professor of English at Trinity College delivered a lecture entitled, *“Carnival Crossings: From There to Here – Arkansas to Harvard to Trinidad”*.

Endowment Fund

Professor Riggio’s presentation was quite timely, coming just one day after our 2014 UWI Carnival Fete, the annual flagship event of The UWI Development and Endowment Fund. For 2013/14, this fund awarded 200 bursaries to well-deserving students at a value of TT\$1 million dollars.

Courtesy Calls

Several courtesy visits were also paid by Ambassadors accredited to Trinidad and Tobago as well as representatives of international organizations and other institutions, including, the Ambassador of Japan, His Excellency Yoshimasa Tezuka; the new Ambassador of Chile, His Excellency Fernando Schmidt; the Ambassador of Israel, His Excellency Amiram Magid; the Director General of FAO, Dr. Jose Graziano da Silva, and the President of the University of Chile, Professor Victor Pérez Vera among others.

Strengthening Private Sector Relations and Commercialization

ROYTEC

The UWI St. Augustine Campus continued to strengthen its relations with the private sector for the benefit of our students, staff and the wider Campus community. This year, I am truly pleased to report that the well-known educational brand in Trinidad and Tobago, ROYTEC has been given to The UWI St Augustine Campus by RBC Financial (Caribbean) Limited. With this trademark assignment in hand, we at The UWI St. Augustine Campus are ready to chart a new direction for the School. Our aim is to make it even more relevant and responsive, with new programmes catering especially to the needs of young adults in the inner cities of Port-of-Spain and San Fernando.



Principal Sankat receives ROYTEC Trade Name from Mr. Suresh Sookoo, CEO, Caribbean Banking, RBC



Members of the ROYTEC Board meet with representatives of the International American University (IAU)

For instance, in July 2014, as the Chairman of the Board of Directors of UWI ROYTEC, I signed an MOU with the International American University (IAU) for collaboration across a range of projects and programmes such as the Pharmacy Technician Certificate, the Emergency Medical Technician Diploma, and the Bachelor's Degree in Nursing.

Cold Stone

In January, 2014, we **welcomed Cold Stone Creamery to The UWI St. Augustine Campus**. The opening of this outlet demonstrates our drive to encourage commercial entities to partner with The UWI St. Augustine Campus to support our students and the development of our Campus and University. Our Commercialisation team in the Office of Institutional Advancement and Internationalisation has been making significant strides to energise the commercial environment on our Campus by engaging exciting vendors such as Cold Stone so that all of our students, staff and even visitors will have a unique and exciting UWI experience.

Guardian Life

We also continued to strengthen our partnership with Guardian Life of the Caribbean with our joint Premium Open Lecture. The theme for this lecture was entitled, "Teaching: Joys and Challenges of the Great Profession" which was delivered by Dr. Todd Zakrajsek from the Department of Family Medicine, University of North Carolina. At the national and regional level, we at The UWI St. Augustine Campus are also in the process of building strong partnerships with other institutions such as ANSA McAL, Bmobile, Republic Bank, Digicel, Caribbean Airlines, American Airlines and Guardian Media just to name a few.



Construction at the new South Campus at Penal/Debe.



Construction at the new South Campus at Penal/Debe



Minister of Tertiary Education and Skills Training, Senator the Honourable Fazal Karim (R) shake hands with the Dean of the Faculty of Medical Sciences, Prof. Samuel Ramsewak at the Formal Opening of the Student Study/Recreational Centre – Mt. Hope

UWI St. Augustine South Campus Penal/Debe – A World Class Campus in the Making

The UWI St. Augustine South Campus Penal/Debe will be one of the greatest expansions not only in the 54 year history of the St. Augustine Campus, but also the largest physical development the regional University of the West Indies has seen since its inception in 1948. This is a journey we have embarked upon for nearly 3 years with the signing of a contract to build the South Campus in August 2012. We have since made steady progress and I am confident that the facilities we are building will be on par with those of leading universities across the world equipped for the conduct of teaching, research and service, particularly to the underserved communities of Southern Trinidad. We expect this facility to be ready in academic year 2015/2016.

Other Capital Projects – All Completed!

Work continued apace to cater to the needs of our growing student and staff population. In this context, I am truly pleased to note that several of our capital projects are now completed which is bringing tremendous relief to our growing population. Projects that have all been completed include:

- UWI Family Development Centre
- Canada Hall's Refurbished South Block
- Student Facility – San Fernando
- Teaching and Learning Complex
- Film Building
- Student Study/Recreational Centre – Mt. Hope
- Seismic Research Centre (SRC)
- University Inn and Conference Centre

Students and Staff – Inspirational Achievements!

Students and staff of The UWI St. Augustine Campus continue to make us very proud through their inspiring accomplishments. I wish to congratulate **Mr. Jehue Gordon** for his sterling track performances – Gold Medalist in the Men’s 400 Meter Hurdles at the 2013 World Championships and Silver Medalist in the Men’s 400 Meter Hurdles at the 2014 Glasgow Commonwealth Games.

I also wish to commend **Ms. Cherrelle Dacon** who won the Commonwealth Caribbean Rhodes Scholarship in December 2014. This scholarship is considered to be the most prestigious postgraduate scholarship in the world!

In addition, I am pleased to applaud **Dr. Richard Robertson**, Director of UWI’s Seismic Research Centre who was honoured by the 2014 Anthony N. Sabga Caribbean Award for Excellence in the category of Science and Technology, and our **Department of Life Sciences** in the Faculty of Science and Technology which received the first ever Vice Chancellor’s Departmental Award for Excellence, together with **Professor Jonas Addae** from the Department of Preclinical Sciences who was recognised for his accomplishments in teaching. We continue to be proud and encouraged by their hard work, determination and excellence!

Paying Tribute – Professor Emeritus Norman Girvan & Professor Emeritus John Spence

Let me also take this opportunity to recognize the contributions of Professor Emeritus Norman Girvan and Professor Emeritus John Spence, both of whom have given yeoman to The UWI St. Augustine Campus and the regional University of the West Indies. Our Campus was extremely privileged to honour the late Professor Norman Girvan through a special celebratory ceremony in May 2014, and the late Professor John Spence, through the launch of a special edition of the Journal of Issues in Education by the Education Discussion Group (EDG) in June 2014. We at The

University of the West Indies were fortunate to have Professors Girvan and Spence as part of our university community, men of considerable thought and vision! Their legacies of exceptional scholarship and advocacy have, and will continue to impact the lives of the people in our region and beyond.



Ms. Cherrelle Dacon (centre) flanked by Deputy Principal, Professor Rhoda Reddock and Principal Sankat.



Principal Sankat presents Mr. Jehue Gordon with a congratulatory gift.



Recipients of the Campus Research Awards

Conclusion

As I close, I submit that the academic year 2013/2014 was truly a remarkable year for the St. Augustine Campus of The University of the West Indies. As the largest and premier higher education institution in Trinidad and Tobago we have made significant strides in our core areas of function including, teaching and learning, research and innovation and service to our diverse stakeholders across Trinidad and Tobago, the wider Caribbean region, the world over. As the St. Augustine Campus has done for the last 55 years, and the regional University of the West Indies has done for over 6 decades, we move forward with renewed commitment to continue serving our stakeholders with excellence and distinction!

I also take this opportunity to thank all of our students, staff, alumni and stakeholders for supporting The UWI St. Augustine Campus. As we continue to work together to build the human resources and leadership required to take us forward in an ever increasing changing world, ours will be a collective success; it will be the tangible

manifestation of the power of cooperation to build a better Trinidad and Tobago and by extension a great Caribbean region! Let us stay committed to building an even stronger UWI, one with national and regional impact and global reach.

Professor Clement K. Sankat
Pro Vice Chancellor and Campus Principal
The University of the West Indies,
St. Augustine Campus

Management TEAM



Professor Clement K. Sankat
PRO VICE CHANCELLOR AND CAMPUS PRINCIPAL



Professor Rhoda Reddock
DEPUTY CAMPUS PRINCIPAL



Ms. Patricia Harrison
CAMPUS BURSAR



Mr. Richard Saunders
CAMPUS REGISTRAR



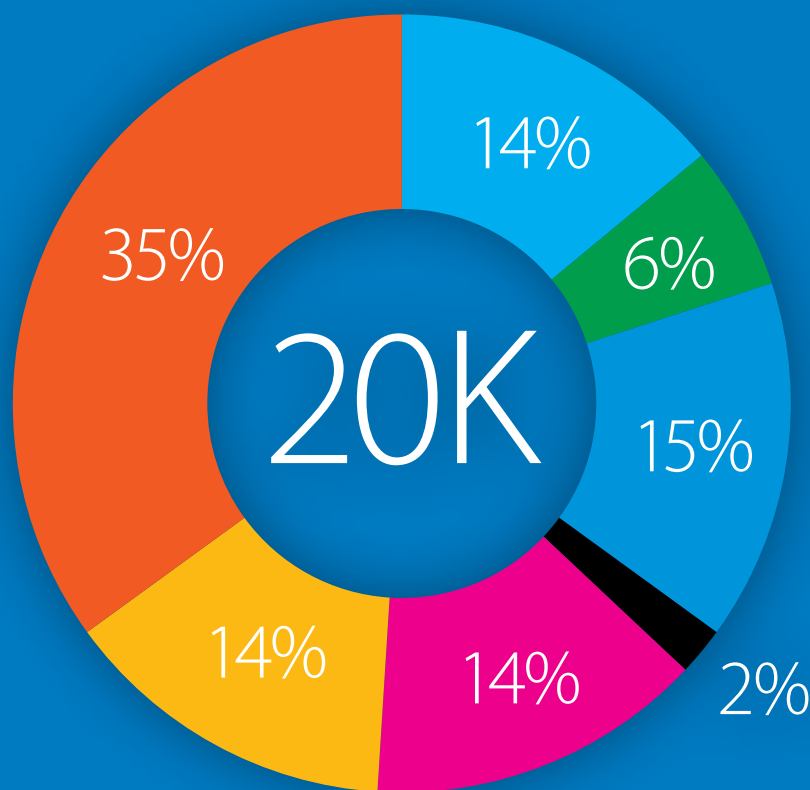
Mr. Stephen Sheppard
DIRECTOR OF HUMAN RESOURCES



Ms. Jennifer Joseph
UNIVERSITY & CAMPUS LIBRARIAN

Highlights

TOTAL ENROLMENT 2013/2014



SOCIAL
SCIENCES



SCIENCE &
TECHNOLOGY



MEDICAL
SCIENCES



HUMANITIES
& EDUCATION



FOOD &
AGRICULTURE



ENGINEERING



LAW

Enrolment

Statistics compiled by the Campus Office of Institutional Research (COPIR) show a marginal increase in enrolment over the previous year and totaled 19,734 students. Undergraduate enrolment held steady at just over 12,900 and postgraduate enrolment grew by 1% to 6,121. As a result, the ratio of undergraduate to postgraduate students remained the same. The ratio of male to female students (1:1.78) also remained relatively unchanged.

Graduation

A record number of persons – 4232 - were eligible to participate in the graduation ceremonies held in October 2014. Postgraduate students made up roughly 30% of graduates and included 37 MPhils, 20 PhDs and 21 Doctors of Medicine.

The Valedictorians for the class of 2014 were



Ms. Nickysha Jogee – BEd Primary (General)
– First Class Honours – Faculty of Humanities
and Education



Mr. David Edmund – Bachelor of Laws
– First Class Honours – Faculty of Law



Dr. Lennon Johnson – Bachelor of
Medicine, Bachelor of Surgery (MBBS) –
Faculty of Medical Sciences



Mr. Ethan Wyke – BSc Major in Biology
and Physics – First Class Honours – Faculty
of Science and Technology



Ms. Kamaira Gopaul – BSc Social Work
(Special); Minor in Social Policy – First Class
Honours – Faculty of Social Sciences



Ms. Seema Ramsarran – BSc Major in
Sociology; Minor in Psychology, Minor
in International Relations – First Class
Honours – Faculty of Social Sciences

HIGHLIGHTS

The ceremonies were also notable in that a president and a queen were among the seven distinguished persons who received honorary degrees at the 2014 ceremonies. President of the Republic of Trinidad and Tobago, His Excellency, Anthony Thomas Aquinas Carmona, O.R.T.T., S.C., was honoured for

his contributions to international jurisprudence. Meanwhile, the internationally acclaimed Queen of Calypso, McCartha Sandy-Lewis (Calypso Rose) was recognised for her contribution to the art form. The full list of honorary graduates is as follows:



H.E. Anthony Thomas Aquinas Carmona
5th President of the Republic of Trinidad and Tobago,
Trinidad and Tobago - LLD



Mr. Adrian Camps-Campins
Historian/Artist, Trinidad and
Tobago - DLitt



Mr. Subesh Ramjattan
Entrepreneur/Philanthropist/
Author, Trinidad and Tobago
- DLitt



Ms. Catherine Kumar
Business Executive, Trinidad and
Tobago - LLD



Sir Ronald Sanders
International Consultant/Writer/
Former Diplomat, Guyana -
DLitt



Ms. Rhonda Maingot
Philanthropist, Trinidad and
Tobago - LLD



Mrs. McCartha Sandy-Lewis
("Calypso Rose") -
Calypsonian/Cultural
Ambassador, Trinidad and
Tobago - DLitt



Applications

The Office for Graduate Studies and Research launched a pilot project to test a system of rolling applications for graduate research degrees. This means that there is no application deadline for applications to MPhil and PhD programmes and prospects can apply at any time in the year. A full assessment is to be undertaken.

Student Recruitment

The Campus continued to attract a significant number of local applicants and while it maintains a presence at regional college fairs and school visits, these were further rationalised this year as part of the overall effort to reduce expenses.

This year the Campus instituted special rates for students from the wider Caribbean, including Guyana, Suriname and Curaçao. Dubbed the ACS Initiative, it targets students from member countries of the Association of Caribbean States (ACS), which are not also UWI Contributing Countries. The initiative was undertaken to widen the reach of the Campus.

New Dean

Dr Heather Cateau was appointed Dean of the Faculty of Humanities & Education, replacing Professor Funso Aiyejina.

New Faculties Officially Launched

The Faculties of Law, Food & Agriculture and Science & Technology were officially launched during this review period and the communicated their vision and accomplishments of their respective faculties.

Law – a Regional Force

The new Dean at the Faculty of Law, Professor Rose-Marie Belle Antoine sees her faculty becoming a major player in advancing regional development, given its location in Trinidad and Tobago, “the natural ‘hub’ of the region. The Faculty offers the full slate of courses traditionally offered in the LLB programme at Cave Hill, and has also introduced into the LLB syllabus, a number of indigenous, innovative and relevant courses into the LLB syllabus, which are being offered for the first time across the three campuses: Oil & Gas Law; Banking Law; and Competition Law. The Faculty approved the taught Master’s programme, the UWI LLM, in August 2014. This is a regional LLM to be offered by all three campuses with the possibility of registered students taking a course on any campus, via a combination of videoconferencing and face-to-face lectures.



The symbolic signing of the Matriculation Register at the 2014 ceremony

Growing Agriculture

Although in operation since 2012, the official launch was an opportunity for the Dean of the Faculty of Food & Agriculture, Dr. Isaac Bekele to explain the work being done to get the public excited about agriculture and to attract more tertiary level students to the field. In addition to re-structured programmes, the faculty is developing a new 200-acre Agricultural Innovation Park at our East Campus, Orange Grove to showcase the latest in agriculture technology.

Sustainable Science

From the Faculty of Science & Technology (FST), Professor Indar Ramnarine used the launch to highlight the work done to overhaul many of the faculty's graduate and undergraduate programmes, and to devise new ones in areas such as biomedical technology, environmental sustainability and renewable energy. These were to be offered in 2013/2014 and beyond. The goal is to make the FST a "first choice" faculty.

New Political Science Department for Social Sciences

In the 2013/2014 academic year the Government Unit was split from the Department of Behavioural Sciences to create the new Department of Political Science. The new department will comprise the disciplines of Government, International Relations, Public Sector Management and Local Government and will start operations in Semester I, 2014/2015. The Criminology, Mediation Studies, Psychology, Social Work, and Sociology Units continue to fall under the Department of Behavioural Sciences as do a number of self-financed units - the Social Disability Unit, and the Unit for Social Problem Analysis and Policy.

New Research Unit Formed for Tourism, Hospitality & Sport

Joining the ranks of other research entities such as the Centre for Health Economics (HEU) and the Trade and Economic Development Unit (TEDU), is the newly formed Tourism, Hospitality and Sport Unit (THSU).. This is the first research unit to emanate from the Department of Management Studies and it will provide visible intellectual leadership for the development of the regional hospitality, tourism and sport industries - important areas for economic development and diversification in Trinidad & Tobago and the wider

Caribbean. Over the years, the work produced by the research units and centres on the Campus have been used to shape policies and programmes nationally and regionally.

Engineering Working on a Four-Year Degree

While new programmes are introduced and older programmes are tweaked or re-vamped every year, the Faculty of Engineering has been working on introducing four-year undergraduate degree programmes. At present, all undergraduate programmes are structured over three years. This is a major undertaking and the Faculty reports that so far, the Department of Mechanical and Manufacturing Engineering has made the most progress to date and their model would be used as a template by other departments.

New Programmes

Undergraduate

Eight new programmes were offered in the 2013/2014 academic year:

Faculty of Science & Technology

- BSc Statistics and Economics
- BSc Biomedical Technology
- BSc Environmental Science and Sustainable Technology
- BSc Biology

Faculty of Medical Sciences

- BSc Dental Hygiene and Dental Therapy
- BSc Optometry
- BSc Nursing (Generic)
- BSc Pharmacy (mixed mode)

Postgraduate

Nine new postgraduate programmes were approved for offer in the 2013/2014 academic year.

Faculty of Social Sciences:

- MSc in Applied Psychology
- MSc in Financial Economics

Faculty of Science & Technology:

- MSc in Renewable Energy Technology

Arthur Lok Jack Graduate School of Business:

- The Executive Diploma in Strategic Human Resource Management
- Master of Strategic Human Resource Management
- The International Diploma of Strategic Marketing
- The International Master of Strategic Marketing
- The Graduate Diploma of Business Administration in International Trade, Logistics and Procurement
- The Master of Business Administration in International Trade, Logistics and Procurement

Honours and Awards

VC Awards For Excellence

The Department of Life Sciences in the Faculty of Science and Technology at the St. Augustine Campus in Trinidad and Tobago was the first recipient of the newly implemented Vice-Chancellor's Departmental Award for Excellence. Also honoured at the 2014 edition of the VC Awards was Professor Jonas Addae from the Department of Preclinical Sciences, who was recognised for his accomplishments in teaching.

Sabga Award for Seismic Director

Dr. Richard Robertson, Director of UWI's Seismic Research Centre, which is based at St Augustine, received the Anthony N. Sabga Caribbean Awards for Excellence in the category of Science & Technology in 2014.

Engineering Accreditation Award

Professor Chandrabhan Sharma, Deputy Dean in the Faculty of Engineering was recognised by the Institute of Electrical and Electronics Engineers (IEEE) for his role establishing a Caribbean Accreditation Council for Engineering and Technology (CACET) covering 15 countries.

NIHERST Awards for Excellence in Science and Technology

The National Institute of Higher Education Research Science and Technology (NIHERST) Awards for Excellence in Science and Technology recognise and reward nationals of Trinidad and Tobago for outstanding achievements in science and technology. At the 2013 awards ceremony held in November of that year, the following members of staff received awards:

The Rudranath Capildeo Award for Applied Science & Technology

- Dr. Shirin Haque
Faculty of Science & Technology (Silver)

The Emmanuel Ciprian Amoroso Award for Medical Sciences

- Prof. Dave Chadee
Faculty of Science & Technology (Gold)
- Prof. Terrence Seemungal
Faculty of Medical Sciences (Silver)
- Prof. Lexley Pinto Pereira
Faculty of Medical Sciences (Silver)

The Fenrick De Four Award for Engineering

- Prof. Stephan Gift
Faculty of Engineering (Silver)

Prime Minister's Award for Innovation & Invention

In January 2014, Dr. Richard Clarke of the Department of Chemical Engineering was awarded the NIHERST Prime Minister's Award for Innovation and Invention. He won first place with his project to build a model hurricane and earthquake-resistant house that is environmentally friendly and energy efficient. The TT\$150,000.00 prize was shared equally between The UWI and the Department which funded the progression of Dr. Clarke's research work in hazard resistant housing.

Council Chairman made a Distinguished Fellow

Mr. Ewart Williams, Chairman of the St. Augustine Campus Council was conferred the title of Distinguished Fellow in the Department of Economics of the Faculty of Social Sciences by The University Appointments Committee for a three year period from August 2013. The former Governor of the Central Bank of Trinidad and Tobago was recognised for his academic and professional achievements in the area of Monetary Economics Research.

Inaugural Scholarship in Sport Award

The inaugural UWI Award for Excellence in the Scholarship of Sport was presented to Dr. Basil Ince at a conference held on the campus in January 2014, to promote an interdisciplinary approach to Sports Studies, research and development. Dr. Ince was recognised for his athletic prowess and his contributions to sports management and his academic writings on Caribbean sports.



NASA scholarship winners: Jason Renwick (Faculty of Engineering) and Stefan Hosein (Faculty of Science & Technology)

Distinguished Alumni Awards

To celebrate its 25th anniversary, the Alumni Association (Trinidad and Tobago Chapter) honoured 24 graduates of The UWI. Among them was former CARICOM Secretary-General and current Ambassador to CARICOM, Sir Edwin Carrington, who received a Pelican Award, the Association's highest peer award, for distinguished service to the Caribbean.

NASA Internships

Stefan Hosein from the Faculty of Science & Technology and Jason Renwick from the Faculty of Engineering were each awarded an Internship to NASA (the National Aeronautics and Space Administration in the United States). This is the first time that the International Internship Programme was made available to citizens of Trinidad and Tobago.

Best New Team in Moot Competition

A team from the Faculty of Law of The UWI St. Augustine campus beat 19 teams from around the world to win the 'Best New Team' prize at the 55th Phillip C. Jessup International Law Moot Competition held in Washington DC in April 2014. This is only the second year that a team from the Faculty participated in the Jessup competition.

Best Film Student

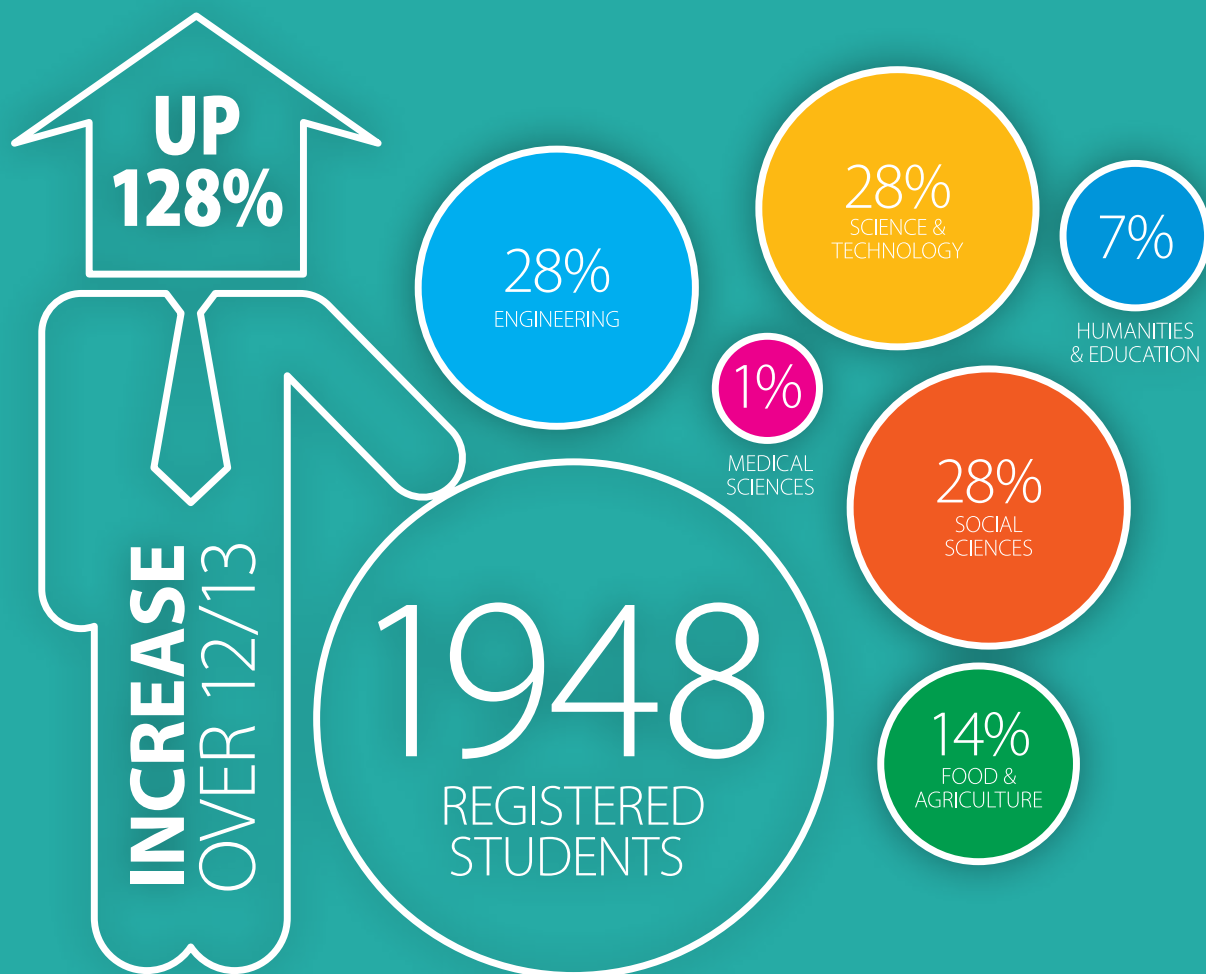
Film student, Maryam Mohamed, won the BpTT prize for Best Student Film at the 2013 Trinidad and Tobago Film Festival. The award is based on the student's GPA and an essay.



Back row, L-R: Dr. Carla Noel-Mendez, Khalid Hassanali, Rubadiri Victor, Dr. Victor Coombs, Dr. Ronald Ramkissoon, Ian Chinapoo, Sir Edwin Carrington (Pelican Awardee), Charles Percy, Dr. Shelton Nichols, Gerry Brooks, Ewart Williams (Chairman, Campus Council), Professor Dan Ramdath, Cheridan Woodruffe (President, UWI Alumni Association T&T Chapter), Alison Lewis, Hannibal Najjar. Front row, L-R: Dawn Thomas, Toni Sirju-Ramnarine, Dr. Naola Ferguson Noel (representative), Dana Seetahal, S.C., Mary Kwailan La Borde, Kizzie Ruiz, Anna-Maria Garcia-Brooks, The Honourable Chief Justice, Mr. Justice Ivor Archie, Principal Clement Sankat, Giselle Pinard-Thompson, Sunity Maharaj, Dr. Floyd Homer.

Teaching, Learning & Student Development

Record Student Participation in
WORLD OF WORK (WOW) 2013/2014



Teaching excellence and an outstanding learning experience are integral to the development of The UWI as a world class university. Programme accreditation remains an important element but the Campus continues its drive to improve course delivery by promoting teaching excellence; to ensure there is a supportive learning environment; and to provide learning experiences for students that will serve them well beyond the classroom and will help them to serve their communities.

The pursuit of teaching excellence continues to be led by the Centre for Excellence in Teaching and Learning (CeTL) which continues to administer postgraduate programmes in tertiary level teaching and to conduct training workshops, which provide training in specific areas. The growing interest in both the programmes and the workshops.

The Office of the Deputy Principal has oversight for student development and academic quality. Delivery generally takes place through non-academic arms of the Campus such as the Student Services division, the Health Services Unit and the Academic Support/Disabilities Liaison Unit (ASDLU). There are plans to bring these services under a single administrative umbrella to improve coordination and delivery.

Improvements to the physical learning environment are addressed in the section of this report dealing with infrastructure.

Academic Quality

Programme Accreditation

Engineering

This year the BSc Petroleum Geoscience and MSc Petroleum Engineering programmes were accredited by the Energy Institute, UK. In addition, the relatively new Engineering Asset Management programme was accredited by the Institution of Mechanical Engineers (IMechE) for the period 2008 to 2015. The Department of Mechanical & Manufacturing Engineering also retained its accreditation by the Caribbean Accreditation Council for Engineering and Technology (CACET).

The Engineering programmes for which accreditation or reaccreditation was sought is as follows:

- BSc Chemical & Process Engineering
- BSc Civil Engineering
- BSc Civil with Environmental Engineering
- BSc Petroleum Geoscience
- MSc Chemical and Process Engineering
- MSc Civil Engineering
- MSc Civil with Environmental Engineering
- MSc Petroleum Engineering
- MSc/PGD Construction Management

All undergraduate and postgraduate programmes in the Department of Mechanical & Manufacturing Engineering are accredited by the Institution of Mechanical Engineers of the United Kingdom for a five-year period encompassing the 2011 - 2015 intakes. The Department of Electrical & Computer Engineering achieved an extension of the IET (Institution of Engineering & Technology) accreditation for the BSc programme to the 2014 intake.

Medical Sciences

The new El Dorado site for the re-named UWI School Of Nursing (UWISoN) was accredited by the Accreditation Council of Trinidad & Tobago (ACTT) and the School of Pharmacy continued to implement the suggestions of the Quality Assurance team with the aim of attaining CAAM-HP accreditation.

Arthur Lok Jack Graduate School of Business

The School was successfully re-accredited by AMBA and continued to align its systems with the standards of the other two accreditation bodies, EQUIS and AACSB. The AMBA accreditation includes the School's four MBA offerings. A proposed merger between the Lok Jack GSB and the Department of Management Studies in the Faculty of Social Sciences is being considered to achieve accreditation from the Association of Advance Collegiate Schools of Business (AACSB).

Teacher Training Certification Programmes

The postgraduate programmes administered by CeTL encourage academics from all fields to take a scholarly approach to teaching and learning so that the latest strategies can be introduced in classrooms across the Campus and to spur teaching innovations to suit our unique environment.

The UWI Postgraduate Certificate in University Teaching and Learning (CUTL)

Twenty-three individuals successfully completed the CUTL programme resulting in a total of 124 staff members having successfully completed the programme to date. Over 30 members of staff were accepted for the 2014/2015 Academic year. CUTL is a contractual requirement for some academic staff members.

Master in Higher Education (MHEd) Tertiary Level Teaching and Learning

Training of the third cohort of the MHEd programme was completed in Semester II, 2013/2014. Three of the six participants in the programme have qualified for the degree, along with one student from the second cohort also completing the programme. Twelve students have been accepted for the fourth cohort. The MHEd programme has been reviewed and was submitted to the Board for Graduate Studies and Research for approval.

Teaching & Learning Workshops

The CeTL workshops target areas that directly touch students, such as Academic Advising, integrating Blended Learning and online tools into course delivery, and developing competency based learning outcomes to change the way students are assessed.

The CeTL conducted approximately 69 workshops during the reporting year, including several that focused on technology and others on implementing the new GPA scheme. There were over 935 participants in these workshops including repeat attendees. Eight workshops specifically engaged with the drive to develop a more scholarly staff. Evidence of the effect and usefulness of the workshops could be found in testimonials such as that of the Faculty of Engineering. There, they reported that over the years, CeTL workshops have helped staff design and assess courses based on learning outcomes and with well-designed grading rubrics. With the scheduled transition to the new GPA scheme, they saw an even greater need for the workshops.

Strengthening Academic Advising

A proposal for restructuring the Academic Advising programme on the Campus was approved by Academic Board and a Campus Academic Advising Committee was formed to discuss policies and plans. The results of a research project on the delivery of Academic Advising should be available in the upcoming academic year.

Course/Programme Reviews & Evaluations

Course and programme reviews are regarded as the beginning of quality assurance in the teaching/learning cycle. In the reporting year 607 courses were reviewed by CeTL, individually and as programme components. The course development template was reviewed to make it both more comprehensive and standardised.

Student Evaluations are equally important as this provides direct feedback to departments and lecturers about gaps and challenges. Students look for appropriate changes and adjustments when they provide feedback on their courses. This year the CeTL piloted a project for reviews to be done online and the results were surprising. While there was a much quicker turnaround time, the paper-based reviews had a response rate of 50%, the rate for online reviews was just 26%.

Student Engagement & Experience

The University aims to provide a high quality student experience. This is seen as the foundation leading to regional and international student success, the creation of ideal UWI graduates and strong alumni ties. The Campus provides a robust orientation programme with modules tailored to almost every type of student, guiding through all aspects of UWI life. This is followed by various other mechanisms to provide any support needed – financial, physical and psychological health, academic and disability. Our students have long been exposed to programmes preparing them for the world of work, but there is now a special focus on preparing them to take their place as caring, responsible citizens of the world, starting with and a variety of co-curricular courses and continuing with the introduction of service learning. The Campus is also improving its system for dealing with student complaints to improve its response and to guide future policies and procedures.

Co-Curricular

According to figures compiled by the programme administrators, the Co-Curricular programme at UWI St. Augustine achieved a milestone in 2013/2014 as overall enrollment for the year crossed 1000 students, an increase of 43% over the previous review period. The rise in numbers could be credited to improvements made to the registration process and a new multi-media marketing strategy, which was rolled out to increase awareness and boost enrolment. The most popular course, with 155 participants, was *Public Speaking and Voice Training*. The course *Workplace Protocol for Students* followed with 121. A system was introduced allowing students to assess Co-Curricular courses. There are now plans to open the Co-Curricular programme to postgraduate students.

Service Learning

The Campus held a Volunteer Open Day in each semester of the 2013/2014 academic year. In Semester I, just 47 persons expressed interest, but in Semester II, over 300 members of the campus community came out to explore the opportunities afforded by 14 volunteer organisations. The National Day of Service Learning and Community Engagement and a beach clean-up to prepare for the turtle nesting season also attracted support and four students from the St. Augustine Campus presented at the International Service Learning Programme Symposium held in Port of Spain in March 2014. UWI students also participated in the second annual Volunteer Day for tertiary level institutions organised by the Ministry of Tertiary Education and Skills Training (MTEST) in March 2014. While some took part in various projects such as working with Habitat for Humanity others spent the day at the Curepe Vedic Primary School, organizing the school's library. This community project was a joint project of the Office of Student Advisory Services and the Guild of Students. There are plans to create an Office of Community Engagement and Service Learning at UWI, St. Augustine.



Entrepreneurship Boot Camp winners: From left: Sean Aberdeen, Timothy McIntosh, 4th place winner Richard Chase and Terrance Glenn

Encouraging Entrepreneurship

UWI graduates placed second and third in this year's Entrepreneurship Boot Camp competition jointly held by The University of the West Indies (UWI), the National Entrepreneurship Development Company Limited (NEDCO) and the Entrepreneurial Training Institute & Incubation Centre in July 2014. The Entrepreneurship Boot Camp was launched in 2012 and provides exclusive insight into the real life challenges of successful entrepreneurs. The top three business plans are selected for financial consideration of their project by NEDCO, which opened an office on the St. Augustine Campus in 2013. These measures are intended to help bridge a commonly cited gap in the preparation of UWI graduates to become job creators and entrepreneurs.

The annual four-day event is open to all recent university graduates and final year undergraduates. MIT graduate and winner of the 2012 season of "Cupcake Wars" on Food Network, Timothy McIntosh won the \$50,000 first prize for "Decouvre," a gourmet

line of chocolate cupcakes and desserts. He returned to his native Trinidad & Tobago in 2012 to run his own restaurant and catering business.

Second-place winner, Sean Aberdeen completed the BSc in Sport Management at UWI in 2014. He received \$30,000 to help with his plan for a company that provides a suite of management support services to young athletes and teams, including sports marketing; contract negotiations and representation; networking; event planning; management and consultations.

Terrance Glenn placed third and received \$20,000 to support his business plan "Green Living". Terrance recently completed his post graduate studies at UWI and the business has been in operation for the past two years. Using aquaponic principles, the company has designed an organic system of integrated aquaculture and agriculture process to produce fish (tilapia & ornamental); seasonings; fresh fruits and other plants. There are plans to expand the product line to include patties, specialty sauces, teas and fresh vegetables.

Online System for Student Complaints

The online system – Student’s Request for Deputy Principal’s Intervention (Last Resort)– became fully functional. The system allows students to submit their complaints and for staff of the Office of the Deputy Principal to review, advise, respond to and approve many of the matters. Over 350 new cases were received on the system this year. The Campus can now gather data on the types of complaints received, which arms of The University or services are most cited, and the types of students most affected.

Student Services

The annual World of Work Programme has the fourth highest participation rate, among UWI students, after orientation, matriculation and graduation. Participation

in the World of Work programme sponsored by Republic Bank rose 129% this year to 1,948 final year students. The programme is traditionally comprised of six segments – Résumé Writing Workshops, an Interview Preparation Workshop, the World of Work Seminar, Mock Interviews, a Networking Workshop (Theory) and a Recruitment Fair. In 2013/2014 organisers added eight more components including a practical networking reception where select students could interact informally with company officials and university management and staff; additional assistance to disabled student through the Academic Support and Disabilities Liaison Unit (ASDLU); a Company Presentation Series; and a session on creating a professional online presence using services such as LinkedIn.



TEACHING, LEARNING & STUDENT DEVELOPMENT

The WOW programme is part of a comprehensive suite of services to students offered by the Campus that tries to meet students' non-academic needs from orientation to graduation. Among the highlights this year –

- approximately 50% of the more than 5,000 first-year undergraduate and postgraduate students took part in the 10 events and services provided by the Student Advisory Services as part of the 2013 First Year Experience (FYE) programme;
- Smart Start, a pre-orientation programme to guide the transition from secondary school to university, saw a six percent increase in the number of participants in this its second year, reaching almost 500 applicants from secondary schools;
- Operation Hot Chocolate, a partnership with Nestle Trinidad Limited, served over 900 snacks each semester to students studying for exams on the main campus and at Mt Hope;
- there was a 37% decline in the number of applications from regional students for accommodation on the halls of residence and the number of international applicants was more than doubled.

Academic and Disability Support

The Academic Support/Disabilities Liaison Unit (ASDLU) provides Academic Support to all students of the St. Augustine Campus at all levels of their academic career. For students with disabilities, the Unit works to ensure equal access (infrastructure and academic) to all students of The University who enter with or acquire a disability. In this review period, 271 students registered to access the services provided by the ASDLU.

The Unit received TT\$33,535.00 from the Campus Research and Publication Fund to conduct a research project entitled "*Creating a campus without barriers: An assessment of the level of accessibility at The University of the West Indies, St. Augustine campus*". The first phase of the project should be completed in February 2015, but in the meantime, the Unit put its words into practice and led by example when it employed a Student Assistant with a visual impairment. The almost three-month stint was an opportunity for the student to get work experience and for staff to prove how inclusionary practices can succeed at the workplace. The student has since gone on to become an exchange student at the Mona Campus.



Dressed to impress: students take part in the World of Work networking session

In January 2014, a number of university lecturers and other persons, who have all been working in the field of disability, came together to form a network on the campus. They aim to use The UWI as a platform to make the public more aware of the needs and potential of persons with disabilities. Currently, the organisation is planning an international conference to be held in April 2015.

The Unit worked with the Human Resource Division and the Special Needs Clinic at the School of Dentistry to present the Basic Sign Language Training Programme to a sixth cohort of staff and students. Beyond the campus, the Unit expanded its network to include the Dyslexia Association, the WeCare Deaf Support Network, and the Down Syndrome Family Network. The Campus commemorated the United Nations International Day for Persons with Disabilities 2013, with a public lecture featuring Senator the Honourable Kerryann Ifill, President of the Senate in Barbados. Senator Ifill spoke on the theme *"Break barriers, open doors: for an inclusive society for all"*.

Health Services

The Health Services Unit experienced a 4.8% increase in the overall utilisation of its services by the student population in comparison to the 2012/2013 academic year. Doctor visits increased by 7%; the immunisation clinic saw a 37% rise; use of the medical transportation unit was 25% higher than when it debuted the year before; and the Pharmacy sales were also up 19%. Only the Sexual Health Clinic recorded a 28% decrease in the number of students accessing services.

Late in Semester II, with the introduction of a dietician to the staff of the HSU, the Unit began a Dietetic and Nutrition Service. This is a joint initiative between the Unit and the Department of Agriculture Economics and Extension (DAEE). A screening session was held before the close of the review period. Of the 47 persons who participated, 75% were found to be overweight and 51% were classified as obese. Most came seeking nutrition information and more than half requested counseling for weight-loss management. The HSU was also involved in the staff wellness programme run by the Human Resources Division.

The Pharmacy also offered new services during the review period. It became a participating pharmacy under the Guardian Life Provisor Programme which provides health coverage for both students and staff and embarked on a First Aid Kit Initiative to make necessary items easily available to departments to ensure compliance with OHSa regulations. Finally, the Pharmacy became the third and final arm of the HSU to open its doors on weekends. As a result, the HSU now provides a full range of services – medical, psychological counseling and pharmacy – from 9am to 1pm on Saturdays.

The Counselling and Psychological Services (CAPS) provided 2700 consultations to more than 700 students during the academic year. Generally, CAPS clients were female undergraduate students pursuing full-time degrees. Almost half were self-referrals and almost a quarter had been referred by friends.

The importance of peer counseling has long been recognised by the HSU. As of September 2013, the annual Peer Counsellor training programme was incorporated into the campus co-curricular programme as *Mind the Gap*. Over the two semesters the course attracted 40 students. The CAPS team also provided training for the Residential Hall Assistants programme which was reinstated in August 2014. Sessions covered basic counselling skills, assessment of risk, crisis management, as well as a range of commonly presenting illnesses such as depression, bipolar disorder and posttraumatic stress.

In addition, January 2014 CAPS introduced a clinical practicum in the form of an internship for the MSc Clinical Psychology programme at the Faculty of Medical Sciences. The need to explore internship possibilities was initially identified following a Quality Assurance exercise conducted at the HSU in 2009.

Another important new initiative was the introduction of the Safe Space programme in September 2013. This group was open to all students, whether they were members of, or allies of, the LGBT (Lesbian, Gay, Bisexual and Transgender) community. Weekly meetings explored concerns related to sexuality, gender identity,

relationships, family dynamics, as well as general concerns of university life. The programme began with a pilot group of approximately 11 students. By Semester II, the CAPS facilitated two weekly groups for 32 participants. The Safe Space initiative is a collaboration between CAPS and a local advocacy group, the Silver Lining Foundation (SLF).

Improving Student Services

The Students Services Seminar Series (S2 Seminar Series) was created last year as an avenue for student services professionals at all levels to present research and highlight issues related to student services and student development. The sessions held during the review period looked at *"Conflict Resolution in UWI Residence Life – Can Mediation improve this process?"* followed by *"The Secret Epidemic: STIs on Campus"*.

The Seminar Series is part of an overall effort to strengthen and reposition student services as central to student success and the development of the distinctive UWI graduate. It is proposed that the delivery of student services be placed within a formal integrated structure by creating a new Division of Student Services and Development.

Open & Distance Education

In education, one size does not fit all, and there may be many paths to the same destination. The St. Augustine Campus is committed to providing multiple paths to success and flexible options to allow the widest possible access for the pursuit of tertiary education by anyone, anywhere in country and the region. Different registration options – full time, part time, evening; multiple points of entry to suit a student's qualifications or circumstances, such as certificates and diplomas that allow matriculation into full degree programmes, and continuing education courses for working people who want to sharpen their skills or to change careers.

Today, the focus is on expanding our reach through a physical presence or virtually using communication technology. Locally, students in south Trinidad and in Tobago are finding that a UWI education is more accessible and more affordable, and as our physical presence grows in these areas, so do the possibilities for the people who live there. Regionally, our undergraduate thrust, primarily among the countries of the OECS, continues to deliver benefits to students there, and our postgraduate forays into South and Central America – Guyana, Suriname and Belize –

Student Advisory Services

CAREER ADVICE PROGRAMME (CAP)

First Year
EXPERIENCE
2013-2014

Faculty of Engineering | September 26th, 1:00pm | ENG Lecture Theatre 2

Faculty of Law | October 03rd, 1:00pm | JFK Lecture Theatre

Faculty of Social Sciences | October 03rd, 1:00pm | JFK Lecture Theatre

Faculty of Science and Technology | October 10th, 1:00pm | Daaga Auditorium

Faculty of Food and Agriculture | October 10th, 1:00pm | Daaga Auditorium

Faculty of Humanities and Education | Oct. 17th, 1:00pm | Daaga Auditorium

For more information contact

Ext. 662-2002 82098 | Nandi.mitchell@sta.uwi.edu



SIGN UP AT
THE FRONT DESK:
STUDENT ADVISORY SERVICES





Minister of Foreign Affairs, the Honourable Winston Dookeran, presented training certificates to the first graduates of the first module delivered by the Diplomatic Academy, following its official launch.

continue to break barriers. These initiatives are being driven by the growing embrace of blended learning by the campus community and by the ability of the campus to form partnerships with other entities that can help provide physical spaces and resources where needed.

Blended Learning

During the reporting period, the Blended Learning team conducted 26 workshops representing a 40% increase over the previous reporting year, and thus provided increased access for staff.

Two new blended programmes were introduced this year – *The Postgraduate Diploma in Sport Management* and *The Diploma in Management of HIV Infection*. Preparation also began for the delivery of the blended *Diploma and MSc Agri-Food Safety and Quality Assurance* programme to be offered in September 2014. The Institute for International Relations (IIR) introduced online and blended learning into their curriculum this year.

The Diplomatic Academy

In May, 2014 the Diplomatic Academy of the Caribbean was launched. The Academy is a joint initiative of the Ministry of Foreign Affairs, the St. Augustine Campus and The UWI Institute for International Relations. The first of its kind, the Academy provides training in 21st Century diplomacy through short, highly intensive, hands-on modules. Content and delivery are specifically designed to accommodate individuals who already work full-time, not just in foreign affairs ministries or embassies, but also in other public and private sector organisations.

New Training Facility for Nurses

The UWI St Augustine through an initiative of the Ministry of Tertiary Education and Skills Training (MTEST), helped transform the El Dorado Girls Youth Camp into the new Academy of Nursing and Allied Health Sciences. The facility was created to help address the shortage of nurses and allied health care workers in Trinidad and Tobago. This is the country's first public facility dedicated exclusively to the education of nurses. The first intake was scheduled for January, 2014. UWI's own School of Nursing (UWI SoN), Faculty of Medical Sciences, was also relocated to the facility at El Dorado.

Expanding Access

South Trinidad and Tobago

The Faculty of Social Sciences continued to be the leading contributor in the South Initiative, delivering courses and programmes at the Naparima Boys' College in San Fernando as a precursor to the impending opening of the South Campus. Level I courses were offered for programmes from the Departments of Management Studies, Economics and Behavioural Sciences as well as the Certificate in Public Administration which was offered in its entirety. The Faculty also continued to offer the CPA programme in Tobago in conjunction with the Open Campus

Evening University

The Evening University at the St. Augustine Campus caters particularly to the needs of students who must continue to work full time. Specific programmes in Social Sciences, Science & Technology and Food & Agriculture are offered and while students have an alternative class schedule, the duration of the programme remains the same as for those enrolled full-time. Total enrollment was 1,376, a decline of 2.8% compared to the previous year. The Faculty of Social Sciences also continued to be the main driver of this initiative, with roughly 90% of the total student enrolment in the Evening University pursuing Social Sciences degrees.

Eastern Caribbean Franchise

The Faculty of Social Sciences continued to offer degree programmes through franchise arrangements with Tertiary Learning Institutions (TLIs) across the region. To improve teaching effectiveness, Room 103 in the Social Sciences/Humanities Building was equipped to facilitate the streaming of lectures to the Sir Arthur Lewis Community College in St. Lucia and the Fitzroy Bryant College in St. Kitts. This facility would also become part of The University's Single Virtual University Space (SVUS) system to allow for the transmission of lectures to the other Campuses.

Under the current franchise arrangements with the Sir Arthur Lewis Community College in St. Lucia, The Fitzroy Bryant College in St. Kitts and the St. Vincent and the Grenadines Community College in St. Vincent, students can complete up to two years of their programme in St. Lucia and year one of their degree programme in St. Kitts and St. Vincent before transferring to the St. Augustine Campus to complete their studies. In total, 32 students are now enrolled under these arrangements.

UWI-ROYTEC

In January, 2014, RBTT/RBC conferred the ROYTEC brand to UWI St. Augustine. A month later, UWI-ROYTEC obtained candidacy for Institutional Accreditation for a period of three (3) years to 2017.

Graduation

Seven hundred and ninety-seven students graduated in 2013/2014 from programmes facilitated by the UWI-ROYTEC in collaboration with partners such as the University of New Brunswick (UNB), Advocis and the Association of Real Estate Sales Agents (AREA).

New Programmes

Two new collaborative programmes were approved in 2014. They will be offered through blended learning and use the Moodle and BlueQuill learning management systems.

- **The Bachelor in Business and Entrepreneurship (BBE)** is adapted from the Commonwealth of Learning (COL) and the Virtual University for Small States of the Commonwealth (VUSSC). It is designed specifically for secondary school graduates with five CXC passes and who are interested in business and entrepreneurship. In August 2013, the UWI School of Business and Applied Studies Limited (ROYTEC), at the University of the West Indies, signed a memorandum of understanding for a partnership with the Virtual University for Small States of the Commonwealth (VUSSC). In doing so, ROYTEC agreed to embrace open educational resources (OER) as an operating strategy. ROYTEC's first VUSSC offering is a locally adapted version of the Bachelor in Business and Entrepreneurship.

Experience Europe
THROUGH A
SCHOLARSHIP
OPPORTUNITY!

Student, Academic or Admin Staff
a scholarship could be yours.

Deadline for applications is December 15, 2013

Visit: <http://sta.uwi.edu/internationaloffice> or contact International Office

- The **Master of Science in Business Psychology (MSBP)** is offered in collaboration with Franklin University, Ohio, USA. The MSBP is interdisciplinary and integrates business concepts with applied psychology. UWI-ROYTEC has also renewed its collaborative arrangements with Franklin University, Centre for Professional Training and Development to offer the full range of training programmes locally.

MOU Signed for Medical Technician Programme

The International American University College of Medicine (IAUCOM), St. Lucia and UWI-ROYTEC entered into an agreement to work on a range of projects, starting with Information Systems Management and Pharmacy Technician studies. IAU is approved by the Education Commission of Foreign Medical Graduates (ECFMG), USA and listed in the International Medical Education Directory (IMED). IAU is also approved by the WHO and listed in the current WHO World Directory of Medical Schools.

Research & Development

Grant Funding
TT \$14.3m

IMPACT of the RDI Fund

Counterpart Funding
> TT \$27m

Knowledge Mobilisation



10 weeks of music therapy for 191 at-risk youth



Psychiatric screening for 98 prison inmates



Establishment of 1 demonstration citrus orchard

The UWI-Trinidad and Tobago Research and Development Impact Fund (RDI Fund) was established in 2012. The Fund supports projects that address pressing development challenges and that will achieve recognizable and substantive impact in the short and medium term (3-5 years).

Since 2012
22 projects

Knowledge Dissemination



7 project websites



19 conference presentations



30 Sign Language Classes

Research & Development

The Campus has had significant success in creating an environment to support, foster and increase the output of high quality research and innovation with an emphasis on the Caribbean. The creation of research clusters has not only helped align major research with national and regional needs, but it has also encouraged interdisciplinary collaborations. Details of the research conducted on the Campus during the review period are reported by the Faculties in the sister publication to this Annual Report. Below we feature just a few of the projects that could have major implications for regional and local stakeholders.

New Research – The Economic Cost of Dementia

As the elderly and the aged are projected to make up an increasing percentage of the Trinidad and Tobago population in the future, researchers from the Faculty of Medical Sciences and the HEU Centre for Health Economics embarked on a nationwide study on the prevalence and economic costs of dementia. The first phase of the project will identify households where there are persons 60 years old and over. In the second phase, the persons selected will be revisited, their cognitive function assessed, and data regarding the socio-economic status will be collected.

New Research – School Drop Outs: Exploring Their Options

What is life like for those who drop out of school? What are their chances for success? Sociologists think that they know, but a new project aims to generate evidence-based research that can inform interventions to help students stay in school, and improve the lives of those who leave school early. The study, titled *A Matter of Survival: A life-course approach to understanding the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* is a national examination of the life-course trajectories and complex decision-making of early school leavers across the country in order to analyse their challenges and successes since leaving school, their experiences when returning to education or training, and economic stability and livelihoods. The research is being

conducted by The UWI St. Augustine's Department of Geography, in collaboration with the Institute for Gender and Development Studies (IGDS), the School of Education and the Women's Institute for Alternative Development (WINAD).

New Research – Climate Change in St. Vincent

The project called CASCADE (Climate Change Adaptation Strategies for Water Resources and Human Livelihoods in the Coastal Zones of Small Island Developing States) involves a household survey to determine the potential impact of climate change on the supply of and demand for freshwater, and on the exposure, sensitivity and vulnerability of the livelihoods of communities in St. Vincent and the Grenadines. The partners in the study are the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) based at UWI St. Augustine, the Centro Euro-Mediterraneo per i Cambiamenti Climatici (CMCC), Venice, Italy, and the Caribbean Community Climate Change Centre (CCCCC), Belize. The survey took place between April and June 2014, and the results will hopefully guide future public awareness programmes and policies to minimize any negative impacts identified.

Research Findings: Childhood Diabetes – A Strong Case for Nationwide Screening

A study launched in 2009 to assess the prevalence of diabetes mellitus among school children in Trinidad found that the prevalence of disease was three times higher than researchers initially expected. The findings made a strong economic case for implementing a nation-wide screening programme as researchers found that in the long run, early detection and treatment in childhood could result in a saving of 63% in adult treatment – not to mention a better quality of life and overall longevity. "Recognition and awareness of the problem can halt adult diabetes and demote Trinidad's ranking as the fifth 'fattest' nation globally." The work was supported by the Helen Bhagwansingh Diabetes Education, Research and Prevention Institute (DERPI) and The UWI, St Augustine. The Department of Clinical Medical Sciences was later granted TT\$500,000 by the National Gas Company (NGC) towards a research project on screening for gestational diabetes.

Ground-Shaking Research at the SRC

Apart from the ongoing activity at the Soufrière Hills Volcano in Montserrat, volcanic activity in the Eastern Caribbean was relatively quiet with most of the volcanoes exhibiting background levels of activity. But when it comes to earthquakes in the region, it's a completely different story.

Geologically the period was a busy one for the Seismic Research Centre, with the seismograph network recording a minimum of 2,685 earthquakes in 1,096 determined locations. This maintains the high level of earthquake activity seen in the last reporting period. Ten of these events were felt according to reports, including two strong earthquakes – one which measured magnitude 6.4 located east of Martinique and another at magnitude 6.3, located north of the Paria Peninsula. The densest concentration of epicentres for the year was seen in the Antigua/Barbuda area and the Paria Peninsula. Both are being closely monitored.

Research being conducted at the SRC continues to suggest that the global seismogenic system is poised to deliver its largest earthquakes and the mega-earthquakes occurring since 2004 support this conclusion. Our region has not seen its largest earthquake for well over 150 years. It is for this reason that the SRC seeks to foster collaborations that allow them to enhance their monitoring capability and take

an active role in promoting the development and legislation of Building Codes.

Monetising Research

A US Patent was granted to the St. Augustine Campus for "*Synthesis and Use of Chiral Ionic Liquids*" and a joint development partner is being sought for this project. Meanwhile, a US Provisional Patent Application was filed for "*Tetrapeptide Copper Catalysts Capable of Oxidizing Hydrocarbons at Room Temperature*" and patents in ten jurisdictions were assigned to The UWI St Augustine Campus for *Apparatus for Percussive Harmonic Musical Synthesis Utilizing Midi Technology (APHAMS)*. These accomplishments were all realised through the work of the Office for Research Development and Knowledge Transfer (ORDKT).

Library Resources

Digitisation Project

The Campus Libraries strengthening systems for electronic access to improve its ability to provide 'anywhere, anytime' service and seamless access to electronic resources. The addition of specialised equipment and storage devices helped advance the project to digitise the library's rare materials and special collections. These include a significant collection of newspaper clippings on the history of the steel pan, which was the subject of an article in one of the local newspapers.



SRC Director Dr Richard Robertson looking on at the Soufriere Hills Volcano across the helipad at the Montserrat Volcano Observatory, Montserrat.

Hidden Treasures

The annual Discovery Lecture Series was re-branded under the title "Insights into our Hidden Treasures" in order to highlight and encourage greater use of the rich special collections for teaching and research.

New Academic Journal

In addition, the Campus Libraries officially adopted the new international cataloguing standard, Resource Description and Access (RDA) created to provide for more in-depth and specific description of materials thus making it easier for users to identify nuances and various aspects of documents and digital objects on the web. The St Augustine Campus Libraries also spearheaded the publication of the inaugural issue of an online journal, the *Caribbean Library Journal*.

New Collection

For the first time, the Alma Jordan Library acquired a collection of papers from a female literary author. The honour went to Trinidadian writer, Monique Roffey, author of a memoir and five novels, who was shortlisted for the prestigious Orange Prize for fiction in 2010 and the Encore Award 2011. Her novel *Archipelago* won the OCM Bocas prize for Caribbean Literature in 2013. The collection includes print and electronic manuscripts, unpublished works, photographs, notebooks, newspaper clippings and correspondence.

Professorial Inaugural Lectures

Six newly elevated professors shared their work with the public as part of the 2013/2014 series of Professorial Inaugural Lectures. These events are one of the ways in which the Campus makes its store of knowledge available to the wider public.

Anderson Maxwell

"One Small Step or One Giant Leap? Exploring the Potential of Nature's Chemical Factories."

Brent Wilson

"Small Things Can Tell Big Stories: Microscopic Fossils in Eastern Caribbean Geological History."

Gyan Shrivastava

"River Mechanics - Linking Engineering and Society"

Carlisle Pemberton

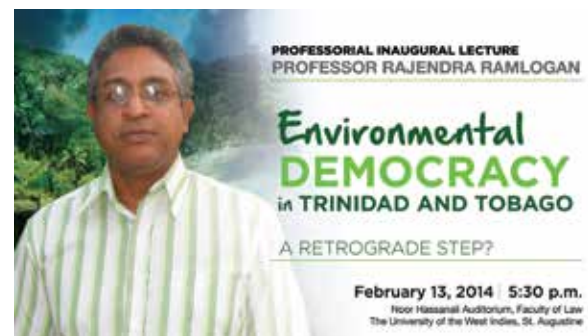
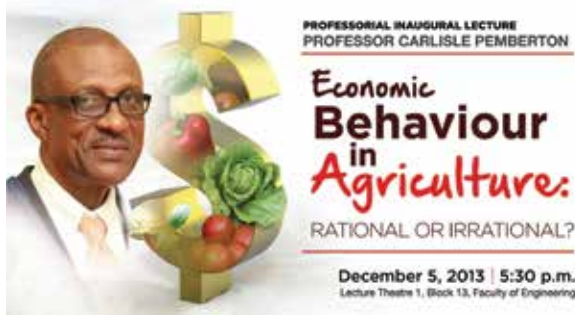
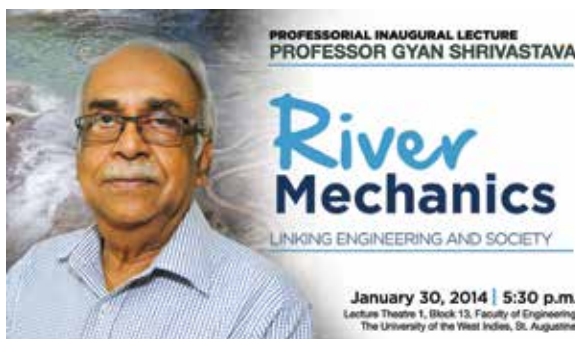
"Economic Behaviour in Agriculture: Rational or Irrational?"

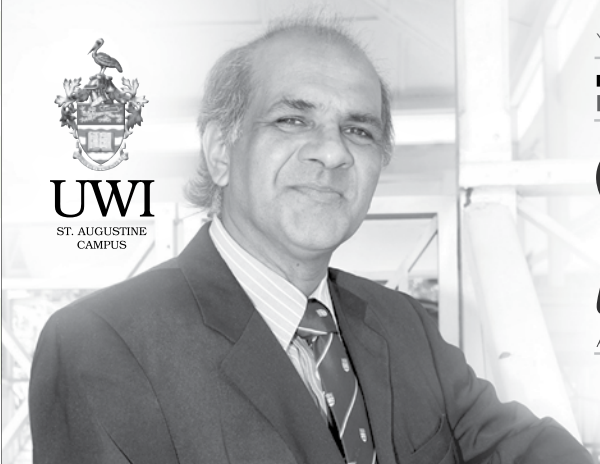
Moawia Alghalith

"Contributions to Mathematics and Finance"

Rajendra Ramlogan

"Environmental Democracy in Trinidad and Tobago: A Retrograde Step?"





You are cordially invited to the

PROFESSORIAL INAUGURAL LECTURE
PROFESSOR BHARAT BASSAW

**Gestational
DIABETES
Mellitus (GDM):**
A CRITICAL OR CONTROVERSIAL VIEWPOINT

June 5, 2014 | 5:30 p.m.
Learning Resource Centre
The UWI St. Augustine Campus
For further information, please call 662-2002 ext. 82013



You are cordially invited to the

PROFESSORIAL INAUGURAL LECTURE
PROFESSOR MOAWIA ALGHALITH

**Contributions
TO Mathematics
and Finance**

March 13, 2014 | 5:30 p.m.
Noor Hassanali Auditorium, Faculty of Law
The University of the West Indies, St. Augustine
RSVP: 662-2002 ext. 82013

Conferences

In the 2013/2014 academic year the St. Augustine Campus hosted several conferences exploring various facets of Caribbean life, including culture, sports, education and economics. Below we feature some of the research presented at three important conferences held on at the St. Augustine Campus during the review period.

“Caribbean Development: Standing Still or Standing Tall? Theoretical, Empirical and Policy Challenges.” 15th Annual Conference of SALISES (April 23-25, 2014)

The results of the distribution by quintile reveal that the benefits of the universal programmes are poorly distributed. Individuals in the poorest quintile receive the smallest amount of benefits in both the GATE

and the CDAP programmes and are the least likely to receive benefits, compared to the other quintiles. In regard to the GATE, the top three quintiles received 85% of the benefit and 38% of the CDAP benefit went to the bottom two quintiles. Based on these results, we conclude that the distribution of these universal social assistance benefits is not effectively or consistently reaching the poorest individuals.

Findings from “The participation of the poor in universal social assistance in Trinidad and Tobago,” presented by Raynata Wiggins, PhD Candidate, and Sandra Sookram, Fellow, SALISES.

STEM Children's Conference

How can you better appreciate human physiology using Zumba? What laws of physics keep moko jumbies towering above us? How do you get children excited about science and math? You would be able to answer all of those questions if you attended the two-day Children's Conference hosted by the School of Education as part of a STEM (Science, Technology, Engineering and Mathematics) Education project sponsored by BGT&T, and approved by the Ministry of Education. More than 5000 participants, including teachers and children from 22 early childhood, primary and secondary schools set the campus ablaze with their energy and innovation.



Science, Higher Education and Business: An Interdisciplinary Approach to Sports Studies, Research and Development

This was a four-day conference looking at sports from the perspectives of different disciplines including sociology, psychology, gender, law, tourism, education, science and medicine. Chaired by the Deputy Campus Principal, it featured presenters like Dr. Sybele Williams, a lecturer in the Department of Physics at UWI St. Augustine. Her paper looked at the collaborative work in biomechanical research being done with the Department of Rehabilitation & Prevention Engineering, Institute of Applied Medical Engineering at the Helmholtz Institute in Aachen, Germany. In essence, by comparing data based on the movements of athletes and non-athletes, they found that when it comes to rehabilitation, a more individualised approach could help athletes regain their performance levels.

Conferences: 2013/2014

The complete list of major conferences in the order in which they were hosted is as follows:

Ramleela in the Global Village: Traditions, Innovations and Future Directions

The Faculty of Humanities and Education in collaboration with the National Ramleela Council of Trinidad and Tobago Inc. (July 12 -14, 2013)

Inaugural Human Communications Studies Conference

A two-day conference presenting the latest human communication studies research among students and faculty from across the region and beyond. (September 26-27, 2013)

Conference on the Economy (COTE) 2013: Managing for Development in Caribbean Economies - Addressing the Challenges of Poverty and Inequality

The 7th COTE was a tribute to economist Dr. Ralph Henry for his longstanding commitment to research in the area of poverty in the Caribbean. (October 10-11, 2013)

20th Anniversary Conference of the Institute for Gender and Development Studies

Hosted by the Institute for Gender and Development Studies (November 6, 2013)

Science, Higher Education and Business: An Interdisciplinary Approach to Sports Studies, Research and Development

A four-day conference looking at sports from the perspectives of different disciplines including sociology, psychology, gender, law, tourism, education, science and medicine. (January 15-18, 2014)

STEM Children's Conference

A two-day Children's Conference hosted by the School of Education as part of a STEM (Science, Technology, Engineering and Mathematics) Education project sponsored by BGT&T, and approved by the Ministry of Education. (January 16-17, 2014)



If the Might Sparrow, Slinger Francisco (left) say so, then Professor Emeritus Gordon Rohlehr is perhaps best able to explain what was said, the context in which it was said, and if Sparrow said it first.

If Sparrow Say So...

A five-part lecture/ performance series in appreciation of calypso icon, the Mighty Sparrow, hosted by Canboulay Productions, in collaboration with The UWI, St. Augustine. (February 2014)

Inspire Drive: The Journey from Becoming to Being

12th Annual Distinguished Leadership and Innovation Conference (DLIC) hosted by the Arthur Lok Jack Graduate School of Business (ALJGSB) featuring Daniel H. Pink, one of the world's leading business minds. (April 10, 2014)

First Annual Carnival Studies Mas Colloquium: "Mas Aesthetics: Exploring the Art of Mas"

This colloquium comprised four panel presentations on topics such as Mas in the media, and the relationship between community and mas. The event was hosted by the Carnival Studies Unit of the Department of Creative and Festival Arts (DCFA). (April 10, 2014)

"Caribbean Development: Standing Still or Standing Tall? Theoretical, Empirical and Policy Challenges."

15th Annual Conference of SALISES (April 23-25, 2014)

Creating a Culture of Transparency: Revenue Reporting

Hosted by the Trade and Economics Development Unit (TEDU), UWI Department of Economics (June 5-6, 2014)

Books Launched

This year the Campus hosted launches for seven books written by members of the Campus community. Their contents bear testimony to the continued high quality and relevance of the research being undertaken at The UWI, St. Augustine. The titles and brief descriptions are presented below in the order of their launch dates.

"Trinidad and Tobago and Guyana: Race and Politics in Two Plural Societies"

Professor Ann Marie Bissessar (Faculty of Social Sciences) and Professor Emeritus John La Guerre

"While covering the demographic and historical background to race relations in these two plural societies, they lay most emphasis on how governments and leaderships amplified or dampened race conflict."

Robin Cohen

Emeritus Professor of Development Studies
University of Oxford

“Issues and Perspectives in Early Childhood Development and Education in Caribbean Countries,”

Dr. Carol Logie (UWI, Family Development & Children’s Research Centre) and Professor Jaipaul L. Roopnarine (Syracuse University)

A two-part book of scholarly articles related to childrearing practices in the Caribbean, such as nutrition and early mental health and child development issues such as inclusive education, home-based early intervention programmes and social infrastructure in the Caribbean.

“Data-Driven Decision-Making in Schools: Lessons from Trinidad,”

Dr. Jennifer Yamin-Ali (School of Education, Faculty of Humanities & Education)

An assessment of the research culture at five Presbyterian secondary schools in Trinidad and the extent to which research fuels decision-making at these institutions.

“Applications of International Trade Theory: The Caribbean Perspective”

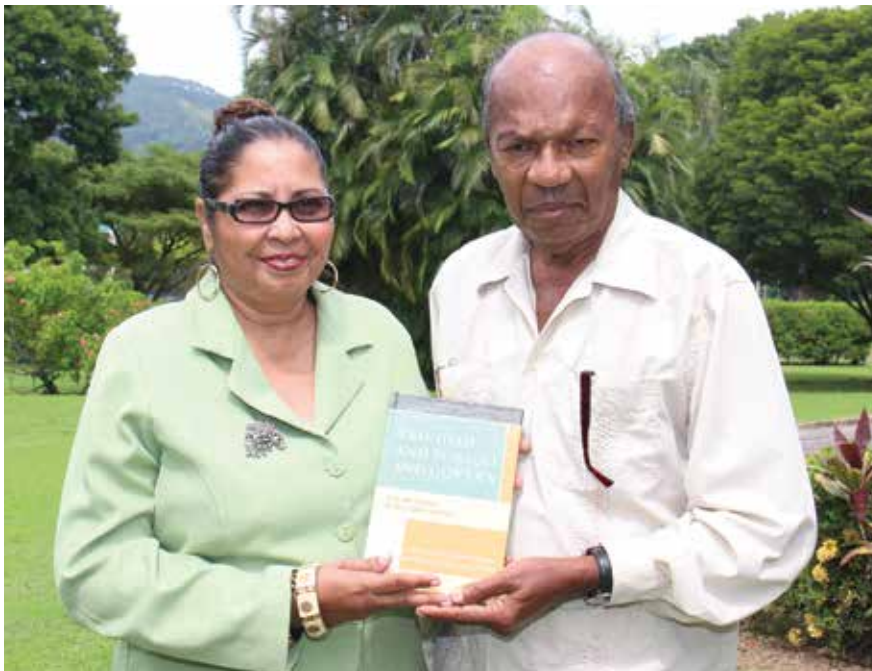
Dr. Roger Hosein (Faculty of Social Sciences)

“When I started to teach the course, all the material available was foreign, based on a foreign culture with foreign examples and foreign data sets. I found that unacceptable. This book explores the main ideas, concepts and theories from the trade literature against the backdrop of a Caribbean setting.”

“Informal Commercial Importers in CARICOM”

Dr. Roger Hosein (Faculty of Social Sciences) & Mr. Martin Franklin (Faculty of Social Sciences)

The first book to examine the various dimensions of informal commercial importing from an aggregate CARICOM perspective, emphasizing the economic dimensions and providing three empirical surveys of informal commercial importing in Guyana, Dominica and Jamaica.



**Collaborators:
Professor Ann
Marie Bissessar and
Professor Emeritus
John La Guerre.**

Special Edition of the Journal of Issues in Education: Vol. 1, June 2014 – Tribute to Prof. Emeritus John Arnott Spence (25th June, 2014)

A special edition of the Journal of Issues in Education dedicated to an examination of the life and work of Professor Emeritus John Spence.

The Encyclopedia of Caribbean Archaeology

Dr. Basil Reid (Faculty of Humanities & Education) and R. Grant Gilmore III

A comprehensive overview of the available archaeological research conducted in the region, beginning with the earliest native migrations and moving through contemporary issues of heritage management.

Campus Journals

New Library Journal

This year the St Augustine Campus Libraries spearheaded the publication of the inaugural issue of an online journal, the *Caribbean Library Journal*.

Caribbean Teaching Scholar (CTS)

<http://journals.sta.uwi.edu/cts/>

The CETL produced two issues of its peer-reviewed online journal, The *Caribbean Teaching Scholar* (CTS) during the reporting period. This year the journal was listed in two international research journal databases and is now indexed by Scientific Indexing Services (SIS) as well as the Educational Research Abstracts online database (ERA). CTA abstracts are also included in the journal *Research in Higher Education Abstracts*.

Graduate Studies & Student Research

Rolling PG Applications

The Office for Graduate Studies and Research experimented with rolling applications for graduate research degrees. A full assessment is scheduled in the following academic year.

The CeTL collaborated with the Board for Graduate Studies and Research to design a Research Supervisor Development Course for implementation at UWI St. Augustine in the 2014/2015 academic year. The course targets supervisors of graduate students, particularly those new to the role. It includes face-to-face and online training sessions, introducing aspects of quality assurance into the supervision process.



Funding & Partnerships

Research Funding

Over the review period, the ORDKT supported academic staff in the preparation of the following large proposals for submission to international, regional or national donors or clients. Successful awards this year included a project on *Resource Mobilisation for Tertiary Education* (Government of Trinidad and Tobago under the 10th EDF) awarded at a value of TT\$1.255M; another on the design of a *Water Capture and Conservation* project for the National Herbarium of Trinidad and Tobago at a value of TT\$2.25M and a proposal to the Environmental Management Authority proposal on the *Development of Ambient Water Quality Standards* for Trinidad and Tobago, valued at TT\$318,435. The campus is awaiting the outcomes of bids for a number of other projects in areas ranging from environmental management and alternative energy to the development of the creative industries and entrepreneurship.

The RDI Fund

The UWI-Trinidad and Tobago Research and Development Impact Fund was launched in 2012 to strengthen the synergy between scholarship and development impact. Over the past two years, 22 projects in five thematic areas were approved for funding to the tune of TT\$14.3 million in total. In addition, more than TT\$27 million in counterpart funding and TT\$3.3 million in-kind contributions have been attracted. Although the RDI Fund can be considered as a very young multi-million dollar Research and Development Impact Fund, it is already being cited as an emergent Best Practice model for research funding in the region.



A young visitor to the Children's Fun Park at the Research Expo in 2013.



The petting zoo was popular at the Research Expo in 2013.

Research Grants

The Campus Research and Publications Fund disbursed just under TT\$3 million to fund 129 research related activities at UWI St. Augustine. Staff grants for 60 projects amounted to approximately TT\$2 million. The largest sum (TT\$772,645) was awarded to the Faculty of Medical Sciences to fund 17 projects.

Major grant funding was also provided by agencies such as the Biscuit, Cake, Chocolate Confectionary Alliance (TT\$1 million), the ACP Group (TT\$5,175,585), the Confucius Institute Headquarters (TT\$2.3 million), the Government of Trinidad and Tobago (TT\$3 million), the Ministry of Science, Technology and Tertiary Education (TT\$4 million), the Seismic Research Unit and the Institut de Physique du Globe de Paris (TT\$6.7 million) and the Caribbean Central Bank (TT\$2.4 million).

Scholarships

Scholarship incentives remain an important encouragement to research students. The UWI postgraduate scholarships were valued at TT\$60,000 per annum. In 2013/2014, a total of 33 UWI postgraduate scholarship together with two Elsa Goveia Scholarships and one Eric Williams Memorial Scholarship were offered to those enrolled in MPhil/PhD research programmes.

The Arts

From concerts and recitals to plays, film screenings to visual arts exhibitions, some of the most visible, and enjoyable areas of engagement between the Campus and the wider public come through the arts. The Department of Creative and Festival Arts produced close to 30 arts related activities, productions, exhibitions, concerts and events for The University and national community. The UWI has become an important part of Carnival as the home of the award winning band, **Jouvay Ayiti** and the custodians of traditional mas through the annual **Old Yard**. The Campus served as a venue for film screenings as part of the annual Trinidad and Tobago Film Festival and eight films by our own students were shown at the festival.

Some of the highlights of the year were as follows:

Performing Arts

2013

- Must Come See Productions (UWI Arts Chorale) performed ***Crazy for You*** at Queen's Hall. Jessel Murray, co-producer and music director/conductor
- ***Music Staff Recital***: Lecturers of the Musical Arts Unit showcasing Western and Eastern music using instruments such as the piano, sitar, voice, marimba, santoor, steelpan and bansuri. Coordinator: Satanand Sharma.
- The UWI Arts Chorale (and National Steel Symphony Orchestra) performed at ***Carols by Candlelight*** at the President's Grounds. Jessel Murray, music director and conductor.
- ***New Directors Forum*** at LRC, UWI. Students pursuing a BA in Theatre Arts staged theatrical presentations for public viewing, as part of the Directing II course. Chaired by Dr. Lester Efebo Wilkinson.
- UWI Guitar Ensemble performed ***Différance*** in concert at CLL. Anthony Williams, director.



OUTREACH

2014

- The Theatre Arts Unit presented: **Same Khaki Pants** written and directed by Lester Efebo Wilkinson at the LRC, UWI and the Little Carib Theatre, Woodbrook.
- **Colere to Kultur.** UWI Guitar Ensemble in Concert. Coordinator: Mr Anthony Williams. CLL.
- **Music of the Diaspora** - UWI Intermediate Steelpan Ensemble, and the UWI Indian Classical Ensemble. Deryck Nurse and Satnarine Baboolal, directors.
- **Sole to Sole** - Showcase Dance Production featuring staff and students. Hazel Franco, Coordinator.
- **Theatre for Children:** a student-led Theatre Arts production primarily for viewing by children ages 6 to 12, Black Box, DCFA.

- **Madiba** – a celebration of the life of Nelson Mandela. UWI Arts Chorale and UWI steel conducted by Jessel Murray. National Academy for the Performing Arts, North.

Visual Arts

2013

- **Visual Representations of Body | Institution | Memory.** An exhibition of new works of art. Coordinator/Chair: Ms. Lesley-Ann Noel and Mr. Kenwyn Crichlow
- DCFA Visual Arts Unit Exhibition: **Interpretations of the Human Figure** - an exhibition of work by alumni, faculty and current students. Chaired by Ms Lesley-Ann Noel

2014

- **Community School of the Arts:** Classes for the public in Adventures in Art, Recorders, Singing, Music Learning Activities, Steel Band, Dance and Drama among others.

Department of Creative and Festival Arts
Dance Unit

Sole to Sole

Sat. 26th April- 6pm | Sun. 27th April- 8pm

Little Carib Theatre, Port of Spain

Adults: \$100.00 | Children: \$50.00

For more info contact 663-2222 | 662-2002 ext. 83792
maria.cruikshank@sta.uwi.edu



Winner of the 11th UWI Spec International Half Marathon - Daniel Chavez Da Silva ran away with the men's prize with an official time of 1:08:18.

Sports

The Campus has carved a space in the sporting landscape as a training venue and as the host of events such as the annual T-20 cricket tournament, but the biggest annual event is the UWI SPEC International Half-Marathon.

The eleventh edition of the highly anticipated race took place on October 26, 2014 with over 1,200 athletes. In response to requests from runners over the years, the race started half hour earlier than its usual 5:30am. Kenya's Caroline Kiptoo captured the women's title while Brazilian Daniel Chavez Da Silva won the men's title. For the first time, Special Olympics Trinidad and Tobago partnered with The UWI SPEC for an event within the main event. Special Olympic teams representing Special Schools took part in a relay marathon for the 13.1 miles with 12 athletes per team running equal legs. There was a prize division for all Special Olympic teams that participated. Other innovations included entertainment along the half-marathon route with pan 'round the neck, drum-ology and tassa courtesy the Ministry of the Arts and Multiculturalism.

Science

Undergraduate and postgraduate students from the Faculty of Science & Technology participated in the UWI Research Week and NIHERST Sci-Techknofest. They wowed audiences with their "Chemistry magic shows" and an interactive display of dye-synthesised solar cells powered by sorrel juice. Meanwhile, the Department of Physics introduced a programme where select schools were invited to bring examination-level students to perform CAPE experiments in the Department's advanced laboratories. Five schools participated in the pilot – Couva East Secondary, Valencia Secondary, San Juan North Secondary, St. Anthony's College and Iere High School.

Law

The new Law Faculty held a number of successful conferences and public lectures to engage with the general public and the legal fraternity. They included a debate on the Death Penalty in Trinidad and Tobago organised in conjunction with the British High Commission of Trinidad and Tobago in December 2013; a public lecture by Se-shauna Wheatle on 'Adjudication in homicide cases involving LGBT persons in the Commonwealth Caribbean' in April 2013; and another public lecture by Professor Robert Wintemute of the Faculty of Law of King's College London on Human Rights and de-criminalising same-sex sexual conduct, which attracted a packed audience in February 2014.

OUTREACH

The Faculty partnered with the Joint Construction Committee, which encompasses all construction professionals – Architects, Engineers, Cost Consultants, Contractors, Chamber, Planners and associated disciplines – and the Office of the Campus Registrar to host a Public Procurement Seminar in April 2014. Then, in June of that year, the Faculty partnered with the Parliament of Trinidad and Tobago to host a High Level Criminal Justice Symposium in honour of deceased Senior Counsel, Dana Seetahal.

Cyber Safety

How can parents keep their children safe in the selfie-obsessed cyber-world? The Campus signed an MOU with the Telecommunications Authority of Trinidad and

Tobago (TATT) to implement a cyber safety awareness project targeting school children and their parents. The aim is to make the Internet safer for children by helping them and their parents to understand the risks associated with the inappropriate use of technology. The year-long project was developed and is being executed by UWI's Campus Information Technology Services (CITS) department, supported by IT students at The University. TATT will provide up to \$150,000 in funding. The project includes face-to-face cyber safety seminars in schools; development of a cyber-safety awareness campaign and website with local content and videos; and identification of unconnected schools and assistance with the installation of Internet access. The project was launched on 23 July, 2014.



New Services

The School of Dentistry launched its Special Needs Clinic and initiated fee-paying services in the areas of fixed orthodontic appliance, oral histopathology diagnostics and crown and bridge fabrication of dentures. The BSc Optometry programme also began to offer comprehensive eye examinations to the public for a small fee.

National & Regional Development

The UWI continues to assist governments of the region with the development of policies and projects to benefit the people of the Caribbean. The Office of Research Development and Knowledge Transfer has played a significant role in brokering these partnerships that bring together international funding and UWI St. Augustine expertise to tackle key issues related to national security, health and entrepreneurship. This year the ORDKT worked with faculties to secure a project for 'Capacity Building for Micro, Small

Entrepreneurs', on behalf of the Ministry of Labour, Small and Micro Enterprises, Trinidad and Tobago; offer three academic programmes – a Certificate, BSc and MSc in Leadership and Management – for the Trinidad and Tobago Defense Force; and helped organize a Regional Training Workshop on the Strategic Use of Intellectual Property: A Focus on Patents.

Two other on-going projects are also showing signs of progress. The establishment of a *Centre for Workforce Research and Development* in Trinidad and Tobago is funded by the Ministry of Science, Technology and Tertiary Education through the 9th European Development Fund. Born of a 2011 Memorandum of Understanding, the building that is to house the Centre on the Campus was completed in December 2014 and it is to be staffed thereafter. The CWRD project is designed to track, monitor, analyse and forecast labour market trends, skills gaps, training needs, government initiatives and ascertain the impact of the free movement of labour on the Trinidad and Tobago and CSME economies. The total value of the project is TT\$10 million.



The BSc Optometry clinic in action.

A TT\$11 million, 3-year *Local Economic Development Project in Trinidad's South-West peninsula*, is being funded by the IDB and Atlantic LNG with the Trade & Economic Unit as the implementing unit. Now in its second year, people of the community are seeing results with the establishment/ registration of several new businesses, community members being trained to produce and guide the development of successful business plans, and a growing percentage of youth engagement. For more, visit <http://www.southwestled.co.tt>

Open Discussion on LGBT awareness

It is a conversation that many in the Caribbean are not yet comfortable with, but in April 2014, Judy and Dennis Shepard, founders of the Matthew Shepard Foundation, held an open discussion at the Faculty of Law, promoting their message of understanding, compassion, and acceptance for all, regardless of sexual orientation. In 1998, the couple's 21-year-old son, Matthew was brutally murdered in Laramie, Wyoming. After years of advocacy, the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act was signed into law in 2009. The discussion formed part of a three-day visit to Trinidad and Tobago, hosted by the United States Embassy. The discussion was moderated by Deputy Principal, Professor Rhoda Reddock.

IIR Hosts Caribbean Child Rights Observatory Network

The Institute of International Relations won the bid to become the Hub of the Caribbean Child Rights Observatory Network in March 2014. The Observatory Network was created to strengthen the coordination and evaluation of the implementation of the CRC and its operational protocols. All countries in the Caribbean sub-region have signed the Convention on the Rights of the Child (CRC), committing themselves to respecting, protecting and fulfilling rights of all children. As the CRC is a legally binding instrument, State Parties are obliged to develop and undertake all actions and policies in the light of the best interest of the child.

Distinguished Open Lectures

The CARICOM Series

This year the campus hosted 10 Distinguished Open Lectures. To celebrate the 40th Anniversary of the Caribbean Community (CARICOM), three special speakers were invited to focus on some of the current issues facing the region:

"The Status of the Regional Integration Process and My Vision for the Future of CARICOM"

Ambassador Irwin LaRocque, Secretary-General of the Caribbean Community (CARICOM)
October 3rd, 2013

"The Role of the Bahamas in CARICOM: My perspectives on where we are going"

Prime Minister of the Commonwealth of the Bahamas,
The Rt. Honourable Perry Gladstone Christie
April 7, 2014

"Free Movement of People, Shanique Myrie and Our Caribbean Civilisation"

Dr. The Hon. Ralph E. Gonzales, Prime Minister of St. Vincent and the Grenadines
June 17, 2014

Distinguished Open Lectures

The 2013/2014 Distinguished Open Lectures series also included the following:

"Sport and the Struggle for Social Justice: the Robben Island Experience"

Professor Charles Korr, Professor Emeritus at the University of Missouri, St. Louis - September 5, 2013

"How Nations Succeed: Higher Education, Research and Technological Leapfrogging in Emerging Economies"

Professor Calestous Juma of Harvard University
November 7, 2013

"Motherhood in Childhood facing the Challenge of Adolescent Pregnancy"

Dr. Babatunde Osotimehin, the Executive Director, UNFPA and Under-Secretary General of the United Nations. December 9, 2013

**“Carnival Crossings: From There to Here -
Arkansas to Harvard to Trinidad”**

Professor Milla Riggio, James J. Goodwin Professor of English from Trinity College Hartford, CT
February 3, 2014

**“Old Wine in New Bottles: Exploring Massive
Open Online Courses”**

Professor Asha Kanwar, CEO of Commonwealth of Learning.
March 26, 2014


**“Health diplomacy; Science diplomacy. Can the
twain meet?”**

University Chancellor, Sir George Alleyne
March 18, 2014

**“Global Challenges in Science and Innovation for
Sustainable Development: Remarks from a Cuban
Perspective”**

Professor Fidel Castro Diaz-Balart, Scientific Advisor of the State Council of the Republic of Cuba
July 16, 2014

DISTINGUISHED OPEN LECTURE | CARICOM LEADERS LECTURE SERIES

 **WHERE IS
CARICOM GOING?**

Ambassador Irwin LaRocque
CARICOM Secretary-General

Thursday 3rd October, 2013 | 5:30pm
Daaga Auditorium | The UWI St Augustine Campus

For more information, call 662 2002 ext. 83726

CARICOM Leaders Lecture Series | Distinguished Open Lecture

**FREE MOVEMENT
OF PEOPLE**

SHANIQUE MYRIE AND OUR CARIBBEAN CIVILISATION

Dr. The Honourable Ralph E. Gonsalves
Prime Minister of St. Vincent and the Grenadines

Tuesday 13th May, 2014 | 5:30pm
Daaga Auditorium

CARICOM Leaders Lecture Series | Distinguished Open Lecture

**THE ROLE OF THE
BAHAMAS IN CARICOM**

MY PERSPECTIVE ON WHERE WE ARE GOING

The Rt. Honourable Perry Gladstone Christie
Prime Minister of the Commonwealth of The Bahamas

Monday 7th April, 2014 | 5:30PM
Daaga Auditorium

Marketing & Communications

The Marketing and Communications Office (M&C) at the St. Augustine Campus delivers a wide array of services to the campus community and is responsible for strategy, branding, creative and digital work among other areas. Achievements for the review period are listed below. There is, however, an urgent need for market research to ensure that the marketing and communications output is having the intended effect, and if not, to drive its future direction. The need is particularly dire in all areas, particularly external communications, publications, advertising and events. A staff survey has since been undertaken and this will inform initiatives for internal communications.

External Communications

More than 150 media releases were disseminated locally during the review period and the Communications team introduced a bi-weekly research column published in the Trinidad Express.

The 2014 Graduation ceremonies were another high point with a 50% increase in press coverage. In all, 12

articles were generated by the print media. In addition, CNC3 featured an interview with Honorary Graduate Sir Ronald Sanders in their television newscast. The interview was conducted by M&C staff and was recorded by students from the Film Programme. The clip was then disseminated as a video release. (VIDEO LINK)

Internal Communications

M&C works closely with the Campus Principal's Office to produce the Campus Principal's Newsletter. This year, for the first time, it was produced in both text and video formats. This newsletter is just one of several communication pieces disseminated to staff at regular intervals – mainly in electronic format via email. A staff survey looking specifically at internal communications was developed for roll out in late 2014 to gauge the level of engagement generated among staff.

Events

The M&C Events team managed or supported more than 300 events. New events were added to the list, such as the Sports Conference and the Research Expo. There was also the recurrence of others such as the UWI T20 cricket tournament and the staff Family Day.



Page Messages 2 Notifications 27 Insights Posts

Undergraduate Admissions 2015/16

APPLICATION DEADLINE: March 31, 2015

APPLICATIONS NOW OPEN

Experience...



UWI St. Augustine School

Create Call-to-action Liked Message

Timeline About Photos Live Stream More

PEOPLE >

47,638 likes

Des Seebaran, Tiba MrDigital Kojo and 110 others like this.



Find New Customers
Connect with more of the people who matter to you

Promote Page

ABOUT >



Twitter: www.twitter.com/uwi_staugustine; Youtube: <http://www.youtube.com/uwistaugustine>; Flickr: <http://www.flickr.com/photos/theuwi/>

<http://sta.uwi.edu/> Promote

APPS



Status Photo/Video Offer, Event +

What have you been up to?

1 Scheduled Post
Scheduled for today at 18:00. See post.

UWI St. Augustine added 3 new photos.
Posted by Marissa Brooks [?] · 4 mins ·

Here are some live pics from the UWI St Augustine Campus where we are gathered for the "Lots of Socks" campaign to observe World Down Syndrome Day. We have a great turnout! Thanks everyone!! Look out for more pics soon.



OUTREACH

UWI Today

The monthly newspaper, *UWI Today* expanded its page count by 50%, from 16 to 24 pages and the content has been refocused to showcase the research being done at the St. Augustine Campus. The paper is available both in print and online.

General Campus Publications

The Publications team managed the production of more than 40 booklets, brochures, flyers, cards and bookmarks during the review period. To reduce payments to external printers, at least half of these were printed at or through the Multimedia Production Centre (MPC). As new departmental web pages are rolled out, M&C has taken a content management approach, encouraging departments to make more use of their online presence and more strategic use of the more expensive publication option. The team scored a small victory in this academic year when administrators agreed to eliminate the production of the old Co-Curricular brochure in favour of a smaller, more cost-effective brochure and flyers. The printed collateral directed students to the updated, media-rich Co-Curricular web pages where they could find all programme and registration details as well as videos and testimonials.

Meanwhile, the production of thousands of faculty booklets (regulations, programme outlines and course descriptions) continues to be the largest, most expensive and resource-intensive publications project undertaken annually by the Campus. During the review period, despite a 13% reduction in the number of printed copies, there was a 19% increase in the print cost. An internal communications survey of students is required to confirm or refute claims that many students prefer hard copies of the booklets over the soft copies available online or on CD. In the meantime, the case for online-only documents or an online course catalogue is strengthened by figures showing that during the review period, the undergraduate booklets were downloaded by some 45,000 persons – three times more than the previous year.

Advertising

The advertising team produced more than 280 press advertisements, primarily for local newspaper circulation. Of these, 26% promoted individual academic programmes (not including short courses), 23% supported events such as public lectures, 18% consisted of institutional advertising and 14% were staff recruitment ads. The ad spend in the local newspapers was TT\$3.9 million, roughly 25% more than the previous year.



Many campus publications target first year, first time students.



Global citizen. Caribbean roots: A student visiting the International Office booth during a First Year Experience event.

Digital and Social Media

With 50,839 followers, the UWI St. Augustine Facebook page continues to be the most popular social media channel for the Campus. The most popular posts were those highlighting the graduation ceremonies and the annual half marathon. The Campus' YouTube channel has generated 138,961 views and again, interviews and highlights of the graduation ceremonies are among the most popular videos.

The social media platforms are used to direct users to the campus website. During the review period there was a 40% increase in the number of new visitors, compared with a 33% increase the previous year. The length of an average session also increased by 18%, indicating that users spent a longer period of time perusing the content on the site. Redesign of the campus website is underway and is scheduled for completion by April 2015. This is part of a general cross-campus redesign project.

Internationalisation

Student and Staff Exchanges

The strategic mobility of our students and academics, which is designed to advance their technical skills and personal development, has become an important tool for the Campus to improve its academic competitiveness. The Office for Institutional Advancement and Internationalisation (OIAI) currently manages over 7 million euros worth of scholarships for students and staff to study at any one of ten leading universities within the Caribbean and Pacific as well as Europe. In 2013/2014 increases were achieved across the board in inward and outbound student and faculty mobility. The UWI St. Augustine sent 47 students on exchange to universities in Canada, USA, France, and Barbados. In return, The UWI has welcomed 56 students from universities in Canada, USA, France, Barbados, Jamaica, Sweden, Germany, and Guyana. Five members of staff/faculty were able to fund professional development and research at our Canadian Partner Universities through the Canada-CARICOM Faculty Leadership Programme.

UWI's Discover Series

Since 2012 the Campus 'Discover Series' has hosted annual study tours comprising groups of students and faculty. This year the tour took participants to Brazil for the first time and made a repeat visit to India. Tours are planned for South Africa and China.

iWeek

The first annual International Week, or iWeek for short, was hosted by the International Office and the Institute of International Relations in October 2013. featured an Open Forum Discussion with Sir Shridath Ramphal, a technology showcase, a student Exchange Fair and a Foreign Film Showcase. The aim of the event is to promote global citizenship and civic responsibility.



iweek Open Forum: Sir Shridath Ramphal (left) and Director of the Institute of International Relations, Professor Andy Knight.

UWI Hosts First CSCLeaders Seminar

The Campus hosted the first ever CSCLeaders for Students Seminar in the Caribbean in May 2014. This is a leadership development programme for students from across the Commonwealth that challenges them to explore a major world issue from a local perspective while providing real and practical leadership experience to equip them to lead change now and in the future. The theme of the Challenge for Trinidad and Tobago was

What Makes a City Smart? Students sought answers on field trips to Habitat for Humanity, Fondes Amandes, CARICOM Impacs and the Ministry of Planning and Sustainable Development. They also explored topics such as Diversity, Leadership Challenges and Power and Influence under the guidance of representatives of bpTT, Pepper Advertising, the Faculty of Engineering and the OIAI. The Seminar was held in collaboration with Common Purpose UK and the Duke of Edinburgh Trust.

China

A number of collaborations took place with an increasing range of countries from around the world including North America, South America, the Caribbean, Europe, Africa and Asia. However, partnership with China dominated internationalisation activity on the Campus during the review year. The Campus established a Confucius Institute (CI) with funding from the Government of China and in collaboration with China Agricultural University. This CI has already trained over 200 students in language and culture and it is expected to focus in the coming months on supporting academic collaboration in the field of Agriculture.

An Implementation Agreement was signed with the China Agricultural University (CAU) in September 10, 2013, and was followed up with a visit by a delegation from the CAU in April 2014. The UWI is working with the CAU to develop the Orange Grove Farm at Trincity into a modern Agricultural Innovation Park. Implementation has already begun with experiments ongoing in corn and vegetable production. This AIP is designed to serve as a world-class agricultural research and demonstration site which, it is hoped, will make a positive transformational impact on the local and regional agricultural sector.

An MOU was signed between UWI's Institute of International Relations and Wuhan University to increase the number of students travelling between the Caribbean and China exploring their respective music, art, culture, politics, literature and emerging international relations. It involves the establishment of a Research Centre in China to study the Caribbean which is the first of its kind.

MOUs Signed in 2013/2014

The St Augustine Campus benefitted significantly from relationships forged with other educational, government, non-government and private sector entities. Beyond relations with China, this year a number of important relationships were formalised particularly relating to agriculture, the arts, culture and international relations.



One of the performers at the formal opening of the Confucius Institute at The UWI, St. Augustine.

- An MOU was signed with the **University of Flensburg** and the **Flensburg University of Applied Sciences** to develop collaborative research, academic programmes and other activities in the area of sustainable energy systems and management.
- The UWI St Augustine campus hosted a delegation of faculty members from **Trinity College, Hartford, Connecticut** in early 2014. The visit was twofold, as it involved the signing of a Memorandum of Understanding (MOU) between the two institutions, and a Distinguished Open Lecture by Professor of English, Dr. Milla Riggio.
- The UWI's Institute of International Relations (IIR) and the **United Nations Children's Fund (UNICEF)** signed a Memorandum of Agreement (MOU) to establish a hub for the creation and facilitation of the Caribbean Child Rights Observatory Network (CCRON).
- An MOU was signed in October 2013 between the **Caribbean Shipping Association (CSA)** and the Arthur Lok Jack Graduate School of Business for an online master's degree programme in Port and Marine Management.
- The School of Veterinary Medicine has signed a MOU with the **Ministry of Agriculture in St. Lucia** to determine the disease status in livestock and improve its diagnostic capacity. Similar MOUs are being developed with Antigua and Barbuda and Dominica.
- An MOU was signed in February 2014 between UWI and the **Ministry of Food Production/ NAMDEVCO** (National Agricultural Marketing and Development Corporation) on the AgriNETT Project, managed by the Department of Computing and Information Technology.

OUTREACH

- A Memorandum of Agreement was signed with **Pan Trinbago** to promote collaborative research programmes and joint initiatives relating to the international commercialisation of the steelpan instrument.
- The UWI Zoology Museum signed an MOU with the **National Museum and Art Gallery of Trinidad & Tobago** to catalogue and conserve the Natural History collections from the museum. Several thousand individual items were transferred to The UWI.

Alumni Engagement

Fundraising and Alumni Affairs

A major strategy for diversifying income and restructuring the institution's capital base towards a reduction in primary dependence on state funds has been to establish fundraising and alumni affairs capability for the campus. This Fundraising and Alumni Affairs Unit was established in 2013 under the Office of Institutional Advancement and Internationalisation (OIAI). During the review period the focus has been on establishing a sound operational platform upon which to raise funds and to engage our graduates as a central resource for the future development of our

campus. Staff devoted considerable time developing and nurturing close working relationships with internal and external stakeholders including the regional UWI Alumni Association (Trinidad and Tobago Chapter), counterpart offices at other UWI Campuses, influential graduates and supporters of The UWI.

These systemic gains and strengthened relationships have led to a number of successes such as the securing of major sponsorship for Campus events, the building of a cadre of influential supporters and advocates, and the successful positioning of the Campus as a viable recipient for major donations. The primary focus for this Unit in the next academic year will be to launch an intensive reconnection campaign designed to identify and engage the thousands of graduates from the Campus, with many of whom there is currently little interaction. This campaign has already been designed and is expected to provide critical data upon which all future activities of this Unit will be conducted.

For Fundraising, the objectives will focus on closing a number of large philanthropic gifts which are currently being negotiated and which will provide new world class facilities in the social sciences, humanities and commercial operations on the Campus.



Patrons at the 2014 UWI Fete - Brazil - helped provide financial support for 200 students



Act 1: Nobel Laureate and UWI Alumnus, Derek Walcott (right) presented a cheque to Principal Sankat for the new Theatre Arts Scholarship.

Philanthropy

In December, Nobel Laureate Derek Walcott presented a cheque of \$40,000 to The University of the West Indies (UWI), St. Augustine Campus Principal, Professor Clement Sankat, towards the establishment of a scholarship for students enrolled in the Theatre Arts programme at The University.

The cheque represented the proceeds from the highly successful production of Walcott's play 'O Starry Starry Night' which was staged in November 2013 at the Central Bank Auditorium in Trinidad. Each year for the next five years, a Theatre Arts student at the Department of Creative and Festival Arts (DCFA) will be awarded a scholarship to assist with studies tenable at The UWI.

In March 2014, Methanex Trinidad Limited pledged US\$150,000 over the next three years in support of The UWI Telehealth programme. Since 2004 the programme has helped children with complex medical conditions gain access to quality medical care through the use of telecommunications and videoconferencing technology.

UWI Development & Endowment Fund – Bursaries and Scholarships

The Fund has granted a total of \$11,388,000.00 in bursaries from the date of inception to now. The targeted number of bursaries each year was 160 awards (\$800,000); this number has increased to 200 awards (\$1,000,000).

For the academic year 2013/2014 The UWI Development and Endowment Fund offered 200 bursaries to students of all faculties. The annual UWI Carnival Fete is a major source of funding for the Development and Endowment Fund.

Employee Engagement & Development

EMPLOYEE STAFF COMMUNICATIONS SURVEY

486
RESPONSES



62%
ATSS (including Technical Staff)

28%
Academic

10%
Senior Administrative and Professional

Impression of Overall Communications



9 in 10 staff members, in all categories, share the view that they are well informed as a result of internal campus communication

MOST POPULAR MEDIUM OF COMMUNICATION

 **97%**

of staff indicate that they are familiar with the information disseminated by Marketing and Communications Email

Top 5
topics staff want to know more about

-  Training and Development
-  EVENTS
-  Issues Facing the University
-  New/Revised Policies and Procedures
-  Notices
(ranked in order of preference)

STAFF ARE MOST KNOWLEDGEABLE ABOUT
Events

STAFF ARE LEAST KNOWLEDGEABLE ABOUT
Campus Council Board Decisions University Council

MOST POPULAR "OTHER" SOURCES OF INFORMATION

-  Word of Mouth
-  Staff Meetings/Forums
-  Immediate Manager/Supervisor

Frequency of Communication

93% are in favour of the What's On remaining as a daily email

61% are in favour of the F-News remaining as a weekly email

Top 5 suggested Improvements by category

-  **Content:** More info on training opportunities for staff
-  **Delivery/Access:** More timely dissemination of information to provide sufficient notice and timely reminders
-  **Layout:** More appealing, modern layout, fonts, combination of graphics and text colours to make emails easier to read
-  **Technology/Function:** Introduce mobile application where persons may access calendar of events and campus news summary with frequent updates
-  **Other:** Greater effort to keep staff directory and department/unit/faculty websites updated

Top 3 Most Preferred Channels of Communication
(ranked in order of preference)

- Email 
- Staff Intranet 
- Campus Website 

Building a Culture of Employee Engagement

Communication, team building sports, employee recognition and health and wellness activities were the primary initiatives undertaken this year to engage employees at the St. Augustine Campus.

Future Leaders Programme

The Human Resources Division introduced a three-phase Future Leaders Programme (FLP), starting with a Career Transitioning and Succession Planning Open Day on May 2, 2014.

Employee Recognition & Awards

In November 2013 the Campus celebrated 249 employees with 25 years of service or more. Heading the list with 45 years of service was Mr. Mangroo "Bal" Sookraj of the Facilities Management Department. Read more about him in the December 2013 issue of UWI Today. The Campus held its annual retirement awards ceremony in June 2014.

In a similar vein the School of Education (SOE) formed a Legacy Committee to honour several of its past long-serving members. A research project was launched to compose biographies of former staff members and trace their contributions to the development of the SOE in areas ranging from the internal operations of the School to teaching and learning and research.



EMPLOYEE ENGAGEMENT & DEVELOPMENT

Winning at Wellness

Jeselle Joseph, from the Faculty of Social Sciences was the overall winner of the second “Losers Can Be Winners” fitness and weight-loss competition organised by the Human Resources Division from January to May 2014. There were six other winners in three categories: Highest Weight Loss & Reduction in BMI; and Hiker (Endurance/Perseverance).

As part of the Healthy Campus initiative this year the HR Division also teamed up with the Health Services Unit to offer cholesterol, blood sugar, blood pressure, weight and BMI tests as well as free and confidential Rapid HIV testing for members of the Wellness Programme.



STA Paints Staff Games Blue

The St. Augustine Campus hosted the 14th Biennial Staff Inter-Campus Games. Teams from all four campuses battled it out from August 9 – 15, 2014, with St. Augustine emerging the overall winner, taking Athletics, Basketball, Volleyball, Cricket and Table Tennis. Mona came in second with wins in Football and Netball, and Open Campus was third with Lawn Tennis.



Family Day 2014

On a rainy Saturday in June, 2014, nine teams competed in events such as the Flag Competition, Staff Cook-Off, novelty games and more. The winning team from the Faculty of Engineering may have walked away with the TT\$3,000 grand prize and the challenge trophy, but all participants shared in a renewed sense of camaraderie, teamwork and fun! Take a look at the photos on Flickr and see video highlights on our YouTube channel!



EMPLOYEE ENGAGEMENT & DEVELOPMENT

Open Campus Wins 2014 Football Cup ...

In the final game of the Inter-Departmental Football Cup 2014, Open Campus prevailed against the team from the Faculty of Medical Sciences. Trophies were also distributed to each team for all-round participation, and to each female player.

... while 2013 Football Winners Score Big

Last years' inter-departmental winners, Campus Security donated a portion of their prize money to the Joshua Boys Home located in Santa Rosa, Arima. The team visited the home in September 2014 and presented the children with school supplies, groceries and toys. Aside from these necessities, the boys also lack father figures in their lives, and so, the team has pledged to visit the home regularly to fill that void.

Coffee with the Principal

The annual interface between the Principal and staff took place in June 2014. This staff forum is an opportunity for the entire staff body to come together to review achievements and challenges experienced over the past year, and to discuss new strategies for the new year.





Internal Operational Processes

SURVEY OF APPLICANTS AND FIRST YEAR STUDENTS IN 2013/2014



MOST UWI STUDENTS come from homes where their parents are not graduates of any university **71%**



STUDENTS FROM HOMES where both parents are university graduates **9%**



FINANCIAL CONSTRAINTS Top reason for not accepting an offer from UWI **24%**



UWI THE FIRST CHOICE among students entering in 2014 **74%**



ACADEMIC REPUTATION Most important reason for choosing UWI

Institutional Accreditation

The St Augustine Campus continues to be regarded as a 'high quality institution' attracting significant capital investment as well as a high calibre of teaching and research staff. That is according to the final assessment report following a Mid-term Review/Progress Report and a Focused Site Visit conducted by two external evaluators of the Accreditation Council of Trinidad and Tobago. Between September 2013 and April 2014, the evaluation team conducted interviews with over 100 staff and students to ascertain their satisfaction of the quality of the Campus. The team expressed a high level of confidence in the quality assurance measures for both academic and non-academic operations at the St. Augustine and noted that the Campus is on track for reaccreditation in 2017.

The UWI St. Augustine, through the Department of Management Studies, and the Arthur Lok Jack Graduate School of Business (Lok Jack GSB) pursued accreditation from AACSB International (the Association to Advance Collegiate Schools of Business), the largest and the longest standing specialised accrediting agency for business programmes in the world. The final outcome was successful, as was the bid by the Lok Jack GSB to be re-accredited by the Association of MBAs (AMBA). The GSB also continued to align its systems with the standards of another accreditation body – EQUIS. The School is eagerly looking forward to raising its international presence, profile and impact in the coming year.

Quality @ STA

A new portal was established on the Campus intranet linking users to resources such as policies, manuals, web-based tools, reports, data and self-study documents for preparing for and reporting progress on institutional accreditation. *Quality@STA* was established by the Institutional Effectiveness Unit to provide information on total quality management with an emphasis on academic quality assurance, institutional effectiveness, programme accreditation and institutional accreditation. A detailed *Process Improvement and Re-Engineering Handbook* to guide all units will be finalised by the end of the first semester of 2014/2015.

Improving Processes and Service

The Institutional Effectiveness Unit (IEU), together with the Campus Information Technology Services (CITS) continued to work on implementing an online system that facilitates online reporting of service excellence compliance and improvement by units. By June 2014, two units had begun to use the system. In the period, the IEU also worked with five non-academic units in a pilot project to map and automate their operational processes – from strategic (value chain) to tactical levels (workflows/tasks). This is expected to increase the operational efficiency of these units by as much as 30-40%.

Oct-31st-2013 | 9:00am-4:00pm
 REGISTER VIA PEOPLESOFT
 CONTACT: lisa.finch@sta.uwi.edu • 662-2002 Ext 82277

STRESS
 MANAGEMENT
 WORKSHOP

INTERNAL OPERATIONAL PROCESSES

Implicit in the notion of service is the human element. So, in addition, 127 staff from 34 non-academic units underwent training in service excellence leadership. Almost half of these units have gone on to create service charters and at the time of publication were preparing to launch them online or to otherwise distribute them widely to customers and clients. This is linked to the creation of an Employee and Service Excellence Awards System.

IT - ID Cards get Smart

In September 2013 the Campus introduced a new smart ID card. Ultimately as the infrastructure is put in place, the new ID card will provide easier access to a wide range of campus services such as borrowing books at the Library, using the gym at SPEC, validating prior to entry into exams and controlling access to certain secure locations of the Campus.

Legal

The Campus Legal Office, established during the previous reporting period, has made a big impact in a short time. Harmonisation of processes and documents such as contracts and agreements has helped reduce the legal risk of the Campus, while the effective management of litigation matters has led to legal suits being curtailed and several matters being

settled without recourse to formal litigation. The result has been substantially reduced legal costs and financial liabilities for The University.

The team's continued work in the area of policy review and formulation and legal advisory support to campus subsidiary boards and projects (especially in the area of public-private partnerships and collaborations) helped improve governance, oversight and transparency within the Campus' governance framework. In addition, the provision of legal advice and guidance on diverse matters relating to Students and University Regulations and the provision of legal guidance on Student Guild matters/Guild Constitutional matters contributed to more effective, transparent and informed decision-making in relation to student matters.

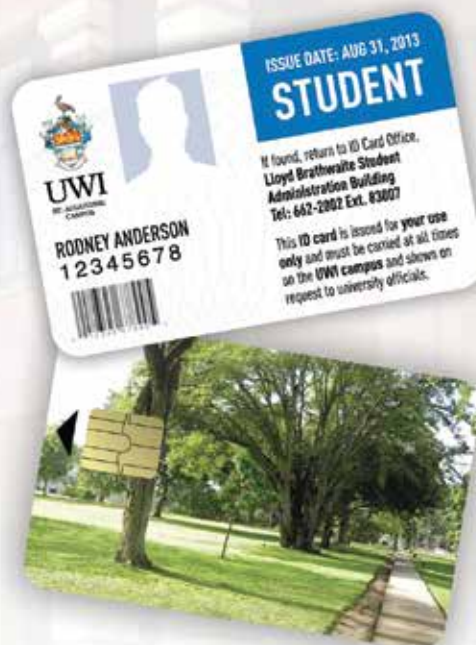
To help improve governance arrangements on the Campus, there are plans for the Legal Office (together with the Secretariat and Campus Records Centre and with assistance from the Institutional Effectiveness Unit) to establish a Policy Development Framework by which all policies are benchmarked, developed, administered, reviewed and changed. This project would help to reduce stakeholder complaints and increase customer satisfaction.

The New UWI Student ID Card

**Access Control | Library Services
Examination Services | Sport Services**

*For card collection schedule check
the Student Admissions Office*

<http://sta.uwi.edu/idcards/>



The Legal Office together with the Campus Projects Office and the Campus Records Department, is also working on establishing a Lands Repository and Database to house all legal arrangements in relation to The UWI St. Augustine's lands and property assets. At the end of this project, all of the Campus' title records would be stored in a secure and comprehensive database, clear strategies for title regularisation and future property acquisition would be easily ascertainable and ease of access to lands records to support investment opportunities would be realised. This would make it easier for the Campus to not only manage its land and property assets, but also to leverage investment opportunities.

Data Collection

Some of the most important research and data collection initiatives taking place on the Campus are providing insight into the workings of the institution itself. The Campus Office of Planning and Institutional Research (COPIR) conducted surveys of current and incoming students as well as recent graduates (Class of 2012), to get a sense of how they feel the Campus has been meeting their needs.

Infrastructure



During the 2013/2014 academic year, the Campus Projects Office moved several projects towards completion. The major focus, however, was on the continuation of the UWI St. Augustine South Campus – Penal/Debe project. The Teaching and Learning Complex was completed and occupied in October 2013 and immediately had a positive impact on the available teaching spaces on the Campus.

Funding constraints limited the number of projects that were able to move to their construction phase during this year. The major challenges to implementation were lack of Cabinet approval for several PSIP funded projects, the Government's slow release of funding for capital projects and the generally poor performance of contractors on some of our major projects.

The Faculty of Social Sciences received a parcel of land at the corner of Scott and Gordon Street, St. Augustine from The Trinidad and Tobago Housing Development Corporation. The land will be used for the construction of a building to promote the work of Mediation Studies, and Criminology and Criminal Justice. At the Faculty of Medical Sciences, the Students' Study and Recreation Centre (located at Mount Hope) with study rooms, student lounge, gym and mini mart was officially opened in May 2014.

To address the increasing student intake in the Faculty of Medical Sciences, the Faculty is continually upgrading and refurbishing its existing infrastructure and facilities. Two floors at the Chancery Lane San Fernando Teaching Hospital have been allocated to the Faculty. This facility will encompass teaching space, staff offices, library and laboratories and was officially handed over in January 2014. The Students' Study and Recreation Centre (located at Mount Hope) with study rooms, student lounge, gym and mini mart was officially opened in May 2014 and the School of Nursing was relocated to a new site at El Dorado. Construction started on the expansion of the BSc Optometry programme building at Gordon Street, St. Augustine and the School of Veterinary Medicine's Steve Bennett building.

Capital Projects - Campus Projects Office

1. **Teaching and Learning Complex.** The project was eventually completed and occupied (except for the Biology and Chemistry labs on the third floor) in October 2013. The construction works are now expected to cost approximately \$105 million dollars. The total project estimate is currently \$125 million, including FF&E, Multi-Media/Audio-Visual and Consulting fees. The work to complete the labs has been packaged and tenders are being invited for these packages. The completion of these labs is estimated to cost \$8-10 million.
2. **UWI St. Augustine South Campus, Penal/Debe.** As of July 2014, construction works are still in progress despite the contract completion date of February 2014 having passed. The construction works have fallen behind schedule and current projections are for completion in mid-2015. The current estimated cost for the project is approximately \$600 million.
3. **Extension to Steve Bennett Building, FMS.** The building will expand the facilities of the School of Veterinary Medicine and will include a teaching room, two laboratories and associated administrative and services rooms. This extension will provide over 4,000 square feet of additional space. Tenders were invited in February 2014 and a contract was awarded later in May. Construction work commenced in July 2014 and is projected for completion in early 2015. The construction cost for this project is \$4.6 million.
4. **Elevator Replacement at Engineering Block 1.** Works commenced on site in April 2014 and the installation was completed and handed over in June 2014. This project cost approximately \$0.7 million.
5. **Air Conditioning upgrade at Alma Jordan Library.** The existing 30 year old system that serviced the four floors of the library was no longer operable. Work to install a new system commenced in June 2014 and were scheduled to be completed in stages between September and December 2014. The cost of this project is \$9.6 million.

6. Canada Hall Expansion and Renovation. Phase 1, South block was completed in early 2013 and occupied by the residents in August 2013. The projected cost for completing Phase 1 – South Block is \$16 million. Phase 2, North Block involves similar works as per Phase 1. Phase 2 was tendered in August 2013 and a contract awarded in early 2014. Works commenced on site in April 2014 and is currently projected for completion in May 2015. The current estimated cost for completion of Phase 2 is \$18 million, including \$15.5 million for the construction works. Phase 3 will include a new Postgraduate building.

7. Staff lounge and Kitchen at Teaching and Learning Complex. The contract was awarded at the end of February 2014 and works commenced on site in early April 2014. The area was completed in July 2014 at a cost of \$132,125.

8. Centre for Spiritual Life. The facility is intended to support the many faith-based groups on campus; foster inter-denominational and inter-faith collaboration and help develop the moral and spiritual values that could positively impact on the society. It will include spaces for worship, refuge, education and administration. Tenders have been evaluated and the award is pending identification of funds. The project will cost approximately \$24 million.

9. Department of Creative and Festival Arts Building, Gordon Street. This building will replace the current Agostini Street Buildings and provide spaces for performance, teaching and administration. Due to funding constraints, the project is to be implemented in phases with the first phase due to start construction in early 2015.

10. Warner Street Staff Housing Project. This project will create 18 townhouse units for rental to UWI staff. It will be a gated community, which will improve security to the staff members and will provide facilities in keeping with the expectations of the UWI Senior Staff. There will be nine 2-bedroom units and nine 3-bedroom

units. Tenders have been issued and once funding is confirmed, works can commence on site in early 2015.

As of August 2014 there were a number of projects in either their planning or design phases. Construction work on these is expected to commence within the next 12 to 24 months. Progress on several of these projects depends on the Government's approval via Cabinet Notes and subsequent release of funding for these projects. Alternatively, The UWI needs to identify other sources of funding.

2014/2015

- 1. New UWI/RBL Facility.** Revised design concept is being developed and the MOU is being negotiated
- 2. New Psychological Research Centre.** Project scope and cost being finalised and MOU to be signed shortly.
- 3. New Building for Campus Security.** The Department of Facilities Management (DFM) is to implement this project with assistance from the Campus Projects Office.
- 4. International Fine Cocoa Institute of the Caribbean (IFCIC).** The project brief and estimate have been developed and are awaiting Management comments/approval.
- 5. New Building for ORDKT & OIA.** The project proposal was prepared and submitted to the Ministry of Tertiary Education, Science & Technology (MTEST). A Cabinet note is to be prepared.

2015/2016

- **Centre for Geography.** The project scope is being finalised.
- **Expansion of Student Cafeteria Building.** A Request for Proposals document is being prepared. The project is to take the form of a public/private partnership
- **Social Sciences Mediation Centre.** A space schedule has been developed and submitted to the Department for comment. A Draft Cabinet note was submitted to MTEST.
- **New Admin/Teaching Building for FST.** The project proposal is being modified for submission to MTEST and a Cabinet note is to be prepared.



Sowing the Seeds: preparing the ground at the Agriculture Field Station at Orange Grove.

Electrical Upgrade

To support the current and projected physical expansion of the Main Campus, the Division of Facilities Management (DFM) made significant progress updating the electrical infrastructure. An updated model of the high voltage (12KV) switchgear was installed at the Main Electrical Substation at the Campus. This will increase the overall reliability of the Campus's electrical supply and provide better protection to the high voltage cables. A high voltage ring feeder was established at the Teaching and Learning Centre to distribute power to nearby buildings housing the Division of Facilities Management, Library Storage and the UWI Conference Centre buildings – all to the east of the Campus. This power hub also has the capacity to provide electricity to other buildings to be constructed on this side of the Campus in the future.

Seismic Research Centre Gets New Building

A new building for The Seismic Research Centre was completed by the DFM during this review period. The new three storey building will house the staff and equipment of the Seismic Research Centre and would provide a robust location for the detection and monitoring of seismic activity across the region. The building features modern technology such as the FM 200 waterless, fire suppression system to protect the earthquake monitoring equipment.

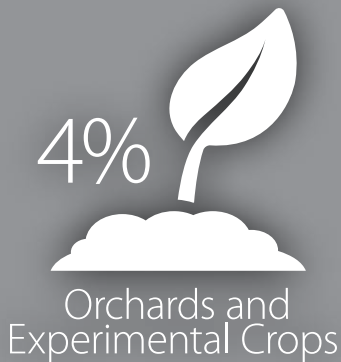
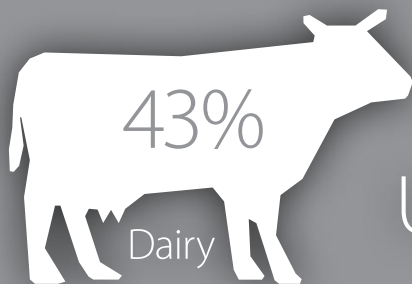
Housing, Parking & Office Upgrades

The DFM managed the upgrade or repair of 14 University houses during the period and executed two projects to improve student facilities in the Faculty of Social Sciences. Six projects were executed to improve staff facilities, including repaving parking spaces and the reconfiguring office spaces. The Division also embarked on a project to install access control barriers at car parks across the Campus to regulate the use of these spaces.

Agriculture Field Stations

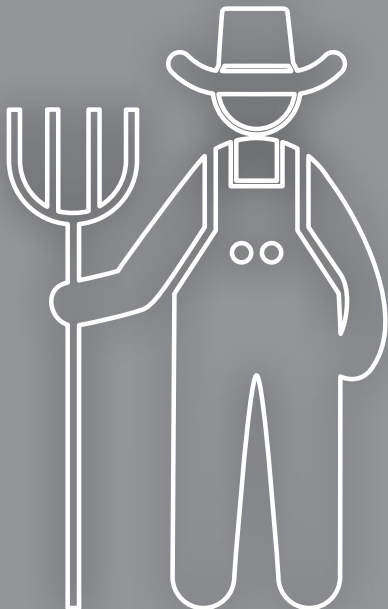
At the newly acquired 200 acres at Orange Grove over 80% of the land had been brought under cultivation by the end of the review period. Over 8.5 acres of the newly established Orange Orchard in the South Campus were transferred to The University Farm during the period. The Orchard was initially established as a project for technology demonstration. Together with the Chinese Agricultural University an initial plan for the Agricultural Innovation Park was completed in April 2014. The Park will provide a state-of-the-art teaching, demonstration, science popularisation and business incubation facility. It is expected that the funding for this project will involve private/public sectors partnership.

Financial



The University Field Station

The University Field Station at Mt Hope operates as a research facility as well as a commercial entity. Here are the most lucrative money earners in 2013/2014.



Source: The Faculty of Food & Agriculture

The Campus' operating results recorded a deficit \$23.4 million compared to a surplus of \$5.5 million of the previous year. Recognising the importance of managing revenues and expenditures, the Campus has been striving to contain costs by managing new hires and achieving operational efficiencies, particularly in its business processes. On the revenue side the Campus is challenged by the slowness in processing and collection of tuition fees from sponsoring governments. Nevertheless, the we are looking forward to more meaningful growth and greater financial sustainability, particularly in revenue earned through sponsored research, by leveraging on the intellectual and physical assets and commercialisation.

Income

Consolidated income for the year totaled TT\$1,118.4 million. This represents an increase of TT\$19 million or 1.7 % over the previous year. Income from Contributing Governments represented 50.2% of total income and was 5.5% above last year's level. Government Contributions accrued for the year included \$63 million for the salary arrears due to the Academic, Senior Administrative and Professional Staff for Campus Grants Funded staff for the contract period from August 1, 2011 to July 31, 2014.

Tuition

Tuition and other student fees recorded an increase of 3.7% over the previous year. This was due to a lower ratio payable to The University Centre. The normal practice is for a percentage of total CGC tuition fees to be paid to The University Centre. The last revision to tuition fees for CGC funded programmes was in 2001/2002.

Special Projects

Special projects and other project income of \$156.2 million included the gross income earned by ROYTEC valued at \$45.8 million. The comparative for year 2012/2013 was \$186.1 million with ROYTEC's gross revenue totaling \$46.5 million. In effect for the Campus there was a decrease of \$29.9 million in receipts in project funds, as some major projects were in the closing out phases.

Other teaching activities represented by the income of the Faculty of Medicine increased by \$18.3 million or 8.2%. Enrolment had shown growth of 6.7%, contributed mainly by the Schools of Medicine, Dentistry and Advanced Nursing.

Commercialisation

Commercial operations are reported as a project, and covers the operations of the Bookshop, Central Stores, Multi-media Centre and Halls of Residences. Income decreased over the previous year for all areas.

Expenditure

Total expenditure for the year before depreciation, employee benefits obligations and finance costs totaled \$1,141.7 million, increasing by approximately \$48 million or 4.4%. This includes salary arrears covering 36 months for the Academic, Senior Administrative and Professional Staff amounting to \$84.6 million, \$63 million for Campus Grants Committee funded programmes and the balance for the Faculty of Medicine.

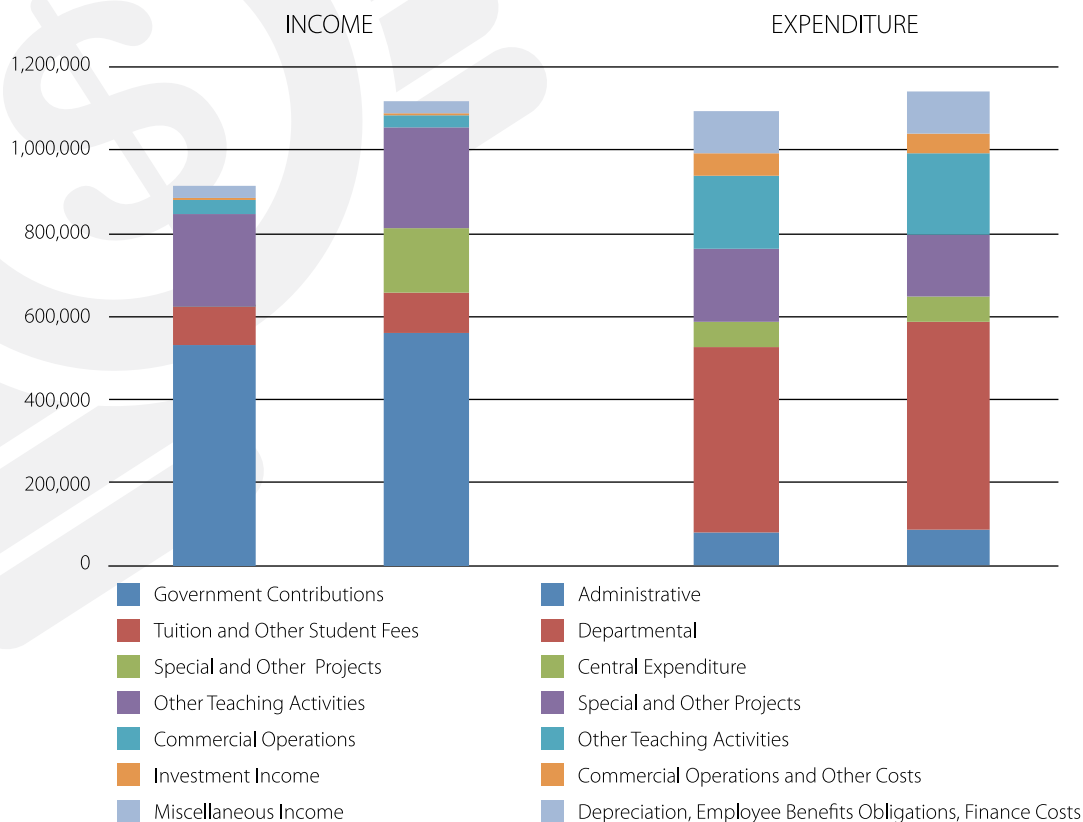
Salary Negotiations

The Management of The University of the West Indies (UWI) St. Augustine Campus and the West Indies Group of University Teachers (WIGUT), St. Augustine, reached an amicable agreement on the revised terms and conditions for the Academic, Senior Administrative and Professional staff of the St. Augustine Campus. The agreement signed on June 24, 2014 took effect retroactively from 01 August, 2011, and included a 6% increase on basic salary, structured 1% in 2011, 1% in 2012 and 4% in 2013, after adjustment, as well as inflation based adjustments to transportation and book grant allowances.

Income Source Diversification

Patents

Led by the Office for Research Development and Knowledge Transfer (ORDKT), we continued to leverage intellectual property generated at The UWI, St. Augustine for technology transfer as well as for commercialisation, in order to cultivate new streams of income for the Campus. Among this year's successes



	2013		2014	
CAMPUS INCOME	TT\$M	%	TT\$M	%
Government Contributions	531,422	48.3	561,377	50.2
Tuition and Other Student Fees	90,447	8.3	93,807	8.4
Special and Other Projects	186,097	16.9	156,238	14
Other Teaching Activities	223,317	20.3	241,594	21.6
Commercial Operations	32,698	3	30,500	2.7
Investment Income	5,903	0.5	5,125	0.4
Miscellaneous Income	29,414	2.7	29,660	2.7
	1,099,298	100	1,118,301	100

	2013		2014	
CAMPUS EXPENDITURE	TT\$M	%	TT\$M	%
Administrative	77,723	7.1	84,128	7.4
Departmental	447,544	40.9	500,920	43.9
Central Expenditure	59,560	5.4	60,502	5.3
Special and Other Projects	177,057	16.3	148,720	13
Other Teaching Activities	175,301	16	196,900	17.2
Commercial Operations and Other Costs	54,303	5	47,392	4.2
Depreciation, Employee Benefits Obligations, Finance Costs	102,269	9.3	103,167	9
	1,093,757	100	1,141,730	100

were the granting of a US Patent to the St Augustine Campus for "Synthesis and Use of Chiral Ionic Liquids." A joint development partner is being sought for this project. A US Provisional Patent Application was filed for "Tetrapeptide Copper Catalysts Capable of Oxidizing Hydrocarbons at Room Temperature" and patents in ten jurisdictions for *Apparatus for Percussive Harmonic Musical Synthesis Utilizing Midi Technology (APHAMS)* were assigned to the UWI St Augustine Campus and are being managed by the ORDKT. A licensee is being sought through PHI Innovations Limited.

Over the following year the ORDKT expects to conclude arrangements with Lake Asphalt of Trinidad and Tobago Limited for the commercialisation of asphalt-based products developed by UWI; to find commercialisation opportunities for Tetrapeptide Copper Catalysts technology and to explore possibilities for licensing UWI's copyright-protected works. The Campus is also looking forward to the implementation of the IDB

REACH project, which is expected to enhance The University's capability to commercialise its intellectual property.

Commercialisation

The Commercialisation Unit under the Office of Institutional Advancement and Internationalisation (OIAI) is playing a leading role in re-captialising the asset base of the Campus. More particularly, this unit has focused significantly on increasing the revenue from commercial vendors who lease property from the Campus and on professionalising the management of these relationships. One of the key interventions for this academic year was the zoning of commercial areas on the Campus and the concurrent revision of rental rates according to the zones. A common area management fee was also introduced in order to improve the physical standards of the commercial areas and their surroundings. This exercise made a



Principal Sankat joining in the fun at the formal opening of the Cold Stone Creamery on the Main Campus, St. Augustine on 31 January 2014.

major impact by increasing monthly commercial revenues by 30% as well as diversifying and improving the range of vendors, products and services to the Campus community.

The Campus now enjoys a diverse range of offerings from trusted vendors such as Yvette's and Veg Out, names which are well known by all, to new operators like Pita Pit, Coldstone and Tropical Express. In order to exploit the limited commercial space available to vendors, the Unit is exploring a new and innovative approach based on semi-permanent 'mobile vending units' to be located at newly expanded areas of the Campus such as the recently commissioned Teaching and Learning Center. Requests for Proposals will also be issued for commercial operators to provide goods and services to the soon-to-be commissioned Campus at Penal/Debe and eventually for the Agricultural Campus at Orange Grove.

Get a Room at the Inn

The new University Inn and Conference Centre were opened on May 6, 2014. The Inn is comprised of two blocks and 20 rooms. Within walking distance of the main administrative buildings of the Campus, it is a popular choice for visitors attending meetings or lectures or as a location for lunch with visiting colleagues and dignitaries. The Inn is also open to the general public.

The University Conference Centre is a retrofit of the former Senior Common Room and now provides seating of up to 200 persons, a bar area, conference room, upper and lower outdoor decks, kitchen space, lobby area and an administrative office. The Conference Centre is now used to host University events, such as the launch of the Diplomatic Academy, and is also rented out to the public for weddings and conferences.

Recapitalisation of UWI

The University continues to work towards operational independence by creating new income streams to expand its capital base. The offer of professional development programmes, summer school and the sale of various products and services contribute to the campus' finances in some small measure

Fee paying programmes in the Faculty of Social Sciences generated in the order of TT\$600,000 this year. Most of these aim to satisfy the continuing education needs of professional bodies in Trinidad and Tobago and were developed through the Faculty's Professional Development and Training Unit. This year participants were drawn from various Government Ministries, the Petroleum Company of Trinidad and Tobago, the Trinidad and Tobago Defence Force and several private sector firms. The Faculty also continued to offer courses under its Summer Programme to facilitate students completing their degrees in a timely manner and also as a revenue-generating activity. During the year in review over 2,126 students participated generating approximately \$3.4 million in revenues.

Semi-commercial operations at The University Field Station (UFS) contribute to the annual revenue earned by the campus through the sale of fruit, vegetables, meat and dairy products. For the review period, the UFS posted earnings of roughly TT\$2.5 million: 43% derived from the sale of dairy products, beef and live cows, and 32% primarily from the sale of processed chickens. The remaining revenue was sourced from the sale of other livestock – pigs, ducks, rabbits, sheep, and produce. Melongene (egg plant), cucumbers and sweet corn were the top grossing items from among the 16 semi-commercial crops grown at UFS locations.



EXPERIENCE THE UNIVERSITY INN

Tucked away amidst greenery is the welcoming facade of this boutique bed and breakfast. The Inn offers top quality accommodation not only to visiting academics and guests of the University, but also to the public. Furnished to make it feel like home, its tranquil air is guaranteed to repair even the most frayed of nerves. The excellent service doesn't hurt, either.

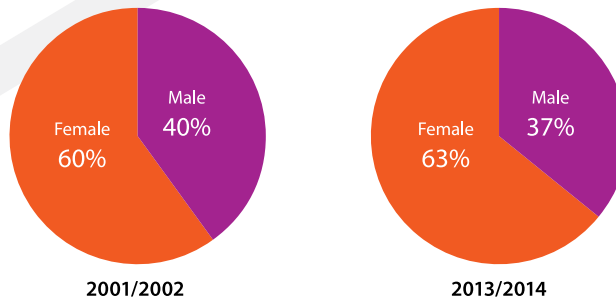


FOR RESERVATIONS AND MORE INFORMATION

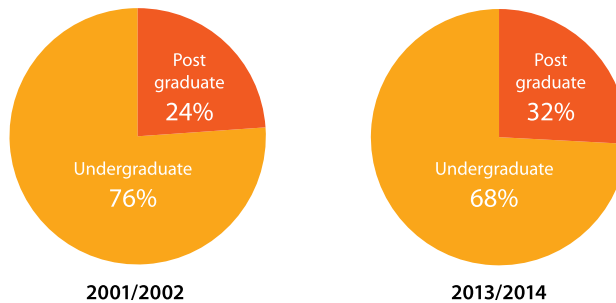
call: 1.868.662-9635 • email: theuniversityinn@sta.uwi.edu • www.facebook.com/theuniversityinn

Facts & Figures

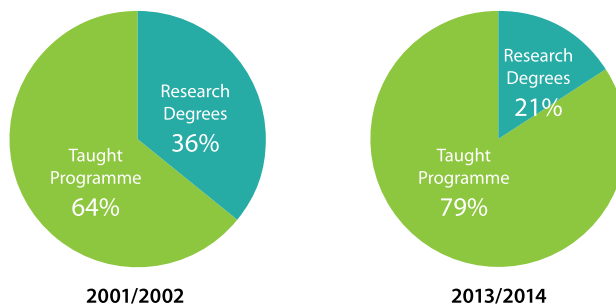
COMPARATIVE DISTRIBUTION OF ON-CAMPUS ENROLMENT BY GENDER
2001/2002 & 2013/2014



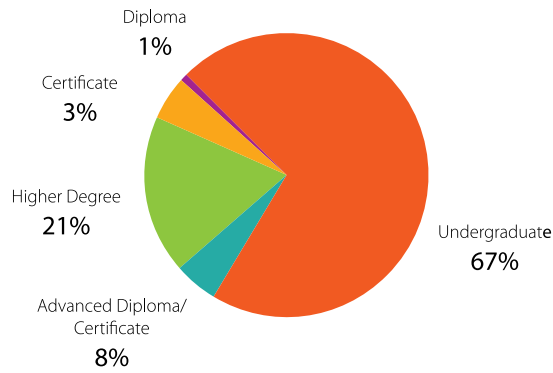
COMPARATIVE DISTRIBUTION OF ON-CAMPUS ENROLMENT
BETWEEN UNDERGRADUATE AND POSTGRADUATE LEVELS
2001/2002 & 2013/2014



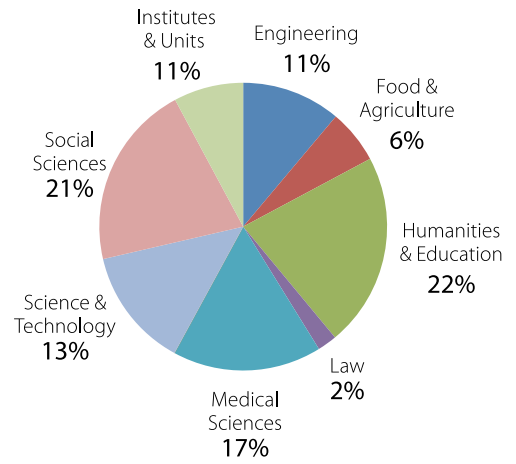
COMPARATIVE DISTRIBUTION OF POSTGRADUATE ENROLMENT
BETWEEN RESEARCH DEGREES AND TAUGHT GRADUATE PROGRAMMES
2001/2002 & 2013/2014



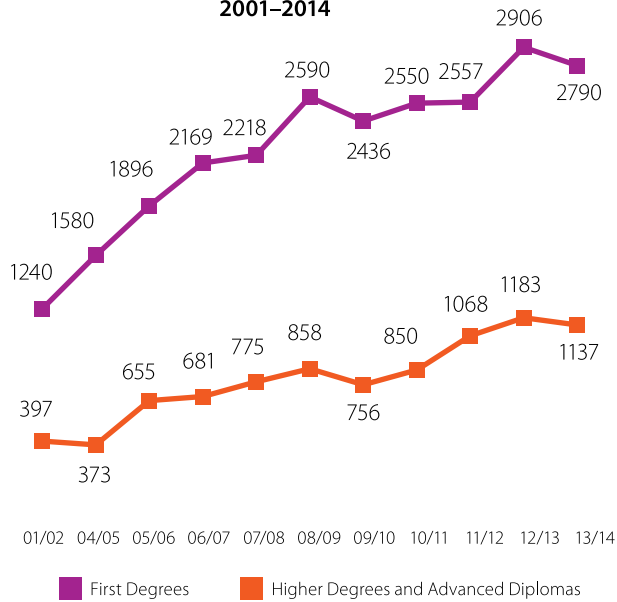
GRADUATES BY PROGRAMME
2013/2014



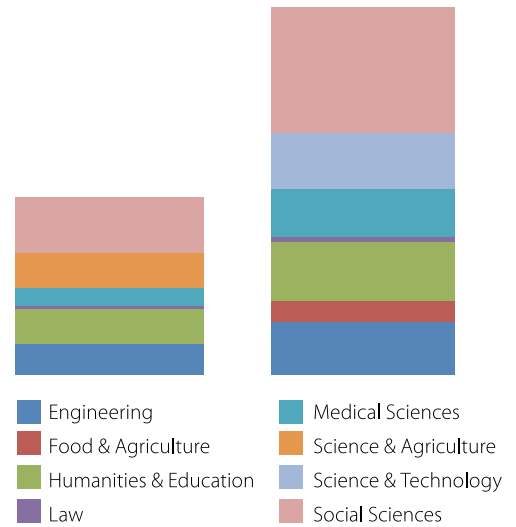
GRADUATES BY FACULTY
2013/2014



OUTPUT OF GRADUATES
2001-2014



COMPARATIVE DISTRIBUTION OF
CAMPUS ENROLMENT BY FACULTY
2001/2002 & 2013/2014



MTEST SUPPLEMENT

Information requested by the
Ministry of Tertiary Education & Skills Training

Appendices available online at www.sta.uwi.edu/news/reports



01

Vision, Mission, Philosophy and Strategic Objectives

1.0

The University of the West Indies is the premier provider of higher education in the English-speaking Caribbean and anticipates extending itself globally as articulated in its vision:

"By 2017, The University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond."

The UWI 2012-2017 Strategic Plan (Appendix 1) provides the framework in pursuit of its mission:

"To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond."

1.1

The strategic goals and individually aligned objectives are derived from the core dimensions of UWI's operations;

1. Finance
2. Employee Engagement and Development
3. Internal Operational Processes
4. Teaching, Learning and Student Development
5. Research and Innovation
6. Outreach (National and Regional Development; Internationalisation; Marketing & Communications & Alumni Engagement)

These six perspectives and their corresponding themes, goals and objectives are viewed as linked together in an integrated strategic framework, and each element is integral to the process of achieving the mission and vision of The UWI.

02

Organisational Structure

2.1

Organisational Profile

2.2

About The UWI

Since its inception in 1948, The University of the West Indies (UWI) has evolved from a fledgling college in Jamaica with 33 students to a full-fledged, regional university with well over 50,000 students. Today, UWI is the largest, most longstanding higher education provider in the Commonwealth Caribbean, with four campuses in Barbados, Jamaica, Trinidad and Tobago, and the Open Campus. The St. Augustine Campus, located in Trinidad and Tobago, had as its forerunner the Imperial College of Tropical Agriculture (ICTA). Fifty-three years later the St. Augustine Campus is still among the region's premiere institutes for tertiary education and research.

The UWI has faculty and students from more than 40 countries and collaborative links with 160 universities globally. It offers undergraduate and postgraduate degree options in Food & Agriculture, Engineering, Humanities & Education, Law, Medical Sciences, Science & Technology and Social Sciences. UWI's seven priority focal areas are linked closely to the priorities identified by CARICOM and take into account such over-arching areas of concern to the region as environmental issues, health and wellness, gender equity and the critical importance of innovation.

The University of the West Indies,
St. Augustine Campus
Higher Education Institution
Trinidad

Principal Officer

Pro Vice-Chancellor and Campus Principal,
Professor Clement Sankat
Email: Principal@sta.uwi.edu
T: (868) 662-2002, exts. 83182, 82182

2.3

The Faculties

Engineering
Food & Agriculture
Humanities & Education
Law
Medical Sciences
Science & Technology
Social Sciences

2.4

Centres, Institutes and Affiliates

Graduate Institutions
Arthur Lok Jack Graduate School of Business
Institute of International Relations
Institute for Gender & Development Studies
Sir Arthur Lewis Institute of Social and Economic Studies

2.5

Research Units & Centres

ANSA McAL Psychological Research Centre
Archaeology Centre
Caribbean Centre for Money & Finance (CCMF)
Centre for Health Economics (HEU)
National Herbarium
Seismic Research Centre (SRC)

2.6

Corporate Structure

The day-to-day administrative operations of the Campus are carried out through the faculties, departments, schools, centres, and other units, as shown in Appendix 2. Oversight is provided by the senior management of the Campus. It is the responsibility of the faculties, departments, and units to ensure that the policies and determinations reached through the decision-making structure are implemented. Faculties, departments, institutes, schools, centres, or other units may maintain additional policies. However, these do not override but rather support university-wide policies. Generic descriptions of their roles are contained in Appendix 3. The deans and the heads report to one or other officers of the senior management of the Campus – the Principal, Deputy Principal, Campus Registrar, Campus Bursar or the Campus Librarian. Their roles

are defined in the documents collected at Appendix 4. This interlinked structure ensures that all campus operations are integrated and that all units have clearly stated reporting lines through their heads.

2.7

Services/Products and Special Projects

In support of The University's mission as articulated in the Strategic Plan 2012-2017, the St. Augustine Campus seeks to do the following;

(i) *Advance education*

Through the delivery of programmes in higher education and contribute to the development of distinctive graduates who support capacity building for human resource development in the region. In broad terms, The University engages in Academic Planning and Evaluation, Programme Information and Access, Promoting Effective Teaching, Assessing Learning Outcomes, and Resource Support for Teaching and Learning.

A broad range of undergraduate and graduate programmes are offered and as part of continuous curriculum renewal, programmes are enhanced to respond to the need for relevant and cutting edge programmes as required to fulfil market demand and the needs of employers. The infusion of and assessment of student learning outcomes are also paramount in the delivery of academic programmes. It is a measure of the ability of the institution to provide evidence of student learning outcomes and faculty effectiveness in achieving its educational purpose.

The development and promotion of teaching excellence is at the cornerstone of delivering quality education and as such has ensured that there is a process of training and certification available. This has been facilitated by the Centre for Excellence in Teaching and Learning (CeTL).

In recognition of the changing classroom environment and the need to provide technology enhanced learning systems there has been significant advance with the introduction of

the Blended Learning Policy which guides the development of dual mode teaching and learning and more particularly online course development.

(ii) Create knowledge

The St. Augustine Campus has distinguished itself in research led activities where new and innovative research is occurring all faculties and evident in the number of published research works, and supported by the identification of focused research clusters and financed under the Research Development Impact Fund. The Campus has successfully competed for external grant funding through both the Office of Research, a university-wide facility headed by the Pro Vice Chancellor, Research with a presence at the Cave Hill, St. Augustine and Mona Campuses; and through Office of Research at the Centre and the Campus-based Office of Research, Development and Knowledge Transfer.

(iii) Support inclusive development of the Caribbean region and beyond

The UWI sees its mission as an engine of regional development by advancing education and creating knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach.

Over the years, The UWI has established partnerships with universities and higher education organisations in all other regions of the world and higher education organisations and, thanks to grants from the European Union, collaborates in a variety of research areas with some 127 universities in 37 countries. The UWI is an active member of several global associations including the International Association of Universities (IAU), the Association of Commonwealth Universities (ACU) and the Association of Universities and Research Institutions of the Caribbean (UNICA).

2.9

While The UWI is engaged in broad areas of research in health and medicine, the humanities, education and the arts, social sciences, pure and applied sciences, it has identified seven areas of particular focus that are

believed to be critical to Caribbean development. These priority areas have not been selected in isolation. They are linked closely to the priorities identified by Caribbean governments and are relevant to many other countries worldwide.

Below are some of the specialised centres of excellence at the St. Augustine Campus:

The Cocoa Research Centre is the custodian of the International Cocoa Genebank, Trinidad and has focused on the conservation, characterisation, evaluation, enhancement and use of the collection. The CRC curates this collection and shares germplasm and information regarding the varieties with all cocoa producing countries through an intermediary quarantine facility at the University of Reading, UK. The National Herbarium was formed through the expansion of botanical research at the Imperial College of Agriculture. More than 50,000 specimens are available and provide valuable taxonomic, cultural and historical information.

The Seismic Research Centre (SRC) is the official source of information on volcanoes, earthquakes and tsunamis in the Eastern Caribbean and a source of research and innovative thought on seismic activity in the region and beyond.

The Centre for Health Economics (HEU) conducts research, teaching and training in three main areas – Health (e.g. National Health Insurance, Health Sector Reform, HIV/AIDS, Health and Poverty etc.), Social Security (Pension, Investments, National Health Insurance) and Economic Planning.

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) has a mandate to conduct training and research of a regional, multidisciplinary and policy-oriented nature to serve the needs of small developing countries like those in the Caribbean. SALISES has branches on the three physical campuses of The University of the West Indies, including the St. Augustine Campus.

2.10 Legislative and Regulatory Framework

2.11
The origins of The University lie in the foundation of the University College of the West Indies (UCWI), which was established by a Royal Charter as a College of London University passed under the Great Seal and assented to by His Majesty King George VI on January 5, 1949. This Royal Charter.

The Charter

- constitutes The University as a Body Politic and Corporate
- defines its objects
- establishes its powers
- establishes its authorities and officers
- provides for the promulgation of Statutes

The 1972 Royal Charter is reproduced at Appendix 5.

2.12
There are two levels of governance and administration at The UWI, the regional level and the campus level. The governance at the regional level is the Vice Chancellery or The University Centre. The principal officers of the Vice Chancellery are the Vice Chancellor, Pro-Vice Chancellors, Campus Principals, University Registrar and University Bursar.

The St. Augustine Campus of The University of the West Indies (The UWI) has structures of governance and administration that form part of, and integrate with, the wider structures that govern The University as a whole. They provide a framework for policy formulation, decision-making, operational activity, oversight, and review, which strongly supports the mission and purposes of The University. The governing body of the St. Augustine Campus is the Campus Council, which is established by Statute under the Charter. The Campus Council meets annually, largely to receive detailed reports from officers and committees, which have responsibilities that derive from the Charter statements and other instruments.

2.13 Reporting Functions – Departmental Reports, Reports to Ministries, President/Parliament

2.14
A fundamental aspect of the accountability of The University of the West Indies is the annual meeting of the Campus Council, where Annual and Faculty Reports are presented. The St. Augustine Campus Council as the governing body of the Campus meets annually, and receives detailed reports from officers and committees, which have responsibilities, that derive from the Charter statements and other instruments such as academic and curriculum updates; changing statistics on students with regard to enrolment and graduate throughput; staffing issues and strategic initiatives that have been undertaken. The official annual campus reports are available to the public online and physical copies are distributed to key stakeholders .

The Financial Report each year ending 31st July is submitted to the Campus Finance and General Purposes Committee for approval en route to the Campus Council and then to The University Council for final approval. The Campus Council meeting includes the Chairman, Mr. Ewart Williams, the Vice-Chancellor, Pro-Vice Chancellor & Campus Principal, Pro-Vice Chancellor, Planning & Development Deputy Principal, Campus Bursar, Deans, Academic Board representatives and Guild representatives among other University Executive Management.

The St. Augustine Campus, through the Office of the Campus Principal, also responds to periodic requests from the Ministry of Tertiary Education and Skills Training for special reports, which inform the Public Sector Investment Programme as well as the annual National Budget.

03

Polices and Development Initiatives

3.0

Short, medium and long term plans

3.1

The process of planning at The University is led at the level of University Centre and by members of University Executive Management. Campus Planning teams are also selected, however, to ensure that there is stakeholder engagement across all campuses, and this feeds into the development of the university-wide Strategic Plan. The process of engagement involves staff at all levels, students, alumni, government ministries, private sector entities, professional bodies and community-based organisations. In preparing the current University Strategic Plan 2012-2017, it was acknowledged that it was being developed in an environment characterised by regional economic volatility and uncertainty, increasing competition in the provision of higher education services, changes in information and communications technology, growth in the demand for higher education and the desire to find solutions to pressing national and regional issues.

3.2

The regional university-wide current Strategic Plan 2012-2017 has as its core foundational elements:

- Mission
- Vision
- Core Values
- Key Attributes of the UWI Graduate
- Key Attributes of the UWI Employee

There are also six Strategic Perspectives:

- i. Finance
- ii. Employee Engagement and Development
- iii. Internal Operational Processes
- iv. Teaching, Learning and Student Development
- v. Research and Innovation
- vi. Outreach (National and Regional Development; Internationalisation; Marketing and Communications and Alumni Engagement).

3.3

The University Strategic Plan is being implemented through the Campus Operational Plan (Appendix 6), which has been formulated to drive strategic initiatives over the period 2012-2014. The Campus Operational Plan 2012-2014 is strategically aligned to the direction of the wider University, while reflecting awareness of the issues, challenges, and priorities identified through assessments of the institution's internal vulnerabilities and the external environment.

In the short to medium term, the following constitute the focus of the St. Augustine Campus Operational Plan:

- Achieving financial sustainability through the aggressive pursuit of income earning activities and cost reduction measures
- Providing quality education through renewed curricula, superior and varied methods for learning and delivery systems that are technologically advanced and future driven
- Developing staff to become more competent in their individual roles and to enhance their productivity and management of performance
- Providing student-centered support systems towards an enhanced student experience and improved levels of student satisfaction
- Equipping students with the skills and attributes required in the workplace and to prepare them to develop into graduates who are to become future leaders in the Caribbean societies and beyond
- Creating focused, impactful, and relevant research
- Strengthening the engagement with national and regional stakeholders through partnership, research and the provision of expert advice
- Extending the reach of the Campus to its underserved communities throughout Trinidad and Tobago
- Establishing an international presence through the delivery of customised programmes, active international student recruitment, staff exchanges, and institutional partnerships in research
- Improving the effectiveness of the internal communications mechanisms existing within the Campus, as well as creating a platform for the dissemination of the valuable work and contributions of The University to the external community.

3.4

Performance objectives and accomplishments

As part of the implementation strategy, each department is required to chart their progress against operational performance objectives and targets and to generate annual reports on their performance.

The **2013/2014 Annual Report** and companion Faculty Report provide full accounts of the performance and accomplishments of the St. Augustine Campus. The Annual Report appraises the work of the administrative, teaching and research arms of the campus based on the objectives outlined in the 2012-2017 Strategic Plan of The University of the West Indies. The Faculty Report details the accomplishments of each of the seven faculties and nine research units on the Campus, and includes a full list of peer reviewed academic publications and conference presentations produced over the 2013/2014 reporting period.

04 Financial Operations

4.0

Budget formulation

4.1

The St. Augustine Campus makes annual submissions for its funding through a budgetary process that begins with the preparation of Biennial Estimates at the beginning of October of the year before that to which they refer. Budget guidelines are received from The University Centre located at the Regional Headquarters Office, Mona, Jamaica, which include advice on the inflation rate applicable for each campus country. Budget holders in faculties, departments, and units are then formally requested to submit, through their heads, requests for the forthcoming year together with justification in each case for additional resources.

4.2

The recurrent budget is prepared using current salaries with a percentage increase, which represents increments to be paid over the following year. No projections are made for union negotiated salary increases that may take place in the future. Where there are known increases in utilities, insurance premiums, statutory payments, for example, National Insurance, Health Surcharge, etc., these are factored into the budget. Also included are historical data, plans for future activities, changes in operations and projected inflation growth. The biennial budgets are carefully prepared and checked to ensure that emoluments for employees in approved positions in each department/unit are accurately costed. The non-staff costs are also meticulously examined to ensure that adequate provision is made for the needs of the Campus. At the St. Augustine Campus, the biennial budgets are subjected to various levels of scrutiny as follows:

4.21

- The biennial budgets along with additional needs requested by departments are internally reviewed by the Bursar and the Accountant with responsibility for the preparation of the estimates. A further review takes place with the Campus Senior Management, who may reduce the lists of requests from the departments. Bursary personnel (Campus Bursar and Accountant) are required to advise the Principal on these matters.

4.22

After discussion and revision of the biennial budget, it is submitted to the Vice Chancellor, who meets approximately one week later with all Campus Principals, Campus Bursars, the Pro Vice Chancellor Planning and Development, and the University Bursar.

4.23

- The biennial budgets are then revised as necessary in accordance with the decisions taken at the meeting with the Vice Chancellor.

4.24

- The final version of the budget is submitted to the Technical Advisory Committee (TAC) of the Government of the Republic of Trinidad and Tobago (GORTT). The Campus Principal, Campus Bursar, and Accountant meet with the representatives of the GORTT to defend the budget. In addition to the schedules representing the various costs to be incurred, a Memorandum of the Estimates of Needs is prepared, which describes the activities of the Campus during the previous year and justifies the need for additional resources for the planned activities during the ensuing year.

4.25

The bound copies of both documents are submitted to members of the regional TAC, which comprises representatives of the 17 countries that contribute to The University of the West Indies. The Vice-Chancellor, the University Bursar, Principals, and Campus Bursars present the budgets to the regional TAC for recommendation to the Campus/University Grants Committees. The meeting of the TAC is usually held in February of each year.

4.26

The Campus/University Grants Committees comprises Ministers or representatives of the Governments of each contributing country. CGC meetings are normally held in March of each year. The Chair of the respective TAC reports to CGC/UGC the recommended level of funding. Budgets may be approved as presented or may be amended by The University Grants Committee. They are then submitted to the University Council for final approval at its April/May meeting. At the end of the budgetary approval process, budget holders are advised of the total amount of the resources allocated to their units. The budgets are printed and distributed to the heads of each unit, department, and faculty by 31 July of each year. This budget is a working document that sets the limits within which the units or departments may spend the resources made available to them. The Campus's annual approved budget (Recurrent Estimates) is also communicated to representatives of the GORTT.

Remittances from the regional governments account for approximately 50% of total income for the Campus. Based on the above funding mechanism of The University, each of the contributing countries of The UWI supports its nationals (to a greater or lesser extent) at the Campus they attend.

4.3.1**Expenditure versus Income**

The Consolidated Statement of Financial position as at July 2013 indicates that total income for the financial year ended July 2014 is recorded at \$TT1,118,302,007 and total expenditure at \$TT 1,141,730,762. **For further information, please see the section in the Annual Report on Finance.**

4.4**Internal Audit Functions****4.5****The University and Campus Audit Committees**

The University Audit Committee contributes to the work of the governing bodies of The University by monitoring the work of the Management Audit Department on each Campus. It also reviews the reports and recommendations made by the Management Audit Department and external auditors for all of the campuses, and The University. This Committee has specific responsibility to The University Centre as well as to The University as a whole. The reporting relationships of the audit entities and governing bodies may be seen at Appendix 7. The Ordinances for the University Audit Committee and the Campus Audit Committee are presented at Appendix 8. The Campus Audit Committee meets as necessary with Senior Campus Management.

The University Audit Committee undertakes the following;

- monitors the financial activities and financial positions of the campuses, The University Centre, and The University as a whole;
- ensures that there are effective systems of internal control in place;
- ensures that The University's policies and procedures are adequate and effective;

- monitors the implementation and status of key information and operating systems; and
- reports to The University Council on all matters for which it is responsible.

4.6

The Management Audit Department

On each Campus and at the Vice Chancellery, there is a Management Audit Department, which contributes to the work of the governing body. The Department is responsible for monitoring and reporting on the level of compliance with the policies and procedures established by the governing bodies. It also makes recommendations for more effective and efficient operations and use of resources, and monitors the key information systems of The University.

At St. Augustine, the Management Audit Department is under the supervision of the University Management Auditor. The Department has a complement of eight staff members, and information relating to its staffing and relationships is also presented at Appendix 9. One of the rights of the Auditor is the right to conduct unscheduled checks and special reviews and investigations without prior notice.

05 Human Resource Development Plan

5.0

Organisational Establishment

The Academic and Administrative Management Organisation Charts are attached as appendices to reflect the organisational establishment. (Appendices 10 & 11)

5.1

Category of Employees –

The main categories of staff include as follows;

- Senior Administrative
- Professional staff
- Academic staff
- Academic Support staff
- Administrative, Technical and Service staff
- Security staff
- Daily paid staff

5.2

Performance assessment

Appendix 12

5.3

Promotion – selection procedures

Appendix 12

5.4

Employee support services

Appendix 13

The above are official guidelines of The University and are attached to this report as appendices. **For further information, please see the section on Employee Engagement and Development in the 2013/2014 Annual Report.**

06 Procurement Procedures

6.0

In 2011, PricewaterhouseCoopers (PwC) was contracted to review and update the Campus' Procurement Policies and Procedures Manuals for Goods, Services, Works and Consultants. This project was completed in November 2011 with the submission of a revised procurement manual by PwC to The UWI, St. Augustine. This document was tabled at the Campus Finance & General Purposes Committee in December 2011 and subsequently approved at its September 2012 meeting.

A copy of this document was submitted to the MTEST by The UWI for their information and records.

6.10

Open Tenders

At the St. Augustine Campus, the open tendering or competitive procurement method is used depending on the value and complexity of the project or its requirements using either an Invitation for Tender (IFT) or Request for Proposals (RFP). The method ultimately selected is determined by the degree to which the technical specifications could be adequately defined.

6.11**Selective Tendering**

Under this procurement method, contractors/vendors are selected from the Campus' pool of vendors. This method is selected when it is not feasible or cost effective to use the open tendering process. It also facilitates competitive pricing and maintenance of quality control.

6.12**Sole Source Tendering**

This method of procurement is used when only one vendor can supply the good/service that is required. Adequate justification for selecting this method must be provided which will include but are not limited to:

- Unique nature of requirement;
- The basis on which it was determined that only one vendor could supply the goods/services;
- Determination as to whether goods/services being supplied are at a fair market value.

Generally, the following are considered when determining which procurement method should be used:

- (i) Value and volume of purchases
- (ii) Technical requirements/characteristics
- (iii) Urgency of works/goods
- (iv) Total cost of ownership
- (v) Complexity involved in the delivering goods, works, services
- (vi) Availability of the selected suppliers from the pool of vendors
- (vii) Risks associated with the provision goods, works or services.

07

Public and Community Relations

7.0**Client and Public access to services / or service delivery systems**

The University ensures that there is effective communication of information on the products and services it provides to support stakeholder knowledge and awareness. Information is available publicly through many media channels, including traditional newspaper advertising, digital advertising (via screens across the campus), print material, online access and also Social Media – Twitter, Facebook, Flickr and YouTube. **Details of the communications output of the Campus and new partnerships are contained in the Outreach section of this Annual Report.**

List of appendices

- A.1 The University Strategic Plan 2012-2017
- A.2 Lists of Faculties, Schools, Centres and Units
- A.3 Roles of Heads of Departments and Heads of other Units
- A.4 Roles of Deans and Senior Management
- A.5 The UWCWI 1948 Royal Charter
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- A.7 Audit Entities Reporting Guidelines
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- A.10 The Academic Management Organisation Charts
- A.11 The Administrative Management Organisation Chart
- A.12 Ordinance 8
- A.13 Employee Support Services



UWI
ST. AUGUSTINE
CAMPUS



UWI

**STRATEGIC
PLAN**

2012-2017

.....
Be Heard. Be Informed. Be Empowered.



THE
YE OF

APPROVED BY

University Council, 27 April 2012

PREPARED BY

The University Office of Planning and Development

CAPTIONS

Inside front cover: This Mural on the Assembly Hall building, at the Mona Campus in Jamaica was a gift to the University by Belgian artist, Claude Rahir. It depicts the activities of the faculties of The University of the West Indies, as well as children at work and play commemorating the International Year of the Child, 1979, the year in which it was created.

Page 12: The historic Clock Tower overlooking the Cave Hill Campus in Barbados, erected in the 1960s.

Page 22: A cross-section of the national flags of UWI's 16 member-countries flying at full staff at the St. Augustine Campus, Trinidad & Tobago.

Page 37: The Aqueduct once served the Mona, Hope and Papine estates with water from the Hope River. The brick structure can still be seen at the Mona Campus.

Page 38: The statue of our University's Founding Father, Sir Philip Sherlock on the grounds of the Mona Campus. He was a member of the Irvine Commission which conceived the University College of the West Indies. According to this committee, "The problems of the West Indies will never be fully solved unless they are understood and investigated, to a far greater extent at present, in the West Indies by West Indians."

Page 40: A thought-provoking sculpture on the grounds of the Mona School of Business in Jamaica.

Page 45: The Gibraltar Monument at Mona. During World War II, the Gibraltar Camp housed refugees from Gibraltar and Malta as well as German and Italian prisoners of war. In 1948 the University's first Campus was officially opened on the former refugee camp site, with 10 females and 23 males from across the region entering the University in the Faculty of Medicine.

Page 46: A section of a Graduation Ceremony at the St. Augustine Campus. Each year UWI produces roughly 9,000 graduates, equipped for service across all sectors of society.

Page 50: UWI employees across all levels are agents of change.

Inside back cover: The UWI is one of only two regional universities in the world, and the map shows its spread across 16 nations, stretching from Belize in Central America to Trinidad and Tobago in the southern Caribbean.

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ACRONYMS & ABBREVIATIONS

ATS	Administrative, Technical and Service	QAU	Quality Assurance Unit
BSC	Balanced Scorecard	SIDS	Small Island Developing States
CPR	Curriculum and Pedagogical Reform	SMART	Specific, Measurable, Attainable, Relevant Time-bound
CSME	CARICOM Single Market and Economy	STRIDE	Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence
CUTL	Certificate in University Teaching and Learning	SVUS	Single Virtual University Space
EMT	Executive Management Team	SWOT	Strengths, Weaknesses, Opportunities and Threats
EPA	Economic Partnership Agreement	TLIs	Tertiary Level Institutions
GRIP	Graduate Studies and Research Information Portal	UOPD	University Office of Planning and Development
GSSW	Department of Government, Sociology and Social Work	UWI	The University of the West Indies
HR	Human Resources	UWI STAT	The University of the West Indies Students Today, Alumni Tomorrow
ICT	Information and Communications Technology	UWI-12	The group of 12 contributing countries of the UWI which do not host a physical campus, i.e., Anguilla, Antigua & Barbuda, The Bahamas, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Montserrat, St. Christopher (St. Kitts) & Nevis, St. Lucia, and St. Vincent & the Grenadines
IDU	Instructional Development Unit	UWI-12+1	The 12 contributing countries of the UWI plus Bermuda, which became an associate contributing country in 2009
ISO	International Students Office		
IT	Information Technology		
KPIs	Key Performance Indicators		
M&C	Marketing and Communications		
MOU	Memorandum of Understanding		
OC	Open Campus		
OCCS	Open Campus Country Sites		
PMMS	Performance Monitoring and Management System		
PVC	Pro Vice Chancellor		



FOREWORD

The University of the West Indies (UWI) is at a pivotal point of its history. While in the last five to ten years, we have made significant advances in increasing student numbers, growth of a competitive academic staff, number of undergraduate, professional and graduate programmes offered, capital development projects on all our campuses set in aesthetically pleasing landscapes, advanced and more integrated information and library systems, more robust relationships with our governments, and expanded outreach to UWI-12+1 countries, there is still much ground to cover in achieving our collective vision of being a globally recognised, regionally integrated, innovative, and internationally competitive university, deeply rooted in all aspects of Caribbean development. A recent marker of our progress is evidenced in the accreditation reports of the Mona and the St. Augustine Campuses, which indicated that the University is on the right track with respect to the management of its affairs. Perhaps our greatest challenge is in garnering the financial resources necessary to sustain the gains we have made, so that we may drive regional development more effectively and receive the global recognition that an institution of our size and composition can attain.

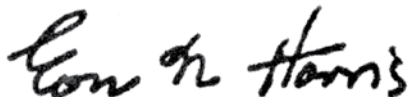
The global economic crisis and its dire effects on the Caribbean have meant that government contributions have been flat or have declined in the last three years, and arrears in payment have ballooned to worrisome proportions. Questions abound about how the Caribbean will cope in an increasingly competitive and dynamic world. As if the financial challenges were not enough, we must contend with increasing competition for students and resources from emerging national universities and international institutions of all types. A perception still exists, posited in some reality, that the University is too bureaucratic, inefficient and slow to contend with the competitive challenges that face us, as well as to respond to the development needs of the Caribbean. There is concern also that the University is disintegrating into increasingly national entities pursuing singularly local goals—a formulation that, if it were to become true, would mean loss of a considerable regional enterprise. While some of these fears are exaggerated and by no means new, it would be unacceptable that our institution should be allowed to “drift” because decisive steps are not taken to address the challenges we face. Contending with these challenges, even as we celebrate signal gains, is what makes this moment

“pivotal.” Realisation of our collective vision will rely on capitalising on our relatively rich intellectual and infrastructural resources (resources not shared in magnitude by any other tertiary institution in the English-speaking Caribbean), and linking these more effectively with the private sector, government and other sectors, as well as with multilateral development agencies in the region.

It is in these circumstances that we embark on the 2012-2017 Strategic Plan, which seeks to transform the institution into a “global player,” while serving as a driving force for Caribbean development. Important goals of the Plan include financial self-reliance; a more engaged and able staff; improved operational efficiency; enhanced teaching, learning, research and innovation; expanded regional and national engagement; and international outreach. Critical to our success will be our ability to better mobilise our collective regional strength, even when serving national agendas.

If we are to attain the heights to which we aspire, more involvement of our total university community—academic and non-academic—is an imperative. While our 2007-2012 Plan was constructed through a process of university-wide input, it is evident that one of the factors that impeded full implementation was that large sectors of our staff were not engaged. In the 2012-2017 Plan, we have not only mobilised our campus communities to prepare the Plan, but have also utilised face-to-face engagements with all sectors of the University—academic and faculty boards, ATS staff and students—to present and discuss the Plan. A university web portal was created, which invited and enabled input from persons in the community who wished to offer comments and suggestions. Going forward, we are utilising the Balanced Scorecard framework, accompanied by leadership enrichment exercises and other initiatives to ensure that all units can prepare action plans for implementation. We shall ensure that our progress can be objectively monitored at regular intervals.

Our moment is “pivotal.” Success will require individual commitment, creative thinking and execution. It is a moment when every one of us must become a leader – each of us, an instrument of change.



Professor E Nigel Harris
Vice Chancellor

ACKNOWLEDGEMENT

The drafting of the 2012-2017 UWI Strategic Plan was a collaborative effort involving multiple stakeholders throughout the process. Individuals and teams from every academic and administrative division across the four campuses were actively engaged in various ways. The contributions and efforts of all of these stakeholders have been instrumental in the preparation of this Strategic Plan. I would like to thank all of those persons who contributed to the exercise and especially the staff in the University Office of Planning and Development (UOPD) who worked with me to put together this document which draws on several submissions, reports, meetings and discussions across the University. I am looking forward to the continued support of staff, students and other stakeholders as we move into the implementation stage of the planning process.

Professor Andrew S Downes

Pro-Vice Chancellor (Planning and Development)



UWI AT A GLANCE

- Established in Jamaica in 1948 as a University College of the University of London becoming an independent university in 1962
- Four Campuses: Mona (Jamaica), St. Augustine (Trinidad & Tobago), Cave Hill (Barbados) and Open Campus
- Supported financially by 16 countries in the Caribbean
- Provides a range of certificates, diplomas, undergraduate and postgraduate degrees in seven faculties
- Enrolment of over 47,000 students in 2011/12
- Total staff of 5,800 (full time staff) of which 1,800 are academic
- Graduates up to 9,000 per annum

1.0 EXECUTIVE SUMMARY

1.1. INTRODUCTION

The Strategic Plan 2012-2017 of the UWI has been prepared in an environment characterised by regional economic volatility and uncertainty, increasing competition in the provision of higher education services, changes in information and communications technology, growth in the demand for higher education and the desire to find solutions to pressing national and regional issues. These factors have created a “new normal” for the UWI.

The UWI, as the leading tertiary level institution in the English-speaking Caribbean, is charged with meeting the region’s “high level” human resource needs and also assisting with the resolution of the development issues facing the region. It also has to compete in the international higher education market and demonstrate some global impact in the areas of teaching, research and advisory services.

In a highly competitive environment, the UWI has to leverage its resources or core competencies in order to

achieve competitive advantage in three key areas: the delivery of accredited quality programmes at reasonable costs; the generation of impactful cutting-edge research and innovation; the achievement of operational excellence (involving talent management, efficient processes, information technology and customer service) to provide quick responses to stakeholders.

1.2. REVIEW OF STRATEGIC PLAN 2007-2012

The Strategic Plan 2007-2012 contains four core strategic focal areas: Teaching and Learning; Graduate Studies; Research and Innovation; and Service to the UWI-12 Countries and Other Underserved Communities. A review of the Strategic Plan 2007-2012, to date, indicates some degree of success in all the areas in spite of the resource constraints occasioned by the decline in economic activity since 2008.

Some of the notable achievements include the following: (i) the increase in enrolment in degree programmes

by 25 per cent over the 2007-2008 to 2011-2012 period; (ii) the launching of the Open Campus in 2008 and the Western Jamaica Campus in 2008; (iii) the introduction of the Certificate in University Teaching and Learning; (iv) the strengthening of quality assurance and the commencement of the accreditation of the UWI; (v) the growth in graduate students (especially in taught degrees) and the strengthening of student support systems; (vi) the establishment of research clusters and increased international research collaboration; (vii) the continued upgrade of enterprise software systems; (viii) the introduction of formal staff assessment systems; (ix) the strengthening of marketing and communications offices on the various campuses; (x) the promotion of self-financing courses/ programmes; (xi) the establishment of sports programmes across the campuses; (xii) the establishment of franchising arrangements and articulation agreements with other tertiary level institutions (TLIs); (xiii) the hosting of a range of national and regional conferences to discuss development issues; and (xiv) the initiation of memoranda of understanding (MOUs) with several universities and other institutions.

An environmental analysis of the UWI points to several internal strengths and weaknesses along with

several external opportunities and threats, as set out in Table 1.

1.3. THE MISSION, VISION & CORE VALUES OF THE UWI

The foundation elements of the Strategic Plan of the UWI are its Mission, Vision, Core Values and Strategic Goals.

The enduring **Mission of the UWI** is:

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.

The **Vision of the UWI** is as follows:

By 2017, the University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond.

The **Core Values of the UWI** that guide its mandate, policy and decision making include integrity, intellectual freedom, excellence, civic responsibility, accessibility, diversity and equity.

INTERNAL	
Strengths	Weaknesses
<ul style="list-style-type: none"> • The University's reputation • Regional dimension of the University • Campus diversity • Physical asset base • Human resource development • Intellectual capital • Academic quality assurance • Advisory capacity • Knowledge repository 	<ul style="list-style-type: none"> • Management and people skills • Technical competencies • Employee engagement • Enterprise systems • Work-readiness of graduates • Strategy alignment
EXTERNAL	
Opportunities	Threats
<ul style="list-style-type: none"> • Knowledge economy development • Emerging industry competencies • Emerging markets • Professional development • ICT reach • Enhancing strategic partnerships • Diversify funding base • Caribbean knowledge • Expand regionally • Student development • Enrolment sex ratios 	<ul style="list-style-type: none"> • Loss of Government Funding • Competition from other Tertiary institutions • Student intake quality • Natural Disasters • System and communication failure

Table 1. SWOT analysis of the UWI

1.4. KEY ATTRIBUTES OF THE UWI GRADUATE

The key attributes of the UWI graduate refer to those academic abilities, skills, personal and professional qualities that should be acquired by students during their sojourn at the UWI. A distinctive UWI graduate should demonstrate that he/she is: a critical and creative thinker; an effective communicator with good interpersonal skills; IT-skilled and information literate; innovative and entrepreneurial; globally aware and well grounded in his/her regional identity; socially, culturally and environmentally responsible; and guided by strong ethical values.

While these attributes apply to all graduates, it is expected that special emphasis would be placed on leadership, goal setting and the ability to make a significant contribution to new knowledge, especially in the case of the postgraduate student.

1.5. KEY ATTRIBUTES OF THE UWI EMPLOYEE

An important core competency for the UWI lies in its human resources. It is therefore expected that the UWI employee should demonstrate the following attributes: job-related knowledge and skills; critical and

creative thinking skills; responsible attitude to work-life balance; institutional loyalty and engagement; positive customer service; and respectful and ethical behaviour. The nature of these attributes would vary according to the discipline or sphere of responsibility of the employee.

1.6 STRATEGIC PERSPECTIVES AND THEMES

The Strategic Plan 2012-2017 utilises the Balanced Scorecard (BSC) framework for linking the vision of the UWI to its strategic goals and associated objectives. This framework allows for the identification of different perspectives of the UWI's operations. The six Perspectives, with their respective Themes, have been identified as follows:

PERSPECTIVE 1:

Financial

Themes: Income Source Diversification; Recapitalisation of the UWI; and Efficient Resource Utilisation

PERSPECTIVE 2:

Employee Engagement and Development

Themes: Competency-based Development; Culture of Employee Engagement; and Strengthening Performance Management Systems

PERSPECTIVE 3:

Internal Operational Processes

Themes: Efficient and Effective Academic and Administrative Processes; Governance Arrangements; and Management Structures

PERSPECTIVE 4:

Teaching, Learning and Student Development

Themes: Academic Quality; Student Engagement and Experience; and Open and Distance Education

PERSPECTIVE 5:

Research and Innovation

Themes: Faculty-led Research and Innovation; Graduate Studies and Student Research; and Funding and Partnerships

PERSPECTIVE 6:

Outreach

Themes: National and Regional Development; Internationalisation; Marketing and Communication; and Alumni Engagement

Within each theme, there are a set of Goals and within each Goal there are a set of Objectives, which will guide the Operational Planning process.

An overview of the Strategic Framework for the 2012-2017 Strategic Plan is shown in Figure 1 on page 20.

1.7. IMPLEMENTATION FRAMEWORK

The Strategic Plan embodies a five-year perspective, which will be continuously monitored and evaluated. Its realisation will require the involvement and commitment of all members of the university community. The overall strategic planning process will be coordinated by the Executive Management Team (EMT), headed by the Vice Chancellor. The University Office of Planning and Development (UOPD), in association with Campus Planning offices, will provide support in monitoring and evaluating progress with the Strategic Plan.

The Strategic Plan 2012-2017 will be supplemented with biennial Operational Plans, which will coincide with the current financing arrangements of the UWI. The Operational Plans will employ a BSC framework, which allows for the linking of strategy to vision through the creation of a system of objectives, initiatives and projects, measures/indicators, timelines, responsibilities and resource needs to ensure the proper monitoring of the implementation of the Strategic Plan. Annual reviews of these Operational Plans will be undertaken, while biennial reviews will be carried out for the Strategic Plan. An electronic

THE UWI STRATEGIC FRAMEWORK 2012-17



Figure 2: The UWI Strategic Framework 2012-17

information system based on the BSC framework will be developed to facilitate the smooth monitoring and evaluation of the Strategic and Operational Plans.

1.8. CONCLUSION

The successful implementation of the Strategic Plan and the associated Operational Plans will depend on several critical success factors, namely, effective management and creative leadership at all levels of the UWI; adequate human and financial resources; an appropriate accountability mechanism; an adequate incentive system; widespread buy-in and support of staff and other stakeholders; cross-campus collaboration; and effective communication and information management.

The successful implementation of the 2012-2017 Strategic Plan will transform the UWI by 2017. As such, by 2017, the UWI will be closer to realising its vision as a University committed to excellence, with a thirst for generating knowledge and educating the leaders of tomorrow. It would have invested and built on its strengths in its areas of competitive advantage, thereby impacting positively on the region and beyond. The University will be driven by a culture of engagement and inclusion,

and would have become more student-centred and focussed on academic excellence.

Further, the UWI would have expanded access to knowledge and education throughout the Caribbean region and beyond. It would have re-engineered its systems and processes resulting in increased productivity and efficiency, and become a better steward of its fiscal and physical resources. It would have met the challenges and emerged a stronger and more cohesive and integrated regional university contributing to the inclusive development of the Caribbean and having a global impact.



2.0 INTRODUCTION

The *Strategic Plan 2012-2017* of the UWI has been prepared in an environment characterised by regional economic volatility and uncertainty, increasing competition in the provision of higher education services, changes in technology and its use in higher education, the growth in demand for higher education and the pressure to find solutions to the pressing development issues of the Caribbean region. These factors have created a “*new normal*” environment within which the UWI has to operate over the next five years.

The period of reduced economic activity in the region, which started in late 2008, has adversely affected the funding of the UWI by regional governments. Several initiatives proposed in the Strategic Plan 2007-2012 had to be scaled back, revised or shelved due to the lack of resources. It is expected that there will be a slow recovery of the regional economies over the first two years of the Strategic Plan 2012-2017. Public resources available to the UWI will therefore be constrained and could impact on implementation of some elements of the Plan.

The liberalisation of higher education services and the rapid spread of information and communications technology (ICT) have resulted in a greater degree of competition in the higher education market, and also in the increased demand for flexible learning products. Furthermore, the increase in the output of the secondary level educational system has pushed up the demand for tertiary level education, as persons seek to enhance their chances of gaining employment in a highly competitive labour market.

The UWI is a regional tertiary level educational institution charged with the responsibility of meeting the “high level” human resource needs and assisting with the resolution of the development issues facing the Caribbean region. As a “relatively large” university (over 47,000 students), it has to compete in the global higher education market and demonstrate some global impact on teaching, research and advisory services in selected niche markets.

The nature of the environment within which the UWI has to operate and the resources that are available to it mean that it must adopt a disciplined and focussed approach to planning and decision- and policy- making in order to maintain or achieve long-term sustainability. It must develop creative initiatives and solutions to respond to the challenges it faces. This is the nature of strategic planning in an uncertain environment.

In a highly competitive environment characterised by economic volatility and uncertainty, the UWI has to leverage its core competencies (areas in which it has specific expertise beyond its competitors), which lie in its intellectual capital and information and communications technology (ICT) to achieve competitive advantage in three key areas:

- **Delivery of accredited quality programmes (for example, degrees, diplomas, certificates) at reasonable costs**
- **Generation of impactful, cutting-edge research and innovative outputs, especially for targeted niche markets**
- **Achievement of operational excellence (involving talent management, efficient processes, information technology and customer service) to provide a quick response/agility to the needs of stakeholders**

Although the UWI has made significant progress in these areas over the 2007-2012 planning period, there is need for further consolidation and strategic expansion in selected areas in order to distinguish itself within the higher education landscape of the region, as well as to enhance its international reputation.

Over the 2012-2017 planning period, the UWI will continue to build capacity in an efficient manner in order to effectively address the range of development challenges facing the region (e.g., production diversification and economic growth, high level of poverty and inequality, the effect of climate change, the rise of chronic non-communicable diseases, the scourge of crime and violence, the strengthening of human security and governance systems). Through its core functions of teaching, research and public advisory service, the UWI will continue to offer solutions to the region's development challenges, while at the same time contributing to the global intellectual discourse. These initiatives lie at the heart of the mission of the UWI.

The process for developing this Strategic Plan formally started with the Fourth Annual Review of the Implementation of the Strategic Plan, 2007-2012 (St. Augustine, August 2011). The 2012-2017 Plan was developed through structured and inclusive cross-campus consultations led by the four Campus Strategic Planning Teams and the Vice Chancellery Team, and coordinated by the University Office of Planning and Development (UOPD). A web portal was also established to solicit comments from internal and external stakeholders. A Strategic Plan Consensus Retreat (Mona, December 2011) was subsequently held to integrate components of the Strategic Plan into a cohesive document and to achieve consensus on the various elements of the Plan. Further engagement processes with all stakeholders were held at the four campuses to discuss the first draft of the Strategic Plan. The resulting Plan has been carefully constructed through the synthesis and integration of feedback from staff, students and other stakeholders, reports from the Campus Strategic Planning Teams and the Vice Chancellery Team, and reports of special Working Groups.

This Strategic Planning document contains a brief overview of the achievements and challenges associated with the 2007-2012 Strategic Plan and a presentation of the current strengths, weaknesses, opportunities and threats facing the UWI. This assessment of the UWI's performance and environmental analysis is followed by the mission and vision statements guiding the UWI over the planning period, along with the core values of the University and the key attributes of the UWI graduate and employee. The strategic goals and associated high-order objectives are stated from six perspectives or dimensions of the UWI's operations: Financial; Employee Engagement and Development; Internal Operational Processes; Teaching, Learning and Student Development; Research and Innovation; and Outreach (National and Regional Development; Internationalisation; Marketing and Communication; and Alumni Engagement). The Strategic Plan uses an integrated framework, which involves the following elements:

- **Strategic Perspectives** of the UWI's Operations (and causal relationships among them);
- **Strategic Themes** with elaborations within the Perspectives;
- **Strategic Goals and Objectives** (which will guide the Operational aspects of the Plan).

These six perspectives and their corresponding themes, goals and objectives are viewed as linked together in an integrated strategic framework (see Figure

2), and each element is integral to the process of achieving the mission and vision of the UWI.

This integrated strategic framework will shape operational planning, the biennial budget process and overall university activities and operations. The implementation framework and the critical success factors for the Strategic Plan are also presented.

While the Strategic Plan 2012-2017 builds on the achievements realised in the Strategic Plan 2007-2012, it also seeks to address the challenges associated with the new educational and socio-economic environment.

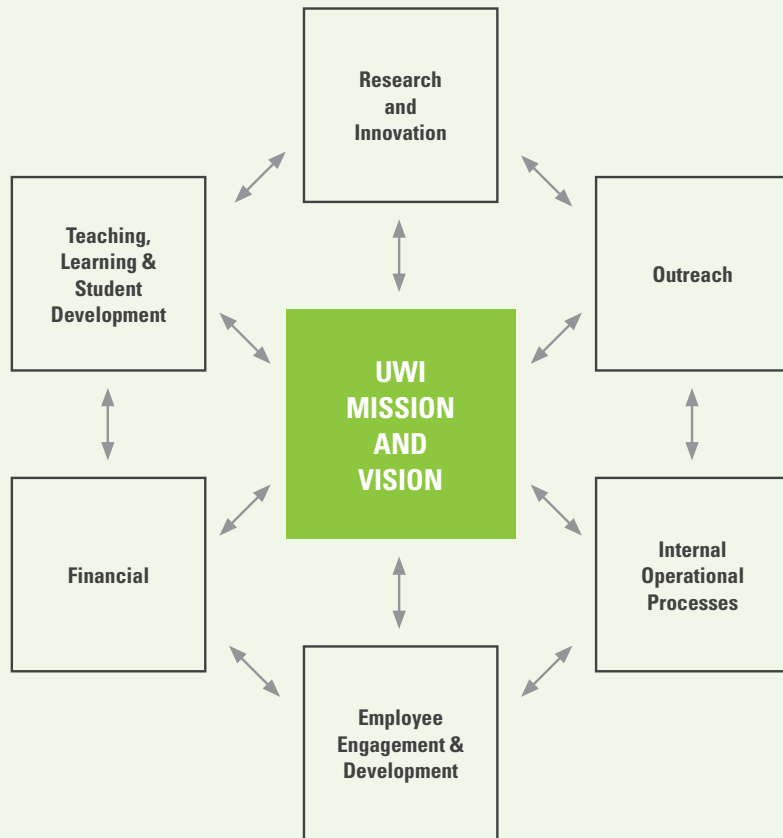


Figure 2. Integrated Strategic Framework

3.0 REVIEW OF PERFORMANCE 2007-2012

This section summarises the main achievements of the Strategic Plan 2007-2012 by strategic theme. The 2007-2012 Strategic Plan, entitled STRIDE (Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence), provided the basis for the development and execution of a fundamental paradigm shift in culture, processes and leadership as the University responded to the changing demands on the tertiary education sector in the region. A more detailed analysis can be found in the report entitled: Strategic Plan 2007-2012: Four-Year Review 2007-2008 to 2010-2011.

The ten strategic themes of the Strategic Plan, with the number of supporting “strategies” in parentheses, were:

- i. Teaching and Learning (8)
- ii. Graduate Studies (7)
- iii. Research and Innovation (5)
- iv. Service to the UWI-12 Countries and Other Underserved Communities (4)
- v. Transforming the Leadership and Administrative Culture and Processes (8)

- vi. Marketing and Branding (2)
- vii. Funding the Enterprise (30)
- viii. Strengthening Regionality (15)
- ix. Strengthening National Engagement Processes (8)
- x. International Partnerships (Internationalisation) (18)

3.1. TEACHING & LEARNING

Teaching and learning continued to improve in three domains: classroom, online and blended learning. The Open Campus (OC), which was formally launched in 2008, dominated with respect to fully web-delivered courses. The Instructional Development Units (IDU) started training in blended learning for residential campuses.

The UWI continued to serve the human resource needs of the region through its Mona, Cave Hill, St. Augustine and Open Campuses by expanding enrolment over the planning cycle 2007-2008 to 2011-2012 by 24.4 per cent, reaching a record 45,877 students (excl. certificates and diplomas) in 2011-2012 from 36,874 in 2007-2008.

Overall, total first degree enrolment increased by 23.4 per cent from 29,820 in 2007-2008 to 36,690 in 2011-2012, while higher degree and advanced diploma enrolment increased by 30.2 per cent from 7,054 in 2007-2008 to 9,187 in 2011-2012.

The Certificate in University Teaching and Learning (CUTL) was introduced, mainly for new staff, with increased enrolment promising to be a powerful force for improved teacher education and quality. Greater efforts were made to enhance the proficiency levels of incoming students in both English and Mathematics. Institutional and programme accreditation processes were completed or are in progress, and it is anticipated that all campuses should complete the accreditation exercise by the end of the 2011-2012 academic year. Improvements were made in Curriculum and Pedagogical Reform (CPR) and several new and cutting-edge programmes were introduced. An external review of the Quality Assurance Unit (QAU) was conducted, which resulted in wide-ranging recommendations for the continued development of the quality assurance function at the UWI.

3.2. GRADUATE STUDIES

Support systems and graduate supervision were strengthened in light of increased enrolment. A Graduate

Studies and Research Information Portal (GRIP) was developed and a Thesis/Progress Tracker to promote transparency of the examination/mentoring process is being developed. Student instruction in research methods was improved and supervisor training courses were conducted. Quality assurances reviews were conducted to improve the curriculum and evaluation methods. Informed by the policy on Inter-Campus and International Collaboration, the UWI promoted partnerships with top-ranked universities to develop graduate studies and research capacity as well as student exchanges.

3.3. RESEARCH & INNOVATION

Several new policy and procedural documents in support of research and innovation have been developed and taken through the relevant University Boards for approval. University-wide working groups were established in the following clusters: Climate Change, Renewable Energy, Food Security, Disaster Risk Reduction, Sustainable Development and Caribbean Sea Governance. These working groups were selected based on the perceived importance of the cluster for national and regional development, and on the current absence of a UWI institute or centre to drive research in these clusters. Significant research was conducted in areas of socio-economic and cultural interest relevant to the

Caribbean through the established institutes, centres, faculties and departments, as well as through the newly established working groups. A more focussed and structured approach to accessing grants was put into place, which yielded greater results than in previous years. An enhanced culture of innovation and enterprise resulted in the production of several patents and improvements in the process of commercialising discoveries. Research Days at the various campuses continued to serve as the platform through which members of the academic community exposed the public to innovations and outstanding research projects.

3.4. SERVICE TO THE UWI-12 COUNTRIES & OTHER UNDERSERVED COMMUNITIES

A branch campus of Mona was established in Western Jamaica in 2008. Bermuda became an associate contributing country in August 2010, thus, creating the UWI-12+1.

The Open Campus made student-centred improvements as well as significant enhancements to their technological and physical infrastructure since its establishment. Several sites in the Open Campus Country Sites (OCCS) responded to an increased demand for workforce development programmes, and saw

a growth in partnerships with local, regional and international entities to design and develop training programmes at the local level.

The Campus continued to seek ways in which to assist Haiti after the 2010 earthquake and St. Lucia after the devastation caused by Hurricane Tomas. It submitted a proposal to the Leadership Development for Higher Education Reform (LEADHER) and received 10,000 Euros to facilitate visits to Quisqueya University, Haiti to assess the infrastructural capacity for the preparation of online delivery of courses and programmes in teacher education and other areas. In addition, the Campus offered four scholarships for students from Haiti to study online. With the aid of the Barbados Coast Guard, the OC sent several shipments of water and supplies to St. Lucia for distribution to those in need. The Campus established an account with surplus funds for the purpose of building an emergency fund to help students in need.

3.5. TRANSFORMING THE LEADERSHIP & ADMINISTRATIVE CULTURE PROCESSES

There was continuous upgrading and operationalisation of additional modules of the three main enterprise software systems, Banner Student, Banner Finance, and PeopleSoft, to allow for maximum efficiency and

utilisation. Employee Engagement became a prominent theme, which was expressed through paying more attention to employee needs and providing support to them to both build loyalty and enhance productivity. Quality assurance improvements for student needs were implemented, ranging from improved systems and services to training for academic staff, and leadership and managerial skills for senior administrative staff. A Pro Vice Chancellor (PVC) was reappointed to head the University Office of Planning and Development (UOPD).

During the period, the Vice Chancellor's Awards for Excellence in Teaching, Administration and Research Accomplishments, Service to the University Community, and Contributions to Public Service continued to recognise the high achievements of academic and senior administrative staff of the UWI. Principal's awards were also introduced on some campuses for outstanding achievement among staff. A departmental quality award scheme was also developed.

3.6. MARKETING & BRANDING

Promotion of the UWI locally, regionally and internationally through the mass media has continued, with the utilisation of more online channels of communication and interaction.

An internal communications strategy relating to STRIDE was developed and implemented in part at St. Augustine as part of the accreditation programme.

The strengthening and aligning of the Marketing and Communications (M&C) functions across the University system was facilitated through participation by M&C staff at professional development workshops. These provided the additional tools to spearhead the development of several policies and initiatives to effectively manage the University's image and identity.

At the campus level, the M&C offices at the Cave Hill and Mona campuses benefitted from some restructuring over the period. These changes were all made with the view of improving efficiency and building capacity.

3.7. FUNDING THE ENTERPRISE

The main thrust here, especially since the global economic downturn, has been to identify alternative sources of income to the traditional government subventions, which have been in decline. An immediate reaction has been to incur more long-term debt within safe limits. The most significant increases occurred from self-financing activities and tuition fee hikes. On the cost-saving side, efficient use of resources has been emphasised, including the elimination

of academic programmes with low enrolments that are not economically justifiable and greater use of ICT.

3.8. STRENGTHENING REGIONALITY

Regionality of the UWI is manifested both structurally and culturally within the University. The University continues to operationalise its regional character through initiatives like the establishment of the Open Campus and the establishment of articulation and franchise arrangements with TLIs throughout the region. Further, partnerships have been pursued at the programme level with public and private sector agencies involving all of the Campuses. As part of the thrust towards regional engagement, that is, service to stakeholders, the University has provided technical advisory services to contributing countries of the UWI and has also contributed to the development of regional polices through CARICOM.

Regionality can also be taken to mean the operational unification of the UWI as one University with four campuses. One example of progress made in this regard is the establishment of the Single Virtual Library Space (UWILinC) which provides a single point of access to all library resources in all four campuses. The proposed Single Virtual University

Space (SVUS) will further provide the platform for operational unification of the UWI, allowing it to function as one university with four campuses. The following still need more integration across campuses: faculty structure, common curriculum, movement of faculty and students, research and administrative systems. The UWI further actualises its regionality through its course content, student relationships, mode of financing and cross-faculty collaboration.

3.9. STRENGTHENING NATIONAL ENGAGEMENT PROCESSES

As an institution, the UWI continues to be responsive to national needs and realities. To this end, it has utilised its resources to support contributing countries on national initiatives to achieve economic, environmental and social development. In this regard, members of the academic community work towards influencing policy formation, drafting legislation and providing public service. This is reflected at all levels of the University.

3.10. INTERNATIONAL PARTNERSHIPS (INTERNATIONALISATION)

Academic links were established with several institutions globally. Some notable examples include: the Mona Department of Government, Sociology

and Social Work (GSSW) initiated a Memorandum of Understanding (MOU) between the University of Calgary and the UWI in 2010-2011 for social work programmes; the Confucius Institute was launched in June 2010 at Mona to facilitate the teaching/learning of the Chinese language as well as research on the Chinese homeland, its cultures and people. The Cave Hill Campus has also established an agreement with the Government of China. Internally, the Cave Hill International Office and Mona's International Students Office (ISO) were both established in mid-2008.

3.11. COMMON CHALLENGES

All of this progress has taken place despite significant challenges. The principal challenge that impacted upon just about every strategic initiative (project) was the lack of resources, exacerbated by the global economic downturn in 2008. This resulted in longer timelines for completion of projects and activities.

Some projects were planned but not implemented, perhaps due to inadequate organisation and project management skills, the heavy workload of some parties, or the imperatives of operational matters that required more immediate attention. Few internal projects (not externally funded) had dedicated staff (most were doing work part-time in

addition to their substantive duties). Projects that required cross-departmental or cross-campus cooperation often suffered due to lack of coordination and differing priorities.

Some projects or systems required special expertise that was not available internally and too expensive to either hire or outsource. Information in many cases was difficult to find or collect, thus affecting the quality of deliverables or the assumptions on which the projects were founded. These same constraints affected measurement of their effectiveness.

In general, there was inconsistent and incomplete reporting across the University about strategic initiatives. Up until July 2010, reports were submitted by departments in a tabular, paper-based form and summarised manually by the UOPD. After that point, the UWI Performance Monitoring and Management System (PMMS) was implemented but has been plagued by operational problems and a low compliance rate, which have yielded incomplete results. The regular production of institutional reports necessary for monitoring the progress of the implementation of the Strategic Plan was hindered by the lack of timely and quality data from constituents.

4.0

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT) ANALYSIS

Many of the internal strengths and weaknesses, and external opportunities and threats (SWOT) have remained the same as in the previous strategic plan, and new ones emerged over the planning period. This section outlines the SWOT factors as identified by the campus planning teams and the strategic planning feedback portal. These factors have assisted in the development of strategies that are intended to turn opportunities and weaknesses into strengths.

4.1. STRENGTHS

- a. **The University's Reputation** – The UWI is the premier tertiary education institution in the Anglophone Caribbean.
- b. **Regional University** – The UWI, as a result of being a regional university, can be more flexible than national universities as it has a broader governance structure that prevents it from being subjected to a particular jurisdictional power. It continues to function as a regional entity and to impact on the human

resource development and public policy needs of the region. The UWI is positioned to benefit from economies of scale and scope while ensuring subsidiarity and complementarity. It is one of the entities that promotes a transnational/Pan-Caribbean identity to add value and that seeks to advance the transfer of knowledge for regional development.

- c. **Campus Diversity** – The diversity of the campuses and the campus populations provides for a richly diverse intellectual and social environment, which can contribute to enhancing institutional excellence and capability through cutting-edge research, innovative approaches to teaching and learning, and scholarship that reflects the plurality of perspectives. This diversity provides the platform for the University to leverage that strength to achieve its vision.
- d. **Physical Asset Base** – The University possesses a significant physical infrastructure to

serve the diverse needs of stakeholders. Its natural and built environment are conducive to reflection and learning.

- e. **Human Resource Development** – The University continues to meet a considerable proportion of the human resource needs of the region with a current enrolment of over 47,000 students and up to 9,000 graduates annually.
- f. **Intellectual Capital** – The UWI attracts and develops a cadre of nationally, regionally and internationally talented employees who have contributed to, and continue to impact positively on, the development of the region.
- g. **Academic Quality Assurance** – Quality assurance systems have been greatly strengthened over the past five years, especially in light of accreditation exercises.
- h. **Advisory Capacity** – The UWI continues to be a dominant source for research, consulting, and policy-making resources for other sectors to draw upon.
- i. **Knowledge Repository** – The UWI is a rich repository of unique collections of Caribbean knowledge and artefacts, including books, reports, papers, flora and fauna.

4.2. WEAKNESSES

- a. **Management and People Skills** – There is lack of general supervisory, management, leadership and people skills.
- b. **Technical Competencies** – Staff members need improvement in teaching skills, process design, change management, planning and strategy execution.
- c. **Employee Engagement** – There are challenges associated with employee engagement, hence the need to create a supportive, motivating and enabling environment to foster respect, loyalty and high performance in a learning organisation.
- d. **Enterprise Systems** – There is inefficiency in some administrative and academic procedures and processes.
- e. **Work-readiness of Graduates** – Some employers have indicated that the University should, inter alia, enhance co-curricular activities and introduce more internships to develop work-ready graduates.
- f. **Strategy Alignment** – Strategic objectives are set but are not properly aligned or adequately resourced.

4.3. OPPORTUNITIES

- a. **Knowledge Economy Development** – The University can continue to create and transfer knowledge to all sectors for regional and global impact.
- b. **Emerging Industry Competencies** – The need for highly skilled workers with new and diverse competencies (alternative energy, environmental management, digital technology, cultural entrepreneurship, sports management, etc.) presents an opportunity for the UWI.
- c. **Emerging Markets** – The emerging markets (e.g., Brazil, China, India and South Africa) provide opportunities for collaboration in areas such as teaching and research, student exchange/training and sharing of technical and administrative expertise.
- d. **Professional Development** – Lifelong learning and continuing professional education provide the University with the prospect of leveraging knowledge to help bridge the gaps between the University and the private and public sectors and civil society.
- e. **ICT Reach** – The developments in ICT widen access and extend the UWI's

capabilities to serve regional and global communities more flexibly and effectively.

- f. **Enhancing Strategic Partnerships** – The UWI is well-positioned to enhance strategic partnerships with other TLIs, knowledge networks, and the public and private sector in niche areas of research and development.
- g. **Diversify Funding Base** – The UWI can enhance partnerships with alumni, corporate and international donors, and philanthropic contributors to diversify funding base.
- h. **Caribbean Knowledge** – The University can tap into diasporic communities and other international communities and institutions to extend outreach programmes.
- i. **Expand Regionally** – Given its location, the UWI can look beyond its traditional markets to the non-Anglophone Caribbean and Latin America.
- j. **Student Development** – Collaboration with relevant stakeholders to nurture more socially responsible and committed students.
- k. **Enrolment Sex Ratios** – The shrinking demand for tertiary education by males can be addressed with creative strategies.

4.4. THREATS

- a. **Funding** – The 2008 global economic crisis further reduced (or delayed) some governments’ funds and decreased the rate of receipt of student tuition fees.
- b. **Competition** – The UWI faces erosion of market share and funding because of intense international and regional competition by public and private tertiary providers, resulting in increased difficulty in attracting high-quality students, staff and faculty in selected areas. There has also been a significant growth in online and distance education by other educational providers.
- c. **Intake Quality** – The declining average student entrant scores will negatively affect the University’s throughput and retention rates.
- d. **Natural Disasters** – Disruption of operations as a result of natural disasters.
- e. **System and Communication Failure** – Disruption of operations as a result of IT-related crashes, power surges and hacking.





5.0 MISSION STATEMENT

The foundational elements of the Strategic Plan of the UWI are its Mission, Vision, Core Values and Strategic Goals.

The *Mission Statement* reflects the primary purpose of the University, that is, the reason for its existence. The enduring mission of the UWI is:

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.

The Mission of the UWI is further explained in the following context:

- **To advance education:** Provide opportunities to the population of the region and beyond for higher education that fosters creative activity and notions of shared community, enhanced social and interpersonal relations, and critical and creative thinking skills;
- **To create knowledge:** Engage in research that serves to: (i) create significant new insights, (ii) explore and apply solutions to priority national and regional problems and challenges, (iii) exploit developmental potential and competitive advantages, (iv) position self and society in a changing world order, and (v) provide a sound basis for public policy formulation and decision making;
- **To support inclusive development of the Caribbean region and beyond:** Maintain a capacity to supply and support a wide range of expert technical, professional and advisory services to meet the needs of national governments, public and private sectors, and regional and international institutions, and to involve all stakeholders in the process; and be a significant contributor to global intellectual growth and human development by producing scholarship that harnesses the creative energies, cultural diversity, social experiences, biodiversity and other assets of the region and beyond.



6.0 VISION STATEMENT

The development of the UWI strategy begins with a statement of strategic intent or vision. The Vision Statement provides stakeholders with a desired future state of the University. The Vision Statement encapsulates a process of transformation and continuous achievement over time, while embracing change in the external dynamic environment.

Since the transformation theme, as stated in the UWI Strategic Plan 2007-2012, is a long-term process that can transcend short planning periods, the vision of the 2012-2017 Plan is basically the same as in the 2007-2012 Plan with minor amendments.

The ***Vision Statement*** of the UWI is as follows:

By 2017, the University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond.

The Vision of the UWI is further explained in the following context:

- **Globally recognised:** A university acknowledged by its peers in the global higher education community as a leading contributor in research, teaching and learning, and knowledge creation on Caribbean, small state and developing country issues. Its global reach ensures partnerships and mutually beneficial relationships with international scholars; other universities, governments and institutions; international agencies; and public and private sectors worldwide.
- **Regionally integrated:** The UWI is one of two regional universities in the world, with campuses and centres in sixteen English-speaking Caribbean countries. The University is dedicated to providing the highest possible quality of education and research while addressing the changing circumstances and needs of the Caribbean region. As

a model for regional cooperation, the UWI remains responsive to regional and global developments. The UWI is recognised as a fully integrated regional University offering and promoting student mobility, credit transfer and the recognition of qualifications to all regional and international students. It sees the whole University as being more effective than the sum of the parts (campuses).

- **Innovative:** Creation of new knowledge and the ability to adapt the University's mission to changing environmental conditions and to be prepared to reinvent curricula to better prepare students to succeed in a global economy, as well as keeping pace with rapidly evolving technologies to ensure sustainability. Innovation also includes the products of research for commercialisation and market readiness while at the same time assisting in the resolution of the development challenges of the region.
- **Internationally competitive:** A university that is aligned with international benchmarking and higher education industry standards in research and undergraduate and postgraduate teaching and learning, with an increased focus on educational outcomes in a knowledge-based economy to attract high-quality students and faculty.
- **Deeply rooted in all aspects of Caribbean development:** A university that is responsive to regional and international needs while retaining a strong Caribbean identity and operating as a well-integrated institution working productively with all its stakeholders, and an effective agent for political, social, cultural, environmental and economic development.
- **Committed to serving the diverse people of the region and beyond:** A university whose graduates are sought by national, regional and global employers for their knowledge, articulation and superior problem-solving and critical/creative thinking skills.

7.0 CORE VALUES OF THE UNIVERSITY

Core values guide policy making and decision making and provide the foundation for directing the University's mandate, efforts, resources and conduct. Seven core values serve as the philosophical underpinning for the UWI's operations and provide the foundation for moulding and integrating activities of staff, students and alumni. The UWI is committed to the following *core values*:

- Integrity**
- Intellectual freedom**
- Excellence**
- Civic responsibility**
- Accessibility**
- Diversity**
- Equity**

The *Core Values* of the UWI are further explained in the following context:

- **Integrity:** The UWI will perform in an honest, reasonable and ethical manner, which will create a culture of trust evident in all university activities and decision making.
- **Intellectual Freedom:** The UWI will be a strong defender of independent thought, freedom to explore ideas and freedom of expression.
- **Excellence:** The UWI will serve our internal stakeholders and public, private and business communities by delivering consistently high-quality programmes, teaching, service, outreach and scholarship.
- **Civic Responsibility:** The UWI will stimulate personal and social awareness that will promote commitment to service the needs of all our stakeholders in the region while upholding democratic principles, Caribbean sovereignty, environmental security and rule of law.

- **Accessibility:** The UWI will continue to serve Caribbean and other deserving students who merit entrance. Educational access will continue to be expanded to reach underserved populations in the region, through expanded outreach and distance learning activities.
- **Diversity:** The UWI will build a community that fosters a climate which is open and welcoming to diverse people, ideas and perspectives; that promotes constructive discourse on the nature of diversity; and that engages faculty, staff and students in activities that promote the University's core values.
- **Equity:** The UWI will be an equal opportunity employer and partner ensuring that social justice, respect and equity issues are resolved as they relate to processes and challenges associated with employment, religion, age, ability, gender, sexuality, race, ethnicity, the work environment, class and any other bases of inequality and inequity among employees and students.





8.0 KEY ATTRIBUTES OF THE UWI GRADUATE

The key attributes of the UWI graduate, both undergraduate and postgraduate, refer to those academic abilities, transferable skills, personal and professional qualities that should be acquired by students during their time at the University, regardless of their discipline of study. These qualities, should, together enable a work-ready graduate.

These qualities will develop as a result of interaction with lecturers, other staff members, peers and the general community along with their personal and professional experiences. Developing these qualities enables all graduates to take on positive roles in society, and strengthens the region's intellectual and social capacities to explore new horizons in the interest of Caribbean development.

While these attributes are relevant to all students, it is expected that in the case of the UWI postgraduate student, some attributes would carry more weight than others. For example, the postgraduate student would be expected to lead organisations and teams, set effective goals, and develop and apply sustainable outcomes for the overall benefit of the external community. In addition, he/she would have the ability to make significant and continuing contributions to research and new knowledge in his/her discipline.

A distinctive UWI graduate should demonstrate that he/she is:

- i. **a critical and creative thinker**
- ii. **an effective communicator with good interpersonal skills**
- iii. **IT-skilled and information literate**
- iv. **innovative and entrepreneurial**
- v. **globally aware and well grounded in his/her regional identity**
- vi. **socially, culturally and environmentally responsible**
- vii. **guided by strong ethical values**

The attributes of the UWI graduate are further explained in the following context:

- **Critical and creative thinker:** Graduates must be able to apply analytic thought and logical reasoning to a body of knowledge and to clarify the assumptions, reasoning and evidence of a specific issue and apply scientific principles. Key functions include generating alternative ideas, practices and solutions that are unique and effective, and exploring ways to confront complex and ambiguous problems and provide solutions.
- **Effective communicator with good interpersonal skills:** Graduates must be able to make constructive contributions and communicate persuasively and appropriately in a range of contexts and media. Graduates must have excellent interpersonal and decision-making skills to allow social interaction at all levels.
- **IT-skilled and information literate:** Graduates should acquire both IT and information literacy skills, which are seen as essential parts of a wider concept of knowledge creation. An IT-skilled graduate is competent in the use of computers and software to manage information. Information literacy is the ability to recognise when there is a need for information, and to be able to identify, locate, evaluate and effectively use that information to resolve an issue or problem in a range of media.
- **Innovative and entrepreneurial:** Graduates should possess a strong drive and leaning towards the creation and/or adaptation of new ideas and products, with the intention of creating new and sustained economic value.
- **Globally aware and well-grounded in his/her regional identity:** Graduates must be aware of their environment so that they are prepared for any eventuality that may affect their future or the environment of which they are part. They must be aware of global events and be knowledgeable and open-minded about political, social, economic, environmental and cultural issues; nationally, regionally and globally. The graduate must be willing to contribute to the political, cultural, social and economic development of his/her country and by extension, the Caribbean region.
- **Socially, culturally and environmentally responsible:** Graduates must be able to acknowledge the social, cultural and environmental

implications of their actions and be guided accordingly. He/she should recognise social justice issues with particular reference, but not limited, to his/her discipline and professional area.

- **Guided by strong ethical values:** Graduates should champion respect, and understand and apply ethical practices and values personally and professionally in all aspects of life.



PHOTO TEEKAY



9.0 KEY ATTRIBUTES OF THE UWI EMPLOYEE

The performance of all employees is critical to the realisation of the mission and vision of the University. They must be able to respond, at short notice, to national, regional and global issues threatening the University's and region's future. Employees must adapt quickly to change and must see themselves as strategic stakeholders and agents of change within the University.

Employees, both academic and non-academic, should possess specific attributes to efficiently and effectively carry out their duties. These attributes would apply differentially to employees according to their discipline or sphere of responsibility.

The UWI employee should demonstrate the following attributes:

- i. **Job-related knowledge and skills**
- ii. **Critical and creative thinking skills**
- iii. **Responsible attitude to work-life balance**
- iv. **Institutional loyalty and engagement**
- v. **Positive customer service**
- vi. **Respectful and ethical behaviour**

Personal and professional development is explained in the following context:

- **Job-related knowledge and skills:** Employees should demonstrate a systematic or coherent understanding of an academic/administrative/service field of study.
- **Critical and creative thinking skills:** Employees should be able to apply analytic thought and logical reasoning to a body of knowledge and to clarify the assumptions, reasoning and evidence of a specific issue and apply scientific principles. Key functions include generating alternative ideas,

practices and solutions that are unique and effective, and exploring ways to confront complex and ambiguous problems and provide solutions.

- **Responsible attitude to work-life balance:** This entails proper prioritising between career and ambition on the one hand, and health, pleasure, leisure, family and spirituality on the other. Applying this balance allows for a productive, committed and loyal employee and ensures an employee with a healthy lifestyle.
- **Institutional loyalty and engagement:** Employees should understand and value their contribution to the strategic mission of the University, which will be accomplished through fair and honest interaction with the assurance of mutual benefits.
- **Positive customer service:** Employees should possess exemplary interpersonal and communication skills and demonstrate a positive, motivated attitude to ensure that efficient quality services and products are delivered to students and other internal and external stakeholders in an environment conducive to university life. The University also promotes teamwork to ensure that ideas and talents are shared to solve complex problems that require creative and critical thinking.
- **Respectful and ethical behaviour:** Employees should demonstrate courtesy and professional behaviour and embrace sound values in performing their duties, uphold the Code of Ethics of the University and promote the use of professional ethics in all work activities.

10.0

STRATEGIC PERSPECTIVES, THEMES, GOALS AND ASSOCIATED OBJECTIVES

THE SIX CORE STRATEGIC PERSPECTIVES

The UWI 2012-17 Strategic Plan will utilise the BSC framework for linking its vision to its strategic goals and associated objectives. This framework will allow for the identification of the different perspectives/dimensions of the University's operations, the establishment of causal relationships between the perspectives, and the specification of strategic goals and associated strategic objectives, along with strategic actions/initiatives and a measurement system for achieving the vision of the University. The six Perspectives adopted by the UWI in this Strategic Plan are as follows:

- Financial
- Employee Engagement and Development
- Internal Operational Processes
- Teaching, Learning and Student Development
- Research and Innovation
- Outreach (National and Regional Development; Internationalisation; Marketing and Communication; and Alumni Engagement)

Each Perspective is divided into "Themes," each with its explanatory Strategic Goals and associated Objectives.

10.1. PERSPECTIVE 1: FINANCIAL

The Financial Perspective of the UWI's operations has been a constant challenge across all three previous strategic plans. The central thrust is to fulfil the UWI's strategic intentions by broadening/diversifying the funding base, thus relying less on government support.

THEME A: INCOME SOURCE DIVERSIFICATION

Since the economic downturn of 2008, some governments have either been reducing subventions to the UWI or have been late in releasing promised disbursements. This unpredictability has affected daily operations and created some measure of pressure to meet commitments. While governments would continue to provide the core funding of the University, funding from other sources would be geared towards the expansion initiatives of the UWI. Further income-enhancing

objectives are found in the other Perspectives (Internal Operational Processes; Teaching, Learning and Student Development; Research and Innovation; and Outreach).

GOAL: Reduce the reliance on government financial assistance and increase the contribution from other sources.

Strategic Objectives:

- i. Increase the number of fee-paying programmes.
- ii. Increase income from increased enrolment of international students.
- iii. Enhance the commercialisation of the UWI's intellectual capital and the physical plant.
- iv. Increase philanthropic giving, external grant funding and sponsored research.

THEME B: RECAPITALISATION OF THE UWI

The University's capital base is in need of restructuring to enhance its international competitiveness. The main thrust is to encourage more strategic partnerships, which would result in capital investment in the UWI in such areas as research, plant, institutional strengthening, or joint academic programmes. More private equity injections would be also desirable, especially for capital projects and outlays.

GOAL: Restructure the UWI's capital base toward operational independence, renewal and expansion.

Strategic Objectives:

- i. Increase strategic partnerships that will produce investments in the UWI.
- ii. Create opportunities for equity injections into the University.
- iii. Articulate and adopt a new business model for increased competitiveness, innovation and institutional sustainability.

THEME C: EFFICIENT RESOURCE UTILISATION

The University must strive to increase the utilisation of all resources while being environmentally friendly ("green") and creating or enhancing shared ICT environments and services. Resources from cost-saving measures can be thought of as a "new income stream" that can be reallocated to priority strategic areas.

GOAL: Introduce systems to promote a culture of greater efficiency and accountability in resource use.

Strategic Objectives:

- i. Develop and implement a green university policy.
- ii. Rationalise procurement practices to achieve cost savings.
- iii. Increase the use of outsourcing

for selected activities.

- iv. Match human resource deployment with workloads.
- v. Leverage ICT to generate financial efficiencies over time.

10.2. PERSPECTIVE 2: EMPLOYEE ENGAGEMENT AND DEVELOPMENT

The "Employee Engagement and Development" Perspective is a realisation that engages both academic and non-academic employees, and is an essential ingredient of strategic performance management and success. This perspective contains three themes.

THEME A: COMPETENCY-BASED DEVELOPMENT

The development of a competency-based framework will facilitate the identification of gaps in employee competences and the creation of staff development plans to address those deficiencies.

GOAL: Improve leadership and management capabilities and job competencies of all employees so that they can effectively fulfil their roles.

Strategic Objectives:

- i. Develop an employee competency framework to inform recruitment and

talent management, training, promotion, compensation and succession planning for staff development and to support the attributes of the UWI employee.

- ii. Introduce training in leadership and management for all levels of staff as part of talent management and career development planning

THEME B: CULTURE OF EMPLOYEE ENGAGEMENT

"Employee Engagement" represents a 'pull' instead of 'push' dynamic in getting employees involved with their work. Amongst the many factors driving engagement are meaningful work, having supportive supervision that models progressive behaviour, self-motivation and development, opportunities for learning, supportive work systems, incentives and a positive workplace climate.

GOAL: Create an organisational environment that promotes personal growth and development for employees and positive cognitive, emotional and behavioural states directed toward optimum organisational outcomes.

Strategic Objectives:

- i. Improve the quality of working conditions to enhance employee confidence and engagement and promote work/life balance.
- ii. Promote occupational,

- environmental health and safety and security in the workplace.
- iii. Realign/introduce incentive systems to reward high performance and innovation.
- iv. Develop a gender policy for the UWI to create a supportive environment for both men and women in all aspects of university life.
- v. Assess the degree of employee engagement and development.

THEME C: STRENGTHENING PERFORMANCE MANAGEMENT SYSTEMS

The main purpose of the Human Resource (HR) Department is the strategic management of organisational performance through people management and development. It requires the transformation of HR from a transactional to a more strategic/transformational role that enables growth and productivity, facilitates employee development, and reinforces the competencies of all employees. To that end, all HR systems must be realigned and upgraded to maximise human performance.

GOAL: Improve, upgrade and align all HR Systems.

Strategic Objectives:

- i. Establish service level agreements, measurements and reporting systems for all

- administrative professional and technical services.
- ii. Upgrade the human resource function to a strategic level within the University.
- iii. Align and upgrade the University's "organisational capital" systems.

10.3. PERSPECTIVE 3: INTERNAL OPERATIONAL PROCESSES

The Internal Operational Processes Perspective looks at the critical organisational activities and processes that impact on the quality of service that the University provides to its various stakeholders.

THEME A: EFFICIENT AND EFFECTIVE ACADEMIC AND ADMINISTRATIVE PROCESSES

Academic and administrative processes must be reviewed and revised where necessary to ensure operational efficiency and a high level of stakeholder satisfaction. The Single Virtual University Space (SVUS) is viewed as an enabling, seamless cyber platform allowing increased and enhanced access and service level, regionally and globally. It will create one technologically and operationally integrated university in both academic and administrative domains, and will facilitate the strengthening of inter-campus relationships and decision-making structures.

GOAL: Re-engineer academic and administrative operational processes and procedures to make them simpler, more transparent, efficient, and effective to achieve optimal stakeholder satisfaction within and across campuses.

Strategic Objectives:

- i. Map current processes and develop a master plan for re-engineering and integrating all processes/procedures across the University via benchmarking.
- ii. Enable cutting-edge technology to drive the re-engineering of all relevant administrative and academic processes across all campuses using University-wide systems.
- iii. Implement the SVUS plan and further enhance the Single Virtual Library Space (UWILinC).
- iv. Align administrative systems to be more customer-friendly and, in particular, to address the needs of all staff and students.

THEME B: GOVERNANCE ARRANGEMENTS

To restructure its financial base and attract new investors to offset decreasing government contributions, the UWI must revise its governance structure. It also needs to become a more intentional, intelligent, information-driven, evidence-based organisation to strengthen the decision-making process.

GOAL: Integrate improved governance systems into the UWI's operations.

Strategic Objectives:

- i. Refine the UWI's governance mechanisms to allow for more effective and efficient decision making, greater responsiveness, transparency and accountability.
- ii. Develop systems for receiving and incorporating stakeholder input/voice.
- iii. Develop University strategies and initiatives for information, communication and marketing that are technology driven and achievable.

THEME C: MANAGEMENT STRUCTURES

Once a strategic business model and realigned governance structure are in place, they will provide the framework for management structure improvements to improve the quality and speed of decision making.

GOAL: Improve the effectiveness of executive and senior management structures at campus and University levels.

Strategic Objectives:

- i. Streamline management committees and structures with specific terms of reference, timelines and authority.
- ii. Establish and maintain an

- online repository of all major approved regulations, major policies and key decisions for improved internal communication.
- iii. Develop and implement a Business Continuity and Disaster Recovery Plan across the University.

10.4. PERSPECTIVE 4: TEACHING, LEARNING AND STUDENT DEVELOPMENT

The Teaching, Learning and Student Development Perspective focuses on enhancing academic quality to support the development of the key attributes of the UWI graduate. This perspective also involves improving the total student experience, and open and distance education services.

THEME A: ACADEMIC QUALITY

Academic quality is vital for preparing the UWI graduate with the key attributes necessary for the modern work environment. It encompasses enhancing quality assurance, teaching quality and learning effectiveness.

GOAL: *Ensure excellence of academic processes.*

Strategic Objectives:

- i. Improve and harmonise quality assurance practices and processes across campuses.

- ii. Increase accredited undergraduate and postgraduate programmes across all campuses.
- iii. Promote continuous curriculum renewal aligned to the attributes of the UWI graduate in order to develop the skill set necessary for success in the modern workplace.
- iv. Promote competency-based activities linked to the attributes of the UWI graduate to the needs of the workplace and society.
- v. Increase our ability to recruit and retain high-quality staff and students.
- vi. Deepen the integration of faculties through curriculum development, joint research projects and cross-campus mobility of staff and students, and provide access to courses via the use of ICT.

THEME B: STUDENT ENGAGEMENT AND EXPERIENCE

The UWI will create a superlative student experience by improving and enhancing all aspects of teaching, learning and student life.

GOAL: *To provide a high-quality student experience as a platform for enhanced regional and international student success and long-term commitment to the UWI.*

Strategic Objectives:

- i. Strengthen academic, administrative, financial and other student support services.
- ii. Enhance learning effectiveness by providing students with a more diverse, flexible and multidisciplinary teaching/learning experience.
- iii. Strengthen co-curricular engagement and programmes.

THEME C: OPEN AND DISTANCE EDUCATION

An expansion of all programmes available for full online delivery will increase enrolment in catchment areas and provide a platform for the global market. Blended learning, besides improving the quality of instruction, will free up physical classroom space thus reducing the need for additional capital expenditures on physical infrastructure. As the UWI moves toward a SVUS, it must internally integrate all online offerings so that it appears externally as one seamless regional university.

GOAL: *Provide multiple, flexible paths for all constituencies to pursue tertiary education over their lifetime.*

Strategic Objectives:

- i. Expand enrolment and opportunities for international,

- professional, non-degree and disadvantaged populations through the blended learning educational initiative.
- ii. Increase enrolment in online fee-paying programmes.
- iii. Enable technology solutions for teaching, learning and research.
- iv. Integrate Open Campus and residential campus online offerings through the implementation of the SVUS.
- v. Implement the appropriate governance arrangements to support collaborative working relationships between the Open Campus and the residential campuses.
- vi. Strengthen and expand the scope, services and offerings of the Open Campus to the communities it serves.

10.5. PERSPECTIVE 5: RESEARCH AND INNOVATION

Research and innovation is one of the key areas in which the University can distinguish itself from its competitors and enhance its international reputation. It is therefore imperative to strengthen support systems to foster cutting-edge research and innovative outputs from faculty and postgraduate students. Commercialisation of cutting-edge research will also provide an additional revenue stream and improve visibility of the UWI's research.

THEME A: FACULTY-LED RESEARCH AND INNOVATION

The goal of this theme focuses on developing the fifteen major research clusters: Agriculture and Food Security; Biodiversity and Environmental Protection; Biotechnology, Climate Change and Sustainable Development; Competitiveness; Crime, Security and Justice; Cultural and Entertainment Industries; Governance and Management of the Caribbean Sea; Health and Wellness; Integration Studies and the CSME; International Trade and the EPA; Natural Hazards Management; Renewable Energy; Sustainable Tourism, Small Island Developing States (SIDS); and Education. As the environment changes, the UWI will respond by being relevant to the needs of stakeholders and their current issues and, as such, new clusters or areas within the existing clusters will be added. There is a need to highlight our research and its impact externally, especially for national and regional governments and the international community.

GOAL: Create an enabling environment to support, foster and increase the output of high research and innovation with an emphasis on the Caribbean.

Strategic Objectives:

- i. Develop and implement supportive policies, processes

- ii. Promote research accomplishments locally and internationally.
- iii. Increase the number of peer-reviewed publications and citations.
- iv. Develop market products based upon cutting-edge research.

THEME B: GRADUATE STUDIES AND STUDENT RESEARCH

Supporting a knowledge-based economy requires more postgraduate students with skills, knowledge and research expertise. Current data indicate that the throughput times to complete degrees are excessive and need to be monitored while adjusting systems where bottlenecks occur.

GOAL: Enhance graduate studies and increase postgraduate research output.

Strategic Objectives:

- i. Increase enrolment of full-time graduate research students.
- ii. Improve throughput of research students.
- iii. Strengthen supervision and other support systems and policies
- iv. Establish and implement mechanisms for measuring output and disseminating student research.

THEME C: FUNDING AND PARTNERSHIPS

Funding is a critical element in conducting research and more aggressive and focussed means for obtaining funds are required. The University will engage in strategic partnerships with local, regional and international entities in both private and public sectors to promote research and innovation.

GOAL: Increase funding and strengthen research partnerships.

Strategic Objectives:

- i. Rationalise and enhance support for the development of research proposals, implementation and management of research grants
- ii. Explore and increase donor funding for research and innovation.
- iii. Expand the range of strategic private and public sector partnerships, locally, regionally and internationally.

10.6. PERSPECTIVE 6: OUTREACH (NATIONAL AND REGIONAL DEVELOPMENT; INTERNATIONALISATION; MARKETING AND COMMUNICATION; AND ALUMNI ENGAGEMENT)

As a regional university, the UWI is mandated to serve the developmental needs of all countries in the region through its outreach activities. The University will use internationalisation as a mechanism to advance key institutional objectives in the global arena. In order to facilitate outreach and internationalisation, marketing & communications and alumni engagement across the globe will be a critical success factors.

THEME A: NATIONAL AND REGIONAL DEVELOPMENT

The UWI will continue to strengthen its regional character, relevance and impact by increasing its focus on policy making and addressing underserved educational and research needs in all countries across the region, particularly in the UWI-12+1 countries. This will be in keeping with the enduring mission of the UWI.

GOAL: Become the driving force in assisting with the fulfilment of the economic, social, educational and other critical developmental needs of the region.

Strategic Objectives:

- i. Develop a plan to link UWI expertise in research, services and programmes to better serve the needs of the UWI-served nations, in particular the UWI-12+1.
- ii. Execute identifiable priority projects using staff and students from the UWI region-wide for community engagement.
- iii. Enhance the knowledge-base capacity of major governmental agencies, regional private sector organisations, boards of regional organisations and governing bodies of TLLs with the UWI expertise.
- iv. Establish the Office of Regional and International Affairs within the Vice Chancellery to develop a comprehensive and cohesive approach and a governance structure to optimise internationalisation and regionality.

**THEME B:
INTERNATIONALISATION**

The UWI's response to the forces of globalisation not only includes attracting students and faculty, but also creating the means of attraction. The new courses/programmes are addressed in the Teaching, Learning and Student Development Perspective and the research "attraction" is explained in the Research and Innovation Perspective.

GOAL: Enhance the global reach and impact of the UWI.**Strategic Objectives:**

- i. Attract quality international students and faculty.
- ii. Establish a physical UWI presence in selected countries outside of the region to strengthen the ability of the UWI to advocate effectively with external agencies and other stakeholders, including the Diaspora.
- iii. Improve the ranking of the UWI within the top world ranking systems, with specific reference to niche and size.

THEME C: MARKETING AND COMMUNICATION (M&C)

M&C is critical for projecting the UWI image to support goals in internationalisation, national and regional engagement, research, recruitment of students and faculty, and to increase support from stakeholders, especially governments and private sectors. M&C operations need to be regionally strengthened and to be seen as part of strategic management.

GOAL: Present a unified brand image for the UWI aligned with its strategic vision and initiatives.**Strategic Objectives:**

- i. Define the UWI brand and

- create a marketing plan that will drive internal and external communications and marketing programmes.
- ii. Develop a common university-wide approach to M&C operations.
- iii. Enhance the UWI presence in social media network.
- iv. Cooperate with internal stakeholders to enhance the UWI's global presence.
- v. Market the UWI Brand internationally and within the region.

THEME D: ALUMNI ENGAGEMENT

The UWI's alumni body remains an underutilised resource for furthering institutional goals. Deliberate programmes must be designed and implemented, not only to obtain monetary support but also to tap into this source of intellectual capital to advance the development of the University and the region.

GOAL: Facilitate the UWI development through alumni advocacy and structured involvement in the UWI and campus life.**Strategic Objectives:**

- i. Facilitate alumni involvement in teaching, research, programme development, internships/

- employment and mentorship.
- ii. Build a culture of giving back to the alma mater through the development of programmes implemented during the student's life on campus, e.g., UWI STAT (The University of the West Indies Students Today, Alumni Tomorrow).
- iii. Improve the alumni database for more effective alignment and communications.
- iv. Strengthen and adequately fund all alumni offices, regionally and internationally.

11.0 IMPLEMENTATION FRAMEWORK

This section sets out the strategies and actions required to execute the Strategic Plan and measure progress towards meeting the Strategic Goals. The UWI Strategic Plan 2012-2017 reflects an inclusive and integrated process of strategic planning. The five-year strategic planning cycle outlines strategic goals and strategies that have been developed through widespread stakeholder involvement across all campuses. The Strategic Plan revolves around the overall Mission, Vision, and Goals and Objectives of the UWI. The Strategic Plan embodies a five-year prospect, which will be continuously monitored and evaluated. Its realisation will require the commitment and involvement of all members of the University community.

During implementation, a series of strategies will be designed to move the UWI forward towards the accomplishment of its goals. The six perspectives identified in this Strategic Plan will be developed into a series of two-year (biennial) Operational Plans, which will have at its core a system of SMART objectives, activities, measures/indicators, targets, timelines, resource needs and responsibilities/accountabilities.

An integrated review process will be established through a series of annual reviews of Operational Plans and biennial reviews of the Strategic Plan. The six perspectives underpinning the strategic plan are expected to remain constant but opportunities and unforeseen events may mean that components of the plan would have to be revised accordingly. Progress will be monitored according to the alignment of objectives as reflected in meeting Key Performance Indicators (KPIs) targets. Necessary modifications will be made to strategies and success factors based on resources, successes and current conditions.

The success of the Strategic Plan will depend on making the implementation plan operational in a dynamic fashion, with regular monitoring of the University's progress in a transparent manner. The monitoring and evaluation of the Plan will be undertaken utilising the BSC framework. The BSC is a strategic planning and management system that is used to align university activities to the vision and strategy of the organisation, improve internal and external communications, and

monitor organisation performance against strategic goals. It involves identifying operating perspectives; linking the vision of the organisation to the specific perspective and developing causal links between perspectives; developing a framework that identifies objectives and initiatives matched to timelines and KPIs, thereby establishing accountability for all perspectives; and developing an incentive framework for goal achievement. Critical assessment of performance will help the UWI maximise the returns to those who invest in the University, and to all whom the UWI serves.

The implementation strategy will also serve as a tool for organisational learning, communication, strategic change, and improvement; all in the context of existing management processes.

The Executive Management Team (EMT) will have the overall responsibility for leading and supporting the implementation of major initiatives and areas of strategic focus, as well as primary oversight for the 2012-2017 Strategic Plan. Responsibility for coordinating the strategic initiatives within the different perspectives will be assigned to the various PVCs or other representatives of the University community working in teams to emphasise the integrated nature of the strategic planning framework which will be used. The UOPD will continue

to have primary responsibility for the monitoring and evaluation of the Plan and for providing technical support to various units.

In order to successfully achieve our transformational goals, an explicit implementation strategy is required. This implementation strategy will rely on a cluster of approaches and initiatives and will include the following:

- i. The EMT will be the primary advisory and oversight entity for the Strategic Plan and will lead the way in ensuring buy-in by internal and external stakeholders of the vision and related strategic transformation of the University, which is at the core of the Strategic Plan. University leaders from the EMT will be appointed to oversee each of the perspectives.
- ii. Campus and Vice Chancellery Planning Groups would be appointed after consultation with the Campus Principals and Vice Chancellor. As teams, they will meet periodically to ensure that the Operational Plan is aligned to the strategic goals and objectives of the Plan, and will act in an advisory capacity to the Campus Principal and the VC to ensure successful implementation.

- iii. It will be a requirement for each campus and the Vice Chancellery to develop biennial operational plans by August 2012 and subsequently implement them. These Operational Plans will be linked to the budget cycle. Each of these Plans will comprise a system of SMART objectives, activities, measures/indicators, targets, timelines, resource needs and responsibilities/accountabilities derived from the Strategic Plan. These Plans would involve all units and departments so that Heads and Deans would play an integral part in the operational aspects of the planning process (that is, a bottom-up approach).
- iv. A cluster of KPIs will be developed under each perspective by the UOPD, in consultation with key stakeholders (including units, departments, faculties, the Quality Assurance and Campus Planning Offices). The final set of KPIs will be used to monitor and evaluate the progress of implementation and the effectiveness of the selected strategies. It is critical that these KPIs are consistent and comparable across campuses. Two dimensions of KPIs will be developed and monitored. The first will be the macro-level KPIs, which will measure overall

impact, while the second set will be micro-level KPIs, which will track implementation progress at a unit/departmental level.

- v. Departments will be required to report on progress with implementation and key performance indicators each semester to the UOPD, which will provide feedback to EMT.
- vi. The Strategic Plan will be reviewed biennially and will be infused with a degree of flexibility to respond to changing circumstances in order to make course adjustments, revise strategies and reallocate resources, if and when necessary. Where appropriate, Executive Management will approve changes to goals, targets, strategies and the reordering of priorities as may be required.
- vii. The UOPD will be responsible for the overall coordination, monitoring and evaluation of progress and for providing advisory services to the University. An electronic BSC information system will be developed to facilitate information management, data sharing and reporting. The Campus Planning Offices will also play a key role in the coordination, implementation and monitoring of the Plan, and will support the faculties/departments in their activities on the respective campuses.

12.0 CONCLUSION

The UWI Strategic Plan 2012-2017 consolidates and refines the accomplishments of the last five years of the previous Plan in order to accelerate institutional improvement. The six perspectives—Financial; Employee Engagement and Development; Internal Operational Processes; Teaching, Learning and Student Development; Research and Innovation; and Outreach (National and Regional Development; Internationalisation; Marketing and Communication; and Alumni Engagement)—integrate the operations of the UWI in order to enhance its contributions to the region and beyond. The six perspectives of the Plan should be seen as inter-related and are important to the aspirational and transformative goals of the University. The Strategic Plan which will guide the University for the next five years, seeks to define how the teaching, research and public service functions will be employed for the benefit of its stakeholders.

Creating a strategic plan requires consensus and stakeholder buy-in around common perspectives. This Plan lays the foundation for developing operational plans at the campus and unit levels as well as building an effective strategy for implementation. This Plan must be treated as a living document, which should be adaptable in the course of execution or in light of changes in the environment.

Realising each of the Perspectives detailed in the Strategic Plan will be dependent upon effective execution at all levels of the University. This calls for the development of clear metrics to monitor the implementation of the Plan using the BSC framework. The importance of robust data and developing a culture of compliance with respect to reporting on KPIs cannot be overemphasised for the successful evaluation of the Plan. Moreover, a culture of mutual accountability at all levels and effective communication will serve as the framework for achieving our strategic goals. The implementation of the Strategic Plan must become an integral part of the fabric of the institution, from the highest organisational levels down to each individual employee.

Successful implementation of the Strategic Plan requires the following critical success factors specifically: (i) effective management and creative leadership at all levels of the UWI; (ii) adequate human and financial resources and (iii) appropriate accountability mechanisms, which include monitoring and evaluation. But, more importantly, it requires (i) a shift in thinking and behaviour; (ii) buy-in from staff, through engagement, to implement the Plan; (iii) an adequate incentive system; (iv) a commitment to sharing and using the results of institutional research for organisational improvement; (v) fully supportive units and staff that grow along with the University; (vi) continued buy-in and support from external stakeholders; (vii) cross-campus collaboration; and (viii) an effective communications and information management system. The “climate” continues to favour the UWI as the premier regional university in the face of a rapidly evolving and increasing competitive tertiary education sector in the region.

As a regional institution the UWI is committed to regional development. The diverse and distributed strengths of the University suggest that it has the potential to lead innovative and creative thinking in the region. The need for the campuses to be more integrated as one cohesive university to meet the needs of the region through its teaching, research and public service remains relevant and critical to regionality. As a “learning organisation,” the whole organisation must be seen as being more effective than the sum of the separate units/campuses.

The UWI must recognise national, regional and global trends and organise itself across the Campuses to respond to changes in a rapid/agile manner. This requires greater emphasis on the strengthening of connections that are distributed across campuses and concretising the commonality of purpose, thus retaining its regional institutional uniqueness. The six perspectives, when adopted fully, will chart a common pathway to support the vision of a single university, building on individual strengths and creating synergies within the whole.

The Plan is aligned with the emerging global trends in higher education, such as increasing importance of knowledge; greater diversity of learners; the need for sourcing alternative financing; the further impact of globalisation; the continued impact of internationalisation; demands of national and regional stakeholders; and the continuing impact of the ICT revolution. The most significant and important future trends that are likely to impact on the University are technology, contracting regional and global economy and access to funding, increasing oversight by government and funding agencies, changing

demographics, competition for student and faculty recruitment, and the provision of innovative learning technologies and multidisciplinary programmes that meet present and future market needs.

The mission of the Strategic Plan, when successfully achieved, will transform the UWI by 2017. In doing so, the UWI will have effectively attracted and retained quality faculty and students; attracted grant funding; produced cutting-edge research; maintained the accredited quality programmes; delivered innovative products and impacted on the corpus of knowledge; influenced the development of national and regional communities; and achieved a stronger position among its peer institutions and competitors.

By 2017, then, the UWI will be closer to realising its vision of a university committed to excellence with a thirst for generating knowledge and educating the leaders of tomorrow. It will have invested and built on its strengths in its areas of competitive advantage thereby impacting positively on the region and beyond. The University will be driven by a culture of engagement and inclusion and will have become more attentive to keeping students at the centre and focussed on academic excellence. Further, the UWI will have expanded access to knowledge and education to the region and beyond. It will have re-engineered its processes, resulting in increased productivity, and will have become an even more efficient and better steward of its fiscal and physical resources. It will have met the challenges and emerged a stronger and more cohesive regional university with a global reach.

GLOSSARY

Benchmarking

The process of measuring and comparing an organisation's operations, practices and performance against other similar institutions.

Blended Learning

A course that is delivered partially in a classroom and partially online, thus taking advantage of the affordances of both environments.

Business Process Reengineering (BPR)

The fundamental rethinking and radical redesign of a business (operational) process which results in a dramatic improvement in performance with the aid of information technology (IT).

Competitive Advantage

What an organisation does better than its competitors. Characteristics that allow an organisation to outperform its rivals.

Core Competency

The main strength or strategic advantage of a business. Core competencies are the combination of pooled knowledge and technical capacities that allow a business to achieve competitive advantage in the marketplace.

Capital, Human Intellectual

aka: Human Capital

Those human assets—knowledge, experience, and skills of employees and the collective culture—that inform all aspects of the design, operation, evaluation and improvement of an enterprise and innovation in its products and services. In short, its “know how.” It is the stuff that leaves the workplace each evening and is rented, not owned, by the company (via wages).

Capital, Organisational

This term has many definitions in the literature, but could be considered as the

output of the HR function (how human assets are 'organised' for maximum leverage): employee engagement, "employee voice," incentives, job design, process design, organisational structure, performance management systems, training and development, recruiting and retaining talent, etc.

Critical Success Factors (CSF)

Those conditions that must be in place for a project to succeed but which are not necessarily controlled by the project team.

Globalisation

The worldwide movement toward economic, financial, trade, and communications integration. Globalisation implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods, and services across national frontiers. However, it does not include unhindered movement of labour and, as suggested by some economists, [and] may hurt smaller or fragile economies if applied indiscriminately (BusinessDictionary.com, 2011).

Internationalisation

An institution's response to globalisation. The process of increasing involvement of universities in international markets via students, faculty, programmes, research, capacity building and partnering. Often used as a strategy to increase its visibility and hopefully its ranking.

Key Performance Indicator (KPI)

An outcome level metric usually providing evidence of the achievement of a strategic objective.

Service Level Agreement

This is an agreement between two or more parties which defines the level of service to be delivered, and which also sets out responsibilities and priorities.

Strategic Goal

A strategic statement of intention that has no stated measurement or deadline; a desired outcome that is not necessarily attainable or quantifiable.

Strategic Objective

A strategic statement of intention that is measureable and has deadlines; a

means of achieving or moving toward a goal. It usually implies or explicitly states the strategy (using "by" or "through"). Example: "Enhance teaching quality by certifying 90% of faculty by 2015."

Strategic Planning

A comprehensive planning process designed to determine how the firm/organisation will achieve its mission, goals and objectives over the next five or ten years or longer.

Strategic Theme

The core area of thrust of the strategic plan. Themes are made up of clusters of related strategic objectives and are usually defined by a Strategic Goal.

Talent Management

A conscious deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organisational needs.

UWI COUNTRIES

- | | |
|------------------------|-----------------------------------|
| Anguilla | Grenada |
| Antigua & Barbuda | Jamaica |
| The Bahamas | Montserrat |
| Barbados | St Christopher (St Kitts) & Nevis |
| Belize | St Lucia |
| Bermuda | St Vincent & the Grenadines |
| British Virgin Islands | Trinidad & Tobago |
| Cayman Islands | |
| Dominica | |

- Main Campuses
 - Mona Campus, Jamaica
 - Cave Hill Campus, Barbados
 - St Augustine Campus, Trinidad & Tobago

- Open Campus Centers





UWI

FACULTY OF ENGINEERING
DEPARTMENTS
Chemical
Civil & Environmental
Electrical & Computer
Geomatics Engineering & Land Management
Mechanical & Manufacturing
SPECIALISED UNITS & CENTRES
Engineering Institute
Real Time Systems Group

FACULTY OF SCIENCE & TECHNOLOGY
DEPARTMENTS
Chemistry
Computing & Information Technology
Life Sciences
Mathematics & Statistics
Physics
SPECIALISED UNITS & CENTRES
National Herbarium

FACULTY OF LAW

FACULTY OF FOOD & AGRICULTURE
DEPARTMENTS
Agricultural Economics & Extension
Food Production
Geography
SPECIALISED UNITS & CENTRES
Cocoa Research Unit
University Field Station

FACULTY OF SOCIAL SCIENCES
DEPARTMENTS
Behavioural Sciences
Economics
Management Studies
SPECIALISED UNITS & CENTRES
ANSA McAI Psychological Research Centre
Caribbean Centre for Money & Finance
Constitutional Affairs and Parliamentary Studies Unit
Institute for Gender & Development Studies
Governance Unit
Centre for Health Economics (HEU)
Institute of International Relations (IIR)
Sir Arthur Lewis Institute of Social & Economic Studies
Sustainable Economic Development Unit
Trade and Economic Development Unit

FACULTY OF MEDICAL SCIENCES
SCHOOLS
School of Medicine
School of Veterinary Medicine
School of Dentistry
School of Pharmacy
School of Advanced Nursing Education
DEPARTMENTS
Pre-Clinical Sciences
Para Clinical Sciences
Clinical Medical Sciences
Clinical Surgical Sciences
SPECIALISED UNITS & CENTRES
Cardiopulmonary Unit

FACULTY OF HUMANITIES & EDUCATION
SCHOOLS
School of Education
School of Humanities
DEPARTMENTS
Creative & Festival Arts
History
Literary, Cultural & Communication Studies
Modern Languages & Linguistics
SPECIALISED UNITS & CENTRES
Centre for Language Learning (CLL)
Educational Foundations & Teacher Education
Educational Research & Development
Family Development & Children's Research Centre (FDCRC)
Continuing Professional Development & Outreach Unit



**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 4.13

**GENERIC JOB DESCRIPTIONS OF THE DEAN OF A FACULTY
AND THE HEAD OF A DEPARTMENT**

Abstract: This document is a compilation of general job descriptions for the dean of a faculty and the head of department at the University of the West Indies. These positions provide the academic and administrative leadership at the faculty and department levels.



THE UNIVERSITY OF THE WEST INDIES

ROLE OF THE DEAN

The Dean's role is to give leadership to his/her faculty. The Dean has primary responsibility for the academic and administrative management of the faculty, and also has responsibility for financial management as principal budget holder in the Faculty. The Dean Represents the faculty on all relevant Campus and University Boards and Committees, and externally, in dealings with other public and private institutions, the media, and the general public. As a member of the Campus' Senior Management Team, the dean may also be called upon to serve the University on a variety of Boards and committees which are in addition to his/her normal responsibilities.

Under the new governance structure, the dean is positioned at the junction between the administration of the University Campus and the faculty and students. This makes the Dean a Keeper of crossroads, a role that more than that of any other functionary within the system must respond to the needs and demands of both the 'top' and the 'bottom'. The Dean is part of the faculty but also part of the administration.

ACCESSIBILITY

It follows that an important role of the Dean is being accessible to both staff and students, whether by open-door policy or by planning. While the culture of the students demands this, it is often the case that other functionaries (Deputy Dean, Administrative Officers or even Clerical Assistants) can meet their needs. Care therefore needs to be exercised in creating the appropriate balance between buffer and access.

SENIOR MANAGEMENT

It follows as well that Deans have to be part of the Senior Management of Campus. The Mona practice should be institutionalized on other campuses, as also the practice of sitting through University Appointments Committee meetings when they have cases to present. When other bodies such as Strategy Committee and University Council are meeting, Deans on the Particular campus should be present by invitation.

ADMINISTRATION

As the faculty CEO, the Dean requires an administrative structure that is appropriate and properly staffed. Because no attention was given to this in the implementation of the new governance structure, the Dean is like new wine in old bottle. In addition to the old tasks like Appointments and Promotion and representing Faculty on various bodies, the Dean has new functions, the chief ones being oversight of the Faculty's Budget and the Faculty's strategic plans. These new areas of responsibility require specialist expertise if they are to be effectively managed.

LEADERSHIP

Situated at the nexus between top and bottom, and with some control over budget, the dean occupies an important position for innovation and change. The role requires vision, but it also requires level-headedness and patience. Leadership also calls for diplomacy in balancing and resolving the often conflicting interests of stakeholders, while retaining the confidence and respect of all.

RELATIONS WITH HEADS OF DEPARTMENT

Heads of Department are appointed by and report directly to Campus Principal. It is therefore vital that in the operationalising of this line of direction and accountability Deans be involved. The norm is for communication up to be routed 'Thru' the Dean, and for the Dean to be apprised in communication down.

GRADUATE AFFAIRS

Deans with one accord assert their responsibility for the Graduate work of their Faculties. Their relationship with the School for Graduate Studies, the Board for Graduate Studies and Research, as well as with the Campus Coordinators, is still evolving. At the minimum the Dean chairs or is responsible for the Faculty's Graduate Studies Committee.

ACADEMIC

Although not required, the Dean, as an academic, endeavors to teach, conduct research, attend conferences and publish. This is important not only for personal and professional goals, but also to keep in touch with the pulse of the student body.

ORIENTATION

Special arrangements should be in place to give new appointees the orientation required to function as Deans. This should include, where possible, invitation to those COD and Campus Management meetings that take place after the appointments have been made, conferring with the Campus incumbents, and, of course, understudy of the outgoing Dean.

COMMITTEE OF DEANS

The new governance structure made no provision for Deans to exercise any role other than as CEOs of Faculties. This omission is to be viewed as fortuitous. Without a defined role, the Committee of Deans is left to design its own place within the University. It is one of great power. Nothing can be implemented without the compliance of the Deans. As a gathering of Crossroad Keepers, therefore, the COD, it should be said, holds the keys to the future of the University.

4. Proactively participates in the recruitment, development and management of the human resources of the Faculty including:
 - Playing a lead role in ensuring that the Faculty attracts and retains the highest quality staff at all levels
 - Collaboration with departments in reputable institutions internationally to build networks and expand resource base for recruiting
 - Establishing a selective database of potential recruits in the range of disciplines within the Faculty from institutions around the world
 - Reviewing recruitment and academic staff development needs with Heads
 - Ensuring that the recruitment of staff whether academic, senior administrative and technical or ATS is transparent and in line with the University policies and procedures
 - Playing a mentoring role for the staff of the Faculty
 - Providing for and monitoring the annual assessment of all staff of the faculty in keeping with the Ordinances and regulations.
 - Ensuring that appropriate procedures and practices are in place for the appointment, allocation, development of the Faculty's ATS resources
 - Ensuring the maintenance of good collegial relations in the Faculty

Academic

5. Manages the undergraduate and post graduate programmes of the Faculty by:
 - Ensuring that all quality assurance issues are addressed by reviewing academic programme structures and regulations
 - Overseeing the admission and registration of students
 - Ensuring that the Faculty's examination obligations as outlined in the Examinations regulations are met
 - Establishing and maintaining contact with students in the Faculty
 - Monitoring and ensuring that the Faculty through its programmes, facilitates, teaching and administrative services provides a student-centred environment

- Monitoring and maintaining articulation with TLIs and DEC
- Facilitating academic exchange programmes
- Promoting a culture conducive to learning, teaching, research and publication

Other

6. Manages all other matters essential to the operational efficiency and well-being of the faculty including:
- Strategic planning
 - Implementation and monitoring of Operational Plan
 - Community outreach and public education initiatives
 - Net-working and Establishment of academic links with Departments in local and overseas institutions
 - Alumni relations

POSITION DIMENSIONS:

Total number of employees directly reporting to incumbent

.....

Of these total number of:

..... academics

..... administrator(s)

..... ATS staff

Annual operating budget for which the incumbent held responsible -not including capital budget:

Year 2003/2004,

Annual capital budget for which incumbent has direct responsibility:

Year 2003/2004

February 3, 2003

GUIDELINES FOR HEADS OF DEPARTMENTS

1. The Head of Department is responsible to the Academic Board at the Campus, to the Campus Council, to the Senate, and to the Council through:
 - (a) The Vice-Chancellor and the Campus Principal, for the general administration of his Department;
 - (b) The University Dean and the Dean of his Faculty for the Campus, for the relations of his Department with the Faculty, and with other Departments teaching the same subjects at other campuses.
2. The Head of Department should accept as his prime responsibility the initiation of formal discussion on any matter of importance to the work of the Department, the encouragement of continuing discussion among his colleagues about the work and programme of the Department and the enunciation, after due consultation, of the policies which have broad general support.

Equally, however, it is the duty of individual members of the Department to assist the Head in meeting those responsibilities and to cooperate fully in the formulation of policy and the implementation of the decisions.
3. While it is accepted that there may be variations in details between Faculties, or even between Departments in a Faculty, the Head of Department should normally:
 - (a) Act as co-ordinator of all the activities of the Department so as to ensure its cohesion;
 - (b) Play a leading role in securing personnel and material to enable the Department to attain its teaching and research objectives;
 - (c) Administer the Budget allocated to the Department;
 - (d) Promote the academic standards and progress of the students enrolled in the courses in the Department;
 - (e) Take an active interest in the welfare of the students enrolled in courses in the Department;
 - (f) Assist in the career development of staff, especially Junior Staff, in his Department;
 - (g) Play a leading role in representing the Department at the meeting of Faculty Board, Academic Board and Senate and in advising such bodies on matters affecting the Department;
 - (h) Advise and assist the Campus Registrar, the Campus Bursar, the Dean of the Faculty for the Campus and other Campuses or University Officers as appropriate to fulfill expeditiously the functions assigned to them under the Charter, the Statutes, the

Ordinances and the Regulations, particularly with respect to University Examinations, the Appointment and Promotion of Staff and the preparation of Estimates;

- (i) Make, through the University Dean or where appropriate, the Dean of the Faculty for the Campus, and annual report on the work of the Department to the Campus Council.
4. For the efficient discharge of these functions, he should, where not, otherwise provided for by accepted Faculty procedures:
- (a) Call Department meetings at least once per term and for each of the following purposes:
 - (i) to ensure the proper registration of students and to establish the proper start of an academic year;
 - (ii) to consider the setting of examination papers and to determine the duties of examiners;
 - (iii) to project teaching, research, and Departmental administrative responsibilities for a coming academic year and to ensure, as far as possible, a fair distribution of such responsibilities between members of the Department;
 - (iv) to consider, in discussion with student representatives of the various courses offered by the Department, any matter relating to the academic programme of the Department.
 - (b) Record all decisions of such Departmental meetings and circulate them as promptly as possible to all members of staff of the Department, to the Dean of the Faculty or where appropriate to the University Dean, and to Heads of Departments in his own subject at other campuses;
 - (c) make the views of the Department known to the appropriate Campus and/or University Committees, while being free to express his own views on any matter under discussion;
 - (d) endeavour, through Departmental meetings and informal communication, to keep the staff members informed to the business of the Department, of relations between the Department and the Faculty or other campus and/or University bodies, and of the relevant decisions of such bodies so as to enable them effectively to perform the functions assigned to or expected of them;
 - (e) make a formal announcement to his colleagues at Departmental meetings, and at any other times in writing, on the state of the Department's annual budget and capital vote, and on his recommendations to Research and Publications Committee and other University and Campus Committees;

- (f) seek the views of his colleagues at Departmental meetings on the Departmental Estimates, and the filling of academic vacancies which arise, in particular those at the Senior level on which a report to the Faculty is required;
- (g) assign teaching and administrative duties to members of the staff of the Department, so however as not to infringe the provisions of the Charter, the Statutes, the Ordinances and the Regulations of the University and the terms of the contract of any such staff members with the University.
- (h) inform the staff member of any report, adverse or otherwise, which he Intends to make about his work, while, at the same time, respecting the confidentiality of documents such as referees' reports which have been received.
- (i) regulate the admission of students into the Department within the limits laid down by the Senate and Council and subject to the powers conferred on the Academic Board relating to admissions to the campus and upon the Vice-Chancellor by the Statutes to supervise the admission of students.

- N.B.
- (i) In the case where a subject(s) is/are taught within a unit or Sub-Department of an existing Department, the Head of Department may delegate to a member of staff of that unit or Sub-Department in respect of that subject or subjects, such of these duties as he deems to be appropriate, save that in all cases reporting to Campus or University Committees or Officers should be through the Head of Department.
 - (ii) In the case where a Department or Unit is not in a Faculty, the above guidelines should be applied with appropriate modifications.
 - (iii) In the case where a Department or Unit is not in a campus, the above guidelines should be applied with appropriate modifications.

THE UNIVERSITY OF THE WEST INDIES

JOB DESCRIPTION

TITLE: HEAD OF DEPARTMENT
LOCATION: DEPARTMENT
FACULTY OF
CAMPUS

ACCOUNTABLE TO: THE CAMPUS PRINCIPAL, THROUGH THE
DEAN OF THE FACULTY

GENERAL ACCOUNTABILITY STATEMENT

GENERAL ACCOUNTABILITY STATEMENT

The Head of Department is responsible for creating and maintaining an environment that is centered on the academic welfare of the students enrolled in the programmes of the department and on encouragement of scholarly activities and output of the academic staff. While expected to maintain academic pursuits, the Head of Department provides the academic, administrative and financial leadership to ensure the effective management of the academic, administrative and financial affairs of his/her Department. The Head of Department has primary responsibility for encouraging consensus on matters of importance to the mission of the Department and for articulating this in the appropriate forums. The Head of Department is a constituent and member of the Campus Board of his/her Faculty, a member of the Campus Academic Board and may be elected to other University or Campus bodies. The Head of Department is responsible to the Dean for maintaining constructive relationships between his/her department and others in the Faculty, and with Departments which have similar academic programmes or common interests throughout the University including University Centres in the Non-Campus Countries.

STAFF REPORTING DIRECTY TO THIS POSITION

*Job Titles: Professor, Senior Lecturer, Lecturer, Assistant Lecture, Tutor, Instructor
Research/ Teaching Assistant.*

Responsible f or t eaching, r esearch a nd pub lication, s upervision of gr aduate s tudents, collaborative academic activities internal and external to the Department and for as sisting t he Head of Department with the administrative management of the Department.

Job Titles: Technologist, Scientific Officer, Engineer, Technician, Administrative Officer, Administrative Assistant. Secretary, Clerical Assistant, Office Attendant

Responsible for providing a dequate administrative, technical and service support to enable the Department to meet its objective and fulfill its obligations to the Faculty and the University.

SPECIFIC ACCOUNTABILITIES/MAJOR RESPONSILITIES

Academic

1. Manages the academic activities of the Department by:
 - /' Ensuring that t he hi ghest academic standards are promoted and sustained i n t he Department Ensuring e quitable a llocation o f t he graduate and und ergraduate teaching and supervision among the academic staff
Ensuring t hat qua lity a ssurance i ssues are addressed t hrough regular reviews of programme structures and regulations.
 - /' Ensuring t hat s tudents are a dequately guided i n r elation t o registration procedures and selection of academic programmes and courses offered by the Department
 - /' Ensuring t hat t he p rogress of s tudents i n t he D epartment i s effectively m onitored and t hat f eedback and academic counseling are available where necessary

Monitoring t o e nsure t hat t here i s a dherence t o Examination Regulations
 - /' Convening de partmental m eetings at l east onc e per S emester t o consider t he s etting of examination pa pers and t o de termine t he duties of Examiners
 - /' Ensuring that academic members of the Department consider and implement recommendations from External Examiners
 - /' Informing academic members of the Department, the Dean and relevant Faculty members on t he ot her C ampuses on de cisions t aken b y t he D epartment on research, teaching and administrative matters

- / Promoting a culture within the Department that is conducive to learning, teaching, research and publication
- / Ensuring that the Department keeps abreast of emerging trends in research and scholarship
- Facilitating consultation and dialogue among staff and students towards consensus on academic issues and policies.

Administrative

2. Chairs Departmental meetings
 3. Serves as a member or nominates members of the Department, where applicable, to serve on:
 - Campus Board of Examiners
 - Faculty Management Committee
 - Faculty Entrance Committee
 - Faculty Assessing Committee
 - Faculty Committee on Graduate Studies and Research
- / Campus Faculty Board

Academic Board

University & Campus Advisory Committees for Appointments

4. Serves on other University or Campus Boards or Committees if elected or appointed by the Campus Principal or the Dean
5. Plays the lead role in the human resource management activities of the Department including:
 - Recruitment and allocation of suitable academic, administrative, technical and service personnel to facilitate the attainment of the Department's teaching and research objectives
 - Forging a team committed to the provision of guidance and counseling in relation to training and development opportunities for members of the Department, especially the junior members, to facilitate career growth and development
 - Development of an orientation programme that will provide guidance to new staff.
 - Deployment of graduate students to assist on a part-time basis with teaching activities and deployment of undergraduates as appropriate

- Initiation of the procedures for performance appraisal and evaluation of all members of the department to ensure optimum performance, the achievement of the Department's strategic objectives and fulfillment of its mission
 - Documentation and communication, as promptly as possible of all decisions of Departmental meetings to staff.
 - Ensuring that staff members are kept informed of relevant decisions taken by Faculty or other University Committees and Boards, especially issues that affect the business of the Department, so as to enable staff to effectively perform the functions expected of them; .
 - Communication of views of the Department to the Dean, Vice Deans, Heads of corresponding Departments on the other Campuses and appropriate Campus or University bodies
 - Provision for full participation of members of the Department in the decision-making processes relating to personnel matters, academic programming and the administrative operations of the Department
 - Fostering and promoting good relationships between the Department and the rest of the Faculty and other University bodies.
6. Manages the plant, facilities and the financial activities of the Department, including:
- Preparation of Departmental estimates including the biennial estimates
 - Acquisition of equipment and material to facilitate the work of the Department
 - Allocation of resources to ensure that the physical facilities of the Department are adequately maintained
 - Monitoring the use of Departmental resources to ensure efficiency

Other

7. Manages all other matters essential to the operational efficiency and well-being of the Department including:
- Strategic planning
 - Implementation and monitoring of Operational Plan
 - Community outreach and public education initiatives
 - Net-working and Establishment of academic links with Departments in local and overseas institutions
 - Alumni relations

Authority

8. Has the authority, after due consultation in the Department, to:
- Approve the admission of students into courses offered by the Department
 - Make recommendations, after consultation with the Dean, for temporary and part-time assignments
 - Assign duties to all categories of staff
 - Manage and control the budget of the department, adhering to the guidelines agreed with the Dean in his/her capacity as the principal budget holder for the Faculty
 - Present formally at departmental meetings and at other times in writing the state of the Department's annual budget.

POSITION DIMENSIONS:

Total number of employees directly reporting to incumbent

.....

Of these total number of:

..... academics

..... administrator(s)

..... ATS staff

Annual operating budget for which the incumbent held responsible -not including capital budget:

Year 2003/2004,

Annual capital budget for which incumbent has direct responsibility:

Year 2003/2004



**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 4.14

**STATUTES, ORDINANCES AND JOB DESCRIPTIONS –
THE CAMPUS PRINCIPAL, THE DEPUTY CAMPUS PRINCIPAL, THE
CAMPUS REGISTRAR AND THE CAMPUS BURSAR**

Abstract: The four principal officers that make up the senior management of the Campus are described in this document that compiles the statutes and ordinance related to the appointment and work of the Campus Principal, the Deputy Campus Principal, the Campus Registrar and the Campus Bursar. The Job Descriptions of these officers of are also provided.

STATUTE 9- THE PRO-VICE-CHANCELLORS

1. The Pro-Vice-Chancellors shall from time to time be appointed by the Council from among the members of the University on the recommendation of the Vice-Chancellor.
2. The Pro-Vice-Chancellors shall hold office for such periods and upon such conditions as shall from time to time be prescribed by the Council and where they have been appointed for a fixed period they shall be eligible for re-appointment for one or more than one such further period.
3. A Pro-Vice-Chancellor shall perform such of the functions of the Vice-Chancellor as the Vice-Chancellor may delegate
4. A Pro-Vice-Chancellor may resign by writing addressed to the Council.

STATUTE 10 - THE CAMPUS PRINCIPALS

1. There shall be a Campus Principal for each campus of the University who may also hold the office of Pro-Vice-Chancellor and who shall be appointed by the Council on the recommendation of the Vice-Chancellor.
2. A Campus Principal shall hold office for such periods and upon such conditions as shall from time to time be prescribed by the Council and where the Campus Principal has been appointed for a fixed period the Campus Principal shall be eligible for re-appointment for one or more than one such further period.
3. Where a Campus Principal by reason of incapacity is unable to perform the functions of the office or where there is a vacancy in the office of Campus Principal, the Council shall on the recommendation of the Vice-Chancellor designate the Deputy Campus Principal or another member of the University to perform the functions of the Campus Principal for such period and upon such terms as it shall determine.
4. A Campus Principal shall, except in the case of a committee of the Board for Graduate Studies and Research, be ex-officio Chair of the Academic Board for the campus to which the Campus Principal is appointed and of any standing, special or advisory committees set up by the Council, the Campus Council for that campus or the Senate under Statute 29 for the purpose of exercising in relation to that campus any of the powers or duties conferred or imposed upon the Council by the Charter or Statutes and upon the Campus Council for the campus or the Senate by the Charter, Statutes and Ordinances provided that the Campus Principal may appoint any person being a member of the University to be Chair of any such Committee.

5. A Campus Principal shall be responsible to the Vice-Chancellor for maintaining and promoting the efficiency and good order of the University at a campus to which the Campus Principal is appointed. The Campus Principal shall have the power to suspend any student and to exclude any student from the precincts of the campus either for such period as the Campus Principal may think fit for the purposes of section 6 of this Statute, or pursuant to any Regulations made by the Senate under Statute 25.2(p) (hereinafter referred to as Disciplinary Regulations), pending the outcome of disciplinary proceedings against the student or as a penalty. The Campus Principal shall have the power to impose fines and penalties pursuant to Disciplinary Regulations. For the more effective maintenance of discipline the Campus Principal shall have power to delegate authority (other than the power of suspension or exclusion) to such Members of the University as the Campus Principal may deem fit.
6. A student who is suspended or excluded by a Campus Principal in pursuance of section 5 of this Statute shall, except where suspended or excluded as a penalty pursuant to Disciplinary Regulations, have a right of appeal to the Vice-Chancellor, and until the Vice-Chancellor has disposed of the appeal, the decision of the Campus Principal shall be of full force and effect.
7. A Campus Principal shall at all times take such action as the Campus Principal may deem necessary or expedient to maintain peace, protect property and promote and protect the safety and welfare of the students and staff within the campus to which he is appointed.
8. A Campus Principal may resign by writing addressed to the Council.

STATUTE 11 - THE DEPUTY CAMPUS PRINCIPALS

1. There shall for each campus of the University be a Deputy Campus Principal who shall be appointed by the Council on the recommendation of the Vice-Chancellor.
2. A Deputy Campus Principal shall hold office for such periods and upon such conditions as shall from time to time be prescribed by the Council and where the Deputy Campus Principal has been appointed for a fixed period the Deputy Campus Principal shall be eligible for re-appointment for one or more than one such further period.
3. Where a Deputy Campus Principal by reason of incapacity is unable to perform the functions of the office or where there is a vacancy in the office of Deputy Campus Principal, the Council shall on the recommendation of the Vice-Chancellor designate another member of the University to perform the functions of the Deputy Campus Principal for such period and upon such terms as it shall determine.

4. A Deputy Campus Principal of a campus shall perform such of the functions of the Campus Principal of the campus as the Campus Principal may delegate to the Deputy Campus Principal.
5. A Deputy Campus Principal may resign by writing addressed to the Council.

ORDINANCE 21 - THE CAMPUS REGISTRARS

1. There shall be a senior administrative post of Campus Registrar for each of the Cave Hill, Mona and St. Augustine Campuses of the University.
2. The Campus Registrar shall in addition to discharging the functions of that office under Statutes 19.1(e), 19.2, 23.5 and 38.4(a) be secretary of any committee thereof and of any other committee of which the Campus Principal of the campus is ex-officio Chair under Statute 9.3.
3. The Campus Registrar shall have such other duties, such remuneration and such terms and conditions of service as the Council shall deem fit.
4. The Campus Registrar may be authorised by the University Registrar to discharge the functions of the University Registrar's deputy and otherwise to discharge functions for which the University Registrar is responsible.
5. The persons designated as Campus Secretaries at the date that this Ordinance comes into force shall subject to the terms of their contracts as applicable immediately before that date be deemed to have been appointed as Campus Registrars under this Ordinance.

D R A F T

UNIVERSITY OF THE WEST INDIES

JOB DESCRIPTION

ACADEMIC/SENIOR ADMINISTRATIVE POSITIONS

JOB TITLE: CAMPUS PRINCIPAL

CAMPUS/CENTRE:

LOCATION:

JOB SUMMARY

Directly responsible for managing the academic and administrative affairs of cross-campus Faculties; exerts academic leadership in teaching, research and general scholarship.

REPORTING RELATIONSHIPS

Reports Directly to: Vice Chancellor

Reports Indirectly to: Campus Council (*through the Chairman*)

SUPERVISION GIVEN TO:

Directly: Deputy Principal
Campus Registrar
Campus Bursar
Deans of Faculties
Executive Assistant
Event Coordinator
Director of Projects Office
Director of Marketing & Communications
Director of the Business Development Office

LIAISES WITH:

- Internally: Pro-Vice-Chancellors
Principals of other campuses
Deans
Campus Registrar
Campus Bursar
Heads of Departments
- Externally: Governments (particularly that of the Campus territories)
Local donor agencies
International donor agencies
Caribbean and regional institutions
Foundations

DUTIES AND RESPONSIBILITIES

The Principal is responsible for ensuring that the Campus makes the best possible contribution to the educational, social and cultural advancement of the region. The Principal is directly responsible for the maintenance and promotion of security, efficiency and good order of the Campus.

S/he will be capable of negotiating with governments, Caribbean regional institutions, international agencies, foundations and other like institutions, leaders of the private sector, philanthropists, other campuses and their benefactors for financial assistance and to promote the interest of the University of the West Indies.

The Principal executes the following functions:

Academic

1. As Chairman of the Campus Academic Board, fulfills the following functions:
 - institutes, confirms, abolishes or holds in abeyance any academic offices on the campus;
 - oversees the establishment of new Faculties or abolition of existing ones;
 - promotes and provides for research and development activities at the campus; and
 - maintains and enhances academic standards on the campus.

Administrative

Within the Governance structure prescribed by the University, the Principal oversees the fiscal, operational and administrative management of the Campus and its grant management. The Principal provides day-to-day professional guidance and leadership to the programmes and educators, as appropriate. Administratively, the Principal:

1. manages and oversees the administrative and daily operations of the institution ensuring compliance with legal policies and regulations;
2. oversees the supervision of administrative personnel, which includes work allocation, training and problem resolution; evaluates performance and makes recommendations for personnel actions; motivates employees to achieve peak productivity and performance;
3. manages contracts and grant funding; approves and monitors budget expenditures; prepare budget revision; provides interim status reports on all accounts; oversees, coordinates, and/or assists with proposal writing to develop additional funding; provides advice and support in development of curriculum;
4. interfaces and collaborates with students, parents and the community to build an institutional environment that maximizes student learning, academic performance and social growth;
5. creates a stable, smooth-functioning educational organization by establishing and maintaining an environment of mutual trust and respect through supportive leadership;
6. collaborates with all departments, programme, projects, local and other educational institutions and/or community organizations to consolidate resources and enhance programmes;
7. develops or assists with the development and implementation of policies and procedures consistent with those of the organization to ensure efficient and safe operation of the unit;
8. participates in development and implementation of objectives, short and long-range planning; develops and implements projects and programmes to assist in accomplishing established goals;
9. makes provisions for the buildings, premises, furniture and equipment and other facilities for carrying on the work of the campus;
10. supports initiatives aimed at maintaining the regional character of the University; and

11. develops annual operating budgets and provide fiscal direction to the institution.

Financial

1. As Chairman of the Campus Finance and General Purposes Committee of the Campus Council, carries out the following functions:
 - governs, manages and regulates the finances, accounts investments and property of the campus;
 - ensures the implementation of measures aimed at safeguarding the financial viability of the campus.

General

1. Makes provisions for the buildings, premises, furniture and equipment and other facilities for carrying on the work of the campus.
2. Supports initiatives aimed at maintaining the regional character of the University.

AUTHORITY

- To make decisions on behalf of the Vice-Chancellor.
- To initiate action deemed necessary to safeguard the interests of the campus.
- To take disciplinary action against students and staff.

PERFORMANCE STANDARDS

The job is satisfactorily performed when the academic, administrative and financial goals of the campus are achieved in the interest of the regional University.

CERTIFICATION:

This document is a true and accurate description of the position.

INCUMBENT:.....

DATE:.....

HEAD OF DEPARTMENT:.....

DATE.....



**DRAFT
UNIVERSITY OF THE WEST INDIES**

**JOB DESCRIPTION
ACADEMIC/SENIOR ADMINISTRATIVE POSITIONS**

JOB TITLE: DEPUTY CAMPUS PRINCIPAL

CAMPUS: ST. AUGUSTINE

LOCATION: TRINIDAD & TOBAGO

JOB SUMMARY

The Deputy Campus Principal is responsible for assisting the Campus Principal in the administration of the campus and deputises in his absence. This position has special responsibility for student matters including academic quality, developing, implementing and assessing student services and co-curricular programs and services that support the development and success of all students; enhancing the quality of campus life at the St. Augustine Campus. The Deputy Principal's Office serves as the office of last resort for student complaints. Management of programmes and personnel associated with learning support services, disability services, career development, counseling services, student activities, on and off-campus student housing, orientation, student conduct and discipline, and health services.

REPORTING RELATIONSHIPS

Directly: Campus Principal

Indirectly: Vice Chancellor

SUPERVISION GIVEN TO:

Directly: Director, Student Advisory Centre
 Director, Sports and Physical Education Centre
 Medical Officer
 Manager, Student Activity Centre

Liaises WITH

Internally: Academic, Senior Professional and ATSS Staff; Members of the Academic Quality Assurance Committee; The Guild of Students; Pro-Vice Chancellor, Members of Executive Management, Office of the Board for Undergraduate Studies (OBUS);, Human Resources Division, The Bursary, All Deans and Heads of Departments

Externally: University Stakeholders, Parents and Guardians, government officials

DUTIES AND RESPONSIBILITIES

A. Student Affairs

1. Student Advisory Services (SAS)
2. Halls of Residence
3. Health Services
4. Sports and Physical Education Centre (SPEC)
5. Student Activity Centre (SAC)
6. Academic Advising and Disability Liaison Unit (AADLU)
7. Campus Security (Student Issues)
8. International Office (Student Issues)

B. Committees

Chair of:

1. Academic Quality Assurance Committee (AQAQ)
2. Co-curricular Credits Committee
3. Cooperative Learning Committee
4. Matriculation Ceremony Planning Committee
5. Campus Service Quality
6. Estate Constable Tribunal
7. UWI Games Committee
8. Sabbatical Leave/Special Leave Committee (alternate with WIGUT)

Deputy Chair of:

1. Academic Board
2. Campus Appointments Committee
3. Campus Finance and General Purposes Committee

Member of:

1. Board for Undergraduate Studies
2. Campus Council
3. University Finance and General Purposes Committee (UF&GPC)
4. Campus Finance and General Purposes Committee (CF&GPC)
5. University Executive Management

6. Campus Management
7. Graduation Planning Committee
8. Sabbatical Leave/Special Leave Committee
9. Disciplinary Committee-Estate Police
10. Disciplinary Committee-Industrial Relations Matters
11. St. Augustine Campus Selection Committee Vice Chancellor's Award for Excellence
12. Senior Staff Review
13. Principal's Summary Hearing
14. All Advisory Committees

C. Provides oversight

1. Guild of Students
 2. Campus Concessionaires
- Works closely with the Quality Assurance Unit and monitors the process of academic quality review and implementation of the recommendations;
 - Works generally to improve the quality of academic programmes and student services on the campus;
 - Works with relevant individuals and units to develop university policy and programmes to enhance the quality of student life;
 - Oversees the system of Student Evaluation of Lecturers;
 - Oversees the work of ABSCOSM – The Academic Board sub-Committee on Student Matters and has recently been involved in transferring some of the processes to electronic format;
 - Approves on behalf of Academic Board decisions on student matters e.g. leave of absence, change of option, rescind of Required to Withdraw status etc.
 - Works closely with the Director, SPEC and other staff to ensure that the St. Augustine Campus emerges as a leader in promotion and use of sport not only in the area of fitness, wellness and recreation but also as an area of teaching and learning, research as well as athletic development and competition.
 - Is the office of complaint of last resort for students seeking redress or assistance in relation to specific problems or student matters.
 - Approves Campus Events
 - Works closely with Health Services on the quality of health services as well as on issues of health policy and practice e.g. alcohol and tobacco use, medical transport and the quality of food offerings on the Campus.
 - Monitors the full implementation of the University Policy on sexual harassment.

D. General Administration

1. Performs any other functions as determined by the Principal or Vice-Chancellor.

AUTHORITY

- To implement changes aimed at improving the efficiency of and academic AND administrative systems and procedures.
- To approve expenditures within the budget.

PERFORMANCE STANDARDS

The job is satisfactorily performed when:

- The Deputy Principal successfully facilitates the efficient and effective operations of Student Affairs inclusive of matters relating to Co-Curricular Credits, Co-operative Learning, Matriculation, Student Residences, Health Service Unit and Student Sporting activities.
- Specific matters pertaining to Administration are carefully executed and are brought to fruition.
- Strategic development of research is on-going, keeping in line with the University's vision and mission.
- All meetings Chaired by the Deputy Principal are convened on time and are effectively managed in terms of direction of the quality of decisions taken with timely follow-up and subsequent implementation of decisions taken.
- All stakeholders are satisfied.

CERTIFICATION:

This document is a true and accurate description of the position.

INCUMBENT:

DATE

HEAD OF DEPARTMENT.....

DATE.....

D R A F T

UNIVERSITY OF THE WEST INDIES

JOB DESCRIPTION

ACADEMIC/SENIOR ADMINISTRATIVE POSITIONS

JOB TITLE: CAMPUS REGISTRAR

CAMPUS:

LOCATION:

JOB SUMMARY

Directly responsible for administering the admissions, registration and examinations processes for students. Additionally, as chief administrative officer of the campus, he/she will be responsible for providing secretariat services to all campus committees and for administering the records and archives of the campus. He/She will also be responsible for administering the recruitment of staff and for providing training and development.

REPORTING RELATIONSHIPS

Directly: Campus Principal (*regarding operational matters*)

Indirectly: University Registrar (*regarding functional matters; Principal should be informed of any agreements reached in relation to these matters*)

SUPERVISION GIVEN TO:

Directly: Senior Assistant Registrars
Assistant Registrars
Estate Manager
Safety Officer
Records Manager

*A functional reporting relationship exists between this office and that of the University Archivist

LIAISES WITH

Internally: Deputy Principal
University Registrar
Registrars across the University
Pro-Vice-Chancellors
Deans
Campus Bursar

Externally: Registrars at other universities
Government representatives
Private Citizens on committees/boards
General public

DUTIES AND RESPONSIBILITIES

A. Student Affairs

1. Coordinates the implementation of procedures for student admission and registration.
2. Coordinates the implementation of procedures relating to examination of students.
3. Advises the Principal, as necessary, on matters relating to suspension or expulsion of students.

B. Records and Archives

1. Acts as Secretary to the Campus Council and of any standing, special or advisory committee of which the Campus Principal is ex-officio Chair under Statute 10.4.
2. Ensures that decisions taken by the Campus Council and Committees are accurately recorded and implemented.
3. Is the custodian of the records and archives of the Campus.
4. Coordinates the development and expansion of the computerized system for the effective management of student records on the Campus.

C. Human Resource Management

1. Implements human resources management systems for campus staff.
2. Implements performance appraisal systems for staff.

3. Coordinates training and development programmes for staff.
4. Utilizes, in consultation with Deans and Heads of Departments, guidelines for ensuring optimal mechanisms for filling vacant posts, subject to the procedures set out in the Ordinances for the appointment of staff.
5. Implements succession planning procedures for senior administrative and academic staff.

D. General Administration

1. Coordinates the work of the Senior Assistant Registrars and Assistant Registrars on the Campus.
2. Ensures the proper maintenance and security of the campus.
3. Ensures that budget is not exceeded for areas under supervision.
4. Cooperates with the University Registrar in ensuring uniformity of administrative procedures, systems and standards across campuses.
5. Performs any other functions as determined by the Principal.

AUTHORITY

- To implement changes aimed at improving the efficiency of administrative systems and procedures.
- To approve expenditures within the budget.

PERFORMANCE STANDARDS

The job is satisfactorily performed when:

1. Minutes of the meetings of the Campus Council and other Campus Committees and Boards are accurately recorded, distributed and follow-up action taken in a timely manner.
2. Campus records and archives are properly managed and stored and their integrity is maintained.

3. The student admission and registration processes run efficiently and smoothly.
4. Information on examinations is made available in a timely manner and examinations take place on schedule and run smoothly.
5. A uniform, computerized management system for student records is implemented on the Campus.

CERTIFICATION:

This document is a true and accurate description of the position.

INCUMBENT:..... DATE:.....

HEAD OF DEPARTMENT:..... DATE:.....

D R A F T

UNIVERSITY OF THE WEST INDIES

JOB DESCRIPTION

ACADEMIC/SENIOR ADMINISTRATIVE POSITIONS

JOB TITLE: CAMPUS BURSAR

CAMPUS/CENTRE:

LOCATION:

FACULTY:

REPORTING RELATIONSHIPS

Reports directly to: Campus Principal

Works closely with: University Bursar / University Chief Financial Officer

SUPERVISION GIVEN TO:

- Directly:
 - Heads of Sections/Units of the Campus Bursary
 - Bursary Office Manager
 - Executive Assistant/Secretary
- Indirectly:
 - All other members of staff in the Campus Bursary administration

LIAISES WITH:

- Internally:
 - Pro-Vice-Chancellors (*in residence*)
 - Campus Executive Management team
 - Deputy Campus Principal
 - Deans
 - Heads of Departments
 - Campus Management Auditors

University Management Auditor
Other Campus Bursars

- Externally:
Participating Governments
Financial institutions (local and overseas)
Stockbrokers (local and overseas)
Donor agencies
Fund-raising organisations
Taxation and other statutory authorities
Auditors
Management consultants

DUTIES AND RESPONSIBILITIES

Administrative

1. Advises the Campus Principal and Management Team on finance and accounting-related matters.
2. Monitors the accurate and timely preparation of Campus financial statements and management accounts and present them to Campus Management and the University Chief Financial Officer / University Bursar.
3. Ensures that the Campus Triennium Estimates and other medium- and long-term financial operational plans/budgets are prepared based on the University Strategic Plan.
4. Co-ordinates the preparation of Campus Triennium income and expenditure, balance sheet and cash flow estimates in accordance with guidelines issued by the Office of Finance.
5. Monitors fixed assets and working capital (inventory, receivables and payables), management and ensure that they are being efficiently and effectively managed.
6. Evaluates, maintains, updates and develops computerized and manual accounting and financial management systems and procedures in conjunction with the Office of Finance.
7. Monitors treasury management including cash flow projections and forecasts of the Campus for prudence and variances.
8. Manages the funds flow and working capital budgets, with specific emphasis on

identifying the likely timing of cash deficits and/or surpluses.

9. Manages the Campus investment portfolio in accordance with guidelines from the Office of Finance.
10. Ensures the preparation of Final Accounts and supporting schedules for annual audits and ensures efficient, effective and economical completion of same.
11. Monitors monthly income and expenditure and balance sheet variances against the budgets and ensures they are rectified.
12. Ensures that accurate records are maintained of all local and foreign assets and liabilities held by the Campus.
13. Assists in developing and maintaining accounting, financial, budgeting and purchasing policies and procedures in accordance with the directives of the Office of Finance.
14. Assists in negotiations with government, suppliers and financial institutions with regard to financial matters and in accordance with guidelines issued by the Office of Finance.
15. Monitors the funds received from donor agencies and other agencies.
16. Ensures that funds received from donor agencies, where applicable, are used for the specified projects.
17. Ensures that general funds are used for projects which provide the highest benefits.
18. Ensures the timely and accurate preparation and presentation of related reports.
19. Ensures that all assets of the Campus are adequately insured.
20. Reviews project appraisals before submission for approval to the Campus Principal and University Centre.
21. Reviews and monitors capital expenditure projects and ensure their budgetary control.
22. Ensures the submission of statutory returns by the Campus to the relevant authorities on a timely basis and that they comply with relevant accounting and regulatory standards.

23. Ensures that the Campus complies with local financial requirements.
24. Prepares and/or review Performance Evaluation reports for subordinate staff.
25. In accordance, with guidelines from the Office of Finance, develops and/or implements systems and procedures to address areas of weakness identified by the audit and management assignments.
26. Participates in the activities of relevant University Committees.
27. Performs any other relevant function assigned by the Campus Principal and the University Chief Financial Officer / University Bursar.

AUTHORITY

- To review and recommend Campus financial and general administration policy and performance standards.
- To review and take corrective actions in relation to Campus budget reports and financial statements.
- To control disbursements in line with cash availability.
- To approve and authorize capital expenditure within prescribed limits.
- To monitor results and rectify variances in accordance with guidelines laid down by the Office of Finance.
- To approve and initiate the investment of surplus funds in accordance with the directives of the Office of Finance and the Investment Committees.
- To review and recommend Bursary staff for appointment, promotion, training, sanctions and termination.

PERFORMANCE STANDARDS

The job is satisfactorily performed when:

- Financial and statistical statements generated are prepared accurately and stipulated deadlines are met consistently.
- Overall prudent and efficient management of the budgets and treasury functions of the campus is evident from the reports.
- Overall proper financial management of projects and production of accurate reports as required by donors, University and Campus

CERTIFICATION:

This document is a true and accurate description of the position.

INCUMBENT DATE

HEAD OF DEPARTMENT DATE



**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 2.1

**THE UNIVERSITY COLLEGE OF THE WEST INDIES
1948 ROYAL CHARTER**

Abstract: The Royal Charter is the legal basis for the operation of the University. In 1948 the first Charter was granted by George VI, incorporating the University College of the West Indies. The document specified the rights of the University and included the articles of incorporation and the certificate of incorporation. It defined the objects, powers, officers and statutory bodies of the University. The fundamental power to grant degrees and to do teaching and research as well as act as an examining body were conveyed by this legal instrument. This Charter was revoked by the Charter issued by Queen Elizabeth II in 1962.

CHARTER AND STATUTES

Charter

George the Sixth, by the Grace of God, of Great Britain, Ireland and the British Dominions beyond the Seas, King, Defender of the Faith.

To all to whom these Presents shall come, Greeting!

Whereas it is desired with the approval and support of the Legislatures of Our several Colonies in the British West Indies and the Legislatures of Our Colonies of British Guiana and British Honduras to establish a University College for the advancement of knowledge and the diffusion and extension of Arts, Sciences and Learning and provision of Liberal and Professional Education throughout the several Colonies aforesaid.

And whereas Our Secretary of State for the Colonies has represented to Us that it is expedient that a Charter of Incorporation should be granted by Us for the purpose of establishing such a University College and providing for its governance in manner hereinafter appearing.

Now therefore Know Ye That We by virtue of our Royal Prerogative of Our special grace certain knowledge and mere motion by these Presents for Us Our Heirs and Successors will and ordain as follows:

Incorporation

1. There shall be and there is hereby constituted and founded in Our Island of Jamaica University College by the name and style of "The University College of the West Indies" by which name the Chancellor, Principal, Vice-Principal and Council for the time being shall be and are hereby constituted and incorporated into one body politic and corporate with perpetual succession and a common Seal with the power to assume Armorial Bearings which shall be duly enrolled in Our College of Arms and in that name to sue and be sued with power (under and without any further licence in mortmain) to take purchase hold and also to grant demise or otherwise

dispose of real and personal property. Provided that the value of such real property in Great Britain and Northern Ireland shall not exceed in the whole in annual value £10,000 such annual value to be calculated and ascertained at the respective periods of taking or purchasing the same and which University College shall have the constitution and powers and be subject to the regulations in this Our Charter prescribed or contained.

2. The University College of the West Indies hereby incorporated is hereinafter referred to as "the University College".

3. The objects of the University College are:-

- (a) To provide to the full extent which its resources from time to time permit for research and instruction in the humanities and sciences and other spheres of learning and knowledge of a standard and thoroughness required and expected of a University of the highest standing and to secure the advancement of knowledge and diffusion and extension of Arts, Sciences and Learning and provision of Liberal and Professional Education throughout Our several Colonies in the West Indies and Our Colonies of British Guiana and British Honduras.
(b) To hold examinations and grant Diplomas, Licentiateships, Certificates, or other distinctions to persons who have pursued a course of study approved by the University College under conditions laid down by the University College.

4. Men and women shall be eligible for admission to and as students of the University College and for appointment to any authority office or employment of or under the University College.

5. No religious test shall be imposed on or required of any person in order to entitle him to be a student or member of the University College or to occupy any position in or on the staff of the University College.

6. We, Our Heirs and Successors, shall be and remain the Visitor and Visitors of the University College and in the exercise of the Visitorial Authority from time to time and in such manner as We or They shall think fit many inspect the University College, its buildings, laboratories and general work, equipment, and also the examination, teaching and other activities of the

University College by such person or persons as may be appointed in that behalf.

Authorities

7. The Authorities of the University College shall be the Council, the Senate, the Faculties, the Guild of Graduates, and such other bodies as may be prescribed by Statute.

Chancellor

8. (1) The Chancellor shall be the Head and Chief Officer of the University College and President of its Council, Senate and Guild of Graduates.

(2) The first Chancellor shall be Her Royal Highness the Princess Alice, Countess of Athlone, G.C.V.O., G.B.E., and she shall hold office until her death or resignation. Future Chancellors shall be appointed by Us.

Principal

9. (1) The Principal shall be the executive and academic head of the University College and shall be *ex-officio* Chairman of the Senate. He shall, in the absence of the Chancellor, act as Chairman of the Council.

First Principal

(2) The first Principal shall be Thomas Weston Johns Taylor, C.B.E., M.A., D.Sc., and he shall hold office on terms approved by the Secretary of State. Future Principals shall be appointed by the Council in accordance with the Statutes.

Vice-Principal

10. (1) There shall be a Vice-Principal who shall act as Principal in the absence of the Principal.

(2) The Vice-Principal shall be appointed by the Council in accordance with the Statutes.

Council

11. The Council shall be the governing body of the University College with power to manage all matters not provided otherwise by this Our Charter or by the Statutes of the University College and shall be able to delegate any of its functions and powers to Committees.

First Council

12. The First Council shall be a temporary Council and the members shall hold office until a council has been constituted as provided in the Statutes. The members of the First Council shall be eligible for service on any subsequent Council. The following persons shall constitute the First Council:—

Grantley Herbert Adams, *B.A.*
Sydney Theophilus Christian, *O.B.E., B.A., LL.M.*
Woldrich Harrison Courtenay, *O.B.E.*
Garnet Hamilton Gordon, *O.B.E.*
Leonard Courtenay Hannays, *K.C.*

Sir James Colquhoun Irvine, *K.B.E., Sc.D., D.C.L., F.R.S.*
Joseph Alexander Luckoo, *K.C.*
Ludlow Murcott Moody, *M.D., B.S., M.R.C.P.*
Raymond Edward Priestley, *M.C., M.A., D.Sc.*
Philip Manderson Sherlock, *B.A.*
Thomas Weston Johns Taylor, *C.B.E., M.A., D.Sc.*
Bernard Warren Williams, *B.A., B.Ch., F.R.C.S.*

13. The Senate shall, subject to the Statutes and Ordinances of the University College and subject also to review by the Council have the control and general regulation of the instruction, education and research within the University College and shall confer Diplomas, Licentiatehips, Certificates and other distinctions. They shall have power to discuss and pronounce an opinion on any matter whatsoever relating to the University College and to recommend statutes and ordinances as and when they see fit and to submit the same to the Council for consideration and enactment, and such other powers and duties as may be conferred upon it by Statute or Ordinance and shall exercise the disciplinary powers as defined in this Charter and the Statutes.

Senate

14. The Senate shall have the power to deprive any person on whom the University College has conferred any Diploma of the University College who shall have been convicted of a crime, or in their opinion has been guilty of dishonourable or scandalous conduct, of any Diploma or Diplomas conferred by the University College and of all privileges enjoyed by him in virtue of such Diploma subject, however, to such right of appeal to the Council and from the decision of the Council to the Chancellor as may be provided for by Statute. The Senate shall have the power to restore to any person any Diploma or privilege of which he may have been deprived in any case where they consider it fit to do so.

Disciplinary Powers of Senate.

15. The Council and the Senate shall be competent to act notwithstanding any vacancy in their respective membership, or amongst the officers of which they are comprised.

Vacancies in Council or Senate not to affect competence.

16. There shall be a Guild of Graduates who shall be represented on the Council. The Council shall prescribe from time to time the qualifications, obligations and privileges of membership of the Guild of Graduates.

Guild of Graduates.

17. (1) The Statutes of the University College shall prescribe or regulate as the case may be the composition, constitution, powers and duties of the authorities of the University College and all other matters relative to the

Statutes.

authorities which it may be thought are proper to be so prescribed or regulated.

(2) The first Statutes shall be those scheduled to these Presents.

(3) The Council may from time to time by special resolution make new or additional Statutes or alter or amend existing Statutes to give effect to this Charter and its provisions.

(4) The power of the Council to make Statutes shall not be limited by or with reference to the first or any subsequent Statutes or to the several matters therein dealt with.

(5) All Statutes which are not repugnant to the provisions of this Charter shall be operative and have effect when allowed by Us in Council, and not before. Such allowance shall be conclusive evidence of the Statutes so allowed being authorised by the provisions of this Charter.

(6) In this Our Charter "Statutes" means the first Statutes set forth in the Schedule hereto, and any Statutes altering, amending, adding to or repealing the same or any of them which may hereafter be made and may be allowed by Us in Council.

Ordinances and Regulations.

18. The Council and the Senate respectively may from time to time make Ordinances and Regulations respectively to direct and regulate (subject to these Presents and to the Statutes) the University College and its authorities and members. The power to make Ordinances and Regulations shall include the power to add to, amend, alter or repeal any Ordinances and Regulations theretofore made.

Alteration of Charter.

19. (1) The Council may at any time alter, amend or add to these presents and the provisions thereof by a Special Resolution in that behalf, and such alteration, amendment, or addition shall, when allowed by Us, Our Heirs and Successors, by and with the advice of Our Privy Council become effectual, so that these Presents shall henceforward continue and operate as though they had been originally granted, and made as so altered, amended, or added to in manner aforesaid.

(2) This Article shall apply to this Charter, as altered, amended, or added to in manner aforesaid.

Special Resolution.

20. A Special Resolution means a Resolution passed at one Meeting of the Council and confirmed at a sub-

sequent Meeting held not less than one calendar month nor more than twelve calendar months after the former, provided that the Resolution be passed at each meeting by a majority which shall be (a) not less than three-fourths of those present and voting (b) not less than half of the whole membership of the Council.

21. Our Royal Will and Pleasure is that these Presents shall ever be construed benevolently, and in every case most favourable to the University College and the promotion of these objects of this Our Charter.

In witness whereof We have caused these Our Letter to be made Patent

Witness Ourself at Westminster, the
day of _____ in the _____ year of
Our Reign.

By Warrant under the King's Sign Manual.



UWI

ST AUGUSTINE CAMPUS

ST. AUGUSTINE CAMPUS OPERATIONAL PLAN

2012/2013 - 2013/2014

The Campus Office of Planning and Institutional Research



The University of the West Indies
St. Augustine Campus Operational
Plan
2012/2013 -2013/2014

Revised and submitted to Academic
Board March 13th 2013

PREPARED BY
The Campus Office of Planning and
Institutional Research

PHOTO: Main Administration Building,
St. Augustine

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1.0 INTRODUCTION

The University of the West Indies is the premier provider of higher education in the English-speaking Caribbean and anticipates extending itself globally as articulated in its Vision,

“By 2017, The University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond”.

The UWI 2012-2017 Strategic Plan provides the framework in pursuit of its mission,

“To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond”.

The Operational Plans of the Campuses will guide the process which supports the transformational medium and long term goals and objectives that are being sought in the Strategic Plan by establishing priorities, determining actions, setting targets and assigning accountabilities to key initiatives.

This report will attempt to provide the context of the operating environment and to highlight the challenges and changes with which The UWI is confronted. Also discussed, is the process leading to the development of the University Strategic Plan which was formulated through the work of the four Campus Strategic Planning Committees, co-ordinated by the PVC Planning and the University Office of Planning and Development (UOPD). At St. Augustine, the Strategic Planning Committee held extensive consultations with stakeholders, both internal and external, to answer some pertinent questions and considered leading practice and other supporting documentation which identified strategic areas in need of development for the Campus. Subsequently, in support of the development of the Operational Plan at St. Augustine, working groups were set up for each strategic theme with the mandate to identify the priority objectives for the Campus and to suggest projects/initiatives for achieving these objectives.

The report will also attempt to review the progress made in the last Strategic Plan

2007-2012, and to identify the ingredients for creating transformation within the institution and for demonstrating relevance and impact to the national and regional communities. It will address the importance of creating a framework for implementation of the Operational Plan and for highlighting the significant milestones to be achieved. The primary focus of the St. Augustine Campus Operational Plan will be to define priority objectives and targets over the period 2012-2014, in alignment with the University Strategic Plan and to provide a framework for its successful implementation.

In the forthcoming two year period, 2012-2014 the Campus Operational Plan will undertake a number of priority programmes which will involve, *Re-positioning* itself for greater sustainability, assuming a renewed *Responsibility* for its stakeholders, being *Responsive* to the changing environment in the way it conducts its operations and maintaining *Relevance* as an institution of higher learning in the impact that it has on human resource and socio-economic development in all its constituencies.

2.0—THE OPERATING ENVIRONMENT

The St. Augustine Campus of The University of the West Indies celebrated its 50th Anniversary in 2010 and it is therefore timely that the Campus examines its transformation over the period as it begins to implement the new Strategic Plan 2012-2017. In the last two decades, enrolment has grown from 9089 in 1980/81 to an approximate 20,000 students in 2012/13, across the traditional five faculties of Engineering, Humanities and Education, Medical Sciences, Science and Agriculture and Social Sciences. At least 5,000 are postgraduate students. The Campus has attempted to keep pace with the demands of the labour market by enhancing and expanding its programme offerings and, more recently, creating a Faculty of Food and Agriculture and a Faculty of Science and Technology for greater focus and urgent attention to the need to reposition food and agriculture and to create scientific and technological capacity to drive national and regional innovation systems. The Faculty of Law was also introduced to provide access to the increasing number of student applicants. The average annual output of graduates also has been of significance with 3,838 students graduating in the academic year 2011/12.

The Campus has expanded its physical reach from beyond the main campus at St. Augustine, to the north

in several nearby vicinities and to the west at Mount Hope where the Faculty of Medical Sciences and the University Field Station are located. The recent occupation of lands at Orange Grove in the east will provide opportunities for new developments in Science and Agriculture. The Campus is also attempting to serve its underserved communities by establishing a small physical presence in Tobago and in the South through an initiative of the Evening University. A major development however, will be the establishment of the St. Augustine South Campus in Penal/ Debe as a significant expansion of the St. Augustine Campus to benefit the growing number of students who originate from San Fernando, the second city in Trinidad and its surrounding areas.

Significant advances have also been made in capital development projects, teacher strengthening, student-centred enhancement, staff development, institutional strengthening in IT systems, library services, and marketing and communications. Progress is also noted in the recent award of Institutional Accreditation by the Accreditation Council of Trinidad and Tobago. These accomplishments occurred in challenging times but have set the stage for much more to be achieved.

2.1—PROGRESS IN THE LAST STRATEGIC PLAN

The previous Strategic Plan 2007-2012 was crafted in the context of, “the three-pronged challenge of matching higher education transformation globally, keeping pace with the knowledge revolution, especially in science and technology, and responding effectively to regional challenges, including providing solutions to pressing problems and democratizing higher education”. The current higher education environment is even more challenging with the global economic crisis and its negative effects on the Caribbean, as well as the institution having to be a player in the international arena where there is intense competition for students and resources in the national, regional and international landscapes. Higher education institutions also have to sustain quality while keeping pace with a new learning environment of ‘anywhere, anytime’ for which they must support through enhanced teaching methods and effective systems for delivery and support.

The progress made by the St. Augustine Campus in the last Strategic Plan varied across the major goals that were initially set. The four core strategic objectives included Teaching and Learning, Graduate Studies, Research and Innovation and Outreach/Service to The UWI-12 Countries. Considerable success was achieved in Teaching and Learning at the St. Augustine Campus in respect of curriculum renewal, strengthening of teaching quality, e-learning, and quality assurance. Gaps however remained to the extent of the development of the

graduate attributes, as this is linked to their employability after graduation. The attention to student matters such as academic advising also remains an area requiring on-going attention.

In respect of Graduate Studies, increased emphasis was placed on creating capacity through student enrolment and on improving the support systems to postgraduate students. Enrolment increased particularly in the non-research degree programmes, given the expansion in the number of new programmes at the taught Masters’ level. There was however, limited success in the expansion of enrolment of postgraduate students in the pure research degree programmes where issues such as throughput, supervision and financing continue to be hindrances to postgraduate students, without whom, a vibrant research enterprise will be difficult to sustain.

In respect of the research initiative, there was emphasis on building the research capacity at UWI by creating the enabling environment, increasing the research output and providing access to funding. There was however, limited success in transforming the research culture for greater focus, relevance and impact and in encouraging research of an interdisciplinary nature. The process of commercialisation of research is still an underdeveloped area which requires facilitatory policies and management systems to be established.

The goal towards better serving the needs of The UWI-12 countries was

facilitated with the formal establishment of the Open Campus as UWI’s fourth campus. The Open Campus was created to deliver online education and training in each contributing country and to also maintain a physical presence in those constituencies to provide face-to-face services where it was more appropriate. The Campuses were expected to play a supporting role through their faculties in the development of the programme offerings which would be delivered by the Open Campus. This role has remained ambiguous to some extent and requires some resolve at the institutional level. The St. Augustine Campus continues to contribute to programme development and more recently introduced the Pre-Health and Pre-Engineering programmes to be delivered through the School of Continuing Studies as part of the Open Campus. There has been limited progress in respect of the Campus contributing to a collaboratively developed research agenda that is pertinent to the relevant communities of The UWI-12 and this will require closer review.

The major enablers, Transformation of the Leadership, Administrative Culture and Processes, Marketing and Branding, and Funding the Enterprise, continue to be relevant as critical components to getting the core university functions right. The process of engagement that led to the development of the new Strategic Plan recognised that these areas were no longer to be treated as enablers, but rather to play a pivotal role in achieving the transformation that is being sought at The UWI.

2.2—LOOKING AHEAD

As the St. Augustine Campus looks towards its own future in the years ahead, there is general strategic alignment to the direction that the wider University is adopting in respect of its core objectives. In going forward and following on the issues, challenges and priorities identified by the strategic working groups, the Campus is mindful of its internal vulnerabilities, such as matching physical expansion and growth with the demand for places, inefficiencies in the enterprise system, disengagement of staff, low levels of research output, etc. The Campus has also taken account of the observations and recommendations made in the External Evaluator Report on the Institutional Accreditation Exercise. The observations drawn from that report referred particularly to staff and space shortfalls, the Campus tension of research versus teaching, the need to develop a systemic culture of student learning assessment and evaluation, the continuum of learning modes and the need to develop a quality assurance system for the non-academic operations of the Campus. As an immediate response, a proposal has been put forward towards addressing the issue of student learning outcomes and an Institutional Effectiveness Programme will be led, with both as priority projects to go forward in the Operational Plan.

The Campus is however, also guarded against the external environment in which it operates. For example, sustained funding is one of the most

critical concerns of the St. Augustine Campus as the Government sends its warning signal of the need to prepare for times of austerity and to do more with less. The numbers of both public and private tertiary education providers have also increased considerably in the last decade and these institutions compete for resources as well as students. The University is also reminded that it must be seen to be contributing to the development of the pool of human resource expertise to provide the advanced skills and competencies required to build national capacity and to be more visible in demonstrating its relevance and impact in relation to national needs and priorities.

In formulating an Operational Plan therefore, the St. Augustine Campus is cognizant of the need to focus on the following in the period ahead:

- Achieving financial sustainability through the aggressive pursuit of income earning activities and cost reduction measures
- Providing quality education through renewed curricula, superior and varied methods for learning and delivery systems that are technologically advanced and future driven
- Developing staff to become more competent in their individual roles and to enhance their productivity and management of performance
- Providing student centred support systems towards an enhanced student experience and improved levels of student satisfaction
- Equipping students with the skills

and attributes required in the workplace and to prepare them to develop into graduates who are to become future leaders in the Caribbean societies and beyond

- Creating focused, impactful, and relevant research
- Strengthening the engagement with national and regional stakeholders through partnership, research and the provision of expert advice
- Extending the reach of the Campus to its underserved communities in the South and in Tobago
- Establishing an international presence through the delivery of customised programmes, active international student recruitment, staff exchanges, and institutional partnerships in research
- Improving the effectiveness of the internal communications mechanisms existing within the Campus as well as creating a platform for the dissemination of the valuable work and contributions of The University to the external community

The strategic programmes and priority projects that are identified in this Operational Plan are reflective of these imperatives and provide strategic alignment to the day-to-day operational management of The University.

3.0—MILESTONE PLAN

3.1—APPROVAL

A draft Campus Operational Plan was disseminated to Campus Senior Management and Deans for comments. The draft was revised further to accommodate suggestions and recommendations received.

3.2—BUDGET APPROVAL

Successful implementation of the proposals set out in this Operational Plan will require adequate access to new financial resources. In an effort to project the likely resource requirements, the working groups that were involved in the development of action plans for selected strategic themes were asked to identify the resource implications. This was done in broad terms to indicate major cost centres – human resources, infrastructural and other, such as consultancy, software, surveys, etc. In the final stages of preparation of the plan, the

Planning team sought the guidance of the Campus Bursar to develop financial projections of resource requirements.

The agreed resource requirements are included in the estimates of needs exercise for the biennium 2012-2014. They are considered as items of expenditure directly related to the strategic perspectives under the heading “Strategic Initiatives” for additional staffing, while non-staff costs are included in respective budget lines in accordance with the budget guidelines.

The table below sets out the resulting projections of expenditure at the operational level for each of the six perspectives. The total estimate resource requirements are estimated at \$10.0m of which 83% is related to human resource needs. The highest proportions of the cost are attributed to the Teaching, Learning and Student Development and Outreach perspectives.

Perspective	Human Resources	Infrastructure	Summary Cost (STT)	Percentage of Total Cost (%)
Finance	398,232	–	398,232	3.97
Employee Engagement & Development	219,504	48,300	267,804	2.67
Internal Operations and Processes Funds	367,512	–	367,512	3.66
Teaching, Learning & Student Development	2,817,028	1,500,000	4,317,028	43.02
Research & Innovation	1,926,982	–	1,926,982	19.21
Outreach	2,631,541	124,960	2,756,501	27.47
TOTAL	8,360,799	173,260	10,034,059	100

Table 1.0 – A Summary of Projected Estimated Expenditures

4.0—MONITORING AND REPORTING FRAMEWORK

4.1—THE UNIVERSITY-WIDE APPROACH

The development of The UWI Strategic Plan 2012-2017 was created on the basis of widespread stakeholder involvement across all the campuses, which defined the Mission, Vision, goals and objectives that would take The University forward in achieving a strategic transformation in its core activities of teaching, research and outreach. An important element in getting to that point is the establishment and management of framework for implementation, monitoring and reporting and recognizing those processes as fundamental in achieving success in the Strategic Plan.

At the University level, the Executive Management Team (EMT) will have primary oversight for the 2012-2017 Strategic Plan as well as overall responsibility for leading and supporting the implementation of major initiatives and areas of strategic focus and for engaging the internal and external stakeholders to obtain buy-in. University leaders from the EMT will also be appointed to oversee each of the perspectives.

The process for implementing the University Plan will rely on the development of two-year (biennial) Operational Plans, which will be based

on the input of each individual Campus Operational Plan. It will have at its core, a system of SMART objectives, activities, measures/indicators, targets, timelines, resource needs and responsibilities/accountabilities. An integrated review process will be established through a series of *Annual Reviews* of Operational Plans and *Biennial Reviews* of the Strategic Plan. At best, the core objective will remain, but where opportunities and unforeseen events are presented, this may imply the need for revision in strategy.

4.2—THE ST. AUGUSTINE CAMPUS – DEVELOPMENT OF THE CAMPUS OPERATIONAL PLAN

The St. Augustine Campus used the same approach to develop its Operational Plan. The Campus established individual Working Groups collectively called the Campus Operational Team, each of which collaborated to determine the immediate priorities that the Campus would undertake, in alignment with the six strategic perspectives (Finance, Employee Engagement and Development, Internal Operations and Processes, Teaching, Learning and Student Development, Research and Outreach) as outlined in the Strategic Plan over the period 2012-2014. The

priorities identified would then form the basis of a Campus Operational Plan that was relevant, practical and implementable.

The working groups were guided in their approach by the Balanced Scorecard (BSC) methodology and a Balanced Scorecard Operational Plan Template was used to set out the following:

- Key initiatives to drive the selected objectives
- Time frames for completion
- Performance targets
- Performance indicators
- Responsible parties/owners
- Resource requirements and their costs

Each working group prepared an Operational Plan for each of the strategic perspectives, highlighting not only the central themes and initiatives, but also some of the challenges, constraints and interdependencies that existed.

These Plans were presented at the Campus Management Retreat held 3rd to 4th July 2012. The Retreat provided an avenue through which the Campus Management and Heads of Departments could:

- Understand the process towards the development of the Campus Operational Plan
- Understand the combined effort required to achieve the desired results given the baselines
- Define and understand the critical success factors
- Link the BSC framework to the planning process

The individual academic and administrative departments were directed to formulate unit Operational Plans that were SMART (specific, measurable, actionable, realistic and time-bound) and in close alignment with the direction that was being set by the Working Groups. The Retreat provided management with the opportunity to articulate a vision, share ideas and understand inter-dependencies between faculties, departments and business units and to arrive at a preliminary consensus on the way forward.

Further to the Retreat, the Campus Operational team continued to work to refine the major strategic objectives that were being sought at the Campus level. The process leading to the Campus Operational Plan included defining that which needed to be put in place, (in terms of activities/actions, resources and project leadership) to meet annual targets and understanding the work required to achieve the desired milestones.

4.3—IMPLEMENTATION

The St. Augustine Campus will implement the Campus Operational Plan and Faculty, Departmental and Unit Plans in accordance with the BSC methodology. This will follow the approval of the budget by the Campus Finance and General Purposes Committee and Academic Board for the major initiatives to be undertaken and the allocation of identified resources to fund them.

Senior management will provide strong and committed leadership and support to the Plan. Deans, Administrative and Academic Heads also have an integral role to play in the implementation process as they provide, not only the guidance, but also hold responsibility for accountability of the initiatives that will go forward as institutional priorities.

4.4—MONITORING AND REPORTING

The Campus Office of Planning and Institutional Research will work in collaboration with the Campus Operational Planning team to conduct periodic reviews and prepare an evaluation report (at the end of each academic year) on the progress of implementation and feedback received by Project Leaders, on the key initiatives proposed in the Operational Plan. It will also examine progress at Faculty and Departmental levels. The Monitoring Committee comprising

senior management and a cross section of senior academic and administrative leaders will receive these progress reports. In keeping with the BSC framework, the Campus will complete a Campus scorecard for annual review at the end of the first and second years of the Plan for evaluation by the UOPD, which is responsible for the overall coordination, monitoring and evaluation of progress of the University Strategic Plan.

5.0—THE ST AUGUSTINE CAMPUS OPERATIONAL PLAN

Throughout the operational planning period, the St. Augustine Campus has been mindful of the challenges, constraints and opportunities of the operating environment. It also examined its competitive advantage as a leading provider of higher education services in the national and regional landscapes. There is the understanding however, that in order to leverage on the strengths and opportunities available in the competitive environment, it is necessary for the Campus to rethink the ways it conducts its operations with a view to re-positioning itself in order to maintain the edge of its core business.

As a non-profit organization, the traditional role of The University has been one of providing a public good: that is to say, to develop and train people, expand and create new knowledge, encourage scholarship and artistic creation and provide service to the community. At best, its business model is differentiated from the traditionally accepted corporate models, but the new environment is forcing universities to begin to think and act and to adopt principles that mirror those of the private sector.

Universities, by and large, are under intense pressures to provide the public good, while simultaneously adhering to the key business principles of

management of funds, cost containment, management of risks, creating new opportunities for value creation and encouraging a performance-driven culture. The leadership of the St. Augustine Campus, comprising senior management and faculty Deans as significant business leaders in the process, is attempting to carve a path for sustainability, resource efficiency, and creation of a quality product, increased productivity, innovation, and individual leadership.

The Operational Plan that follows describes how the St. Augustine Campus will respond to the institution-wide goals and strategies of the strategic perspectives - Finance, Employee Engagement, Internal Operations and Processes, Teaching, Learning and Student Development, Research and Outreach, as outlined in the University Strategic Plan 2012-2017. The initiatives and key actions which have been highlighted are those that seek to support the transformational effort for the St. Augustine Campus to achieve success in delivering its key functions in an efficient, sustainable and quality driven manner.

5.1—FINANCE

Financial viability is of critical importance to the St. Augustine Campus and to the University at large. In an effort to re-position itself as an institution that relies less on government resources and one which is diversifying its funding base towards greater sustainability, the Campus will direct its focus on strengthening the traditional areas of income generation through tuition fees, consultancy and research grant funding. It will however aggressively exploit new areas of opportunity that leverage, not only on the intellectual asset base, but also the physical assets and service based activities which have the commercial potential for revenue generating streams that provide the returns on investment of significant levels. The Campus will seek to infuse a business philosophy to enhance its operations in teaching, research and service at every level of the organization. As the Campus looks to improve its levels of savings, a comprehensive review of opportunities for cost containment and generating efficiencies will also be emphasised.

These efforts are the shared responsibility across all faculties, departments and units who, as drivers of the core business of The University, will be required to lead and support these initiatives.

Tables 2 and 3 on the opposite page attempt to project the income and expenditures of the Campus, bearing in mind that the budget of the biennium 2011/12 to 2012/13 already determined

the budget of the first year of the Operational Plan. The projections are made on conservative assumptions of revenue earnings from tuition fees, external grant funding, and commercial efforts. The projections on expenditures support the investment in departmental expenditures to support the teaching and learning functions. However, they do not reflect the new resource requirements to support the projects/programmes that are being proposed in the Operational Plan.

As the Campus goes forward in the next two years 2012-2014, foremost among the priorities to enhance and sustain the financial health of the institution will be the following areas:

5.1.1—STRATEGIC GOAL 1: INCOME SOURCE DIVERSIFICATION

Increase Income from Fee-Paying (Self-Financing) Programmes

The focus will be on a re-examination of the self-financing programmes with a view to establishing a pricing policy that is designed to cover total costs and generate surpluses (except for those programmes deemed strategic or incubator in nature) and to seek a rationalization of those programmes against the programmes funded under the Campus Grants Committee (CGC).

The project will also undertake a strengthening in the capacity of the faculties to develop new self-financing programmes, particularly at the postgraduate level. The initiative will require the development of programme proposals emerging from within the

Table 2.0 – Summary Of Campus Income

Income	Actual						Projected			
	2010	%	2011	%	2012	%	2013	%	2014	%
GOVERNMANET										
Remittance	443,497	49%	509,911	50%	558,964	52%	496,368	49%	497,361	48%
Tuition Fees	88,499	10%	93,410	9%	98,782	9%	95,606	9%	103,924	10%
EXTERNAL FUNDING										
Special Project Funds	323,992	36%	361,345	36%	355,806	33%	365,345	36%	382,589	37%
SELF-FUNDING										
Commercial Operations	23,866	3%	29,440	3%	31,026	3%	31,647	3%	51,962	5%
Other Income	27,337	3%	16,888	2%	20,720	2%	19,964	2%	15,505	2%
TOTAL	907,192	100%	1,010,994	100%	1,065,299	100%	1,008,929	100%	1,039,242	100%

NOTES

Income Projections from 2012 to 2014

- Income is expected to increase by 1% through tuition fees - by increasing the proportion of the economic cost that students contribute to fees from 15% to 20% that students pay towards the economic cost. Income will also be generated by earning tuition fees from international and students from the PAN Caribbean Initiative
- Income is expected to increase by 2% through specific efforts from the commercial entities
- Income from special project funds through research and external grant funding will increase by 4%
- Less reliance on Government contributions by 4%

Table 3.0 – Summary Of Campus Expenditure

EXPENDITURE	Actual						Projected			
	2010	%	2011	%	2012	%	2013	%	2014	%
Departmental	368,095	44%	407,045	43%	411,851	44%	415,970	43%	416,410	46%
Administrative	59,192	7%	65,924	7%	67,266	7%	68,611	7%	60,251	6%
Central	87,239	10%	113,026	12%	62,103	9%	60,131	6%	60,984	7%
Special Project Funds	252,229	30%	276,708	29%	304,630	32%	309,945	32%	315,370	32%
Commercial Operations	23,832	3%	28,805	3%	29,745	3%	30,340	3%	38,736	4%
Provision for Student Receivables	0	0%	3,722	0%	617,126	0%	0	0%	0	0%
Depreciation	48,860	6%	52,451	6%	54,602	6%	55,148	6%	38,736	4%
Pension Plans	48,677	6%	44,554	5%	16,261	2%	16,423	2%	9,684	1%
Finance Costs	3,051	0%	2,500	0%	1,671	0%	1,587	0%	1,508	0%
TOTAL	839,446	100%	943,960	100%	946,653	100%	958,155	100%	968,369	100%

NOTES

Projections from 2012 to 2014

- Departmental expenditure to increase by 2% to support the growth in student numbers
- Expenditure Investment into commercial operations to increase by 1%
- Other costs re Depreciation and Pensions are projected to decrease by 3%

faculties, in collaboration with the Office of Graduate Studies and Research. It will also require on-going market research to provide the appropriate and informed response to meeting labour market needs towards human resource development.

Additionally, training programmes outside core formal graduate programs should be developed, for example programmes (diploma or certificate) that target professional organizations, such as the Associations of Engineers and Accountants, to fulfil continuing professional development membership requirements.

The faculties will also explore the opportunity to provide customised training programmes to the Private Sector, Government and other agencies based on their individual institutional needs. This will require that individual faculties appoint entrepreneurial committees to encourage programme development of that nature. The Office of Research Development and Knowledge Transfer (ORDKT) can support the facilitation and coordination of the relationship between UWI and those stakeholders as part of its capacity-building effort.

To ensure these initiatives do not also result in concurrent increases in costs, given the space constraints existing currently on the Campus, the Campus should explore partnering with nearby schools to be used as facilities. Also, greater use can be made of part-time lecturers, particularly from industries which will result in the delivery of up-

to-date, practical and local or regional knowledge, thus placing students on a professional development track with an advantage.

Operational Targets

The following programmes have been proposed by the faculties as new areas of response and are expected to be operated as income-generating programmes.

Engineering

- Graduate training programme for Engineering graduates
- Certified Industrial Engineering Training Programme
- Undergraduate Diploma in Quarrying for the Ministry of Energy
- Short courses in Geographic Information Systems and Land Development

Humanities and Education

- Joint programme between the School of Education and the National Training Association
- Mature learning programmes, programmes for teachers regarding the new Cape syllabus, to be delivered by the Department of History

Law

- Taught Masters' programme in Law as an inter-faculty operation

Medical Sciences

- MSc. Forensic Science; MSc Health Administration; BSc. Sports Medicine, BSc. Nursing (Generic); BSc. Midwifery; BSc. Dental Hygiene; M.Phil/Dipl. Tropical Animal Health and Production

- Expansion of taught postgraduate programmes (MSc Palliative Care/HIV Management; Nursing programmes; new DM programmes (Neurosurgery and Cardiology); MSc. Pharmacy; MSc. Microbiology (Course in Infection Control)

Social Sciences

- M.Sc. in Public Health (Health Services Management) in conjunction with the Faculty of Medical Sciences
- M.Sc. Applied Psychology
- The Faculty of Social Sciences will also expand intake in programmes which are already self-financing, such as M.Sc. Strategic Leadership and M.Sc. Public Sector Management programme
- Professional Diploma in Sports Science and Coaching

Science and Technology

- M.Sc. with specializations in Networking and Mobile Applications/Software Engineering/Web Systems and Technologies
- M.Sc. programmes in the following areas:
 - Medical Physics and Bioengineering
 - Analytical Science
 - Marine and Estuarine Science
 - Biotechnology
 - Renewable Energy Technology
 - Computer Science with specializations in networking and mobile applications and/or information systems

Accountability – Deans, HODs

Increase Income from Increased Enrolment of International Students

The current economic reality confronting the global economies combined with the geographic location of The University of the West Indies makes The UWI attractive to foreign and regional students. For those from developed countries, the cost of living and the foreign exchange rates works to their advantage.

It is necessary that the project undertakes the following activities to build the required capacity for UWI to compete in the market space for international and regional students:

Key Actions

- Review of a differential pricing policy for international students, balancing pricing to attract and compete against incremental costs necessary to ensure their safety and our facilities and systems are to an acceptable standard
- Enhancement of facilities and key systems to ensure that they meet the discerning needs of international and regional students
- Development of a niche marketing programme (the 'Caribbean Experience') specifically aimed at international students and leveraging areas of expertise at UWI inclusive of accommodation (one stop shop)
- Development and implementation of a targeted recruitment process to position The UWI as an attractive and economic tertiary education option for international and regional students

As part of the effort to extend its reach, the St. Augustine Campus, through the Office of Institutional Advancement and Internationalisation will develop a comprehensive Student Recruitment Plan involving

- i. the identification of high-priority programmes (based on availability and sell-ability) that have the potential to attract and encourage international and non UWI-12 students from the region, and
- ii. The UWI presence at major international recruitment events. The St. Augustine Campus is committed to recruiting Caribbean students outside of its contributing countries to include students from the Pan-Caribbean area – French Guiana, Suriname, Brazil, Guyana, Columbia, Martinique, Curacao and Guadeloupe. The development and approval of a tuition fee system for such students will be of utmost importance.

The role of the faculties is critical in determining the programmes which would be available as offerings for the international market. International student enrolment is currently at approximately 2% of total campus enrolment. As full-fee-paying students, there is the potential for significant income earnings to be derived from tuition fees from regional and international students if the percentage of students were to increase. Some of the programmes already being proposed to target the market include as follows:

Operational Targets

- Delivery of Festival Arts courses for international students (could be offered during Carnival season)
- Development of niche marketing programmes (the ‘Caribbean Experience’) with special interest in Caribbean Literature and Heritage, within the History Department, specifically aimed at international students and leveraging areas of expertise at UWI inclusive of accommodation (one stop shop)
- Continuation of the M.Sc. Global Studies in Suriname (self-financing programme) delivered by the Institute of International Relations
- Promotion of the M. Phil International Relations in Guyana
- Department of Geomatics to migrate self-financing programmes to online delivery modes to attract international students. The Geoinformatics programme will be marketed and delivered to students in Haiti and Guyana initially
- School of Veterinary Medicine to market its programme to training Veterinarians for tropical environments
- School of Pharmacy to market the B.Sc. Pharmacy in mixed mode to attract students from abroad
- School of Nursing to market and the B.Sc. Nursing, B.Sc. Midwifery and M.Sc. Nursing to international students

Accountability – Office of Institutional Advancement and Internationalisation, Deans

Faculty Income Earning Streams

At the core of The University’s operations are the faculties which are positioned to extend their services beyond the primary activity of teaching and to exploit The University’s potential to provide service through its intellectual and other capacities. Some of the new projects which will be driven at the faculty level are described below.

Operational Targets

Engineering

- Collaborative projects with industrial partners through the Mechanical and Manufacturing Engineering Research Centre (MMERC)
- MOU with NASA to provide free satellite imagery for research projects

Humanities and Education

- Provision of services to the Ministry of Education to develop the required teaching skills of teachers within the new CAPE syllabus
- Development of mature learning programmes to target the specific educational demographic
- Development of “The Ole Yard” as a vehicle for alternative entertainment for the Carnival season and for attracting local and international audiences and also as a tool for CSEC and CAPE Theatre Arts Education
- Conferences on black entrepreneurship and Ramleela

Food and Agriculture

- Re-energizing of the commercial operations of the Field Station especially a revitalized dairy unit,

as well as the sale of high-demand seeds, such as corn and pigeon peas, to contribute meaningfully to the food security thrust in Trinidad and Tobago

- Delivery of income-generating short courses and programmes in landscape design and plant quarantine, the latter of which is targeted at officers out of the region
- Geography department to exploit the commercial usage of the Advanced GIS Laboratory to provide services in analysis and mapping work

Law

- Introduction of a workshop on Continuing Legal Education for legal practitioners

Medical Sciences

- External use of the School of Dentistry’s facilities for Oral Histopathology Diagnostic Services; the Fixed Orthodontic Appliance Programme; and the Membership of the Faculty of Dental Surgery MFDS-RCS training programme
- Expansion of the Veterinary Teaching Hospital into a full-service clinical and diagnostic referral centre that meets essential educational needs

Science and Technology

- Establishment of an outreach unit led by the Department of Chemistry, to be run by a full-time member of staff to attract funding into the department and to support cross-disciplinary initiatives
- Establishment of a Computing Professional Unit of the department

of Maths and Statistics to offer continuing education/professional development courses, consulting services and new software product development

- Utilization of the High Performance Computing servers in the faculty's Data Centre to provide services/prototypes to industry/government on specialized technologies
- Review of the Usability Lab for greater viability
- Establishment of the Statistical Advising Unit as a vehicle for bringing the expertise in the department to the national and regional communities, as well as to the Campus community. Collaboration is already occurring with the Ministry of Education to offer courses to upgrade the skills of secondary school teachers in Computing
- Provision of plant and disease diagnostics facilities through the Department of Life Sciences
- Production of tissue cultured plants
- Consultancy services

Social Sciences

- Expansion of offerings on short courses and training programmes
- Creation of a Diplomacy and Professional Training Unit to offer short courses

Accountability – Deans, HODs

5.1.2—STRATEGIC GOAL 2: RECAPITALIZATION OF THE UWI

Enhance the Commercialisation of UWI's Intellectual Capital and the Physical Plant through the Commercialisation of Non-Academic Operations

The St Augustine Campus Enterprises Co. Ltd. was established to exploit the existing commercial assets on the Campus. A number of entities within the Campus provide products and services through its commercial operations to a market base of approximately 21,000 students, 3,000 staff and other consumers who exist both within the Campus and in the immediate external environs. The new division of Commercialisation as part of the Office of Institutional Advancement and Internationalisation is in the process of creating the policy framework for a commercialisation strategy to guide the operations of the business units for enhanced commercial viability. Of particular significance, would be the revision in the pricing policy for establishing rental rates, and costs and profit margins. The Commercialisation Unit is also developing systems for quality compliance and risk management and a commercial registry has been established which provides baseline data of all existing commercial entities on the Campus.

Operational Targets

In the two year period of the Operational Plan, the business units will be reviewed with a view to instituting the guidelines as established in the commercial strategy and for making them more commercially

viable. The business units to be reviewed include:

- The UWI Book Shop
- The Multimedia Production Centre
- The Central Stationary Stores
- The Senior Common Room
- The Sports and Physical Education Centre (SPEC) - revise the existing fee structures for SPEC Rentals and Sport and PE Programming
- The Staff Social Club
- The UWI-Inn
- The Concession at the JFK cafeteria
- Halls of Residence

Continuous efforts will also be placed towards strengthening entities which are deemed commercial but which, under existing arrangements, do not generate profits at an optimum level. The Commercialisation Unit already has the following activities in progress: the establishment of a registry on a database; GIS mapping-audited space measurements and activities; contract management, including renewals and rental rate adjustments; daily operations; and management of vendors, receivables, services, compliance issues.

Other areas of commercial activity currently being explored include:

- UWI rings - competitive proposals sought 5% commission on sales on the table
- UWI Bottled Water project
- MOU with The Sports Company of Trinidad and Tobago (SPORTT) for the utilization of The UWI Sport Science Lab (Heart Ease)

The newly established St. Augustine Campus Enterprises Co. Ltd will, as its

first area of business, manage the new facilities of the University Inn and Senior Common Room Conference Centre and Restaurant.

Accountability – The Bursar and St Augustine Campus Enterprises Co. Ltd, the Office of Institutional Advancement and Internationalisation

Leveraging the Physical Assets – Commercial Engagement through Private /Public Partnerships

The St. Augustine Campus is endowed with considerable physical space and infrastructure and has recognised the importance of identifying, securing, and propagating economic value by leveraging on its physical assets. It has done so by entering into commercial partnerships that provide the avenue for growth and investment. In an effort to rely less on the Government's Public Sector Investment Programme (PSIP) for capital expansion, and to exploit the opportunities created through strategic alliances with the public and private sectors, the Campus will seek to advance a number of partnerships that have been established to fund capital projects and to identify parties to support new ventures.

Operational Targets

- RBL venture: The development of the lands adjacent to the north gate of the Campus which will see the construction of a commercial centre and a parking facility. This is being done in collaboration with Republic Bank.
- JFK-UPP: The construction of buildings such as the JFK top floor

Concession through the Design, Finance, Build, Operate and Transfer model which gives the private operators responsibility not only for operations and maintenance of the assets but also for financing and managing all required investment

- Campus IT building: The construction of a building for Campus IT Services in collaboration with the private sector firm, Informatics. The building will house a new University data centre to provide world-class data protection services
- South Campus: the development of commercial services at the South Campus with interest from Scotia bank, Republic Bank and RBTT
- A Small Vendor Village (concessionaires)
- Recreation Centre at the Faculty of Medical Sciences
- East Campus Development: This project will be guided by the formulation of a Master Plan. This will include the relocation of the University Field Station to Orange Grove. The development of the 200 acres would involve, in addition to the Field Station, sufficient commercial activity and private sector partnership to provide the financial support for this relocation effort. A Strategic Team is to be set up to guide the development of the new Field Station and it is envisaged that the relocation of the dairy herd will be completed by end of the academic year 2013 and that there would be the continuous cultivation of 50 acres of land for commercial purposes by March 2013

Accountability – *Office of the Campus Principal, the Projects Office*

Commercialisation of Research

As the Campus continues to build capacity in research and to develop the environment to transfer research into commercially viable products, it is worth highlighting those projects which are receiving the attention and support of the ORDKT in advancing their commercial potential in the marketplace.

Operational Targets

- The University's Graphite Laboratory project. The quality of these products has already been independently validated internationally and the ORDKT is working on sourcing a commercial partner to take these products to market
- Selected pure lines of hybrid hot peppers. Discussions are in progress with a well-established company on the commercialization of hot peppers
- ICTA corn. The ORDKT is also exploring various possibilities for the corn currently grown by the University Field Station
- New varieties of Anthodium plantlets using technologies developed by The UWI
- Development of prototypes of a seismic (earthquake) resistant and hurricane resistant roof by the Department of Civil Engineering

Accountability – *Office of Research Development and Knowledge Transfer*

5.1.3—STRATEGIC GOAL 3: EFFICIENT RESOURCE UTILIZATION

Rationalise Procurement Practices to Achieve Cost Savings

As an initial step, the establishment of a Procurement Unit is being sought within the Bursary to oversee the implementations of the procurement review. The review provided clear guidelines for the development of “an integrated procurement system supported by comprehensive strategies, well-formulated policies, and efficient and effective processes and practices that will allow The UWI to redefine its buying landscape and increase savings across all areas of ‘spends’”. It is anticipated that the functioning of an adequately resourced Procurement Unit will lead the process of advancing the policies that govern all the procurement practices at UWI.

One key objective of the Procurement Unit will be to leverage The UWI's institutional purchasing power in the global market space, particularly in respect of IT, library resources, insurance, and travel, as well as establish strategic partnership with other TLLs and/or UWI Campuses for increased purchasing power and pursue economies of scale where possible and defray shipping and other such costs.

Operational Targets

- By 2013 - 5% reduction in overheads
- By 2014 - 10% reduction in overheads

Accountability – *Accountable parties*

will be the Procurement Unit and respective Costs Centres. The Bursary will be required to monitor report on and identify corrective action.

5.2—EMPLOYEE ENGAGEMENT AND DEVELOPMENT

The previous Strategic Plan 2007-2012 addressed the need for transformation of the administrative culture in order for The University to provide service excellence and deliver on its brand promise. This is something that continues to be a challenge, particularly as it relates to the degree of employee engagement and opportunities for employee development, both of which are required for creating an enabling environment of loyalty and high performance in a learning organisation.

The current Strategic Plan recognises the importance of introducing the desired attributes of employees and emphasises that, “the performance of all employees is critical to the realisation of the Mission and Vision of The University and that they see themselves as strategic stakeholders and agents of change within The University”. Throughout the strategic planning process the feedback from the engagement of employees at the Campus level revealed that there was some degree of disenchantment. This was in relation to such issues as the performance management system and the link to employee development and to human resource development strategies in respect of succession planning, rewards systems and alignment of

employee performance to the Mission and Vision of the institution.

Against this background, the St. Augustine Operational Plan will commit to the goals of improving leadership and management capabilities, creating an organisational environment that promotes personal growth and development for employees and strategic management of organisational performance. While the programmes selected need to be driven by the Human Resources Division and supported by the leadership, it will require responsibility on the part of the employees themselves to appreciate their individual roles and the contribution they make towards achieving institutional excellence. The Campus will focus on aligning its human resource policies and processes and terms of engagement from recruitment through promotion and retirement and aligning its HR needs to the business of the Campus – Teaching, Research and Service.

5.2.1—STRATEGIC GOAL 1: COMPETENCY-BASED DEVELOPMENT

Competency-based Development

Provide training in leadership and management as part of talent management and career development planning for all levels of staff through the roll-out of a Competency-based Management System using the profile management module in PeopleSoft. The implementation of this module will allow for a better job fit, identifying performance fits and gaps and role clarity measurement. The main activities that will follow include:

- Training staff in identified faculties/

departments in utilizing the job profile management module

- Training Heads of Departments, senior management and administrative assistants in utilizing the e-recruit module
- Utilising both modules for recruitment and selection of staff

5.2.2—STRATEGIC GOAL 2: EMPLOYEE ENGAGEMENT

Design and Develop Basic and Advanced Supervisory and Management Training Programmes.

These programmes will be informed by the employee engagement training currently underway. Train supervisors in mentorship/coaching. Train Senior Administrative, Professional and Administrative, Technical and Support (ATS) staff, as well as Heads of Departments in team building.

Emphasise Health Safety and Well-being of Staff in the Workplace

- Ensure the Office of Health, Safety and the Environment (OHSE) staffing is adequate for the size of the workforce and diversity of The UWI activity set and audit workspaces in faculties and departments to ensure compliance with OHSE guidelines.
- Training of security staff in emergency or rapid response in firearm tactics; first responders on crime scene and scooter patrols; training in community policing methods; customer service, communication, innovation and creativity in the workplace and managing self.

Evaluation of Existing Systems

Evaluate the existing compensation system, ordinances, Blue Book and collective agreements for opportunities to introduce performance based reward systems aligned to the needs of the various faculties, departments and administrative areas. The performance management system is to be strengthened with the roll-out of the performance appraisal module.

Operational Targets

- Employee competency framework developed, approved and implemented
- 100% of staff completing University mandated courses (e.g. talent management, career development)

5.2.3—STRATEGIC GOAL 3: STRENGTHEN THE PERFORMANCE MANAGEMENT SYSTEM

Engage in Strategic Human Resource Management (SHRM)

The Human Resources Department will also undertake training in Human Resource Strategic Management and Human Resource Planning to include succession planning and the development of a retirement programmes.

The development of a strategic human resource plan aligned to The University's Strategic Plan is also proposed. This is an effort being led University-wide by a consultant through the Office of the University Registrar.

Accountability – the Director Human Resources

5.3—INTERNAL OPERATIONAL PROCESSES

Internal Operations and Processes examines, “the critical organisational activities and processes that impact on the quality of service that The University provides to its various stakeholders”. A number of key issues surround this perspective, including Information and Communications Technologies, Service Quality, Governance, Management Structures, and Communications. As in the last Strategic Plan, these issues require critical attention in order to impact on the quality of service to all the University stakeholders and to create the kind of transformation of administrative culture and processes that is desired.

It is recognised that The University's academic and administrative operational processes need a degree of re-engineering to make them more efficient and effective in order to achieve stakeholder satisfaction. This will be addressed in a systematic fashion through the conduct of operational audits and mapping and redefining work processes as major initiatives on the Campus.

5.3.1—STRATEGIC GOAL 1: EFFICIENT & EFFECTIVE ACADEMIC & ADMINISTRATIVE PROCESSES

Technology Advanced Systems

A number of new technologically advanced initiatives will be led to support enhanced efficiencies in the academic, administrative support and business side of the operations of the Campus.

Operational Targets by 2014

- The introduction of the Smart Card to provide staff and students with easy electronic access to the services available to them
- Library operations – increase in the electronic access to research materials and services and integration of emerging technologies into the delivery of library services (e.g. mobile devices, e-book readers, streaming content)
- Campus IT Services
 - Implementation of a St. Augustine Campus cloud computing service and development and implementation of a Business Continuity and Disaster Recovery Plan
 - Implementation of a document management system as a data repository secured for staff
 - Establishment of a Staff-Blended Learning Environment which will provide a platform for faculty interactivity and for the sharing of training materials
- Access to electronic payment to UWI clients and customers to support e-business initiatives
- Training for security staff with CCTV technology (vendor specific certification, facial mapping techniques, and surveillance methods and practices)
- Communications – development and implementation of an email marketing campaign to strengthen efforts in the dissemination of University news, current events and general information on UWI's contributions; enhanced

web presence and improved electronic communication through the expansion of digital display boards and two large additional advertisement boards

Accountability – the Director CITS, the Bursar, the Director Security, the Campus Librarian, and the Director Marketing and Communications

Introduction of an Institutional Effectiveness Programme

The St. Augustine Campus acknowledges that there is an imperative to strengthen the quality of the non-academic operations on the Campus as was recognised in the External Evaluator Report of the Institutional Accreditation Exercise. The Campus will therefore seek to introduce a programme for Institutional Effectiveness that is intended to build a strong institutional service culture and enhance the functions and operations of units in keeping with international standards and best practices. It is anticipated that a framework for quality management practices and service delivery will emerge from such a programme and lead to the establishment of a people-centred and service-excellence environment. The programme will involve the development of Service Charters and training programmes in Quality Management Practices - Leading and Managing Quality Units; Customer Service Excellence and developing Peer Quality Auditors across all departments and units, including those within the faculties.

Operational Targets

- By 2012/13, 50% of non-academic units will be trained in a quality management system and service excellence and 50% non-academic units/50% faculties will report on service excellence performance
- By 2013/14, 25% of non-academic units will have established quality management systems; 25% of operational units will attain improvement in service performance; 5 pilot offices/units will have undertaken quality audit and acted upon continuous improvement action plans; 25% of non-academic units will have benchmarked processes, systems, policies, products and/or services with peers

Accountability – the Programme Manager for Institutional Effectiveness

Develop and Implement a Business Continuity and Disaster Recovery Plan

The development of a Business Continuity and Disaster Recovery Plan will provide organised and effective response to emergencies and disasters, natural and otherwise. This project is critical in ensuring not only the safety and wellbeing of all stakeholders on the Campus, but also the continuity of business processes involving planning for the continuity of all aspects of a business functioning in the midst of disruptive events.

The input and collaboration of the Offices of the Campus Registrar in conjunction with Campus IT Services, the Health and Safety Manager, Director

of Security and Director of Marketing and Communications are essential in determining a framework for a comprehensive response.

Operational Targets

- a Disaster Recovery Plan focusing on the IT or technology systems that support critical business functions.
- the establishment of an Incident Command System comprising a set of personnel, policies, procedures, facilities and resources, integrated into a common organizational structure designed to provide emergency response operations of all types.

Accountability – the Campus Registrar, the Director of Campus IT Services, the Director of Security, and the Manager (OHSE).

5.4—TEACHING, LEARNING AND STUDENT DEVELOPMENT

The areas of Teaching, Learning and Student Development are by nature, the core functions of a University. The perspective in the current Strategic Plan focuses on strengthening the developmental aspect of the total University experience to facilitate the acquisition of the key attributes of the distinctive UWI graduate which are often not currently addressed through the core curriculum. This perspective also focuses on enhancing the student experience towards improved student and alumni engagement.

Several areas of concern continue to be raised by students, staff, parents and employers as the main stakeholders of the University community. These issues relate to the ways in which The University is responding to the development of students' abilities and the broader framework of knowledge and competencies expected of a graduate of a premier institution of higher education. They also relate to the efficiency of student administration and support services and the need to respond to student aspirations for a broader and more developmental education experience. With these issues in mind, the St. Augustine Campus proposes to lead a strategy towards preserving and enhancing academic standards and providing students with support systems and practices which would strive to meet international standards and best practices, which would ultimately encourage higher levels of student satisfaction.

5.4.1—STRATEGIC GOAL 1: ACADEMIC QUALITY

Promote Competency-based Activities Linking the Attributes of The UWI Graduate to the Needs of the Workplace and Society

Examine competency-based learning outcomes.

The recommendations made in the concept paper on learning outcomes will inform the process of structuring courses in all disciplinary programmes (at both undergraduate and postgraduate levels) to provide for the following:

- Learning outcomes linked to graduate attributes

- Learning activities and assessment that reflect the development of relevant competencies

As a new initiative, the Instructional Development Unit (IDU) will conduct workshops to provide training to academic staff in the development of competency-based learning outcomes in their courses.

Development of the teaching of philosophy at the St. Augustine Campus.

The teaching of philosophy is a basis for strengthening critical thinking among students. While the programme will be housed in the Department of History (and Philosophy) of the Faculty of Humanities and Education, it is planned that the teaching in philosophy will be part of the core of all faculties in different ways.

Creation of guidelines to support flexibility in programming towards broadening student competencies.

A structure of flexibility will allow students to better craft their programme and optimise their time at The University. For example, the pursuit of out-of-faculty electives, double majors, two minors, access to co-curricular courses, non-credit and language courses, community service programmes etc. The Office of the Deputy Principal has responsibility for academic programmes and has already initiated efforts to

- Re-vamp and re-brand the co-curricular credit programme
- Strengthen and streamline academic advising activities throughout the Campus

- Initiate an Office of Community and Civic Engagement. A task force on the latter has already developed a draft framework for the implementation of this programme which will be considered by campus management and the academic board in the academic year 2012/2013

Operational Targets

- By 2012/13, at least 40% of courses will have competency-based learning outcomes and revised assessment methods
- By 2013/14 100% of courses will have competency-based learning outcomes and revised assessment methods

Accountability – Deputy Principal (AQAC), IDU, Deans, HODs

Continuous Curriculum Renewal

Institute Curriculum Committees within each department to ensure that learning outcomes and teaching and assessment methods are congruent with the competencies and characteristics of the distinctive UWI graduate.

Operational Targets

- By 2012/13 at least 80% of departments would constitute Curriculum Committees
- By 2013/14 100% of departments would constitute Curriculum Committees

Curriculum Enhancement

Introduce new minors, majors and areas of programming reflective of the needs of employers.

Operational Targets

By 2014 the following programmes will be introduced:

Engineering

- Mechanical with Manufacturing Engineering
- B.Sc. Civil Engineering and Architecture

Humanities and Education

- Design and roll-out of a new BA in Journalism
- Master's programme in Music Education
- School of Education and National Training Association joint programme
- Partner with the National Carnival Commission (NCC) to develop a Pre-Certificate programme in Carnival to certify Mas practitioners
- Develop a joint international programme in the examination of Steelpan with the Associated Board of the Royal Schools of Music (ABRSM) of the UK
- Upgrade the Diploma in Arts and Cultural Enterprise Management to a Master's programme
- Minors in Organisational Communication and Cultural Studies

Food and Agriculture

- Diploma in Food, Agriculture and Allied Sciences
- Agricultural Technology
- Major in Food Science
- Majors in Natural Resource and Environmental Management, Sports Nutrition, Entrepreneurship and Extension and Communication

- B.Sc. Geography
- Strengthening of the Diploma and Certificate programmes in Tropical Agriculture; Tropical Agricultural Extension; Tropical Crop Protection and Food Security
- New options in the M.Sc. Marketing and Agribusiness in Food Security
- Blended mode delivery of M.Sc. Tropical Commodity Utilization and the M.Sc. Tropical Crop Protection
- The new Faculty of Food and Agriculture will also seek the accreditation of degree and diploma programs, especially the professional diploma in Nutrition and Dietetics as well as the B.Sc. Agribusiness Management. Close collaboration will also be maintained with sister Campuses, which will foster initiatives such as the new B.Sc. Geography degree with the Mona Campus and the establishment of the Centre for Food Security and Entrepreneurship with the Cave Hill Campus.

Law

- New optional level three courses in Law of Regional Integration and Construction Law
- Redesign of the LLM

Science and Technology

- B.Sc. in Chemistry and Education
- M.Sc. in Renewable Energy Technology (RET)
- M.Sc. in Bio-Medical Physics and Bio Engineering
- New undergraduate degrees involving mathematics, statistics and actuarial science: B.Sc. Mathematics;

B.Sc. Mathematics and Statistics; B.Sc. Mathematics, Statistics and Economics; B.Sc. Actuarial Science and Statistics; B.Sc. Actuarial Science and Finance

- Revised Life Sciences B.Sc. Majors with a new framework aligned to work place requirements, international standards and attributes of the ideal UWI graduate
- B.Sc. Math and Education
- B.Sc. Biology and Education*
- B.Sc. Physics and Education*
- B.Sc. Environmental Science and Sustainable Technology
- M.Sc. in Renewable Energy Technology
- B.Sc. in Biomedical Technology
- Major in IT

Institute of international relations

- Re-introduce the M.Sc. in International Relations
- M.Sc. in Latin American Affairs/ Studies
- M.Sc. in International Diplomacy

Social Sciences

- Develop customized training packages to approach Private Sector, Government and other agencies. This will be actively pursued through the Department of Economics
- Introduction of a B.Sc. Local Government in response to expressed needs in Ministry of Local Government
- B.Sc. Criminology

Creation of New Faculties and Departments

As the dynamics of the marketplace changes, The University must respond to new and varying demands for new programme offerings and for professional training. The creation of new faculties and new departments and the restructuring of existing ones have sought to address this imperative.

- The new Faculty of Food and Agriculture (FFA) – the major strategic initiative for the FFA will be in increasing food production through the discovery of new technology and the translation of that technology into valued added products via the promotion of agribusiness to contribute meaningfully to the improvement in food security in the Caribbean region. This will involve the selection of a number of strategic areas and the application of research in agronomy and livestock production, as well as the development of related downstream food processing and value addition. In this context, strategic enterprises include root crops, cocoa and chocolate, small ruminants, citrus, milk production, protected vegetable production, rice, honey, mushrooms and the buffalypso.
- Creation of a new department within the Faculty of Social Sciences by re-engineering the current Department of Behavioural Sciences into two separate departments to achieve greater manageability, focus and effectiveness.
- Proposal to create a new Faculty of

Business and Management through the merger of the Department of Management Studies and the Arthur Lok Jack Graduate School of Business.

- The new Faculty of Science and Technology will seek to strengthen a Science and Technology capacity to drive national and regional innovation systems and to expand the responsiveness through programming to the needs of a technology driven environment.
- The new Faculty of Law, as reported by the Dean, “is seeking to establish the study of Law as a vibrant academic pursuit with the full exploration of the role of Law in a multicultural setting as a tool for sustainable development”. It proposes to build capacity in staffing at the full-time level towards greater academic orientation and drawing on the highest echelons of the legal profession, such as Judges of the Caribbean Court of Justice, with tutorial assistants being recruited from students in graduate research programmes. Efforts will also be led in inviting applications to students to pursue research degrees in selected areas of direct relevance to Trinidad and Tobago and the Caribbean. With students at the centre, the Faculty will continue to build on the enthusiasm of the Law Student Society by ensuring student participation in regional and international moot competitions and by establishing a student law publication.

Accountability – Faculty Deans, HODs

5.4.2—STRATEGIC GOAL 2: STUDENT ENGAGEMENT AND EXPERIENCE

The Development of an Integrated Student Services System

This project is being proposed in response to feedback from the Quality Assurance Review of the student services departments where a recommendation was made for an enhanced and integrated student services and student development system.

Operational Targets

By 2014 a renewed integrated student services system would be established.

Accountability – the Deputy Principal The Development of an Academic Advising System

This initiative will seek to address a critical gap in the Teaching and Learning environment. Where the procedure and systems for academic advising have varied across faculties, the intention is to standardise the practice with the approval and introduction of an Academic Advising Policy and a plan of action for implementation. Some work in this area has already been initiated by the Campus Service Quality Committee led by the Office of the Deputy Principal and with the support of the IDU. The Faculties, led by the Deans, have a primary role to play in the introduction and application of the new academic advising system. It is proposed that each faculty or department identify and dedicate academic staff with the required interest and competency, to serve as Academic Advisors.

Operational targets

- By 2013, this initiative would be completed by at least 50%
- By 2014, this initiative would be fully completed

Accountability – the Deputy Principal

Strengthening Student Support Systems: Roll out the First Year Experience Programme

The programme was introduced in its first phase at the beginning of the academic year 2012/13. This is an effort to facilitate a smoother transition of new students into university life and to reduce the numbers of students required to withdraw after the first academic year. Efforts will be geared towards finalizing the programme beyond the period of orientation. The projected activities in expanding the First Year Experience (FYE) programme include structuring a plan for integrating the students who commute, and developing a proposal to conduct student visits to the other Campuses at Cave Hill and Mona.

Operational targets

- By 2014 the programme will be fully established

Accountability – The Director Student Advisory Services

Enhance Learning Effectiveness – Blended Learning

The IDU will deepen the thrust of the blended learning initiative and assist the academic departments in developing online content and preparing courses for online delivery. More specifically, the

Unit will undertake the following:

- Offer training and facilitation sessions to staff to encourage the preparation and delivery of more flexible curricula
- Assign a dedicated IT team to the IDU for blended learning
- Implement STAs Blended Learning Programme in accordance with stated Blended Learning Policy Pilot
- Work closely with the Open Campus towards streaming and blended learning of summer courses into franchise in the Tertiary Level Institutions in St Lucia, St Vincent and St Kitts/Nevis

The IDU will also conduct a variety of activities that utilise technology to enhance teaching, learning and research and solve problems that may be evident in these areas, e.g. preparation of online journals and development of a network of researchers – local, regional and international – to enhance research processes and output.

Operational Targets

- Implementation of the Blended Learning Programme in accordance with stated Blended Learning Policy. This is an on-going programme facilitated by training workshops
- Increased number of courses using ICTs e.g. my e-Learning and following the accepted/prescribed standard

Accountability – The Director Instructional Development Unit

5.5—RESEARCH AND INNOVATION

5.5.1—STRATEGIC GOAL 1: FACULTY-LED RESEARCH AND INNOVATION

Research has a role to play in the creation of new knowledge and is a major catalyst in the economic, social and cultural transformation required for the development of the region. As such, The UWI has a responsibility to become a more research driven institution by leveraging on the intellectual assets of its staff and students and to advance the process of knowledge creation and its transfer to society. Research is the impetus to innovation, invention and technology transfer which provides the edge for achieving competitiveness and economic growth. It must therefore, be structured, managed and resourced for optimum efficiency, output and impact.

The last Strategic Plan spoke to the realisation that, “we cannot do all things and do them all well” and recognised the need for prioritisation of effort and resources where research was concerned. The University placed emphasis on setting objectives that sought to build capacity in research and create the enabling environment. It also aimed to strengthen its capacity to access competitive research grants and support policy development in contract research, Intellectual Property Rights (IPR) and commercialisation of research. The progress achieved in those areas over the five-year period was limited and have therefore rolled over into the current Strategic Plan, as initiatives that will continue to be actively pursued.

Develop and Implement Supportive Policies, Processes and Systems for Research

The St. Augustine Campus will place increased focus on improving the efficiency of the research management and administration support systems, as well as optimizing the opportunities for the commercialization of research and access to grant funding and partnerships. The emphasis on research will be on the research clusters which have been formed and the potential of their impact, as well as strengthening the systems, structures and processes to support improved research productivity. The responsibility for all of this will be assumed by the ORDKT which has been restructured to provide a more focused direction to research support.

Operational Targets

- By 2013
 - » New research projects launched through the Research Development Impact Fund (RDIF)
 - » A functioning Research Information Management System (RIMS).
 - » Design and implementation of workshops to help create and nurture the culture of research and innovation within the faculties
 - » Increased proportion of percentage of staff trained in research proposal writing
- By 2014
 - » Instituted policy and procedures to inform all (faculties, administrative units) of processes to be followed regarding research

outputs, innovations, patents and commercial activities/partnerships

- » Establishment of a capacity in Technology Transfer to move projects to commercialisation
- » Finalisation and implementation of EDULINK-sponsored programme on Resource Mobilisation for Financial Sustainability for University Staff
- » Increase in number of externally funded research partnerships locally and internationally
- » 2% increase in revenue generated from external grant funding

Accountability – Office of Research, Development and Knowledge Transfer

Faculty-led Initiatives in Support of Research

- Modern Languages and Linguistics – revamp of the now defunct Antilia journal from the former Department of Languages and Linguistics
- Science and Technology – introduction of a research day and an annual research symposium
- Life Sciences – formalisation of a new Biotechnology Products and Services Research Cluster
- Institute of International Relations – organization of four research seminars for staff exchange, as well as graduate student presentation and introduction of a monthly research and publication meeting to guide IIR researchers
- Social Sciences – establishment of a Research Advisory Committee

Accountability – Faculty Deans

Increase Enrolment of Full-Time Graduate Research Students

Graduate education is an area for which UWI has an advantage over other providers of higher education and it must strive to retain this position as it contributes to contemporary scholarship, professional development and expertise in the region. The involvement of postgraduate students is critical to research activity and output and is therefore recognised as an area that must be encouraged. The St. Augustine Campus will focus on increasing the enrolment of graduate students in order to build capacity, particularly in enrolment in the research degree programmes, as well as to institute measures to monitor and improve their rate of progress and on-time completion while at The University.

Given the significant role and contribution of postgraduate students, it is imperative that adequate support be given to postgraduate students as it relates to strengthening the recruitment process to allow for more full-time research students which will contribute to building capacity and to improving the level of on-time completion, particularly for students enrolled in research degrees.

Key Actions

- Reviewing the guidelines for postgraduate supervision
- Ensuring the working of the postgraduate advisory committees, in monitoring the progress of students
- Reviewing the teaching workload to ensure greater balance required for supporting the research and

- publication output
- Ensuring compliance with existing postgraduate research instruments such as, progress reports, seminar reports and thesis reports
- Reviewing the student-supervisor ratio
- Providing academic support through graduate writing workshops
- Giving credit to staff members for postgraduate supervision, particularly at the M.Phil. and PhD levels

Operational Targets

- Increase in the number of full-time research students by 150 students in each year
- Improvement to the student-supervisor ratio in each faculty

Accountability – Coordinator Graduate Studies, Faculty Deans

5.6—OUTREACH (NATIONAL AND REGIONAL DEVELOPMENT/ENGAGEMENT, INTERNATIONALISATION, MARKETING AND COMMUNICATIONS AND ALUMNI ENGAGEMENT)

In 1993, a Faculty committee of the Michigan State University (MSU) formally defined outreach as, "...a form of scholarship that cuts across teaching, reach and services. It involves generating, transmitting, applying and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions". Outreach in its truest sense places emphasis on responsiveness and

engagement for improved stakeholder satisfaction.

Outreach has been conceptualised at The UWI, at a regional level, to include the very significant themes of National and Regional Engagement, Internationalisation and Alumni Engagement. While Marketing and Communications was originally considered within the strategic framework of this perspective, it is now treated as separate at the operational level given its cross-cutting purpose.

As a unique regional institution of higher education, The University must continue to leverage on this characteristic and enhance its presence throughout the 15 plus one countries that it serves, particularly to underserved communities by leveraging its regional diversity in the staff and student populations. It must also continue to positively impact both regional and national developmental needs and priorities. As the dominant financiers of The University, the Governments hold clear expectations to which The UWI must respond by building the human resource, developing new knowledge to solve local challenges through impacting research and by providing other appropriate services to Caribbean nations and peoples.

The University also recognises the potential for international reach through programming and partnerships, in order to enhance its international reputation and standing. It is important that The University entrenches a strategic position in the global university landscape with a

view to advancing its goals of knowledge sharing, self-sustainability and directly contributing to national and regional sustainable development.

The University appreciates the benefit to be reaped from alumni engagement through active partnership in order to enhance its teaching, research and outreach activities. The plan will therefore also focus on significantly strengthening collaboration with this group of stakeholders through the creation and establishment of strong internal infrastructure to support new activities in this area.

As such, the St. Augustine Campus will structure its main priorities over the next two years towards enhancing the communication platform with national and regional stakeholders to better understand their needs. It will also create a framework for aggressive recruitment of international students and in this new planning period it will attempt to put structure into alumni engagement.

5.6.1—STRATEGIC OBJECTIVE 1: NATIONAL AND REGIONAL DEVELOPMENT AND INTERNATIONALISATION

Establishment of Committees for Outreach and Internationalisation in each Faculty

Development of an International Student Recruitment Plan

The plan will aim to identify high-priority programmes (based on availability and sell-ability) that have

the potential to attract and encourage international (non UWI-12) students to pursue programmes at The UWI. The faculties will determine which programmes will be marketed internationally, based on potential international competitiveness and available capacity for additional enrolment.

Key Actions of an International Student Recruitment Plan

- The development and mapping of the international recruitment process which will attempt to assess and identify all process owners and stakeholders
- The allocation of budgetary needs and the requirements for promotional activities to support the recruitment activities
- The creation of opportunities for The UWI presence at major international recruitment events in targeting the countries (North America, Europe, South America – Brazil and Asia – India and China) that have a proven market base
- The establishment of recruitment targets by programme offerings so as to ensure that the substantial investment being made is producing a significant return on investment. The Registry, through its Recruitment Officers, can champion this project, but this must be implemented in collaboration with the Office of Institutional Advancement and Internationalisation and the Deputy Deans Outreach in the faculties

Operational Targets

- By 2014, a 2% increase in the number of international students recruited

Accountability – Director Office of Institutional Advancement and Internationalisation, Campus Registrar, Faculty Deans

5.6.2—STRATEGIC OBJECTIVE 2: MARKETING AND COMMUNICATIONS

The role of Marketing and Communications continues to evolve in support of effectively building UWI's reputation for excellence in education and research and in the provision of expert service to its internal and external stakeholders. Marketing and Communications must be seen as a mechanism for positioning and promoting UWI, regionally and internationally, as the premier higher education institution in the region in the context of the globally competitive environment. The University continues to grapple with the challenge of defining its brand as a regional university and driving a common marketing and communications programme to support it. UWI must also be responsive in a dynamic technological environment and continue to build capacity in digital marketing, as well as traditional marketing platforms. Much of these efforts continue to be works in progress and are being implemented in collaboration with key internal stakeholders.

Marketing and Communications must also play supporting roles in the

cross-cutting themes such as Employee Engagement and Development. It will also attempt to develop communications strategies to support a Business Continuity and Disaster Recovery Plan as part of the Internal Operations theme and also establish a proper system for robust communication and workflow regarding decision making and policy changes towards refining The UWI's governance mechanisms.

Operational Targets

- Implementation of the Social Media Policy. The policy will guide the use of current and emerging forms of social media including social networking sites, blogs, online discussion forums, collaborative spaces and media sharing services
- Development and implementation of an email marketing campaign. This will reinforce efforts in the dissemination of University news, current events, and general information on UWI's contributions to knowledge creation, capacity building and social and economic development to its key publics
- Introduction of a streamlining capability to the digital signs as part of the e-marketing campaign. This is a new addition to the on-going work programme of the University Office of Marketing and Communications, but is being executed in close collaboration with Campus IT Services
- Marketing of The UWI brand internationally and within the region through a Brand Identity Rollout and Brand Clarification exercise

5.6.3—STRATEGIC GOAL 3: ALUMNI ENGAGEMENT

The alumni are an important stakeholder to The University in its capacity to bear influence in the private, public and other sectors. The St. Augustine Campus will aim to strengthen its relations with its alumni by recruiting a new Alumni Affairs Officer within the Office of Institutional Advancement and Internationalisation. This position is intended to strengthen the capacity for alumni engagement. Central to Officer's mandate will be the establishment and maintenance of a system for enhanced communication and data information gathering.

Operational Targets

- Recruitment of Alumni Officer
- Increase in the number of alumni identified

6.0—PHYSICAL EXPANSION

The rapid growth in student numbers and additions of new faculties and departments have led to an expansion in the physical infrastructure of the Campus which has reached beyond that of the main Campus to the surrounding areas in the north, to Mount Hope and to the development of the East Campus at Orange Grove and the South Campus in Penal/Debe.

In the two year period ahead, significant investment will be made in these areas to create additional teaching and learning spaces. The main projects to be undertaken include as follows:

- **On campus**
 - Halls of Residence – Canada Hall (Renovation and extension)
 - A building for the Seismic Research Centre
 - Senior Common Room (SRC)
 - Centre for Geography, Environment and Natural Resource Management
 - Construction of a Convocation Hall/Multipurpose Facility
- **Mount Hope**
 - Construction of a Student Study and Recreational Facility at the Faculty of Medical Sciences
 - Building for the expansion of the School of Dentistry
- **East Campus**
 - The development of the Orange Grove Lands and the relocation of the University Field Station from its existing location at Mount Hope
- **South Campus**
 - The development of the first phase of construction to include the flagship faculty of Law, Student Union Building, Law Library and Halls of Residence, Moot Court, Multi-purpose teaching building, and student recreational facilities

7.0—CONCLUSION

This Report has attempted to capture, in summary, the range of projects/programmes that the St. Augustine Campus will develop over the biennium 2012-2014, in order to create the desired strategic transformation within a framework of *Repositioning*, *Responsibility*, *Responsiveness* and *Relevance*. The priority programmes that have been highlighted also capture the contributions of the faculties and individual departments which are in close alignment to the direction of the Campus' goals and objectives and to each of the core strategic perspectives as articulated in the University Strategic Plan 2012-2017.



UWI

UWI St. Augustine Campus Operational Plan
2012/2013 - 2013/2014
The Campus Office of Planning and Institutional Research



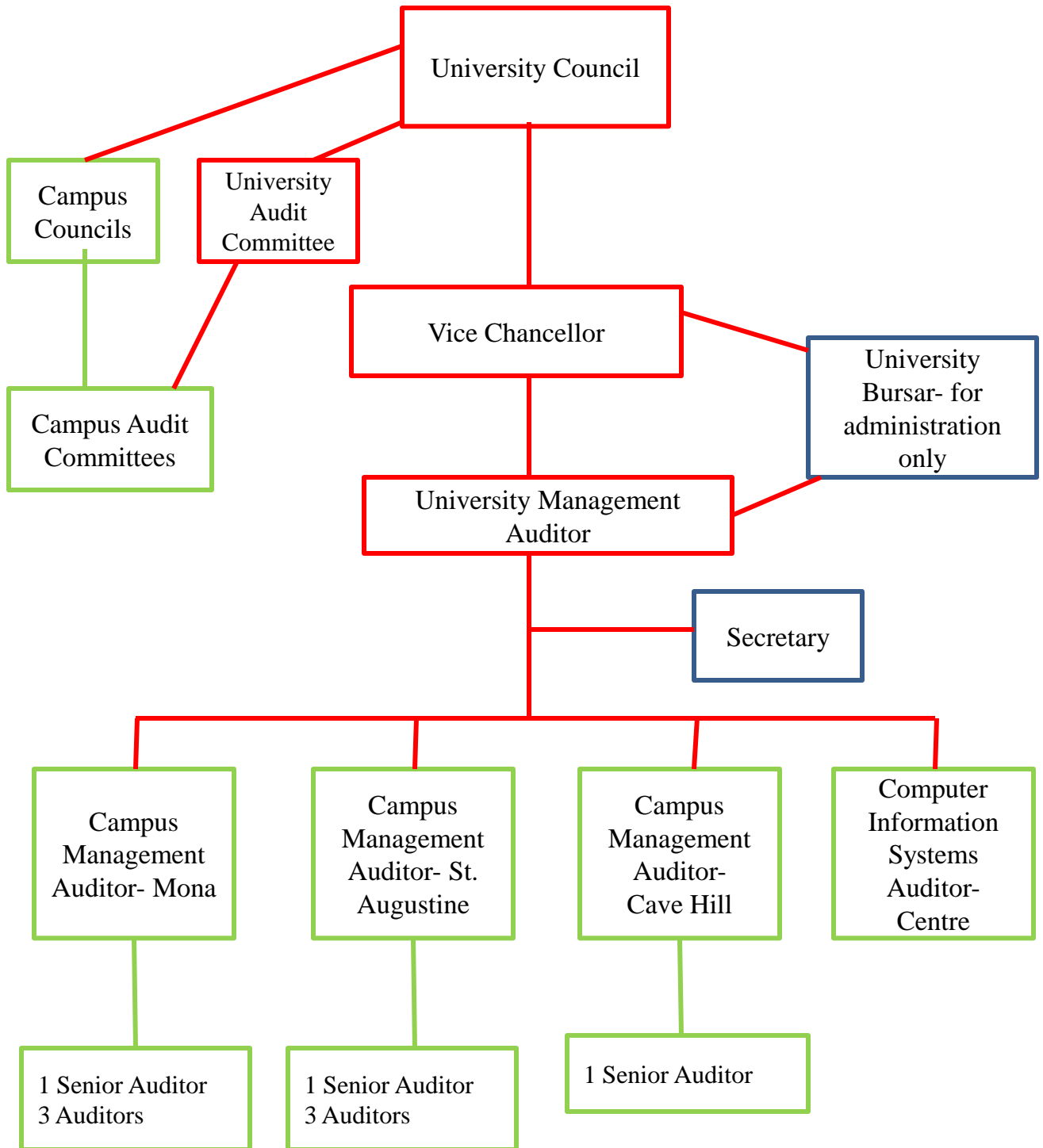
**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 4.31

**RELATIONSHIP OF AUDIT ENTITIES AND GOVERNING BODIES OF THE
UNIVERSITY OF THE WEST INDIES**

Abstract: This chart illustrates how the University and Campus Audit entities report to the governing bodies of the University, (The Council, the Vice Chancellor, and the Campus (Campus Councils)). This system of reporting and oversight ensure the integrity of programmes offered.

RELATIONSHIPS OF AUDIT ENTITIES AND GOVERNING BODIES





**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 4.32

**ORDINANCES RELATING TO THE UNIVERSITY
AND CAMPUS AUDIT COMMITTEES**

Abstract: Ordinances 11 and 12 that outline the composition and operation of audit committees are collected together in this document.

ORDINANCE 11 - UNIVERSITY AUDIT COMMITTEE

1. There shall be a University Audit Committee consisting of the following members -
 - (a) The Chair appointed by the Chancellor; and
 - (b) Four members of the Council, not being members of staff of the University, selected by the Chancellor.
2. The term of office of the members of the Committee shall be three years.
3. The Chancellor, by virtue of office, shall have the right to attend at, and participate in, meetings of the University Audit Committee.
4. The University Audit Committee shall report directly to the University Council on the work and findings of the internal auditor and on any commentary by the external auditor on the financial management of the University. The University Audit Committee shall be entitled to be furnished by the Campus Audit Committee with such reports and at such times as the University Audit Committee may require.
5. The quorum of the Committee shall be two members of the Committee, including the Chair.

ORDINANCE 12 - CAMPUS AUDIT COMMITTEE

1. There shall be a Campus Audit Committee for each Campus consisting of the following members:-
 - (a) The Chair who shall be appointed by the Chancellor; and
 - (b) Four members of the Campus Council, not being members of staff of the University, selected by the Chair of the Campus Council, after consultation with the Vice-Chancellor;
 - (c) The Vice-Chancellor, by virtue of office, shall be entitled to attend at, and participate in, meetings of the Campus Audit Committee.
2. The term of office of members of the Committee shall be three years.
3. The Campus Audit Committee shall:-
 - (a) review and assess the findings and recommendations of the University Audit Committee concerning the operations of the Campus;
 - (b) review and approve plans concerning the Campus;
 - (c) recommend the re-appointment or any change in the appointment of the Campus external auditors;
 - (d) monitor the implementation of recommendations of the Campus external auditors.
4. The Campus Audit Committee shall meet at least three times annually and at other times at the request of any member of the Committee.
5. Two members of the Committee, including the Chair, shall constitute a quorum for meeting of the Committee.

April 2008



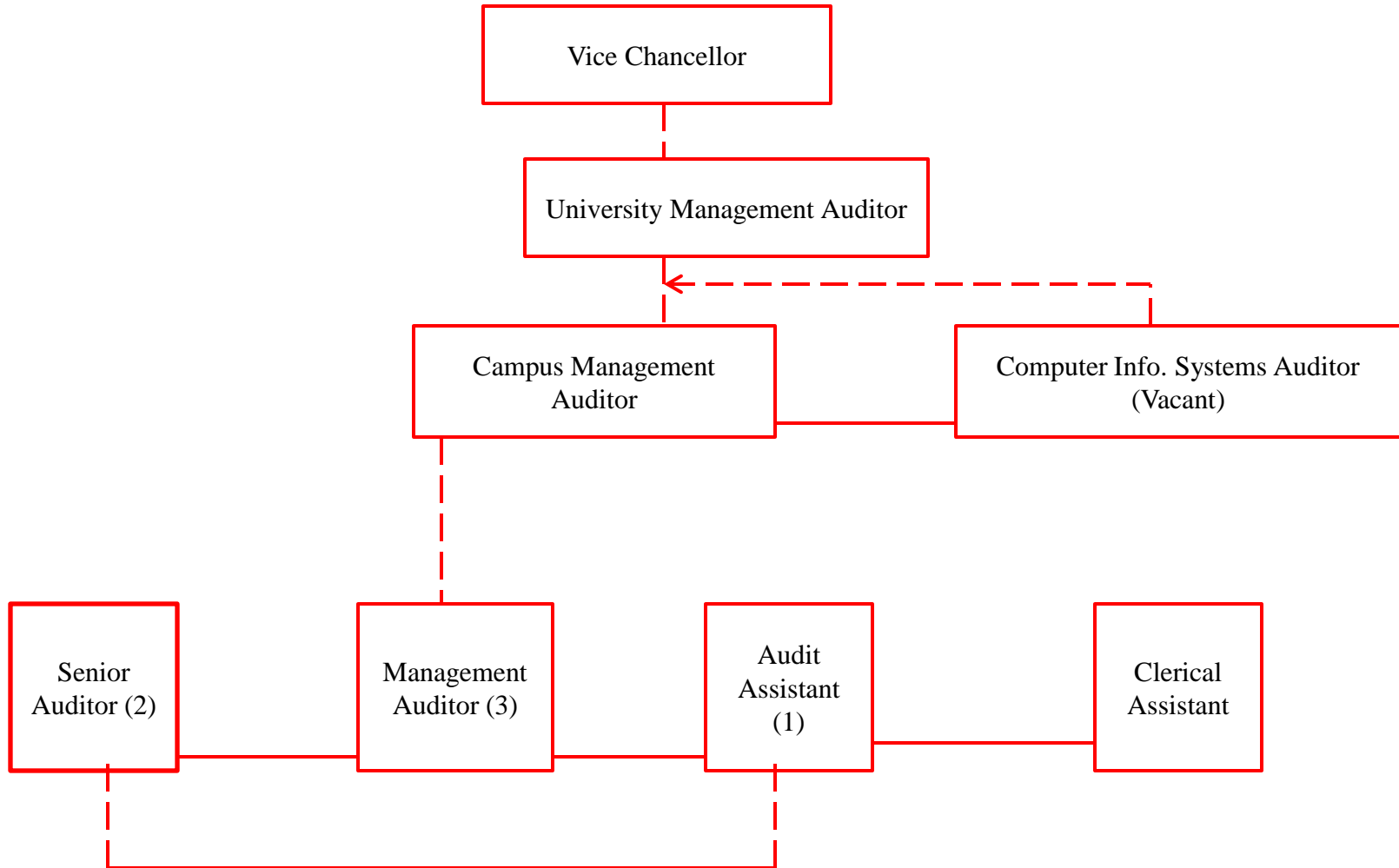
**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
INSTITUTIONAL ACCREDITATION SELF-STUDY REPORT 2010**

Appendix 4.34

**ST. AUGUSTINE CAMPUS
MANAGEMENT AUDIT UNIT ORGANISATION CHART**

Abstract: This organization chart illustrates the composition and working relationships of the Management Audit Unit on the St. Augustine Campus.

THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS MANAGEMENT AUDIT UNIT
ORGANISATION CHART

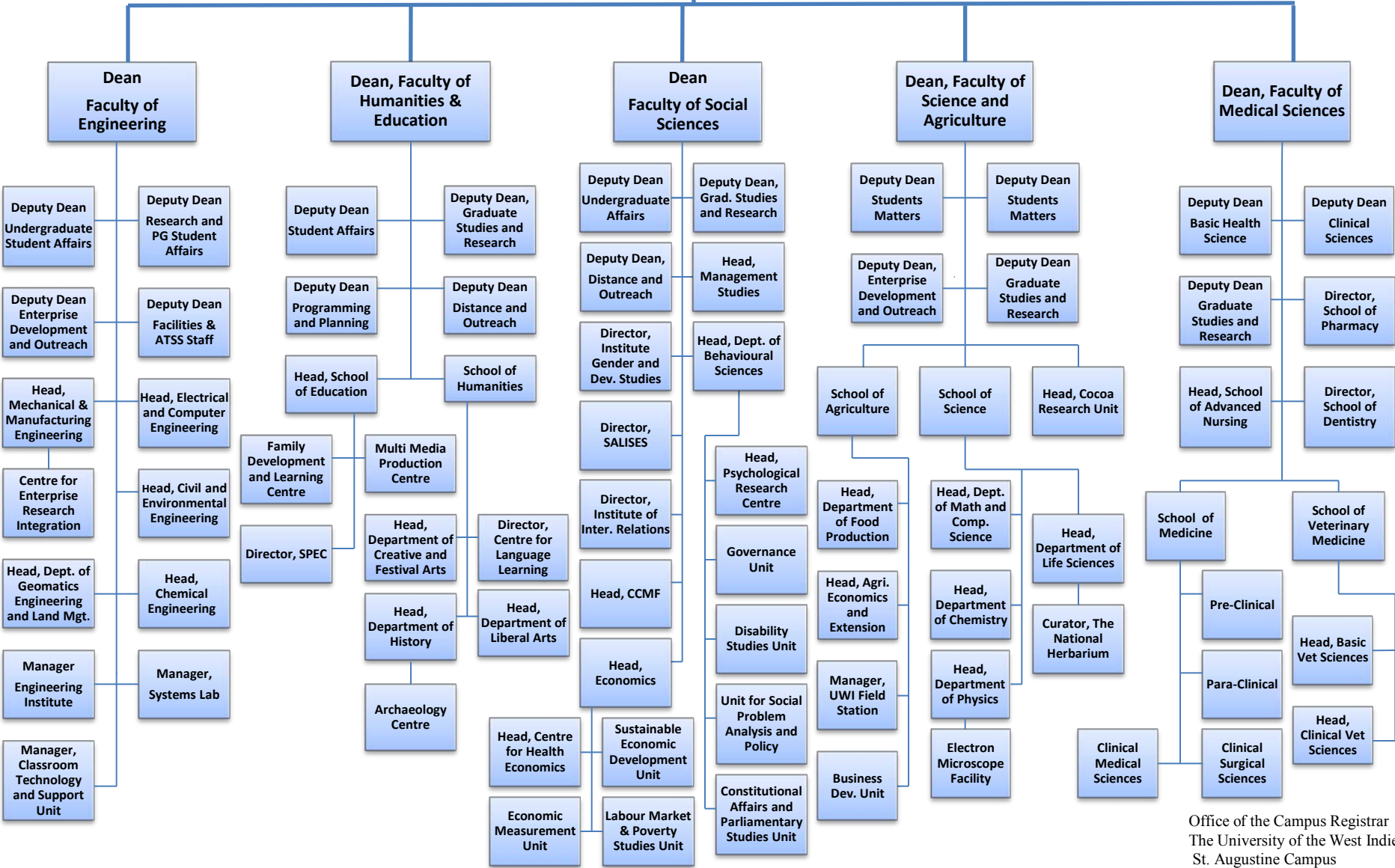




**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
ST. AUGUSTINE CAMPUS ACADEMIC MANAGEMENT ORGANISATION CHART
(2010)**

UWI St. Augustine Campus
Academic Management Organisation Chart

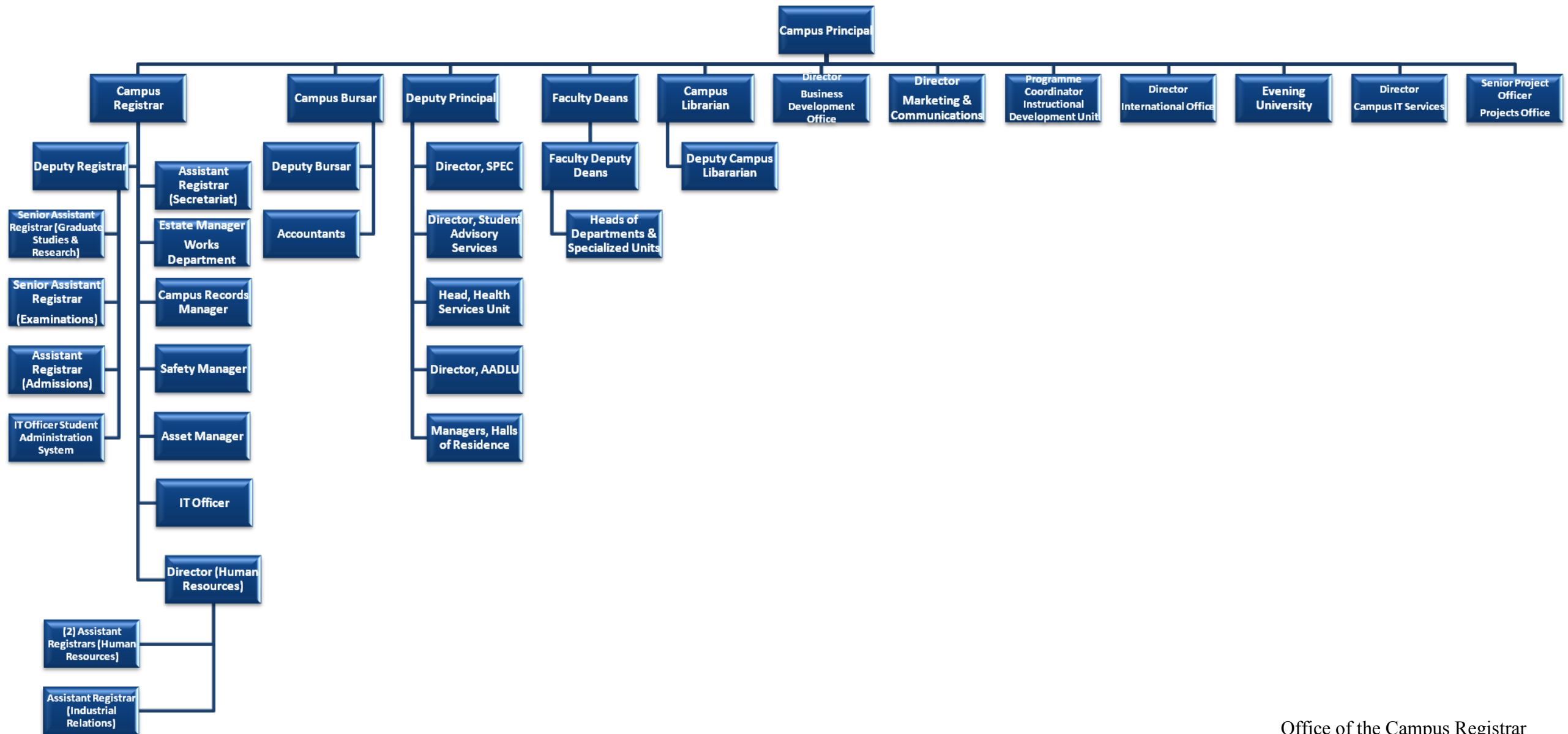
**Campus Principal
/Pro Vice Chancellor**





**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
ST. AUGUSTINE CAMPUS ADMINISTRATIVE MANAGEMENT ORGANISATION CHART (2010)**

UWI St. Augustine Campus Administrative Management Organization Chart



Approved by (U)F&GPC May 2004
Effective August 1, 2005
Clause 2(a)(iv) amended by Council June 2007
Open Campus amendments approved by F&GPC October 2008

ORDINANCE 8

ORDINANCE 8 - POWERS OF APPOINTMENT, PROMOTION AND DISMISSAL

Definitions

For the purposes of this Ordinance

1. (a) the “relevant officer” is the person designated for this purpose by the relevant Finance and General Purposes Committee or in the absence of such designation, the relevant Registrar.

- (b)
 - (i) Level I is a rank equivalent to that of Assistant Lecturer;
 - (ii) Level II is a rank equivalent to that of Lecturer below the Bar;
 - (iii) Level III is a rank equivalent to that of Lecturer above the Bar;
 - (iv) Senior Level I is a rank equivalent to that of Senior Lecturer below the Bar;
 - (v) Senior Level II is a rank equivalent to that of Senior Lecturer above the Bar;
 - (vi) Senior Level III is a rank equivalent to that of Professor.

- (c)
 - (i) “appraisal” means a process of scrutiny of the record of performance of the member of the Academic staff appraised under the condition that the record of that scrutiny is to be communicated to the member of the Academic staff to assist that member of the Academic staff in improving the record of performance - such appraisal shall not however form part of the record on the basis of which that member of the Academic staff is to be evaluated;
 - (ii) “assessment” means a process of scrutiny of the record of performance of the member of the Senior Administrative staff or Professional staff assessed under the condition that the record of that scrutiny is to be communicated to the member of the Senior Administrative staff or Professional staff to assist that member of staff in improving the record of performance which would form part of the record on the basis of which that member of staff is to be evaluated;
 - (iii) “evaluation” means a process of scrutiny for the purposes of a decision related to renewal of contract, promotion or continuation or termination of appointment.

PART 1 - APPOINTMENTS

2. (a) There shall be a University Appointments Committee of the Council comprising the following persons:-
 - (i) the Vice Chancellor;
 - (ii) the Campus Principals;
 - (iii) the Dean or Deans of any Faculty of which a person whose appointment under 3(a) is being considered would, if appointed, be a member under Statute 31.4 ;
 - (iv) any Pro Vice Chancellor with special responsibility for research or graduate studies, or both;
 - (v) one Professor from each campus; and
 - (vi) one other Professor.
 - (b) For the purposes of this clause, the reference to a Professor includes a reference to a Director with the rank of a Professor.
 - (c) In the exercise of its functions in relation to Senior Administrative staff and Professional staff, the University Registrar, the University Bursar or the University Librarian, as the occasion requires, shall take the place of the additional Professor on the Committee referred to in 2(a)(vi).
 - (d) The quorum for meetings of the University Appointments Committee shall be the Chair and four other members.
3. (a) (i) The University Appointments Committee shall exercise the powers of the Council under Statutes 20.1(a) and 35 to make appointments of Professors and Senior Administrative staff and Professional staff at Senior Level III and members of staff appointed to a Department or Unit other than one designated under Statute 20.1(g) as a Department of a Campus or created by a Campus Council.
 - (ii) In considering whether or not to appoint a Professor, the University Appointments Committee shall have regard, *inter alia*, to its judgement of the extent to which the proposed appointee satisfies the criteria in clause 22(a)(ii) provided that the criterion of enhancement of the reputation of the University under clause 22(a) (ii) (C) shall, where the candidate is not appointed from among the staff of the University, apply to the candidate's own work environment.
 - (b) All other appointments of Academic staff up to the rank of Senior Lecturer and Senior Administrative staff and Professional staff up to the rank of Senior Level II except in the case of the Open Campus shall be made by the Campus Appointments

Committee of the Campus Council comprising the following persons:-

- (i) the Campus Principal;
 - (ii) the Deputy Campus Principal;
 - (iii) the Deans on the Campus;
 - (iv) three other members of the staff of the University selected by the Campus Principal, being persons not below the rank of Senior Lecturer in the case of appointments of members of the Academic staff, or two members of the Senior Administrative staff in the case of appointments of Senior Administrative Staff, or two members of the Professional staff in the case of appointments of Professional staff.
- (c) The University Registrar shall report to the Council decisions of the University Appointments Committee in exercise of its powers under clause 3(a).
- (d) The Campus Registrar shall report to the Campus Council decisions of the Campus Appointments Committee in exercise of its powers under clause 3(b).
- (e) In this clause, a reference to the power to make appointments includes a reference to the power to make appointments on promotion to an office, to extend or renew an appointment and to make an evaluation of performance in an office.
- (f) The quorum for meetings of the Campus Appointments Committee shall except in the case of the Open Campus, be the Chair and four other members, of whom at least two shall be Deans.
- (g) The Campus Appointments Committee in the case of the Open Campus shall comprise the same categories as in clause 3 (b), save that persons holding the title of Director by virtue of functions related to the Open Campus and designated by Council for the purpose of this sub clause shall be deemed to be included in clause 3 (b)(iii).
- (h) The quorum for the meetings of the Campus Appointments Committee of the Open Campus shall be the Chair and four other members, of whom at least two shall be Deans or designated Directors under clause 3 (g).

Normal Appointments

4. A staff member, other than a Professor or a Head of Department, shall, unless the University Appointments Committee or the Campus Appointments Committee for special reasons decides otherwise, be appointed for not more than three years initially and the appointment may be renewed.

Temporary Appointments

5. (a) For the purposes of this clause, a temporary appointment means an appointment for a period not exceeding two years and renewable for a further period not exceeding two years.
- (b) Subject to clause 5(d), a temporary appointment to a Department designated under Statute 20.1(g) as a Department of a Campus or created by a Campus Council may be made by the Campus Principal on the recommendation of the Head of that Department with the concurrence of the relevant Dean.
- (c) The Campus Principal may appoint a Committee to advise on the making of temporary appointments under clause 5(a).
- (d) No temporary appointment may be made under clause 5(b) to any post of higher rank than that of Senior Lecturer or Senior Level II, except with the prior approval of the Vice Chancellor.
- (e) Every temporary appointment made under clause 5(b) shall be reported to the Campus Appointments Committee and such report shall include the curriculum vitae of the person appointed.
- (f) Any temporary appointment to which clause 5(b) does not apply may be made by the Vice-Chancellor, provided that a temporary appointment to a post of or above the rank of Senior Lecturer or Senior Level II under this sub-clause shall be reported to the University Appointments Committee and such report shall include the *curriculum vitae* of the person appointed.

Part-time Appointments

6. (a) A part-time appointment to a Department designated under Statute 20.1(g) as a Department of a Campus or created by a Campus Council may be made by the Dean on the recommendation of the Head of that Department.
- (b) Any part-time appointment to which clause 6(a) does not apply may be made by the Vice-Chancellor.

Headships of Departments

7. (a) Heads of Department shall be appointed by the University Appointments Committee or the Campus Appointments Committee as appropriate after such consultations and in such manner as the Committee may deem fit.
- (b) Members of staff below the rank of Senior Lecturer shall not, save in very

exceptional circumstances, be eligible for appointment as Head of Department.

- (c) The period of appointment as a Head of Department shall not be less than three years nor more than five years initially and it may be renewed for a further period provided that the total period shall not exceed eight years. However, a person who has served as Head for two consecutive terms shall not be disqualified for appointment after the expiration of an intervening term of office of another person as Head.
- (d) If a vacancy occurs in the office of Head of a Department a person may be appointed to act as Head of Department by the Vice-Chancellor or the Campus Principal, as appropriate, for not longer than one year without prejudice to the making of a substantive appointment to the office.
- (e) Where it is proved to the satisfaction of the relevant Disciplinary Committee that the manner or extent of the performance of duties by a Head of Department or the relationship between the Head of Department and other members of the Department has caused and either is causing or is likely to continue to cause disruption in or has had and either is having or is likely to continue to have adverse effects on the smooth administration of the Department, the Disciplinary Committee may recommend to the Campus Appointments Committee that the Head of Department be relieved of duties.

Conferment of Academic Status on Hospital Staff

- 8. The University Appointments Committee may, in any case which it considers appropriate having regard to the merits thereof, confer the status of member of the Academic staff of the University on full-time Senior Medical Officers of the University Hospital or any other hospital recognised for the purposes of teaching for degrees of the University of the West Indies.

Associate Staff

- 9. Part-time staff may, on the recommendation of the Dean of the Faculty concerned and at the discretion of the Campus Appointments Committee, be appointed with Associate status on the staff of the University.

Honorary Appointments

- 10. (a) Visiting Professor
 - (i) The University Appointments Committee may confer the title of Visiting Professor on any University teacher or researcher who is visiting a Department for a fixed period and is a full Professor in the University

where that teacher is employed.

- (ii) The University Appointments Committee may confer the title of Visiting Professor on any visiting teacher or researcher appointed by the Committee to a temporary post of professorial status.

(b) Visiting Lecturer or Research Fellow

The University Appointments Committee or a Campus Appointments Committee, as the case may be, may confer the title either of Visiting Lecturer or Visiting Research Fellow on any University teacher or researcher who is visiting a Department for a fixed period and is not a full Professor in the University where that teacher is employed.

(c) Visiting Fellow

The University Appointments Committee or a Campus Appointments Committee, as the case may be, may confer the title of Visiting Fellow on any visitor not qualifying under clause 10(b) who is attached to a Department and making a substantial contribution to its academic life.

(d) (i) Honorary Professor

The University Appointments Committee may confer the title of Honorary Professor on any person who is making a substantial contribution to the academic life of a Department through teaching or research.

(ii) Honorary Lecturer or Research Fellow

The University Appointments Committee or a Campus Appointments Committee, as the case may be, may confer the title either of Honorary Lecturer or of Honorary Research Fellow on any person resident in one of the countries served by the University who is contributing or likely to contribute to the academic life of a department through teaching or research.

(e) Honorary Consultant

The University Appointments Committee may confer the title of Honorary Consultant on any person of Consultant status who is contributing to the academic life of the University through teaching or advice or research, whether or not such a person is resident in any of the countries served by the University.

- (f) Titles from other Universities

In addition to persons qualifying under clause 10(a)(i), visiting teachers or researchers may retain the titles of their posts in their own Universities while teaching or doing research at the University of the West Indies.

- (g) Duration of Appointment

The University Appointments Committee or the Campus Appointments Committee, as the case may be, shall, in each case of conferral of an honorary title under this clause, fix the period for which the title may be used.

Emeritus Professor

11. The Council may confer the title of Emeritus Professor on any person who has retired or has resigned from a Professorship in the University after a period of a least five years of service as a Professor.

PART 2

APPRAISAL, ASSESSMENT, EVALUATION AND PROMOTION

Appraisal and Evaluation of Academic Staff

- 12 (a) The University Appointments Committee shall cause to be conducted annual appraisals of the performance of Academic staff above the rank of Senior Lecturer and of Academic staff not being appointees to an office of a campus, with an evaluation being done in advance of any consideration of the renewal of a contract of a member of staff who is not appointed on indefinite tenure.
- (b) Every member of the Academic staff shall be afforded the opportunity of examining the report of any such appraisal or evaluation of that staff member's performance and of commenting thereon.
- (c) The Campus Appointments Committee shall, in the case of Academic staff in respect of which it exercises powers of appointment pursuant to this Ordinance, exercise like powers as the University Appointments Committee.

Assessment and Evaluation of Senior Administrative Staff and Professional Staff

13. (a) The University Appointments Committee shall cause to be conducted annual assessments of the performance of Senior Administrative staff and Professional staff above the rank of Senior Level II and Senior Administrative staff and Professional

staff not being appointees to an office of a campus, with an evaluation being done in advance of any consideration of the renewal of a contract of a member of staff who is not appointed on indefinite tenure.

- (b) Every member of the Senior Administrative staff and Professional staff shall be afforded the opportunity of examining the report of any such assessment or evaluation of that staff member's performance and of commenting thereon.
- (c) The Campus Appointments Committee shall, in the case of Senior Administrative staff and Professional staff in respect of which it exercises powers of appointment pursuant to this Ordinance, exercise like powers as the University Appointments Committee.

Performance Criteria

- 14 (a) The appropriate Appointments Committee shall not renew the contract of a member of staff completing the first three years of service, unless that member of staff has shown evidence of diligence, competence and integrity.
- (b) In considering whether to renew an appointment under this clause, the appropriate Appointments Committee shall, in respect of Academic staff, Senior Administrative staff and Professional staff, take into account performance in the following areas of activity:-
 - (i) Academic Staff (Teaching)
research, publication, teaching, contribution to University life, public service, scholarly and professional activity ;
 - (ii) Academic Staff (Research)
Research, publication, contribution to University life, public service, scholarly and professional activity;
 - (iii) Academic Staff (Continuing Studies and Extension)
research, publication, teaching, contribution to University life, public service, scholarly and professional activity;
 - (iv) Senior Administrative Staff,
professional competence, industry and productivity, service delivery, leadership, creativity and innovation, outreach and University service;
 - (v) Professional Staff
professional competence, industry and productivity, service delivery, leadership, creativity and innovation, outreach and University service.

Tenure

15. (a) Subject to the provisions of this clause, it shall be possible for members of staff of the University to be appointed with indefinite tenure. Consistent with the principles set out in the Charter, the promotion of academic freedom and the protection against arbitrary decisions or political or other bias guaranteed to all staff are further enhanced by the conferral of tenure. Tenure shall be a mark of distinction which signifies the University's desire and commitment to retain a person in indefinite employment.
- (b) A member of staff on indefinite tenure shall be entitled to continuation of appointment unless that appointment is terminated by virtue of the procedures set out in clause 15(h) or pursuant to the provisions of clause 15(i) or by virtue of retirement under the Statutes.
- (c) Save in the case of a Professor, indefinite tenure may not be conferred on any member of staff who has not served for a minimum period of six (6) years on the staff of the University or in some other institution of higher learning approved by the Appointments Committee for this purpose; provided that six (6) years of service shall not be construed as conferring entitlement to indefinite tenure.
- (d) A person appointed with indefinite tenure shall be subject, in like manner as other members of staff, to annual appraisal or assessment of performance.
- (e) The University Appointments Committee or the relevant Campus Appointments Committee, as the case may be, may subject to 15(f) cause to be conducted an evaluation of a tenured member of staff at intervals of not less than four years from the latest of:-
- (i) the last such evaluation of that member of staff;
- (ii) the date of the appointment on tenure of the member of staff.
- (f) If pursuant to an evaluation under clause 15(e) the performance of the member of staff is found to be unsatisfactory, a first supplemental evaluation of the performance of the member of staff may be undertaken not earlier than one year after the communication to the member of staff of the result of the evaluation. If the performance of the member of staff is found still to be unsatisfactory after the supplemental evaluation, a further second supplemental evaluation may be undertaken at an interval of not less than one year from the communication to the member of staff of the result of the first supplemental evaluation.

- (g) In the exercise of its functions in relation to a member of staff on indefinite tenure under clause 15(d), the Appointments Committee shall take into account performance in the areas of activity specified in clause 14(b) having regard to the different standards of achievement to be expected at different stages of the career of a member of staff.
- (h) The appointment of a member of staff with indefinite tenure may be terminated if, after a second supplemental evaluation under clause 15(f), the Appointments Committee pursuant to such evaluation recommends such termination on grounds of the unsatisfactory performance by the member of staff.
- (i) Nothing in this clause shall preclude the termination of the appointment of a member of staff of the University, including a member of staff on indefinite tenure, in the exercise of the University's rights arising from breach of contract by the member of staff or by virtue of any other provision of the Statutes or Ordinances of the University.

Appeals Committee

- 16
- (a) Where an Appointments Committee recommends the dismissal of a member of staff under clause 15(h) or decides against renewal of the contract of a member of staff under clause 14, the member of staff concerned, by notifying the relevant Registrar within four weeks of receiving notification of the decision, of the intention to appeal under this clause, may have the case reviewed by an Appeals Committee.
 - (b) The Appeals Committee shall comprise a Chair chosen by the Vice Chancellor and one representative from each Academic Board, drawn by lot from a panel chosen by the Academic Board from those who indicate their willingness to serve and who do not fall within the disqualification category in clause 57(h), in addition to one other member of the Academic staff, Senior Administrative staff or Professional staff nominated by the Vice Chancellor. In selecting a nominee the Vice Chancellor shall ensure that there is on the Appeals Committee at least one member who possesses expertise and competence in the discipline of the member of staff whose appeal is to be considered.
 - (c) The member of staff appealing under clause 16(a) shall have the right to appear before the Appeals Committee and may, on request, be represented by a University colleague or a representative of any body recognised by the University consistent with the relevant staff industrial relations agreement. The Appeals Committee shall, in all cases, interview the appellant, the Head of Department of the appellant or the appropriate supervisor and the Dean or relevant officer. Where the Head of Department is the appellant, the Dean of the relevant Faculty or the relevant officer shall be interviewed. The Appeals Committee may, in its discretion, interview the Vice Chancellor or Campus Principal as appropriate.

- (d) The Appeals Committee shall review the decision of the Appointments Committee in the context of evidence presented to that Committee. Additional material evidence shall not be admitted except for the evidence of the appellant. The Committee shall not review the case from the beginning and any new evidence of significance found by the Appeals Committee shall be referred to the Appointments Committee. In particular, any new evidence of significance which emerged after the meeting of the Appointments Committee and before the meeting of the Appeals Committee must be referred to the Appointments Committee, together with the response of the Head of Department or appropriate Supervisor to the new evidence.
- (e) The Appeals Committee shall remit a case to the Appointments Committee for its reconsideration if it considers that the procedures under this Ordinance were not complied with or that information relevant to the case was not considered by the Appointments Committee. The Appeals Committee may allow the appeal if, in its view, the reasons given by the Appointments Committee for the dismissal or non-renewal were erroneous or inadequate. The decision of the Appeals Committee shall be final.
- (f) Where the Appeals Committee remits a case for its reconsideration, the Appointments Committee shall reconsider the case within two months from the date of the notification to the Registrar of the decision of the Appeals Committee.

PROMOTION OF ACADEMIC STAFF

17. Promotion of members of the Academic staff may be to an existing vacancy or, under clauses 20, 21, 22, 23 and 24 on grounds of exceptional or distinguished service and may take one of the following forms:-
- (a) promotion to the Lecturer grade;
 - (b) promotion to the Senior Lecturer grade;
 - (c) promotion to a Professorship
 - (d) conferment of the title of Professor on a Director.
 - (e) special increments in the Assistant Lecturer or Lecturer grade;
 - (f) special increments in the Senior Lecturer grade;
 - (g) crossing the Merit Bar in the Lecturer grade or the Bar in the Senior Lecturer grade;

18. The appropriate Appointments Committee shall consider promotions at least once in each year.
19. Any promotion to a Senior Lectureship, a promotion to a Professorship, or a conferment of a title of Professor on a Director under clause 22(b) must be supported by at least two external assessors selected by the Vice Chancellor after consultation with the Dean of the Faculty.
20. **Promotion to the Lecturer grade -**
 - (a) (i) In considering whether to promote to the Lecturer grade an Assistant Lecturer on the expiration of three years in that grade, the appropriate Appointments Committee shall require evidence that the Assistant Lecturer shows promise of fulfilling the criteria in clause 14(b).
 - (ii) An Assistant Lecturer may be given accelerated promotion to a Lectureship after the first or second year of appointment if he or she has demonstrated ability as a teacher or researcher and has either completed research and can submit evidence of acceptance of publication since appointment or has since appointment been awarded a higher degree.

21. **Promotion to the Senior Lecturer grade**

The criteria for promotion to the grade of Senior Lecturer on the ground of distinguished service shall be as set out in clause 14(b).

22. **Promotion to a Professorship**

- (a) (i) A member of the Academic staff may, subject to clause 59, be promoted to a Professorship if the member of staff has previously held a Senior Lectureship in the University.
- (ii) The criteria to be applied shall be:-
 - (A) a record of distinguished original work;
 - (B) outstanding success in and wide recognition of professional activities;
 - (C) enhancement of the reputation of the University in the field of work of that person through his or her own contribution to the development of the field in areas such as academic leadership, postgraduate studies and other projects or activities.

Conferment of Title of Professor on persons holding Directorship with Professorial Salary

- (b) (i) The title of Professor may, subject to this paragraph and clause 59, be conferred on a person holding the post of Director where that post carries a professorial salary.
- (ii) The criteria to be applied shall be:-
 - (A) a record of distinguished original work;
 - (B) outstanding success in and wide recognition of professional activities;
 - (C) enhancement of the reputation of the University in the field of work of that person through his or her own contribution to the development of the field in areas such as academic leadership, postgraduate studies and other projects or activities.

23 Award of Special Increments

Promotion in the form of special increments shall be granted only in respect of exceptional performance and promise based on the criteria specified in clause 14(b) and only in cases where recognition by means of the award of tenure or of promotion to a higher grade is considered by the appropriate Appointments Committee to be either inadequate or impossible, as the case may be.

24. Crossing the Merit Bar (Lecturers) and Bar (Senior Lecturers)

Lecturers

- (a) (i) The appropriate Appointments Committee shall decide, on the basis of the criteria specified in clause 14(b) whether a Lecturer who has reached the Merit Bar salary shall be permitted to cross the Bar.
- (ii) The appropriate Appointments Committee may accelerate the crossing of the Merit Bar in the case of a member of staff who has exceptional merit.

Senior Lecturers

- (b) (i) A member of the Academic staff who reaches the Bar of the Senior Lecturer's salary

scale shall be permitted to cross the Bar only if the member of staff has either:-

- (A) held one or more qualifying offices in one or more Departments or other unit(s) of teaching or research or administration for a period or periods of at least three years in total and has thereby made a contribution to the University which the Committee regards as sufficient to warrant the member of staff crossing the Bar; or
 - (B) made such a contribution to the advancement of his or her subject or the well-being of the University as the Committee regards as sufficient to warrant the staff member going across the Bar.
- (ii) For the purposes of clause 24 (b) (i)(A) a qualifying office means:-
- (A) headship, however styled, of a Department or other unit of learning and research; or
 - (B) an office performing a coordinating function and so designated by the holder of an office in clause 24(b)(i) (A) within the Department or other unit in which that office is held.

PROMOTION OF SENIOR ADMINISTRATIVE STAFF AND PROFESSIONAL STAFF

25. Promotion of Senior Administrative staff and Professional staff may be to an existing vacancy or under clauses 27, 28, 29, 30 and 31 on the grounds of exceptional or distinguished service and may take one of the following forms:-
- (a) promotion to Level II;
 - (b) promotion to Senior Level I;
 - (c) promotion to Senior Level III;
 - (d) special increments in Levels I, II and III;
 - (e) special increments in Senior Levels I and II;
 - (f) promotion to and Level III and Senior Level II;
26. The appropriate Appointments Committee shall consider promotions at least once in each year.
27. **Promotion to Level II**
- (a) In considering whether to promote to Level II a Level I staff member on the expiration of

three years in that grade, the appropriate Appointments Committee shall require evidence that the staff member at Level I shows promise of fulfilling the criteria in clause 14 ((b).

- (b) A staff member at Level I may be given accelerated promotion to Level II after the first or second year of appointment if he or she has demonstrated exceptional merit or has since appointment been awarded a higher degree.

28. **Promotion to Senior Level I**

The criteria for promotion to Senior Level I on the ground of distinguished service shall be as set out in clause 14(b).

29. **Promotion to Senior Level III**

- (a) A member of the Senior Administrative staff or Professional staff may, subject to clause 59, be promoted to Senior Level III if the member of staff has previously held a position of Senior Level II in the University.
- (b) The criteria to be applied shall be:-
 - (i) a record of distinguished original work;
 - (ii) outstanding success in and wide recognition of professional activities;
 - (iii) enhancement of the reputation of the University in the field of work through that member of staff's contribution to the development of the field in which that member of staff works.

30. **Award of Special increments**

Promotion in the form of special increments shall be granted only in respect of exceptional performance and promise based on the criteria specified in clause 14 (b) and only in cases where recognition by means of the award of tenure or of promotion to a higher grade is considered by the appropriate Appointments Committee to be either inadequate or impossible, as the case may be.

31. **Promotion to Level III and Senior Level II**

Level III

- (a) (i) The appropriate Appointments Committee shall decide, on the basis of the criteria specified in clause 14(b)(iv) and (v) whether a member of the Senior Administrative staff or Professional staff, who has reached the top of the salary scale at Level II, shall be promoted to Level III.

- (ii) The Appropriate Appointments Committee may accelerate the promotion to Level III in the case of a staff member who has exceptional merit.

Senior Level II

- (b) The appropriate Appointments Committee shall decide, on the basis of the criteria specified in clause 14(b)(iv) and (v) whether a member of the Senior Administrative staff or Professional Staff, who has reached the top of the salary scale at Senior Level I, shall be promoted to Senior Level II.

32. EQUALITY OF TREATMENT OF MEMBERS OF STAFF

The appropriate Appointments Committee shall, in making its decisions under this Part, seek to ensure equality of treatment of members of staff.

PART 3

PROVISIONS RELATING TO DISCIPLINE

- 33. (a) There shall be constituted the University Disciplinary Committee comprising the following members appointed by the Vice Chancellor;
 - (i) the Chair;
 - (ii) the Deputy Chair;
 - (iii) three persons selected from among the Deputy Campus Principals and Deans and Heads of Department;
 - (iv) one person of professorial rank;
 - (v) one person not being of professorial rank;
 - (vi) one person of equivalent rank to the staff member whose conduct is under investigation by the Committee.
- (b) In the absence of the Chair, the Deputy Chair shall perform the functions of Chair of the Committee.
- (c) Five members of the Committee including the Chair or Deputy Chair constitute a quorum.
- (d) The University Disciplinary Committee shall have jurisdiction in matters relating to the discipline of Academic staff, Senior Administrative staff and Professional staff :-
 - (i) above the rank of Senior Lecturer or Senior Level II; or

- (ii) otherwise not falling within any of the categories in clause 34(c).
 - (e) The University Appointments Committee may transfer to a Campus Disciplinary Committee of its choice the jurisdiction of the University Disciplinary Committee in relation to any case under 33(d)(ii).
34. (a) There shall be constituted for each campus the Campus Disciplinary Committee consisting of the following members appointed by the Campus Principal:-
- (i) the Chair;
 - (ii) two persons selected from among those holding offices as Deans and Heads of Department of the Campus except that, in the case of the Open Campus, the persons designated Directors under clause 3 (g) shall, for the purposes of this paragraph, be deemed to be included among those holding such offices;
 - (iii) one person of professorial rank;
 - (iv) one person of equivalent rank to the member of staff whose conduct is under investigation.
- (b) Three members of the Committee, including the Chair, constitute a quorum.
- (c) The Campus Disciplinary Committee shall have jurisdiction in matters relating to the discipline of Academic staff, Senior Administrative staff and Professional staff of or below the rank of Senior Lecturer or Senior Level II referred to it by the Campus Principal including members of staff not appointed by the Campus Council who are nevertheless resident, in the case of the Cave Hill, Mona or St. Augustine campuses, in the contributing country in which the Campus is situated, and in the case of the Open Campus, in a contributing country other than Barbados, Jamaica or Trinidad and Tobago.
35. (a) No person shall participate as a member of the University Disciplinary Committee or a Campus Disciplinary Committee if that person has been involved in any significant manner in the institution of a charge of misconduct against a member of staff or if that person for any other reason ought to be disqualified from being a member of the Committee because of the appearance of a substantial likelihood of bias.
- (b) Where, for any reason, a vacancy occurs in the membership of a Disciplinary Committee the Vice Chancellor or the Campus Principal, as the case may be, shall take the necessary steps to fill the vacancy having regard to the categories of persons prescribed by this Ordinance as being eligible for selection as members of a

Disciplinary Committee.

- (c) A person who has served as a member of three successive constituted Disciplinary Committees shall be exempt from further service as a member of a Committee for a period of six months.
36. The Chair of a Disciplinary Committee shall be provided with a legal adviser for the consideration of the allegation of misconduct.
37. (a) An allegation of misconduct against a member of staff shall be in the form of a signed statement addressed to the University Registrar or the Campus Registrar, as the case may be, who shall consult with the Vice Chancellor or Campus Principal, as the case may be, to decide whether further action should be taken.
- (b) If the member of staff admits the allegation, the Vice Chancellor or the Campus Principal, having due regard to the nature of the allegation, may censure the member of staff in writing.
- (c) If further action is to be taken the relevant Registrar shall convene the relevant Disciplinary Committee to consider the allegation and shall inform the member of staff of the date, time and place of meeting.
- (d) The meeting shall take place as soon as practicable but not later than one month after the date of any suspension ordered by the Vice Chancellor or Campus Principal under clause 38(a).
38. (a) The Vice Chancellor or the Campus Principal, as the case may be, has the discretion to suspend the member of staff pending the meeting of the Disciplinary Committee which shall then determine whether or not the suspension shall be continued.
- (b) For the purposes of this clause, suspension entails to the extent the Vice Chancellor or the Campus Principal determines the prohibition of access to students, academic facilities and property of the University without prejudice, however, to the right to emoluments.
39. The member of staff shall be given notice in writing at least fourteen days before the first hearing of the allegation of misconduct under clause 37(a) and, in cases where there has been a suspension the member of staff shall also be given notice of the grounds of the suspension.
40. A Disciplinary Committee shall act only on the evidence adduced before it and any oral or documentary evidence shall be given in the presence of the member of staff.
41. A member of staff shall have the right to appear before a Disciplinary Committee :-

- (a) and to be represented by not more than two persons from among his or her University colleagues; or from any body recognised by the University consistent with the relevant staff industrial relations agreement; or
 - (b) to have legal representation of the staff member's choice at the staff member's expense in which case the relevant Registrar may brief legal representatives to present the case against the member of staff.
42. (a) The member of staff shall have the right to ask questions of witnesses, to call witnesses, to make statements on his or her own behalf, and to make submissions.
- (b) The Chair of the Committee shall ensure that a written record of the hearings of the Committee is kept.
43. Where written documents or submissions are to be received by a Disciplinary Committee, copies shall be given in advance to the member of staff and his or her representatives who shall have the right, so far as is reasonably practicable, to have the maker of the documents or submissions called before the Committee and to question him or her concerning the documents or submissions.
44. (a) The Disciplinary Committee shall prepare a report containing the findings of the relevant facts and its recommendations as to the action that should be taken as well as the reasons for the findings and recommendations.
- (b) Copies of the report shall be sent to the member of staff and to the Vice Chancellor, or the Campus Principal, as the case may be.
45. (a) A Disciplinary Committee may recommend to the University Appointments Committee or the Campus Appointments Committee, as the case may be, the termination of the appointment of a member of staff if it is satisfied that he or she has become physically or mentally unable to perform the duties of office, either permanently or for so extended a period as to make it necessary to make a permanent appointment to carry out those duties:

Provided that where any medical question is involved, the Appointments Committee shall not act, except on the advice of a Committee of not less than three medical advisers.

- (b) The Committee of medical advisers shall be selected by the Chair of the Disciplinary Committee from a panel appointed by the University Appointments Committee or the Campus Appointments Committee, as the case may be.
- (c) Where an appointment is terminated under clause 45(a), the Appointments Committee shall consider making ex gratia payments in addition to any superannuation

payments which are due to the member of staff and his or her dependents.

46. (a) The University Disciplinary Committee or the Campus Disciplinary Committee, as the case may be, may recommend the dismissal of a member of staff if the Committee considers that the misconduct of the member of staff is of such a nature as to warrant dismissal.
- (b) The Disciplinary Committee shall recommend in each case of dismissal under paragraph (a) whether -
- (i) due notice should be given; or
 - (ii) dismissal should be effective immediately with salary paid in lieu of notice; or
 - (iii) dismissal should be effective immediately and without payment of salary in lieu of notice.
- 47 (a) This clause applies where the University Disciplinary Committee or the Campus Disciplinary Committee is satisfied that a member of staff is guilty of misconduct which is not sufficiently serious to warrant dismissal and, in such a case, the Committee may decide as follows:-
- (i) that the member of staff be censured in writing; or
 - (ii) that the member of staff be denied promotion; or
 - (iii) the revocation of an offer of promotion; or
 - (iv) the suspension of the member of staff without pay or with reduced pay;
or
 - (v) the withholding of such number of increments as the Committee may determine.
- (b) The Disciplinary Committee shall, where appropriate, determine the period for which any penalty is to be imposed under this clause.
48. A member of staff shall have a right of appeal:-
- (a) to the Vice Chancellor, from a decision of a Campus Disciplinary Committee;
 - (b) to the Chancellor, from a decision of the University Disciplinary Committee or from a decision of the Vice Chancellor under clause 48 (a).
49. For the purposes of this Part -

"misconduct" means -

- (a) conduct of a nature which shows that a member of staff is unfit to hold office;
- (b) wilful contravention or violation of, or non-compliance with, the Statutes, Ordinances or other rules or regulations for the governance of the University;
- (c) conduct likely to bring the reputation of the University into disrepute.

50. (a) "Misconduct" includes any conduct,

- (i) within the University precincts, that
 - (A) involves an attack or a threat of attack on any person or involves the intimidation or attempted intimidation of any person; or
 - (B) is disorderly, abusive, indecent or obscene; or
 - (C) being wilful, reckless or grossly negligent, obstructs the due conduct of the University; or
 - (D) improperly interferes with any property or facility of the University, or of any person in a manner which is likely to cause injury or to deny or obstruct the rightful use of that property by any person;
 - (E) involves an unauthorized or unjustified interference with the property of any person;
- (ii) whether within or outside the University precincts, that
 - (A) improperly interferes with the orderly conduct of any teaching group of the University; or
 - (B) being wilful, reckless or grossly negligent, involves interference with any property of the University; or
 - (C) involves with malicious intent the publication, distribution or utterance in any way whatever of a false or misleading statement which could affect the academic or financial standing with the University of any member of staff or student; or
 - (D) involves the publication, distribution or utterance in any way whatsoever of a false or grossly offensive statement which exceeds the bounds of fair comment which concerns the University or any member or class of members of the University where the statement

also concerns or affects the good order and government of the University; or

- (E) engages in activities calculated to endanger the peace and security of the Community or otherwise engages in religious, political or racial propaganda of an inflammatory nature; or
- (F) involves the publication, distribution or utterance in any way whatsoever of confidential information obtained by the member of staff in his or her capacity as a member of staff; or
- (G) involves the sexual harassment of any member of the University or of the spouse, parent, brother, sister or child of a member of the University;
- (H) is so gross and/or criminal that it renders the staff member unfit to continue to hold his or her post at the University.

(iii) outside the University precincts, that

- (A) would be misconduct within the University precincts and takes place while the member of staff is representing the University in any academic, cultural, consultative or advisory role; or
- (B) takes place within the precincts of any other educational institution and would be misconduct if it occurred within the University precincts or being wilful, reckless or grossly negligent either obstructs the due conduct of that institution or involves interference with any property of that institution;

(b) "sexual harassment" includes sexual advances, requests for sexual favours, and other similar verbal, or physical conduct of a sexual nature when it is of a persistent nature and is made by a person, whether male or female, who knows or ought reasonably to know that such behaviour is unwanted by the person to whom the conduct is directed; and

(i) such conduct has the purpose or effect of

- (A) interfering with an individual's personal safety, work or academic performance; or
- (B) creating an intimidating, hostile or offensive living, working or academic environment; or

(ii) submission to such conduct is made either explicitly or implicitly a

term or condition of an individual's personal safety, employment status, academic status or academic achievement and certification; or

- (iii) rejection of such conduct by an individual is used as the basis for adverse personal safety, employment, or academic achievement and certification decisions affecting such individual.
 - (c) "University precincts" means the building and grounds of or under the control of the University and includes any other place, whatsoever it is and wheresoever it is situated, when used in any way for a function occasion or activity of the University but does not include houses belonging to the University and let to members of staff except when they are used in a way for a function, occasion, or activity of the University.
51. Clause 7(e) shall apply in like manner to a member of the academic staff who, by virtue of the terms of employment with the University, is required or expected to perform the duties of Director of an Institute or of a post bearing any other title showing that the member of staff has responsibility for the administration and control of a unit of learning or research of the University.
52. Nothing in this Part shall be construed as affecting the right of the University to terminate the services of a member of the Academic staff, Senior Administrative staff or Professional staff of the University for breach of contract.
53. The Statement of Principles and Code of Ethics for Members of the Academic staff, Senior Administrative staff and Professional Staff of the University, as approved by the Council after the conclusion of the process of consultation with relevant bodies within the University, shall have effect as part of this Ordinance and shall, save as the context of its provisions and of other statements of University policy adopted by the Council otherwise indicates, be binding on members of staff.

PART 4

ADMINISTRATION AND PROCEDURE

Advertisement

54. Subject to this Ordinance, every vacancy shall, unless the relevant Appointments Committee in a particular case decides otherwise, be advertised.

Procedure in respect of Honorary Appointments

55. (a) Any proposal whether by the Senate, a Faculty or a Head of Department for the conferment of an honorary title under clause 10 shall be made through the Vice

Chancellor to the University Appointments Committee or through the Campus Principal to the Campus Appointments Committee, as the case may be.

- (b) A proposal for the conferment of an honorary title shall be accompanied by the curriculum vitae of the person for whom the honorary appointment is being sought.

Procedure in respect of Evaluation and Promotion

56. (a) (i) In the first week of March in each year the relevant Registrar shall send to every relevant Dean and Head of Department or relevant officer a list of the names of Assistant Lecturers and of members of staff in his or her Faculty or Department, as the case may be, who will become eligible, during the course of the academic year beginning on August 1 following, for renewal of their contracts or crossing of the Merit Bar, or in respect of whom the qualifying period for an evaluation under clause 15(e) or clause 15(f) has elapsed.
- (ii) The relevant Registrar shall contemporaneously with sending the list in 56(a)(i) request the relevant Dean and Head of Department or relevant officer to make in the prescribed format such recommendations for promotion as he or she may wish and to supply supporting evidence.
- (b) Nothing in clause 56 (a) shall preclude any member of staff from applying for any promotion in accordance with clauses 17 to 31. Any such application shall be submitted in the prescribed format no later than April 30 to the Registrar and copied to the Head of Department and the Dean or relevant officer.
- (c) Each Head of Department or relevant officer shall, not later than May 31, forward his or her submission to the Dean or the relevant Registrar, as the case may be, who shall, after consultation with the relevant committee charged with the responsibility of advising on matters of evaluation and promotions, hereinafter referred to as the Evaluation and Promotion Committee, forward his or her comments to the Registrar, together with those of the Evaluation and Promotion Committee, so as to reach him or her not later than June 30.
- (d) Each Head of Department or relevant officer shall forward simultaneously to a member of staff copies of his or her recommendation to the Dean or relevant officer.
- (e) Any member of staff may, in the prescribed format and not later than July 15 submit evidence in support of the renewal of his or her contract, crossing the Merit Bar, his or her promotion or an application for tenure. The submission shall be made to the Head of Department (or Dean where appropriate) or relevant officer who shall forward it with his or her comments to the Dean or relevant officer for processing in

the manner specified in clause 56(c) save that the deadline under this clause shall be no later than August 31.

- (f) Supporting evidence as required by this clause shall consist of at least the following:-
 - (i) evaluation of performance by the Head of Department or relevant officer;
 - (ii) list of publications;
 - (iii) research completed or in progress;
 - (iv) public, professional and/or extra-Departmental service.

Review Committee

- 57. (a) Where a member of staff disagrees with the recommendation by the Head of Department or relevant officer under clause 56 (c) and wishes to pursue the matter, the staff member shall forward a submission by July 15. Where the comments of the Head or relevant officer have not been made available to the staff member by June 30, the submission must be made within two weeks of the comments of the Head of Department or relevant officer being made available.
- (b) The submission shall clearly state that the staff member disagrees with the recommendation of his or her Head of Department or relevant officer. The submission shall be forwarded to the relevant Dean and copied to the relevant Registrar. In the case of Academic staff not members of a Faculty, Senior Administrative staff and Professional staff, the submission shall be forwarded to the relevant Registrar who shall ensure that the submission is made available to the appropriate Evaluation and Promotion Committee.
- (c) The Registrar shall, within three weeks of receipt of the submission from the staff member, appoint a Review Committee of three persons to review the submission and provide its independent advice to the relevant Appointments Committee. The Review Committee shall comprise one nominee each of the member of staff and Head of Department or relevant officer from among the Academic staff, Senior Administrative staff or Professional staff. The Chair shall be nominated by the Dean, normally from among the members of the Faculty other than members of the Department in which the staff member holds his or her appointment. In exceptional cases, the Dean may select a Chair from another Faculty. In cases of persons not attached to a Faculty, or where the Head of Department is also the Dean of the Faculty the Chair shall be nominated by the Vice Chancellor or the Principal, as appropriate.
- (d) Where a member of staff fails to provide a nominee in writing within two weeks of being asked in writing by the Registrar to do so, the member of staff shall forfeit the

right to have a Review Committee convened. The Registrar shall so inform the member of staff in writing.

- (e) The Review Committee, if it deems necessary, shall interview the Head of Department or relevant officer and the staff member. It shall also review the documents submitted by both parties and any other relevant evidence and report accordingly.
 - (f) The report of the Review Committee shall be sent directly to the relevant Registrar, who shall forward it to the appropriate Appointments Committee.
 - (g) The Appointments Committee shall consider the report of the Review Committee and the Evaluation and Promotion Committee at the same time.
 - (h) A member of the Evaluation and Promotion Committee in clause 56 (c) shall not be eligible for membership of the Review Committee except as a nominee of the member of staff whose case is to be reviewed.
58. The relevant Appointments Committee, when considering recommendations or applications for tenure, renewal of contracts, crossing the Merit Bar or promotions shall invite each Head of Department or relevant officer concerned to be present when the cases from the Department are being considered and when:-
- (a) clarification of the written recommendation of the Head of Department or relevant officer is desirable; or
 - (b) the Committee wishes to take a decision contrary to his or her recommendation; or
 - (c) the recommendation affects the staff member adversely.

Procedure for Appointing Academic staff to Professorships under clauses 22(a) and (b) and Senior Administrative staff and Professional staff to Senior Level III under clause 29.

59. The procedure for appointing Professors under clauses 22(a) and (b) and Senior Administrative staff and Professional staff to Senior Level III under clause 29 shall be as follows:-
- (a) the University Appointments Committee shall receive either:-
 - (i) a recommendation from the Vice Chancellor or through the Vice Chancellor from the relevant Campus Principal of the Campus where the person to be recommended holds an appointment; or
 - (ii) an application from the member of staff seeking promotion, to be submitted through the Vice Chancellor or through the relevant Campus Principal to the Vice Chancellor.

- (b) The University Appointments Committee shall consider the recommendations and applications for promotion of the staff member received pursuant to (i) and (ii) above and shall follow the usual procedures for evaluation and promotion as set out in clause 56(e) and (f), submitting the relevant documentation to his or her Head of Department (or to the Dean, in the case of a Head of Department) who will forward the documentation to the Dean, with his or her recommendation for processing.
- (c) The documentation shall be submitted to the University Appointments Committee, which shall make a preliminary assessment of the staff member's performance. The Appointments Committee may then recommend that external assessor's reports be sought in accordance with clause 19 or may indicate that the case has not yet been made.
- (d) Where the University Appointments Committee recommends that external assessors' reports be sought, such reports shall be submitted to the University Appointments Committee for further consideration of the recommendation for promotion.
- (e) If the recommendation is accepted, the University Appointments Committee shall forward the recommendation to the Council or the relevant Campus Council for the creation of a Professorship or Senior Level III post and the provision of the requisite financial resources.

Redundancy

- 60 (a) The University Appointments Committee or the Campus Appointments Committee may terminate the employment of a member of the Academic staff, Senior Administrative staff or Professional staff on grounds of redundancy, subject, however, to the payment of any superannuation benefits by means of a pension and/or gratuity or such other benefits to which the member of staff may be entitled under any applicable law governing termination of employment by reason of redundancy.
- (b) For the purposes of this clause, termination of employment on grounds of redundancy shall be so construed if it is attributable wholly or mainly to:
 - (i) the fact that the University has ceased, or intends to cease, to carry on the activity for the purposes for which the member of the Academic staff, Senior Administrative staff or Professional staff was employed by the University or has ceased, or intends to cease to carry on that activity in the place in which the member of the staff worked; or

- (ii) the fact that the requirements of that activity for members of the Academic staff, Senior Administrative staff or Professional staff to carry out work of a particular kind in that place have ceased or diminished or are expected to cease or diminish.
- (c) In cases of termination of employment on the grounds of redundancy under this clause the details of overall redundancy arrangements shall be negotiated at Campus level under the relevant staff industrial relations agreement and applicable local law, with the University making every effort, both before and after redundancy, to assist in the retraining and relocation of staff.

Communication of Decision to Staff Member

- 61. The appropriate Appointments Committee shall cause the member of staff whose evaluation, promotion or appointment is being considered to be informed of the Committee's decision in the case as soon as practicable.
- 62. The appropriate Appointments Committee shall also give reasons for any decision adverse to a member of staff and the relevant Registrar shall communicate these reasons in writing to the member of staff.

EMPLOYEE SUPPORT SERVICES:

EAP

TRAINING: [conducted at CETL]

Certificate of University Teaching and Learning)
Workshops for Heads of Departments/Deans/Academic and Senior Administrative
and Professional Staff.

Exchange Programmes/Scholarships/Bursaries (through OIAI)

FINANCIAL ASSISTANCE:

Travel Grant
Book Grant
Medical Plan
Study Leave
Assisted Leave
Sabbatical Leave
Special Leave for Scholarly Activities
Housing
Assisted House Purchase Scheme
Car Loans
Research and Publications Funds (for equipment, fieldwork, etc.)

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