



UWI

ST. AUGUSTINE
CAMPUS



Campus Operational Plan 2014-2017

The Campus Office of
Planning and Institutional
Research (COPIR)

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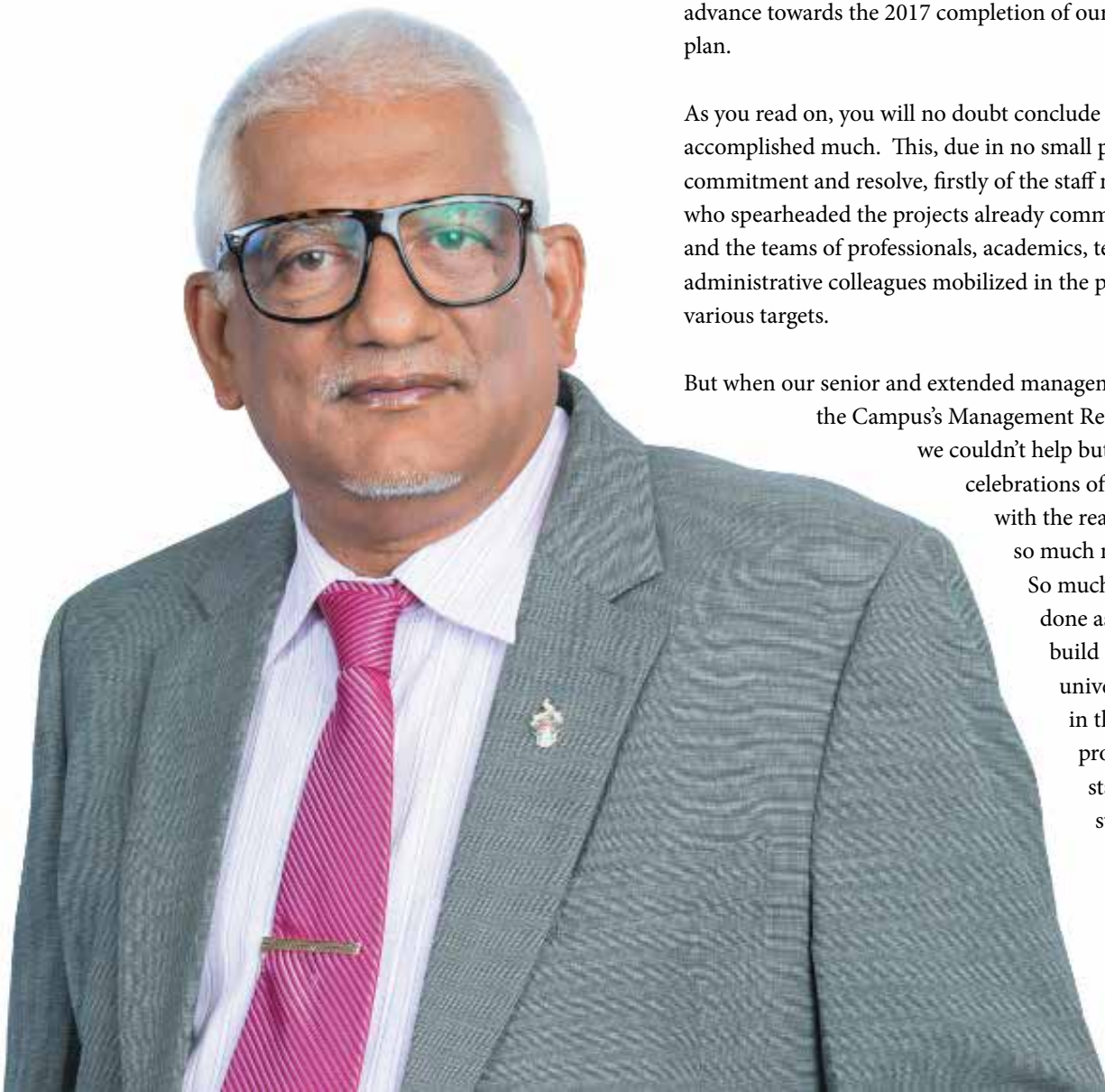
At the Centre of St Augustine's Development

For us at The St. Augustine Campus of The University of the West Indies, accountability is essential for good governance and ensuring that we achieve our goals. It is what we believe; it's what we teach; it's what we practice.

That's why we took the time to produce this document. "The University of the West Indies (The UWI) St. Augustine Campus Operational Plan 2014-2017." This reflects briefly on our stewardship of over the first period of the operational plan (2012-2014), while delineating our priorities as we advance towards the 2017 completion of our UWI strategic plan.

As you read on, you will no doubt conclude that we have accomplished much. This, due in no small part, to the commitment and resolve, firstly of the staff members who spearheaded the projects already commissioned, and the teams of professionals, academics, technical, and administrative colleagues mobilized in the pursuit of their various targets.

But when our senior and extended management met at the Campus's Management Retreat in 2014, we couldn't help but temper the celebrations of our successes with the reality that there is so much more to achieve. So much more to be done as we strive to build a "world class university" and in the service we provide to our staff, students and stakeholders.



It is this healthy level of not being satisfied with the status quo that causes us to lift our gaze even higher, towards a more progressive university-one where regional and international competitiveness becomes the moving target that we move with.

We envisage a campus that is technologically savvy and on point in all areas of course development and delivery as well as research and innovation; we refuse to settle for a learning institution that is anything short of producing graduates who are ready to contribute to the “world of work” and ready to respond to calls from the marketplace for customised training. We believe the St. Augustine Campus must be a place where staff members develop according to a competency framework, and infrastructure keeps pace with the times, so that students feel that in all areas of service, they are on par with their counterparts in the best of universities. Perhaps it sounds cliché, but it is no less true that The UWI graduates are at the centre of all this development in the region. We want them to feel empowered as they join the rich legacy of great leaders and thinkers from the Caribbean who are eager to make a difference in their space.

As we forge ahead, we continue to hold true to our enduring mission of advancing education, creating and disseminating knowledge and providing service to our communities. But even as we reach and stride and embrace modern approaches, we must never forget who we are. We are fundamentally educators and scholars, with a distinctiveness that’s rooted in the Caribbean. It’s a role that we jealously guard at the St. Augustine Campus. I end this foreword with an invitation to muse on the words of the late Lord Henry Brougham: “Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.”



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

As we forge ahead,
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Introduction



1.0 INTRODUCTION

The St. Augustine Campus Operational Plan 2014–2017 builds on the Operational Plan 2012–2014 and serves to identify the strategic priorities that the campus will undertake in the period 2014–2017. In fact, the 2014–2017 Operational Plan is the process by which The University of the West Indies Strategic Plan 2012–2017 is implemented. The plan represents the institution's drive towards enhanced institutional quality through transformed structures, processes and systems for improved efficiencies and effectiveness. The implementation of the university's plan will be done in alignment with the following six strategic perspectives and their key objectives: Finance; Employee Engagement and Development; Internal Operational Processes; Teaching, Learning and Student Development; Research; and Outreach. The Campus Operational Plan, guided by the Campus Planning team, will use the framework as set out in the University Strategic Plan to develop a system of SMART objectives as well as actions, measures or indicators, targets, timelines, resource needs, and responsibilities or accountabilities. The result of this system will be the strategic transformation that will advance the university's mission and vision as identified below.

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 development” of the Caribbean region and beyond.

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.

This draft report will provide a summary of the priority projects and programmes of the St. Augustine Campus for the remaining plan period 2014–2017. The report notes the campus's achievements to date, but it also outlines the constraints and challenges encountered, even as the St. Augustine Campus attempts to move forward. Many of the initiatives, which were identified under the strategic perspectives of the Campus Operational Plan 2012–2014, are yet to be fully implemented, and have therefore been rolled over to form part of the new Operational Plan 2014–2017. The information in this report represents a combination of continuing and new initiatives to be undertaken in the medium term. The Balanced Scorecard Operational Plan, for example, describes specific details regarding initiatives and faculty input.



Background and Context



2.0 BACKGROUND AND CONTEXT

Members of the senior and extended management team engaged in a process of review and evaluation at the Campus Management Retreat 2014. Participants reflected on successes and challenges of projects undertaken during the early part of the operational plan. They then focused their energies on identifying new or revised projects and programmes that will require immediate and urgent attention for the period 2014–2017. The process took into account environmental and other unanticipated changes since the plan began, but it also examined the institutional weaknesses which delayed or impeded progress. The Vice Chancellor's Retreat, which was held on August 21–22, 2014, also provided a forum for discussion on the performance of the university in the last two years and the issues and challenges that require some degree of resolve in order to obtain the strategic transformation that is being sought.

The ongoing concerns or challenges of The UWI are highlighted as follows:

- There is an over-reliance on government funding suggesting an urgent need for the diversification of sources of revenue, including an increase in tuition fees as the institution's primary source of income. The slow process in the recovery of Government's payment of GATE, has also created a high level in the accounts receivables.
- Expenditure remains significantly high and there is a challenge in containing cost particularly staff.
- Enrolment is relatively constant at the undergraduate level, but growth continues at the taught masters and research degree levels. This growth will require the appropriate resourcing.





- The administrative services are still highly centralised—a fact which affects service quality leading to operational inefficiencies and lags in the infusion of technology to improve processes and systems.
- The human resource function is considered to be neither strategic nor transformative.
- There are inadequacies in measuring and accounting for staff productivity, performance, and assessment.
- There is often an expansion of programmes without rationalisation and assessment of their impact on administrative systems
- The weaknesses in the student administrative system continue to impact negatively on service delivery and customer satisfaction.
- Programmes are developed without an informed understanding of the needs of the labour market.
- Information systems are not integrated.
- There's a need to re-engineer business processes for greater value and efficiency.
- Research needs to contribute more towards the university's impact and to distinguish The UWI from its competitors.

2.1 ST. AUGUSTINE CAMPUS BIENNIAL BUDGET 2014/2015—2016/2017

The Campus approved budget 2014/2015 of TT\$669,695 million indicated approved government contribution for 2014/2015 showing an increase of 7.6 percent over the 2013/2014 level. The increase in gross expenditure over the 2013/2014 budget was 2 percent.

Other key highlights included the following:

- No adjustments for tuition rates for Campus Grants Committee (CGC) programmes
- Two million Trinidad and Tobago dollars for additional initiatives
- Thirteen million only for the South Campus

The budget 2014/2015 had staff costs at 72.9 percent of total expenditure. In light of the marginal increase in government contribution towards income, the campus will examine its cost with specific attention to using staff costs with greater efficiency, increasing productivity, and generating cost savings on other operating costs. The St. Augustine Campus will also address the issue of increasing revenues through a variety of strategic initiatives.

The process of preparing the Biennial Budgets 2015/2016 and 2016/2017 took into account the current volatile economic climate characterised by the drastic decline in oil prices. But to the credit of those involved in the budget preparation process, the budgets have also kept the objectives of The UWI Strategic Plan 2014–2017 at the forefront. The budgeted gross expenditure for 2015/2016 of TT\$722.3 million was 3.5 percent over the approved budget for 2014/2015, which represented a 3.9 percent increase when compared to the 2014/2015 level of TT\$601.5 million. The budgeted increase in expenditure also included TT\$10.9 million for the South Campus.

**Table 1 - The University of the West Indies, St. Augustine Campus
Biennial Budgets 2015/2016 and 2016/2017 Grand Summary**

	ACTUAL EXPENDITURE 2013/2014	APPROVED BUDGET 2013/2014	APPROVED BUDGET 2014/2015	BIENNIAL ESTIMATES				Approved Budget 2015/2016
				2015/2016	%Incr (Decr)	2016/2017	%Incr (Decr)	
EXPENDITURE								
Campus Operating Expenditure								
WIGUT arrears/current rate	718,990,479	656,528,434 63,016,327	669,695,558 28,025,599	711,266,847		727,606,510		711,266,847
Development Initiatives to Advance Strategic Objectives	718,990,479	719,544,761	697,721,157	711,266,847	1.9	727,606,510	2.3	711,266,847
Development Initiative for South Campus				10,989,996		9,989,870	(9.1)	10,989,996
TOTAL CAMPUS EXPENDITURE	718,990,479	719,544,761	697,721,157	722,256,843	3.5	737,596,380	2.1	722,256,843
INCOME								
Government Contribution	560,833,096	499,465,965	539,530,558	590,542,309	9.5	605,560,557	2.5	585,256,843
Government Contribution to Debt Service	11,165,000	12,000,000	11,165,000	11,000,000	(1.5)	11,000,000		11,000,000
Gov't Contrib. to WIGUT settlement		63,016,327	28,025,599					
Total Government Contribution	571,998,096	574,482,292	578,721,157	601,542,309	3.9	616,560,557	2.5	596,256,843
Tuition Fees	93,807,255	100,315,000	96,000,000	96,000,000		96,000,000		96,000,000
Other Income	23,686,766	25,000,000	23,000,000	24,714,534	7.5	25,035,823	1.3	30,000,000
St. Augustine Campus Contributions		19,747,469						
TOTAL INCOME	689,492,117	719,544,761	697,721,157	722,256,843	3.5	737,596,380	2.1	722,256,843

Table 1 shows St. Augustine Campus's proposed budget for 2016/2017.

Table 2 below indicates both actual and projected enrolment from the academic year 2011/2012 with projections to 2016/2017. Total enrolment has increased on an annual average by less than 2 percent between 2011/2012 to 2013/2014. The total on campus enrollment at the end of semester 2 2014/2015 is 18,313.

At the undergraduate level, enrolment is flat but is projected to increase by 1 percent annually. Postgraduate enrolment increased by an overall 10 percent between 2011/2012 and 2012/2013 and remained relatively constant thereafter. Enrolment at the postgraduate level has however declined in the period 2013/2014 to 2014/2015 by approximately 3.6 percent.



Table 2 - The University of the West Indies, St. Augustine Campus Actual and Projected Enrolment

	Actual Enrolment				Projected Enrolment by Headcount	
Faculty	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Engineering						
Undergraduate	1372	1412	1425	1459	1474	1488
Postgraduate	1233	1257	1175	1168	1261	1362
subtotal	2605	2669	2600	2627	2735	2851
Humanities & Education						
Undergraduate	2108	1913	1834	1669	1686	1703
Postgraduate	973	1013	1048	1001	1081	1168
subtotal	3081	2926	2882	2670	2767	2870
Law						
Undergraduate	251	329	297	298	445	450
Postgraduate				6	6	7
subtotal	251	329	297	304	451	457
Food & Agriculture						
Undergraduate	0	840	959	905	914	923
Postgraduate		234	265	245	265	286
subtotal	0	1074	1224	1150	1179	1209
Medical Sciences						
Undergraduate	1084	2063	2200	2284	2307	2330
Postgraduate	357	467	497	479	517	559
subtotal	1441	2530	2697	2763	2824	2889
Science & Technology						
Undergraduate	0	2454	2183	2035	2055	2076
Postgraduate		511	523	515	556	601
subtotal	0	2965	2706	2550	2612	2677
Science & Agriculture						
Undergraduate	3580					
Postgraduate	647					
subtotal	4227					
Social Sciences						
Undergraduate	3947	3890	4007	3750	3821	3897
Postgraduate	2245	2598	2632	2499	2699	2915
subtotal	6192	6488	6639	6249	6520	6812
Total						
Undergraduate	12342	12901	12905	12400	12702	12867
Postgraduate	5455	6080	6140	5913	6386	6897
Total Enrolment	17797	18981	19045	18313	19088	19764

Assumptions

- i. Undergraduate enrolment (including certificates and diplomas) will increase by 1 percent, except for Law, which will increase by 150 more full-time students
- ii. Enrolment in postgraduate programmes will increase by 8 percent
- iii. Enrolment includes on-campus students only
- iv. Enrolment for 2014/15 is taken at semester two
- v. Postgraduate enrolment in the Faculty of Humanities and Education includes those enrolled in the CETL
- vi. Postgraduate enrolment in the Faculty of Science and Technology includes The UWI Seismic Research Centre
- vii. Postgraduate enrolment in Social Sciences includes ALJSB, SALISES, IGDS and IIR

Excluded from the enrolment

- i. Students enrolled in programmes that are administered at The UWI-affiliated institutions and are not located on the St. Augustine Campus
- ii. Students enrolled in courses undeclared and summer programmes and the pre-Science programmes





Development of Priority Initiatives for the New Campus Operational Plan 2014–2017



Development of Priority Initiatives for the New Campus Operational Plan 2014–2017

The process for developing the priorities for the new Campus Operational Plan 2014–2017 began as a pre-Campus Management Retreat exercise, where faculty deans and leaders of administrative departments and strategic perspectives were asked to review their performance against set targets and initiatives as originally identified in their departmental action or operational plans (2012–2014). They were also asked to identify the priorities for the next planning cycle that would continue to align with the objectives of the University Strategic Plan 2012–2017. These priorities were presented and shared at the Campus Management Retreat with the senior and extended management of the campus in May 2014. The staff members were also placed in working groups that were aligned to each of the strategic thematic areas and were asked to consider the issues discussed throughout the retreat and to determine a shortlist of priorities for the next three year period 2014/15–2016/17.

The groups followed instruction and were able to identify some medium-term priorities. These projects were given further consideration in the post-retreat working group sessions, where details of specific initiatives, timelines, responsible parties, and key performance indicators were outlined.

It was on that basis that a draft report 2014–2017 was prepared and presented to senior and extended management and heads of departments at a Campus Operational Planning meeting on October 2, 2014.

The meeting allowed for presentations on the strategic direction of the campus and the proposed projects and programmes that were to create transformation in key areas. The campus principal emphasised the importance of enhancing financial viability and sustainability

and the need to encourage talent management and improve operational efficiency and effectiveness. The presentations also addressed institutional trends and changes to the operating environment that would impact on the period ahead.

Feedback at the meeting highlighted the following concerns for The UWI St. Augustine Campus:

- The importance of scanning and understanding the competitive environment and factoring this into the planning process
- The importance of avoiding duplication with a view to effectively cascading efforts and synchronizing initiatives across departments
- The need to implement the system of workload and establish workload balance at the departmental level
- The need for strategic allocation of funds for research and the importance of directing efforts towards winning research funding
- The need for measuring economic performance in the context of research. It was noted that the Mona Campus has produced a report on the Jamaican economy. It was felt that this initiative was a good example for the St. Augustine Campus to follow
- The need for the Strategic Plan to include motivating elements for staff and to address the appropriate increase in staff complement given the ongoing issue of increased enrolment. Concerns were also raised about upward mobility and fair treatment of staff



- The need to monitor low student satisfaction and to identify the reasons for it
- As a matter of priority, customer service should be included in the Strategic Plan
- The importance of training for staff and the management of talent

A process for going forward was also identified, where faculty deans and heads of departments would formulate individual faculty and departmental operational plans which supported the campus priorities. This report seeks to capture particular examples of faculty initiatives.

MONITORING AND EVALUATION

The campus will undertake a process of review over the period 2014–2017, with a view to continuous monitoring of progress made in the implementation of departmental operational plans through engagement with faculties, heads of administration, and leaders of strategic thematic areas. A first review meeting was held at the end of January 2015 with the campus planning team.

Each dean or head reported on progress made in semester one, 2014–2015. The feedback indicated that while every effort was being made to advance initiatives as outlined in the Campus Operational Plan 2014–2017, there were prevailing issues that presented challenges which needed to be addressed in order to advance the plan.

The issues outlined included as follows:

- The slow process for approval or non-approval of the Government Assistance for Tuition Expenses (GATE) programme for new programmes developed which delays the process for advertising and registering students. Programmes need to be developed with less reliance on GATE funding



Development of Priority Initiatives for the New Campus Operational Plan 2014–2017

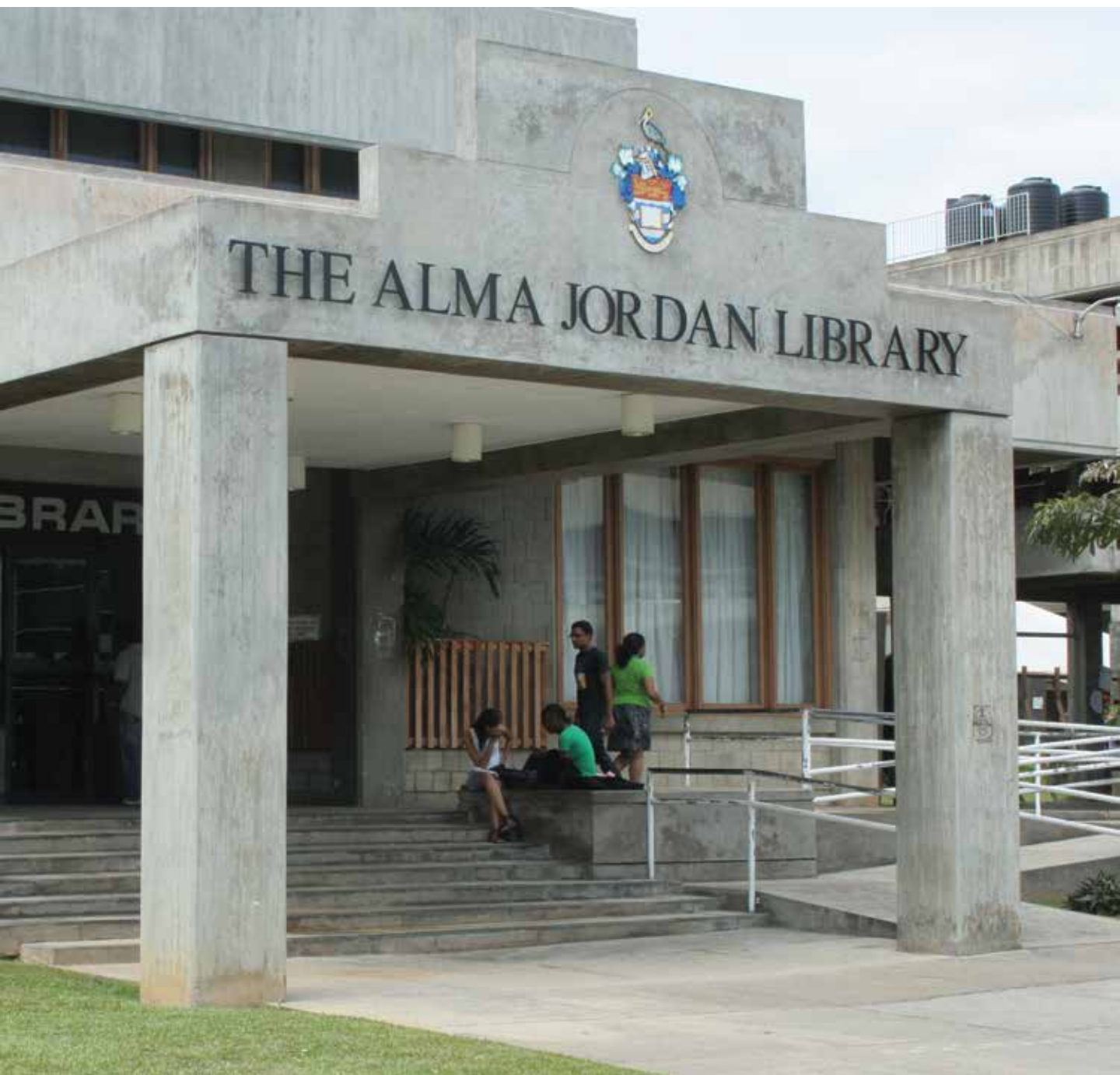


- Security at the Mount Hope Campus
- Uncompetitive salary packages which discourage the recruitment of new staff particularly in the professional disciplines
- The need to review UGC-funded programmes with a view towards rationalisation and reallocation of resources, particularly the self-financing programmes at the taught masters level
- The need to review course enrolment in keeping with a cost-benefit approach
- The MPhil degree and the possibility of its merger with the PhD programme
- The need for a more informed understanding of market demand to support the rationale for programme development
- The need to review commercialisation in keeping with the competition of the private sector
- The need for determining targets and performance indicators at a campus level to improve performance evaluation
- Existing duplication of effort in respect of sourcing and attracting alumni giving



Strategic Perspectives

This section of the report describes the campus's strategic goals according to each perspective and the specific projects or programmes to be created in order to improve productivity and construct change in structures, processes and policies with a view to realizing the university's vision.



4.1 Finance

In examining the financial context within which the university is operating, it is to be noted that the 2012/13 campus financial report recorded a consolidated comprehensive loss of TT\$4.6 million, which arose from non-cash and unbudgeted expenses for depreciation, pension supplementation, and post-retirement health costs. Moreover, during 2012–2013 there were the payments of significant arrears arising from payments to administrative, technical and service staff (ATSS), estate police and daily-paid employees of the three union groups.

Of particular concern is the continuing and mounting current accounts receivable balance which impact on cash flows and the ability to enable funding in areas of strategic importance. The balance outstanding at July 31, 2014 valued TT\$474.9 million, an increase from TT\$42.3 million or 9.7 percent over 2012/2013. An analysis of the account receivable balance indicates increases in amounts due from contributing governments and the GATE Programme valued at TT\$114.6 million and TT\$203.7 million respectively. There is also an amount of TT\$115.7 million due from the Public Sector Investment Programme.

In going forward, it has been indicated that the initiatives identified in the operational plan will not receive any specific allocation but will have to be funded from internal resources as was the case in the period 2012–2014. Financial sustainability continues to be paramount to the university with a critical goal being the diversification of the funding base with less reliance on government subventions. In support of this, the campus has indicated continuous strengthening of its efforts to expand and increase revenue through the following initiatives:



STRATEGIC GOAL A **Income Source Diversification**

A1. Increase the number of fee-paying programmes

Initiatives:

- Faculties will continue to expand the development of new self-financing programmes at the postgraduate level. This will however follow strict pricing guidelines that provide for cost recovery and a generation of surpluses. A number of new programmes are proposed and are included in Appendix 2.

Responsibility: Faculty Deans

A2. Increasing income through tuition fees from an increased enrolment of international students

Where tuition fees are the next major source of revenue other than government funding, it is important to maximise income earned on University Grant Committee (UGC) funded programmes from international students who pay the full economic cost. The development of an International Student Recruitment Plan is being proposed to create a framework for building the required capacity for The



UWI to compete in the international market space. This initiative did not receive the traction, which was required in the last period and is being forwarded in the new cycle. It is important that a conceptual framework guides such an initiative in respect of target markets, niche programme offerings, well-structured processes, and the appropriate facilities that respond to the needs of regional and international students.

The following are new strategies to increase the enrolment of international students:

- Set up a cross-functional team to progress the initiative of attracting students from Guyana, Suriname, and Curacao and the ACS initiative at the undergraduate level. In so doing, there will be a need to clarify the roles for overseas recruitment between OIAI and the Admissions Office under the OCR

Responsibility: Deputy Registrar, SAR, Admissions, Director OIAI

- Coordinate activities amongst the Institute of International Relations, the Faculty of Engineering and the Arthur Lok Jack Graduate School of Business (ALJGSB) so as to ensure synergies in initiatives at the postgraduate level in these three entities. The Office of Graduate Studies will take the lead in coordinating these efforts.

Responsibility: Coordinator Graduate Studies, SAR, Graduate Studies

A3. Enhance the commercialisation of The UWI's intellectual capital and the physical plant

Implementation of the following projects:

- *University Inn and Conference Centre.* The University Inn and Conference Centre was recently established under the St. Augustine Enterprises Co. The objective of this project is revenue generation for the campus. This project was funded internally and is now fully operational and self-sustaining in terms of revenue generation.

Responsibility: The Manager, The University Inn and Conference Centre

- *Self-financed Pilot Housing Project.* This pilot housing project, which will be self-financed in the long term, will accrue savings to the campus, in the form of protection against future increases in rental rates for housing accommodation for staff and could make a contribution to the revenue streams of the campus in the long run. It will also be an asset that will increase in value over time. The proposals for the implementation of this pilot project are currently being evaluated.

Responsibility: Campus Principal, Campus Bursar, Senior Project Officer, Campus Projects Office

- Establishment of an Agricultural Innovation Park at Orange Grove.* This was conceptualised by the campus principal with the assistance of the China Agricultural University (CAU). A master plan was done which highlights a portion of the Orange Grove Estate for the creation of a commercial zone. This zone shall be developed into a model that shall become a revenue stream for the campus.

Responsibility: Campus Principal/, Dean Faculty Food and Agriculture, Director OIAI, CAU
- Optometry Store.* This is conceptualised to be both a source of revenue generation as well as providing students with practical experience. It is envisaged that this be done in partnership with the private sector.

Responsibility: Director OIAI, Manager Commercialisation
- IT store.* This project will be entirely self-financed with the objective of revenue generation for the campus. This is expected to be operational for the start of semester two (2014/15).

Responsibility: Director OIAI, Manager Commercialisation
- Restructured UWI Bookshop.* The bookshop will be aggressively pursuing diversification of its offerings. A major focus for the bookshop shall be a much wider range of branded merchandise. Consideration is being given to the possibility of outsourcing the bookshop.

Responsibility: Director OIAI, Manager Commercialisation, Campus Bursar
- Development of crops for commercial value through the University Field Station/ Orange Grove/South Campus.*

Responsibility: Dean FFA
- Income from training programmes including Records Management Certification, OSHE – Office Safety Training Programme, and Supervisory Management Training.*

Responsibility: Manager OSHE, AR Records, Director HR
- Development of a feasibility study for a transit fee and paid parking meters.*

Responsibility: Campus Registrar, Director OIAI
- Implementation of the Amenities Fee.* In the previous year, an amenities fee was developed to include charges for supporting new capital expenditure in IT, sports and transportation. This is to be charged to all students. Formal approval is being sought from the University Finance and General Purposes Committee before its implementation.

Responsibility: Campus Bursar
- Initiation of the commercialisation agreement between The UWI and investors of (a) asphalt-based products, (b) graphite-based lubricants through the office of Research Development and Knowledge Transfer (ORDKT).*

Responsibility: PVC Research Hunte/ Dean FST



- *Faculty income earning activities.*
- Introduction of targeted diagnostic and treatment services to public and private communities through the Schools of Dentistry and Veterinary Science
- Consultancy services by the Engineering Institute
- Collaborative projects with industrial partners through the Mechanical and Manufacturing Engineering Research Centre (MMERC)

Responsibility: Respective Deans

- *The Professional Development Programme.*

Responsibility: Manager, Professional Development Programmes

A4. Increase Philanthropic giving, external grant funding and sponsored research

- *Leveraging of External Fundraising Committee, mobilisation of Alumni Fundraising Campaign, and leveraging of benefactors to sponsor capital projects.* The projects which have been identified to be funded through the goodwill of sponsors include the proposed Convocation Centre and the Spirituality Centre. The process of securing such capital funding will remain with the Office of Institutional Advancement and Internationalisation.

- *Establishment of a framework to encourage greater philanthropic investment and giving*

Responsibility – The Office Institutional Advancement and Internationalisation

STRATEGIC GOAL B

Recapitalization of The UWI – Restructure the UWI capital base toward operational independence, renewal and expansion capital base through strategic partnerships and equity injections

B1. Increase Strategic Partnerships that will produce investments in The UWI

The Campus's strategy for capital development will be focused on financing from internal resources, resources from income earning projects, and external partnerships, that is, private sector partnerships. In keeping with need to adopt a new business model, the campus is considering exploring the Build Own Transfer (BOT) model. Through this model, the Public/Private sector partnership allows for shared equity injection. The campus would eventually own these buildings, thus enhancing its building stock and fixed asset base of the campus. The future cash flows of the project would finance the project development and it is anticipated that the campus would not need to borrow funds for this development. The major projects to utilise this model include The UWI/Republic Bank Development project. The use of public/private sector partnership for The UWI/Republic Bank project will transform the appearance of the entrance to the campus and also earn income for the campus.

Responsibility – Senior Management and the OIAI

Proposed Faculty Initiatives Include the Following:

FMS

- The School of Veterinary Science has developed MOUs with the Ministry of Agriculture in St. Lucia (2014), Antigua, Barbuda, and Dominica (2016/17) to determine disease status in livestock, improve diagnostic capacity and organise training for a cadre of staff
- The Department of Clinical and Surgical Sciences - Partnership with MORAN Institution and University of Toronto for Ophthalmology postgraduate training
- Establishment of The UWI Optical Store (Private Optical Clinic)
- Development of continuing education programmes for all health workers
- Department of Paraclinical Sciences to offer diagnostic services to laboratories

Law

- Collaboration with International Human Rights Clinic
- Development of faculty consultancy services

FFA

- Sales of meat, medicinal plants, short crops at the Department of Food Production operations
- Development of commercial sedimentology laboratory with coastal/river assessment capability by the Department of Geography

FHE

- The Centre for Language Learning will expand English Foreign Language Training (EFLT) and negotiating with foreign (Ecuador and Colombia) and local clients for customised programmes and targeting of the International English Language Testing System to multinational companies

- The School of Education in collaboration with the National Training Association (NTA) to deliver the Joint Programme (TVET)
- Collaboration between Department of History with the Ministry of Labour and Small and Micro Enterprises Development on a project featuring labour heroes and another involving the development of a museum in Moruga
- Establishment of a Faculty Film Production Centre

FST

- Establishment of a Research, Outreach, Consultancy and Analytical Services (ROCAS) Unit in the Department of Chemistry
- Advertisement and marketing of the Computing Connections Unit of the Department of Computing and Information Technology to offer education/professional development courses, consulting services, and new software product development. Also utilisation of the HPC servers in the data center to provide services/prototypes to industry/government on specialised technologies
- Rental of the Life Sciences Labs to Open Campus for CAPE Biology labs

FSS

- Expansion of offerings on short courses and training programmes at the FSS Professional Development and Training Unit and Computer Laboratory
- Delivery of a refresher and professional development course in Econometrics to Graduates and targeted stakeholders
- Establishment of an MOU for sponsored research between the THA and the Trade and Economic Development Unit (TEDU)



- Introduction of a workshop in leadership skills conducted by the Department of Behavioral Sciences targeted at officers in the Ministry of Community Development

B2. Create Opportunities for equity injections into the University

- Northside Housing Project.
Responsibility: Campus Principal/ Campus Bursar/ Campus Projects Office / OIAI
- Cardiovascular Centre.
Responsibility: Dean FMS/ OIAI/ OCP
- New Campus IT building.
Responsibility: Director CITS/ CPO/OIAI
- Library Acquisitions—a partnership between the library, the Office of Research and Development and Knowledge Transfer (ORDKT) and the corporate community, faculty and departments to secure grants/ funding for special acquisitions.
Responsibility: Campus Librarian

B3. Articulate and adopt a new business model for increased competitiveness, innovation and institutional sustainability

This is being addressed at the University level.

STRATEGIC GOAL C

Efficient resource utilisation – Introduce systems to promote a culture of greater efficiency and accountability in resource use.

C1. Develop and implement a green university policy

Participation in the Green University Ranking exercise to support the development and implementation of a University Green Policy. The following strategies will be pursued:

- Re-activation of the Environmental Committee
- Development of a baseline for environmental performance
- Recruitment of an Environmental Coordinator by 2015-2016
Responsibility: Campus Registrar/OSHE Manager/ HR Director

C2. Rationalise procurement practices to achieve cost savings

This initiative will seek to achieve cost savings and will continue to receive attention particularly as it relates to the establishment of a Procurement Unit to advance the policies which govern procurement practices. More specifically, attention will be drawn to include such areas as:

- tender for local insurance; postal services of UWITT Post by all departments and the identification of preferred travel agents
Responsibility: Campus Bursar
- expanded role of Central Stores
Responsibility: OIAI Commercialisation
- expansion of operations of the Multimedia Production Centre
Responsibility: OIAI Commercialisation

C3. Increase the use of outsourcing for selected activities

Identify areas of activities that could be outsourced using the Teaching and Learning Complex as a model.

C4. Match human resource deployment with workloads

- Conduct of an audit of staffing of the campus for the implementation of workload policy. This will involve an analysis of manpower needs of professional, academic, and non-academic staff with a view to quantifying and rationalising staffing needs through a comprehensive review of workloads at all levels of staff and linking workload to output measures. The establishment of standardised job descriptions is seen as an urgent requirement to support this effort. This is further described in Internal Operational Processes (Strategic Goal 3)
- Rationalisation of staff to eliminate duplication or inefficient use of manpower resources. A first attempt will review staffing at the levels of Office Assistants and IT Officers with a view towards centralisation and redeployment and more efficient use of human resources. IT officers assigned to faculties will however be retained and charged with improving the level of their services
Development of productivity measurements for all staff
Responsibility: Director Human Resources / Campus Registrar

C5. Leverage ICT to generate financial efficiencies over time

- Rollout the Microsoft SharePoint 2010 Document Management system throughout the Campus.
Responsibility: CITS
- Utilisation of the alumni website for fundraising / campaign pledges.
Responsibility: OIAI/ CITS/ Bursary



4.2 Employee Engagement and Development

The Human Resources division will continue to focus on employee development and engagement as it aspires to build capacity and train staff to become highly skilled and competent. This is important in creating a change in the administrative culture and impacting on the quality of service extended to its stakeholders. Of immediate concern within the area of Human Resources are the challenges of creating an efficient system of succession planning, the slow process for staff recruitment, and the efficient use of staff, particularly those at the ancillary level. Improvement in the productivity of staff will also need to be addressed through the examination of workloads, targeted staff development, and continuous performance evaluation.

STRATEGIC GOAL A

Competency based development: Improve the leadership and management capabilities and job competencies of all employees so that they can effectively fulfil their roles

A1. 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

The following initiatives will be led by the Human Resources Division:

- Development of competency architecture and competency profiles for all positions on campus



- Introduction of the 360 degree feedback for advancement and development
- Use of competencies as the basis for succession planning
- Training of all relevant staff on use of competencies and e-recruit
- Training organisational leaders in interpersonal skills and encouraging collegial relationships and interaction between ASAP and ATS staff
- Development and implementation of a Dispute Resolution Centre for the campus

A2. Introduce training in leadership and management for all levels of staff as part of talent management and career development planning.

- Train organisational leaders in interpersonal skills

- Undertake Succession Planning
Phase 1 – Complete the retirement profile for Senior and extended management within the next five years

Phase 2 – Develop a training and succession plan
- Management training for all existing and new heads of departments

STRATEGIC GOAL B

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

B1. Improving the Culture of Employee Engagement by addressing the working conditions, reviewing incentive systems, addressing gender issues and the degree of employee engagement.

- Maintain the “Staff Express” forum permanently and include a feedback window to facilitate responses to employees’ comments
- Development of a formal staff Sports, Social Cultural Club with an approved constitution
- Conduct of frequent non-crisis meetings with the unions on matters of mutual interest

B2. Promote occupational, environmental health and safety and security in the workplace

- Continuous review of the existing health and safety programme





- Conduct of audit of workspaces in faculties and departments to ensure compliance with OHSE guidelines
- Implementation of the Occupational Health Surveillance and Substance Abuse Programmes
- Development of the OSHE Employee Safety Passport system. Pilot project to be done in DFM
- Implementation of a Pregnancy Risk Initiative
- Establishment of a Campus Risk Management Committee

B3. Realign/introduce incentive systems to reward high performance and innovation.

- Review of consultancy rules to allow staff members who win research grants and projects to be properly rewarded
- The development and implementation of a reward and recognition system

B4. Develop a gender policy for The UWI to create a supportive environment for both men and women in all aspects of university life

- Collaboration with the Institute for Gender and Development Studies to conduct the research for the development of a gender policy for the campus

B5. Assess the degree of employee engagement and development

- Promotion of a high level of participation in the employee engagement survey and feedback to employees once results are available

STRATEGIC GOAL C

Strengthening performance management – improve, upgrade and align all HR systems

C1. Establish service level agreements, measurements and reporting systems for all administrative professional and technical services

Review of the performance appraisal instrument for senior administrative and professional staff and for the administrative, technical and service staff

C2. Upgrade the human resource function to a strategic level within the university

- Introduction of a formal coaching and mentorship programme
- Pursue the Human Resource Alignment Plan through a consultancy for redesign and restructure of the human resource structure and function

C3. Align and upgrade the university's "organisational capital" systems

- Review of the rules and conditions for tenure for more clarity

Responsibility: Director Human Resources

4.3 Internal Operational Processes

In reviewing the critical organisational activities and processes that impact on the quality of service that the university provides to its stakeholders, the strategic plan identified key issues of information and communications technology, service quality, and governance and management structures. Significant effort was made in the last two-year period to enhance and upgrade systems and operations through advanced technologies and to address quality assurance of the non-academic processes through improved service delivery within a framework of service excellence and institutional quality. Challenges remain, however, to the extent that there are inherent weaknesses in the student administration processes as well as continuing gaps in governance systems and management structures which hinder efficiency in responsiveness and decision making.

Three areas of focus have been selected to address the more critical gaps:

STRATEGIC GOAL A

Efficient and effective academic and administrative processes – re-engineer academic and administrative processes and procedures to make them simpler, more transparent, efficient and effective to achieve optimal stakeholder satisfaction within and across campuses



A1. Map current processes and develop a master plan for re-engineering and integrating all processes/procedures across the university via benchmarking

The development, delivery, administration and review of degree programmes have been described as having organisational inefficiencies because they engage several academic departments, faculties, campus committees, and administrative units which are not effectively coordinated. Whilst the Institutional Effectiveness Unit (IEU) has been focusing on vertical business process mapping, automation and improvement to enhance unit efficiency and effectiveness, the horizontal/diagonal system-wide business processes which link academic and administrative units are not yet being re-engineered for system efficiency and effectiveness.

The project below is intended to create transformation in administrative processes and procedures through a phased approach:

- Development of a strategic programme management process. This project will strategically transform programme management across the organisation by identifying a model



for assuring greater customer satisfaction and greater operational efficiencies. The process will involve the following:

Phase 1: A review of key processes by identifying gaps and benchmarking. A first initiative is the establishment of a Strategic Enrolment Management Team:

Phase 2: A redesign of key processes and functions for all concerned units

Phase 3: Redesign of key processes by mapping and/ or automation

Responsibility: Campus Registrar

A2. Enable cutting-edge technology to drive the re-engineering of all relevant administrative and academic processes across all campuses using university-wide systems

- Implementation of Touch Net for Students – The first phase of access to electronic payment was rolled out, allowing for online payment in specific areas such as payments for conference registration. The second phase of the project will extend the facility to student online payment

Responsibility: Campus Bursar

- Implementation of Banner Research and Grants Module to enhance financial accounting and reporting procedures for research grant funding

Responsibility: Campus Bursar

- Establishment of a lands repository and database containing all legal arrangements in relation to The UWI STA's lands and property assets

Phase 1 a: Reorganisation of all hard copy lands and property records

Phase 1 b: Creation of a comprehensive electronic lands repository and database

Phase 1 c: A review of all existing lands documentation to ascertain status of title security and/or title regularisation

Phase 2: Liaison with relevant state and regulatory agencies to ensure title is acquired and regularised

Phase 3: Identification of new lands to be acquired and developed - 2015/2016

Responsibility: Campus Registrar and Campus Legal Officer (with assistance from Campus Projects Office and Records Centre)

- Implementation of the Smart Card Project:
Phase 1: Introduce the smart card to provide students with easy electronic access to the services available to them. Students can now use their smart card to access services
Phase 2: Design and implementation of smart card for exams and physical access control in critical areas. Institute physical access control – Priority areas have been identified and implemented
Phase 3: Use of card for services and other access control areas (2016/2017)

Responsibility: Campus Registrar/Deputy Campus Registrar

- Implement the Banner Document Management System (BDMS Project)
Phase 1: Implement the BDMS, starting with Admissions
Phase 2: Develop workflow for access, use of the scanned documentation on BDMS
Responsibility: Campus Registrar/Deputy Campus Registrar
- Implementation of Touch Net for students – The first phase of access to electronic payment was rolled out, allowing for online payments for conference registration. The second phase of the project will allow student to make their payments online
Responsibility: Deputy Registrar, SAS Banner/Campus Bursar
- Introduce E-Vision as a new system for academic records (Transcripts and GPA)
Responsibility: AR Exams, SAS Banner
- Implementation of Infosilem to manage timetabling conflicts and integrate with banner
Responsibility: Head Timetabling, SAS Banner
- Training in the use of E-recruit as a system for online recruitment.
Responsibility: HR Director

A3. Implement the SVUS plan and further enhance the Single Virtual Library Space (UWILinC).

This is being managed at the university level.

A4. Align administrative systems to be more customer-friendly and, in particular, to address the needs of all staff and students

- Define the roles for overseas recruitment of students between the OIAI and the Admissions Office under the Office of Campus Registrar
Consolidate all Financial Aid Scholarship and Bursaries for students under one entity
Responsibility: Campus Registrar
- Service Excellence Framework: Implement and monitor service excellence standards compliance by non-academic units
 - document service charters
 - digitize service charters
 - conduct annual self-assessment of service excellence
 - document online self-assessment using IMPAQTS
 - obtain IEC review of service excellence compliance
- Undertake preparations towards Institutional re-accreditation
- Process Improvement: Map workflows for Non-Academic Units using Teleios Quikworx
Responsibility: Programme Manager Institutional Effectiveness Unit

The following projects will also be led under Campus IT Services

- Further development of the business intelligence solution to support data collection, reports, and dashboards



- Development and implementation of an intake process for projects and service requests coming into CITS
 - Implementation of the redesigned Campus Area Network for support of Bring-Your-Own-Devices (BYOD)
 - Implementation of staff wireless on campus
 - Development of a computerised flow system, which allows students to input their complaints and queries to the deputy principal using banner technology
 - Implementation of Faculty of Medical Sciences core network and wireless upgrade
 - Implementation of ICT at the South (Penal/Debe) Campus
 - Enhancement of the student wireless access on campus
- Responsibility: Campus CIO/Enterprise Applications Manager**

STRATEGIC GOAL B

Governance arrangements: Integrate improved governance systems into THE UWI's operations

B1. Refinement and improvement of governance systems for improved operations

Inefficient and ineffective administrative and academic policies create legal risks. There is need therefore to collate all policies and manage them in an online repository. The project described below will seek to address this gap.

Establishment of a Policy Development Framework by which all policies are benchmarked, developed, administered, reviewed, and changed. This project will transform the Campus's legal and administrative machinery for managing policy development and change to ensure that stakeholder complaints are reduced and customer satisfaction enhanced.

Phase 1 a: Development of a guide for policy development

Phase 1 b: A review of key policies required according to higher education benchmarks

Phase 2: Identification of policy changes required

Phase 3: Redesign of existing campus policies

Phase 4: Identification of new policy development initiatives

Responsibility: Campus Registrar/Campus Legal Officer

B2. Develop systems for receiving and incorporating stakeholder input/voice

- Reinstate the Staff Express forum as an online suggestion box to collect staff feedback on campus operations.

Responsibility: Director Marketing and Communications

- Obtain feedback on service delivery of selected areas from the Office of Deputy Principal.

Responsibility: Programme/Research Officer, ODP

- Conduct annual and periodic surveys to collect empirical data from students and alumni through the Student Experience Surveys and Graduate Tracer Surveys.

Responsibility: Head Campus Office of Planning and Institutional Research

B3. Develop university strategies and initiatives for information, communication and marketing that are technology driven and achievable

To be led at university level.

STRATEGIC GOAL C

Improve the effectiveness of executive and senior management structures at Campus and University levels

The organisational culture does not encourage employees to report their productivity at the individual level which can facilitate higher levels of motivation for performance. Comprehensive productivity analysis is not done by departments which should ideally reflect upon their measurement of key performance metrics and analyse critical employee productivity data. In order to achieve equitable and measurable workload, the following project is proposed and is described below.

Institute a productivity measurement system for workload analysis. This project will transform the culture of reporting among employees in the organisation by facilitating employee productivity analysis, reporting, and improvement and thereby influence management systems.

Phase 1: Establishment of a pilot project and identification of units

Phase 2: Review of a pilot project and introduction of new productivity measurements for administrative units

Phase 3: Collection and Management of data for workload forecasting

Responsibility: Campus Registrar, Deputy Campus Registrar

C1. Streamline management committees and structures with specific terms of reference, timelines, and a revised methodology for all existing and new committees

- Review TORs for campus committees and sub-committees
- Statutory Committee and Board meetings to be held as scheduled for the timely submissions of reports and in accordance with statutes and ordinances and approval processes
- Review the best practices to ensure confidentiality of minutes concerning general and online access
- Review of the storage and dissemination of minutes and other confidential documentation
- Implementation of the recommendations of a Secretariat Record Keeping Activities Committee that were previously established

Responsibility: Campus Registrar

C2. Establish and maintain an online repository of all major approved regulations, major policies, and key decisions for improved internal communication

Develop an online document repository.

Responsibility: Campus Webmaster

C3. Develop and implement a Business Continuity and Disaster Recovery Plan across the University

Consultant to be outsourced to undertake vulnerability assessment.

Responsibility: Campus Registrar



4.4 Teaching, Learning and Student Development

The quality of academic offerings continues to meet standards in keeping with quality assurance and programme accreditation reviews. There is also ongoing curriculum renewal which seeks to ensure that the development of programming is responsive to industry and market demand. This is evident in the number of new programmes being proposed for the new Operational Plan period. There is also a conscious effort to provide the opportunities to enable the development of the skill set of students to meet workplace needs. These needs are met through a broader and more developmental educational experience, which contribute to building the attributes of The UWI graduate. In particular, the strengthening of opportunities to sustain internships and cooperative learning, will be given focus. The extent to which students are satisfied with the availability and quality of services and systems will impact on their overall experience. It is important, therefore, that the wider non-academic experience also receives attention.

STRATEGIC GOAL A

Academic Quality – Ensure excellence of academic processes

A1. Improve and harmonise quality assurance practices and processes across campuses

- The Centre for Excellence in Teaching and Learning (CETL) in collaboration with the units on other campuses will review guidelines for course design/documentation to ensure common standard.



- CETL will undertake to review all submitted individual courses consistent with harmonised, agreed-to standards for course review and also review all programmes consistent with updated BUS guidelines.

Responsibility: Director CETL

A2. Increase accredited undergraduate and postgraduate programmes across all campuses

Faculties will introduce and deliver new programmes at the undergraduate and postgraduate levels, and these will be driven by market demand and are aimed at meeting the needs of industry.

(See proposed new programmes in Appendix 2)

Responsibility: Faculty Deans and Heads of Departments

A3. 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

Establishment of faculty or department curriculum committees in all faculties.

Responsibility: Faculty Deans

- Review, update, and strengthen existing guidelines for Staff-Student Liaison Committees and strengthen student engagement in teaching and learning by including student Representatives in the quality assurance review teams. Additionally, the QAU will be responsible for signing off on action plans.

Responsibility: Senior Programme Officer Quality Assurance Unit

Develop the teaching of Philosophy.

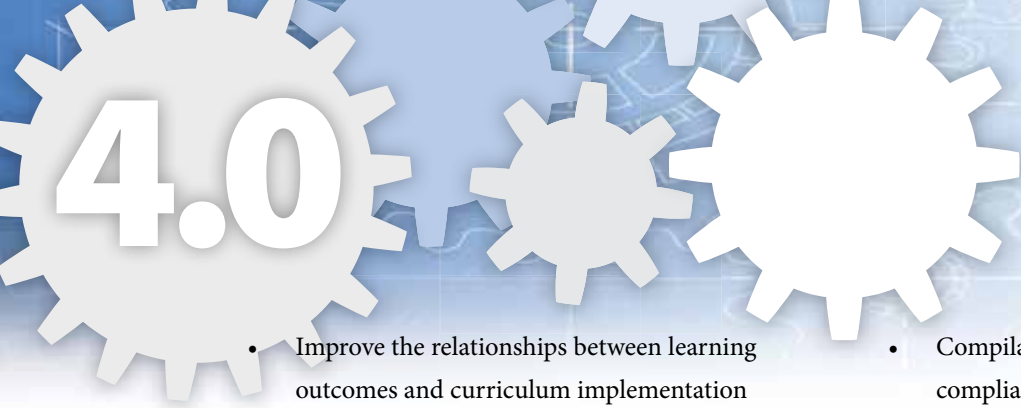
Responsibility: Dean Humanities and Education

- Conduct workshops and training activities to address the relationship between desired outcomes and curriculum implementation processes, for example, teaching methods, assessment and provide guidelines for and advice on curriculum design and development to meet targeted outcomes.

Responsibility: Director CETL

- Introduce activities to highlight West Indiana materials and Special Collections and encourage their use in research, teaching, and learning. **Responsibility: Campus Librarian**





- Improve the relationships between learning outcomes and curriculum implementation through workshops and training activities. This initiative will also be enhanced by implementing guidelines to faculties for advice on curriculum design and development geared towards meeting targeted outcomes.
- **Responsibility: Director CETL**

A4. Promote Competency-based activities linked to the attributes of The UWI graduate to the needs of the workplace and society

The Office of Deputy Principal will steer efforts to improve service learning in academic programmes through the following initiatives:

- Undertake an environmental scan of the existing internship and programmes with service learning components within the programmes at St. Augustine
- Facilitate an increase in the number of service learning opportunities in programmes with practicum directed towards community engagement and service learning

Responsibility: Office of Deputy Principal

The CETL will support this objective with the following activities:

- Revision of the template and guidelines for the development of new undergraduate and post-graduate programmes to include competency-based learning outcomes commensurate with graduate attributes
- Provision of one training session for each faculty. The topic: Preparation of competency-based outcomes

- Compilation of annual reports on staff compliance with CETL pedagogical and assessment workshops
- Training of staff to create learning activities that facilitate the development of the attributes of the graduate that can be addressed in their respective programmes

Responsibility: Director, Centre for Excellence in Teaching and Learning

A5. Increase our ability to recruit and retain high-quality staff and students

A6. 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

- Facilitate the incorporation of electives from outside the discipline/faculty in curricula
- Facilitate collaboration among staff especially with respect to research and activities that relate to teaching and learning

Responsibility: Director CETL

STRATEGIC GOAL B

Student Engagement and Experience

B1. Strengthen academic, administrative, financial and other student support services

- Integrate student support service units into a division of Student Services and Development. Emphasis will be placed on the role of the Office of Financial Services in providing information and other services to support students seeking financial assistance.

Responsibility: Deputy Principal

- Create an Office of Community Engagement and Service Learning within the Division of Student Services and Development
Responsibility: Deputy Principal
- Increase surveillance and intelligence gathering capabilities of the security services by partnering with the campus community and other stakeholders and promote security and safety awareness, seminars, environmental assessments, interviews, and surveys
Responsibility: Director of Campus Security
- Consolidate all financial aid and bursaries under one entity
Responsibility: Deputy Registrar, Deputy Principal
- Provide training workshops that prepare staff to provide better support for students. Staff involved in academic advising and graduate supervision will benefit from these workshops
Responsibility: Director, Centre for Excellence in Teaching and Learning
- The Library will support the following:
 - Development of a framework for continuously and systematically measuring, assessing, and understanding users' changing needs and collaboration with ADLU to establish library facilities and services for students with special needs
 - Creation of inviting, flexible, and engaging library spaces in keeping with the evolution of the teaching and research needs of the campus





B2. Enhance learning effectiveness by providing students with a more diverse, flexible and multidisciplinary teaching and learning experience

- Implement a Blended Learning Programme in accordance with stated blended learning policy
 - Offer training and facilitation sessions to staff to encourage the preparation and delivery of more flexible curricula to include blended learning workshops
 - Promote and recognise effective teaching
 - Use feedback provided through the Student Evaluation of Courses and Lecturers (SECL) system to improve and enhance students' learning opportunities
 - Collaborate with faculties to develop programmes that target the scientific components of sport and physical education
- Responsibility: Director, Centre for Excellence in Teaching and Learning**

B3. Strengthen co-curricular engagement and programmes

The Office of Deputy Principal will lead the following efforts:

- Introduce and develop new co-curricular courses linked to key attributes of The UWI distinctive graduate
- Develop and monitor the implementation of the revamped co-curricular programme
- Increase the number of students accessing co-curricular courses



- Improve the engagement with students through Town Hall meetings
- Continue the co-curricular programme (Minding SPEC) and encourage enrolment into the existing sport and physical education programmes offered while catering to the current demands of enrolled students
- Develop the student athlete policy to cater to the need of The UWI student athlete

Responsibility: Office of Deputy Principal

STRATEGIC GOAL C

Open and Distance Education – Provide multiple, flexible paths for all constituencies to pursue tertiary education over their lifetime

C1. Expand enrolment and opportunities for international, professional, non-degree and disadvantaged populations through the blended learning educational initiative

To be Determined.

C2. Increase enrolment in online fee-paying programmes

To be determined.

C3. Enable technology solutions for teaching, learning and research.

- Conduct a variety of activities that utilise technology to enhance teaching, learning, and research including the preparation of online journal, development of a network of researchers—local, regional and international to enhance research processes and output

- Expend resource material on teaching using ICTs
- Fully implement the STA Blended Learning Programme in accordance with stated blended learning policy

Responsibility: Director, CETL

C4. Integrate Open Campus and residential campus online offerings through the implementation of the SVUS

C5. Implement the appropriate governance arrangements to support collaborative working relationships between the Open Campus and the residential campuses

C6. Strengthen and expand the scope, services and offerings of the Open Campus to the communities it serves

C4–C6 These initiatives are being addressed at University level.



4.5 Research and Innovation

Embedded in the core function of the university is the conduct of faculty-driven research, adding to the creation of new knowledge and perpetuating economic, social, and cultural transformation. The three main goals of the university in building research and innovation involve creating the enabling environment through policy and processes, building capacity in graduate studies, and seeking funding and partnerships. In the earlier period of the operational plan, the establishment of the Research Impact and Development Fund was introduced to contribute to the development of more collaborative, focused, and funded research amongst and within the faculties. Efforts at supporting the work of graduate students through improved systems continues to be managed by the Office of the Coordinator, Graduate Studies. The Office of Research, Development and Knowledge Transfer (ORDKT) in keeping with its mandate, continues to provide institutional support through project management and, accessing international donor funding and grant management services. Much more effort however is needed to promote research and to create impact through technology transfer towards commercialisation of research products. It is anticipated that the ORDKT will address this.

STRATEGIC GOAL A

Faculty Led Research and Innovation – Create an enabling environment to support, foster and increase the output of high research and innovation with an emphasis on the Caribbean



A1. Develop and implement supportive policies, processes and incentives for research

The ORDKT, in providing project management services, will maintain oversight in the projects listed below. These projects have been secured through grant and external funding and they cover proposal preparation and project management.

Project Implementation

- Continuation of the three academic programmes for the Trinidad and Tobago Defence Force: Certificate Programme for Trinidad and Tobago Regiment; B.Sc. Leadership and Management for Trinidad and Tobago Defence Force; M.Sc. Strategic Leadership and Management
- Continuation of the Workforce Research and Development Project in Trinidad and Tobago, funded by the Ministry of Science, Technology and Tertiary Education. The project is entitled “Facilitating Building Construction and Furnishing”

- Continuation of Local Economic Development Project (IDB/ALNG)
- Continuation of three projects funded under the eleventh EDF
- Secure funding and oversee the implementation of the PPP Centre of Excellence
- Secure Funding and oversee the execution of the Centre for the Study of Small Island Biological Diversity
- Secure funding and oversee the implementation of at least one project under the eleventh EDF
- Development of the policy on intellectual property (IP) to include the spin-off company as a mechanism for technology transfer in support of commercialisation of research
Responsibility: Office of Research, Development and Knowledge Transfer

In going forward, however, there is a need for clearer articulation of ORDKT's role in mapping and improving relationships with the academic departments, the Bursary, and Marketing, particularly as it relates to appropriate procedures in accessing donor funding.

Additionally, the ORDKT is mandated to strengthen its support to faculties in providing training and assistance in proposal writing and budgeting and also in project management including technical and financial reporting.

The ORDKT has also been assigned responsibility to lead the development of a Research Ethics Approval Committee for the campus in keeping with the model of the Faculty of Medical Sciences.

A2. Promote research accomplishments locally and internationally

- Research accomplishments to be uploaded to the Research Information Management System (RIMS)
- Accomplishments to be communicated to the heads of departments (via reports)
- RIMS to contribute to the publication of achievements

Responsibility: Office of Research, Development and Knowledge Transfer

A3. Increase the number of peer-reviewed publications and citations

Provide training workshops to foster and develop a community of active scholars who feel engaged with the international research community

Responsibility: Director CETL

A4. Develop market products based upon cutting-edge research

- Collaborate with the Office of Research to update IP policy to include technology transfer and commercialisation of research
- Disseminate information on IP and technology transfer to students and staff
Responsibility: Office of Research, Development and Knowledge Transfer, RDI Fund Management OCP



STRATEGIC GOAL B

Graduate Studies and Research – Enhance graduate studies and increase postgraduate research output

B1. Increase enrolment of full-time graduate research students

In the past five years, the university has been sustaining a strong growth in postgraduate enrolment with joint efforts from faculties and supporting units in designing and promoting suitable programmes that meet the study needs of current and prospective students.

Table 3 shows a comparison of distribution of graduate enrolments from 2008/09 to 2013/14, with an attempt to separate the enrolments between taught and research programmes at the St. Augustine campus. A continuous trend of increase is noted in the enrolments of both taught and research graduate students at St. Augustine Campus over the period. As at May 2014, there were a total of some 6,205 new and returning graduate students enrolled in different postgraduate (PG) programmes. As compared with that of 2012/13, there was a growth of 16.6 percent for research programmes and 25.7 percent for taught programmes, respectively.

B2. Improve throughput of research students

There is a 20.9 percent increase in the numbers of postgraduate graduands from 1,044 in 2011/2012 to 1,262 in 2012/2013. Nevertheless, the improvement in throughput at postgraduate level could not match with the increase in postgraduate enrolment in both relative and absolute terms. The priority issue would therefore be to enhance the throughput rate of PG programmes, particularly the taught programmes which attributed to over 85 percent of PG student population. In going forward therefore, the SGSR commits to the following as it attempts to support capacity building in graduate studies:

- Working with academic faculties and units in expanding the enrolment of full-time graduate research students
- Working with academic faculties and units in improving throughputs of research students. The proposal of the 'Throughput Enhancement Project' (TEP) for taught PG programmes was initiated. The proposed project will explore the possibility of restructuring the design of some postgraduate (such as taught Master's) programmes that allow students to opt to take more taught courses in lieu of the credit requirements of research project/papers in

Table 3 - Comparison of Distribution of Taught and Research Graduate Students Enrolled at The UWI, St. Augustine 2008/09—2013/14

** This table differs to Table 2 as postgraduate students in Table 2 may be captured as off-campus and other students.*

Graduate Students	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14*	% Growth in 2013/14 compared with 2012/13
Research	802	645	722	766	775	904	16.6%
Taught	2,845	3,171	3,652	4,126	4,218	5,301	25.7%
Total	3,647	3,816	4,374	4,892	4,991	6,205	24.3%

respective programmes. The TEP initiative would be substantial as a result of enhanced throughput rates and better utilisation of existing human and infrastructural resources at individual faculties and departments, institutes and units. It is anticipated that as a majority of students opt to take extra courses to complete their studies, the savings on faculty members' time in supervising students would be significant as compared to the situation where all students need to complete their respective research projects, papers, and practicums to graduate

- Restructuring and streamlining the work of the OGSr along its process lines

Responsibility: Coordinator, School for Graduate Studies and Research and Faculty Deans

B3. Strengthen supervision and other support systems and policies

Provide training workshops for supervisors and graduate students to enhance their skills in managing the graduate supervision process.

Responsibility: Director, CETL

B4. Establish and implement mechanisms for measuring output and disseminating student research To be determined.

STRATEGIC GOAL C

Funding and Partnerships – Increase funding and strengthen research partnerships

C1. Rationalise and enhance support for the development of research proposals, implementation and management of research grants

- Confirm policy and guidelines on receiving, preparing, and submitting proposals for external funding
- Provide specific guidance on proposal preparation
- Provide contractual management support
- Provide advice on best sources of funding
- Deliver workshops on generating and managing successful research and grant funding

C2. Explore and increase donor funding for research and innovation

- Design and market plan for the research and consulting expertise of The UWI designed and circulated
- Design assessment criteria for viable research projects
- Utilisation of RIMS to increase matching effort
- Tangible support given to proposal preparation

C3. Expand the range of strategic private and public sector partnerships, locally, regionally, and internationally

Utilising RIMS, the ORDKT will manage strategic partnerships to leverage combined strengths to generate the greatest returns from the funding opportunity,

Responsibility: Office of Research, Development and Knowledge Transfer



4.6 Outreach

Outreach—conceptualised as an extension of reach of the university through service and partnerships—is a longer term goal requiring significant investment from the institution. The university in leveraging on its reputation, is seeking to continue its engagement with stakeholders in the national and regional communities. The UWI wants to extend its presence internationally with the Department of Marketing and Communications as the mechanism for positioning and promoting the university. The strengthening and expansion of the relationship with alumni will also be part of the Outreach thrust.

STRATEGIC GOAL A

National and Regional Development

-Become the driving force in assisting with the fulfilment of the economic, social, educational and other critical developmental needs of the region

A1. Develop a plan to link The UWI expertise in research, services and programmes to better serve the needs of nations served by The UWI, in particular the UWI-12+1.

- Develop an MOU with The Sports Company of Trinidad and Tobago (SPORTT) for the utilisation of The UWI Sport Science Lab
Responsibility: Office of Deputy Principal, SPEC, OIAI
- Recruit an exchange scholar to deepen civil law knowledge base and develop linkages with civil law CARICOM partners - Suriname, Haiti, St. Lucia including emphasis on comparative Law and Legal Systems Discipline.
Responsibility: Faculty of Law



A2. Execute identifiable priority projects using staff and students from The UWI region-wide for community engagement.

To be determined.

A3. Enhance the knowledge-based capacity of major governmental agencies, regional private sector organisations, boards of regional organisations and governing bodies of TLIs with The UWI expertise.

- Approach regional state and local organisations that can be served and conduct industry consultations to establish industry required output standards of graduates.
Responsibility: Department Civil Engineering
- Re-establish a sixth form Mathematics Teachers Association.
Responsibility: Department Mathematics and Statistics

- Engage in regional continuing legal education using diverse products—workshops, diplomas, certification, and seminars

Responsibility: Faculty of Law

- Institute continuing legal education training sessions targeted to specific institutional needs including Labour Law, Human Rights and Non-Discrimination, Financial Law, Environmental Law, Public Law, Legislative Drafting.

Responsibility: Faculty of Law

- Department of History to promote itself as the consultancy standard for regulation of downstream knowledge sites.

Responsibility: Department of History

- Introduction of History Week.

Responsibility: Department of History

A4. Establish the Office of Regional and International Affairs within the Vice Chancellery to develop a comprehensive and cohesive approach and governance structure to optimise internationalisation and rationality.

Completed in the Vice-Chancellery. This initiative is being addressed at the Vice Chancellery

B1 after b3.

B2. 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

- Establish linkages with international human rights through partnered litigation

- Establish an MOU with Inter-American Commission on Human Rights (IACHR)

- Continued participation in international moots: Jessup; IACHR

Responsibility: Faculty of Law

B3. Improve the ranking of the UWI within the top world ranking systems, with specific reference to niche and size

To be determined.

STRATEGIC GOAL B

Internationalisation - Enhance the global reach and impact of The UWI

B1. Attract quality international students and faculty

Internationalisation must be seen as a catalyst for enhanced competitiveness and increased sustainability. The following will be the immediate focus of the Office of Institutional Advancement and Internationalisation.

- International Student Recruitment—the identification and recruitment of a manager for the International Office, the significant momentum of the IO has slowed and there is agreement that a manager is required to continue to lead and motivate the unit for continued growth and development
- Increase in international research collaborations including the identification and competitive bidding for new large international mobility projects such as CARPIMS and Erasmus Mundus
- Increasing the number of outbound student exchanges, especially at the graduate level



- Professionalising study tours for increased profitability and impact

Responsibility: Director Office of Institutional Advancement and Internationalisation

- School of Dentistry to seek accreditation by the American Dental Association (ADA) and The Commission on Dental Accreditation (CODA) to be considered as a centre for the Lutheran Medical Centre - Advance Education in Dentistry General Registration offer the internship residency certificate.

Responsibility: School of Dentistry

- Introduce a Regional Law Fair for regional students including diversity programming.

Responsibility: Faculty of Law

- Establishment of foreign students' desk with primary responsibility for foreign students (regional and extra-regional).

Responsibility: Faculty of Medical Sciences

- Building the relationships with China and the CAU in particular. The Agricultural Innovation Park, and The Confucius Institute Building on campus.

Responsibility: OCP, Board CI, Dean FFA/ OIA

STRATEGIC GOAL C

Marketing & Communications – Support a consistent brand position for the UWI-SA Campus that is aligned with campus specific priorities as well as the overarching UWI strategic vision and objectives

C1. Conduct perception studies and marketing research in key functional areas among internal and external stakeholders to establish baseline data and inform the objectives/positioning locally/regionally and internationally

- To capture and present baseline data and inform/ reinforce campus objectives, positioning and programmes - locally/ regionally and internationally; and get direction and agreement on niche priorities
- To capture and present data on the effectiveness and impact of the various marketing and communications programmes employed by the department

C2. Develop, implement and evaluate internal and external marketing and communications programmes, guided by UWI-SA goals, strategies and priorities that strengthen, promote and protect UWI's brand identity and relevance.

- To work with UM&C to maintain and advance the university's brand identity through messaging, visual identity, graphic and communication design and execution.
- To develop data-based marketing and communication programmes that support and promote the UWI brand, institutional reputation, community engagement, government relations, contribution to local and regional development and other stakeholder engagement

- To develop and implement programmes to differentiate the UWI-SA campus as the leading tertiary level institution in Trinidad & Tobago
- To promote and encourage participation in university celebrations, educational events and cultural events by alumni, faculty, staff, students and other key stakeholders
- To develop marketing and communications plans for various programmes, departments, centres, institutes and commercial operations.
- To promote the campus' brand position, programmes, events, department and faculties using social media networks and new technologies
- To protect and sustain the university's reputation through effective issue and crisis management strategies

C3. Develop and implement marketing and communications programmes to support local, regional and international student recruitment and retention

- To develop marketing and communications programmes using campus and faculty enrolment goals and priorities as a framework
- To collaborate with key internal stakeholders in the development, implementation and evaluation of strategies to support student recruitment.
- To enhance the visibility of academic and student focussed programmes and the campus' commitment to an innovative teaching and learning environment using media, publications, events, web and digital communications

- To support and promote a positive student experience that encourages student recruitment, enrolment and retention

C4. Develop and implement supportive administrative processes and procedures in alignment with cross-campus policy and university objectives

- Adopt new technologies and project management systems that will maximize use of available resources and assess its effectiveness through research with a view to continuously improving performance
- To develop, document and implement processes and procedures to ensure effective and efficient work flows and continuous improvement
- To provide marketing, communications and branding counsel to all campus constituents, including the providing/ sourcing of creative direction, graphic design services, editorial support and printing
- To develop, implement and evaluate specific marketing and communications programmes for new policy directives or process adjustment (e.g. GPA/ new GATE process)



STRATEGIC GOAL D

Alumni Engagement – Facilitate the UWI development through alumni advocacy and structured involvement in the UWI and campus life

D1. Facilitate alumni involvement in teaching, research, programme development, internships/employment and mentorship

- To engage alumni through “academic weekends” as currently practised by many other international universities.

Responsibility: Department of History

D2. 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).

- Continuation of Co-curricular and sport and PE (inclusive of The UWI SPEC international half marathon) programmes and the implementation of new academic programmes that cater to the needs of our student today alumni tomorrow.

Responsibility: SPEC, Faculty, Deans

D3. Improve the alumni database for more effective alignment and communications

- Develop the Faculty of Engineering alumni database and approach to form association
Responsibility: Faculty of Engineering
- Establish a Chemistry alumni group from which the department will draw on volunteers to advise on programmes and to assist in attracting donor and project funding as well as student internships.

Responsibility: Department of Chemistry

- Host annual social event.

Responsibility: Faculty of Law

D4. Strengthen and adequately fund all alumni offices, regionally and internationally.

Alumni represent a significant untapped resource to the academy, and therefore there is an urgent need for a focused approach given the extremely limited resources dedicated to strengthen and develop relations with this important stakeholder. The following programs are to be undertaken:

- Reconnection Campaign (6–24 months)
- Major fundraising campaign (MY UWI / MY STA), including the projects:
 - UWI Classic Concert – the anticipated outcomes of the project include the fundraising proceeds to benefit The UWI Creative Arts Building Project and deserving artistic icons
- Philanthropic proposals and/or support from association with honorary and distinguished alumni

Responsibility: Manager Alumni Affairs / Director OIA

- Seek to encourage alumni resident in foreign countries to build on connections on LinkedIn and Facebook to and share their expertise locally.

Responsibility: Faculty of Medical Sciences





Capital Expansion



5.0 CAPITAL EXPANSION

The physical expansion of teaching and learning spaces on the campus is critical to serving the mission of the university in providing an infrastructural environment that is equipped for teaching, research, and innovation. The major projects that as of August 2013 were in their planning or design phases and on which construction work is expected to commence within the next 12 to 24 months include as follows:

1. Development of the South Campus (Penal-Debe)

Construction is ongoing for phase 1 of the project to include the flagship Faculty of Law, the Halls of Residence, Library, and the Multi-purpose Teaching building – Physical structures are near completion. Outfitting will soon begin and staff will be recruited.

2. New UWI/RBL Commercial Building / Northern Plaza

A 12,000 sq ft bank facility, 20,000 sq ft commercial facilities for The UWI and 120 parking spaces. Architectural drawings have been completed; tender awarded. An agreement has been signed with Republic Bank. Construction is imminent.

3. Expansion of Dentistry – FMS

Construction of a new two-storey structural steel building linked to the existing school comprising teaching spaces (four 85-seater lecture rooms, four 25-seater seminar rooms, expansion of the pediatrics and special needs public clinics, staff offices and attendant services, storage and specialist rooms. Tender awarded. Construction is imminent.

4. Centre for Spiritual Life

The UWI Centre for Spiritual Life (UWI. CSL) will be an interfaith community, which will support the many faith-based student groups on campus, foster interdenominational and interfaith discussion and collaboration and, seek to support students of all faiths and creeds, including atheists and agnostics, as well as others of secular and humanistic orientations. Concept design is almost completed. Funding sources are being sought with construction targeted for July or August 2015.

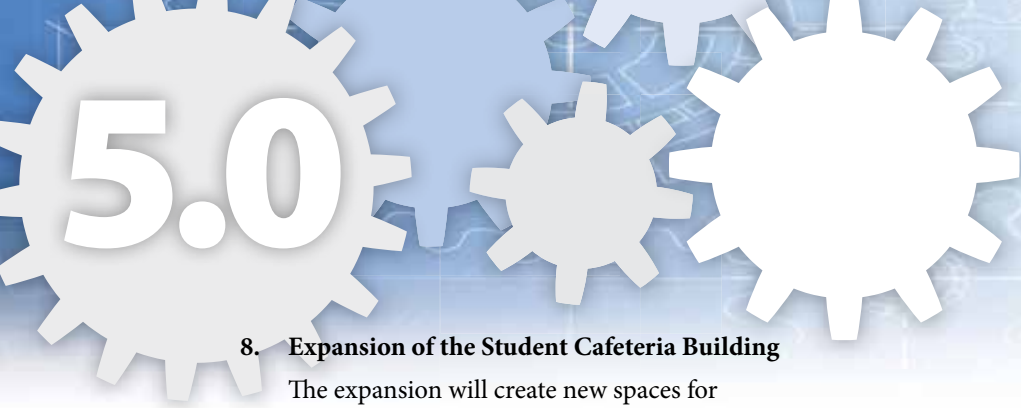
5. A new Psychological Research Building

A building to include spaces for graduate studies, the Department of Psychology, Psychological Research Centre, and Centre for Innovation and Entrepreneurship – ANSA McAL is the benefactor. Architectural design and costing are in progress.

6. Gated staff housing project: Eighteen two and three-bedroom apartments in a gated community.

Tenders were received. Evaluation is in progress. Funding options are being considered.

7. Convocation Hall: A 4,000 seat convocation and multi-purpose Hall will be built complete with a welcome centre and parking.



8. Expansion of the Student Cafeteria Building

The expansion will create new spaces for concessionaires and for student study and recreation. A request for proposal (RFP) document is being prepared.

9. A new sewer system for the St. Augustine Campus

This is a major development for the campus with a new sewer plant and sewer lines. Approximate cost is TT\$50 million. Designs are in progress through Trintoplan.

10. Trinity House on Campus

St. Augustine Campus has signed an agreement with Trinity College of Hartford, Connecticut. A tender has been awarded for construction of the House. Construction is imminent.

11. New DCFA Building on Cheeseman Avenue off the main campus. Tenders are being considered with significant funding assigned from the RBL benefactor to the campus.

Progress on some of these projects depends very much on the GOTT / PSIP-funding or the university being able to find other sources of funding.

Responsibility – Campus Principal, Senior Project Officer, Campus Projects, Director Facilities Management, Campus Bursar, OIAI



Conclusion

This report has demonstrated the ongoing commitment of the St. Augustine Campus to the implementation of the university-wide Strategic Plan 2012-2017. There continues to be significant challenges linked to resource constraints, inefficient procedures and practices, and systemic deficiencies at both campus and university levels. There is however, a determination and responsibility to reposition the campus to reach a desired institutional transformation for greater financial sustainability, improved service delivery, enhanced quality, and greater impact and responsiveness to all stakeholders. This will be led through the number of priority initiatives in this St. Augustine Campus Operational Plan 2014–2017.

March, 2015



Appendix

NEW PROGRAMMES PROPOSED FOR 2014-2017

Undergraduate

Engineering

- Industrial Training Certificate

Humanities and Education

- Certificate in ICT Integration
- Pre-Certificate programme for Carnival Mas practitioners
- BA in Journalism
- BEd Physical Education
- BEd Pre-service

Law

- Legislative Drafting Diploma
- LLM, Mphil and PhD programmes

Medical Sciences

- Diploma/Certificate programme in Veterinary Epidemiology to a BSc programme
- BSc in Midwifery (Post-Registration Nursing)

Social Sciences

- BSc Criminology and Criminal Justice

Postgraduate

Engineering

- MSc Manufacturing and Management*
- MSc Food Technology Programme*

Humanities and Education

- Master's Programme in Music Education*
- MA Heritage Studies*

Medical Sciences

- MSc Forensic Sciences*
- DM Haematology*
- MSc Optometry*
- MSc Forensic Sciences*
- DM Haematology*
- Masters in Health Services Administration*
- Masters in Health Services Administration*
- PhD Psychological Sciences*
- MSc Sport Medicine*

- Cardiology Fellowship
- DM Medical Oncology*
- MPhil or Diploma programme in Tropical Animal Health and Production*
- MSc Pharmacy Administration*
- MSc in Industrial Pharmacy*
- MSc in Pharmacy Clinical Practice*
- PhD In Dentistry*
- Postgraduate Diploma in Community Dentistry*
- Revise MSc. In Oral and Prosthetic Dentistry*
- DM Neurosurgery*
- DM Surgery offered at all hospitals*
- DM Emergency Medicine extended to all district hospitals*
- Upgrade the Diploma in Arts and Cultural Enterprise Management to a Master's programme*

Social Sciences

- MSc Health Services Management
- MSc Applied Psychology
- Social Development Policy and Planning

Science and Technology

- MSc Chemical Analysis*
- MSc Statistics*
- MSc Mathematics*
- MSc Bio-Medical Physics*
- MSc Biotechnology*

Other

- Records-Management Certificate*
- OSHE – Office Safety Training Programme*
- Supervisory Management Training*
- Professional Development course in Econometrics*
- Open Source GIS course by Geography Department*

* Self-Financing Programme



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