

Focus on *Quality*

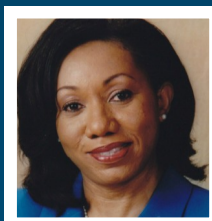
UTT

THE UNIVERSITY OF TRINIDAD AND TOBAGO

ISSUE 01
MAR 2013

'QUALITY IS NOT SOMETHING WE DO,
IT'S HOW WE DO EVERYTHING'

FROM THE VICE PRESIDENT



The launch of *Focus on Quality* takes place just months after a significant time in the life of our country. On August 31st 2012, the Republic of

Trinidad and Tobago celebrated 50 years of Independence. It is in a real sense a celebration of a bold and deliberate step towards self-determination and democracy that was taken half a century ago. *Focus on Quality* emerges at this time as a symbol of the spirit of enterprise which beckons those who dare to venture into new territory and who dream of reaching dizzying heights.

UTT will forever hold the distinction of being the first National University in our twin-island Republic. Established in 2005 we are still a young university but we have recorded many successes including becoming the first university to be awarded institutional accreditation by the Accreditation Council of Trinidad and Tobago (ACTT). Today we celebrate the launch of *Focus on Quality* - a newsletter that highlights our quality initiatives and provides a platform for discussion on academic standards and other issues in higher education. We welcome our readers as we look forward to providing a new medium for information sharing and dialogue among all of our stakeholders.

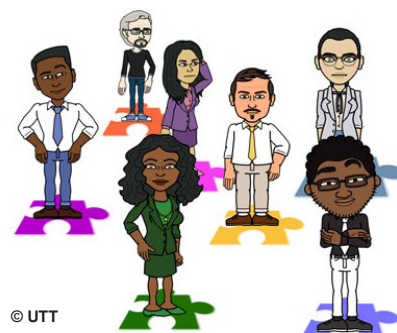
Ruby S. Alleyne Ph.D.

Vice-President

Quality Assurance & Institutional Effectiveness

Creating a Quality Culture

Creating a 'quality culture' is a goal for many organisations. It isn't created simply by the interaction of well-intentioned persons who have a love for high standards but by a structured approach to the development of organisational processes and systems that are well-understood and supported by all employees. Organisational systems should be designed to deliver superior outcomes, offer quality incentives and reward excellence but they should also hold consequences for poor quality. Culture is learned behaviour. It can be defined as "shared patterns of behaviour and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization" (Centre for Advanced Research on Language Acquisition, University of Minnesota). Over time, each organisation develops its culture – a way of doing things. This is usually a reflection of a deep-rooted set of values, norms and beliefs that are reinforced by organisational practices. Organisational culture can be 'taught' to new members and for this reason a formal orientation for new employees is an important step in the development of a strong culture.



A quality culture thrives in an environment that embraces creativity, demands integrity and eliminates mediocrity. More importantly, it values people. In contrast, 'mediocrity' flourishes where there is a feeling of resignation and a willingness to accept what is sub-standard as "good enough". This is anathema to the development of a quality culture. Research shows that advanced or mature quality cultures are associated with greater organisational effectiveness. Leadership is also a major factor as strong quality cultures grow where leaders are facilitative, people are empowered and communication is open, direct and honest. Every department or functional unit can contribute to building a quality culture by:

- Setting targets and expectations for employees that are aligned to clearly defined goals and guided by formal processes and procedures.
- Taking steps to first correct, then reduce and eventually prevent errors.
- Offering quality incentives and holding people accountable for specific outcomes.

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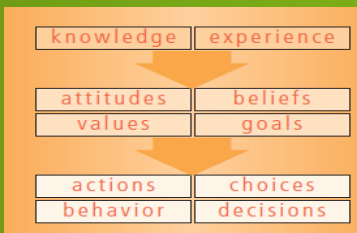
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Your personal philosophy

A personal philosophy is a written document detailing your ideas on how the world works – the big stuff, the small stuff and everything in between.

A personal philosophy is a fluid thing that changes and grows as you change and grow.



Source: <http://www.justinhong.com/2010/11/personal-philosophy/> & <http://www.idealit.com/fitness-library/developing-personal-philosophy>

Creating a Quality Culture

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- Continuously evaluating success and measuring satisfaction.
- Rewarding individual and team achievements.

When a quality culture exists, a commitment to seeking the best outcome possible permeates all organisational actions. It goes beyond treating quality as a cultural phenomenon to institutionalising approaches that promote quality as “a set of values ... a general orientation, and an organizational ideology” rather than as a set of tools or techniques (Cameron and Sine, 1999).

Quality is a primary objective for UTT. Our Quality Policy is the contract between the university and those we serve that provides the assurance of UTT’s commitment to high ideals and standards of excellence. To create a quality culture we must be committed not only to academic excellence but to high standards of quality in all aspects of our operations. Our focus must be on investing in people through ongoing development programmes for faculty and staff and on strengthening systems for monitoring, evaluating and improving individual and organisational performance. Monthly ‘quality meetings’ can be held to focus specifically on assessing outcomes and improving performance and ‘quality champions’ can be selected to ensure that there is a sustained focus on delivering quality in all aspects of work and at all times. Quality must become a way of life. It is only then that we would fully be able to appreciate that “Quality is not something we do, it’s how we do everything”.

Quality Philosophy....What’s yours?

Many institutions view quality as it relates to the standard of the products or services they provide and how this is viewed by the external customer. They invest financial and human resources to ensure that the quality of their products or services either meet or exceed their customers’ expectations. There is no exception at The University of Trinidad and Tobago (UTT).

At UTT, QA&IE and the Academic Standards and Programme Accreditation unit (ASPA) are charged with the responsibility of ensuring the maintenance of quality throughout the institution’s academic programmes, support functions and administration. To achieve this objective all areas must engage in regular reviews, evaluations and propose recommendations to maintain a quality culture. But should the institution rely solely on the review of these areas to ensure quality? Should it be the job of specific areas to identify where those gaps are?

Edward Deming once stated that ‘Quality is everyone’s responsibility’, but why? The simple answer is that every resource, every process and every individual can contribute to the improvement of the final product or service. A quality product is not created as a result of on-going reviews by specific departments. Rather quality occurs because individuals do the right thing, even when no one is looking. This argument reiterates that the achievement of a standard of quality should begin with each individual on a personal level. This should be reflected in how a person holds him/herself accountable for achieving and maintaining a standard of excellence in everything that they do.

This is also known as their personal quality philosophy.

Once persons aspire to develop an internal quality philosophy which governs their daily actions, this informs the ethos of how that individual acts, and interacts. Mahatma Gandhi said “Be the change you want to see in the world” implying that for us to see quality within an organisation, we must first become representative of that change, and the rest will follow.

This ‘ripple effect’ will eventually translate into significant benefits on a departmental and organisational level. Adherence to an internal quality philosophy impacts the delivery of the product at every point of the supply chain, for inter-departmental and intra-departmental interactions, and finally the product or service that we present to our external customer. The philosophy of the individual if positive, will eventually translate into increased growth and development at an organisational level as the quality of products and services continues to meet and exceed customer expectations, invoke customer satisfaction and achieve competitive advantage.

THE QUALITY RIPPLE EFFECT

As members of the UTT community, let us strive to contribute to the development and promotion of our quality culture by first looking at ourselves and aspiring to develop, internalise and practice our own quality philosophy in everything that we do!



© UTT

“When you're out of quality, you're out of business.”

Unknown

Measuring Performance in Higher Education

Institutional Effectiveness (IE) ultimately measures how well an institution pursues its mission. Higher Education Institutions (HEIs) throughout the globe have come under increasing pressure to demonstrate greater levels of accountability, and provide evidence of student learning. The success of HEIs has also become more integral to their countries' economic development and global competitiveness. It is imperative that HEIs adopt a well-articulated and systematic process of planning, implementation, assessment and improvement.



PLANNING AND IMPLEMENTATION

Institutional effectiveness begins with the university's planning processes. There are at least five major components of any comprehensive and integrated planning process which include:

1. Strategic Plan (Strategic Objectives)
2. Academic Plan – (Teaching, Learning & Research)
3. Administrative Plans (Facilities & Support)
4. University Budget (Funding)
5. Measurement and Assessment Planning (Key Performance Indicators)

Academic programme offerings, service and public outreach initiatives, and other activities should be driven by the mission and the broad strategic goals of the institution. These provide a roadmap for the institution by identifying specific objectives, priorities for action, and measurable outcomes.

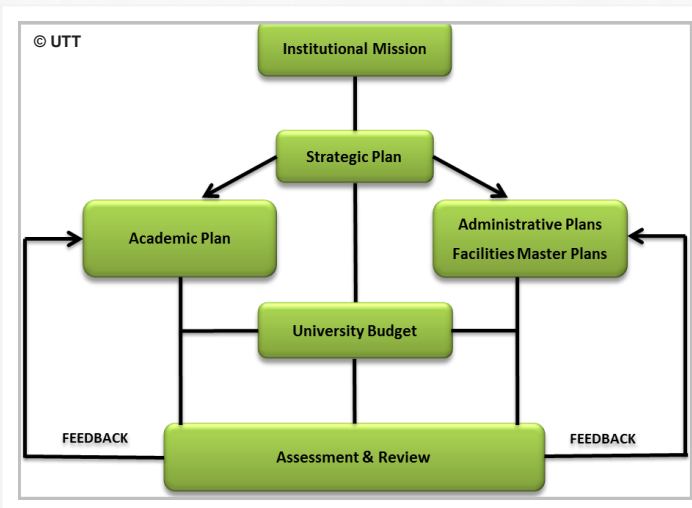


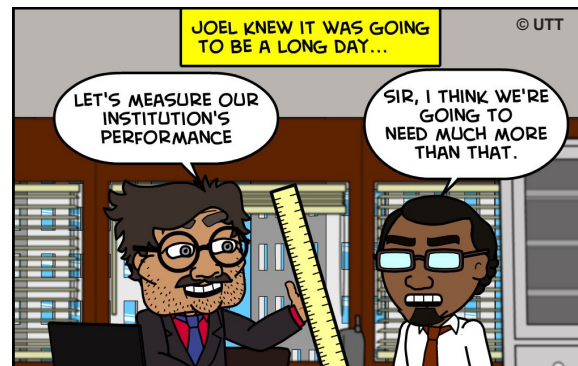
FIGURE A. PLANNING AND ASSESSMENT MATRIX FOR HEIs

Within the Framework for Evaluating Institutional Effectiveness (FEIE) at UTT, administrative and academic units develop clearly defined and measurable outcomes for learning, research, public outreach, service and support. They also develop and implement activities which are intended to achieve these outcomes.

ASSESSMENT AND REVIEW

The Assessment and Review phase involves systematic institutional research, and data

(Continued on page 5)



TIPS FOR MEASURING PERFORMANCE

- Know your business vision, your values and your strategic goals
- Communicate your vision
- Review your job descriptions and focus on your business objectives
- Have weekly catch ups
- Have annual appraisals and performance development plans
- Regularly give feedback to employees and address poor performance immediately

Adapted from <http://podconsulting.net.nz/documents/Top Ten Tips for Measuring Performance in Your Business.pdf>

PETROLEUM ENGINEERING PROGRAMMES EARN SPECIALISED ACCREDITATION FROM ENERGY INSTITUTE, UK

UTT continues to break new ground with the accreditation of the M.Eng. degree which is awarded to students who complete a four-year period of full-time study. The first three years lead to the successful completion of UTT's Bachelor of Applied Science (B.ASc.) degree. **The B.Sc. programme in Petroleum Engineering was accredited for Partial Chartered Engineering (C.Eng.) status by the Energy Institute.** This ensures that UTT graduates have an engineering qualification which is recognised globally.

Other UTT programmes which have received Accreditation by the Energy Institute, UK for the period [2011— 2015] are:

- **Master of Engineering (M.Eng.) Petroleum Engineering**, Accredited for Further Learning for C.Eng.
- **M.Sc. Reservoir Engineering (FT/PT)**, Accredited for C.Eng.
- **M.Sc. Petroleum Engineering**, Accredited for Further Learning for C.Eng.



The University of Trinidad and Tobago has recently acquired the licence to use Tableau software.

Tableau® is a powerful, flexible application for visually analyzing and understanding data, at a fraction of the cost of traditional business intelligence software. The software, developed using breakthrough technology from Stanford University, is easy-to-use and provides browser-based analytics and data visualization tools. Stanford University's computer science department is quoted as being an engine for economic growth in Silicon Valley, producing the entrepreneurs who created the technologies behind companies such as Google and Yahoo.

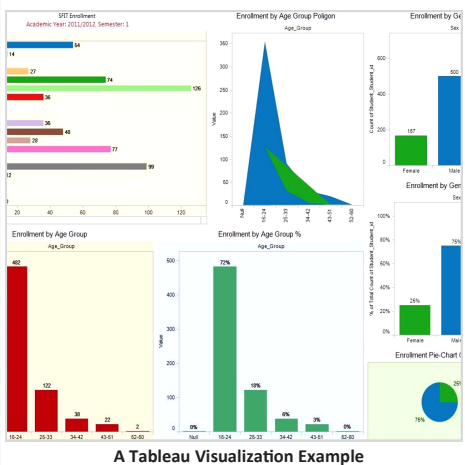


Tableau can be integrated into many databases and spreadsheet applications such as:

1. ORACLE
2. SQL Server
3. Microsoft Access
4. MySQL
5. Microsoft Excel
6. Sybase
7. Informix
8. Microsoft PowerPoint Pivot Tables and hundreds of other data sources.

This application also produces rich reports and "what if" scenarios using trends and historical data. Tableau has received many awards by organizations such as PC Magazine, DMReview and SQL Editor's Choice for its outstanding performance and ease of use.

Tableau will be rolled out to the university community during the academic year 2012 - 2013, starting with the Registry, Human Resources and Finance and Administration Departments.

For more information on Tableau, please visit

http://u.tt/index.php?accreditation=1&page_key=751&kcs=1

WORD SEARCH

W C A P U O T S G R A D N Q A Y T X P E
M U U V Z E H V A I H O X Q T B U M W V
W Y D L L Y B L B D I M F I T H Q L S A
B H I E T U U C N T Q S L Z Z A J Z E L
O E T Y H U N Z A S Y A U U T W K F I U
A N N F Q H R T G P U C I K T B H W C A
I S S C T H I E A Q J J F M O G M Z I T
E P Y B H D I N S T I T U T I O N A L I
Q M T J E M H K B A F M P A Q H E P O O
C I M R X Y A P S A K W T P W H F E P N
S P C A H N H R S F U E X S H O D B L W
H C W P R B D S K G S H C S M L G M V A
A C R J B G U C J I L R X F F M M Y B K
R N C Z Y R O C J J N L W R E F E C E T
D Q K T A H C R N C L G G I E B E Q J N
X H V N Y K Q M P K R O W E M A R F E P
Y G C U T I W H T J M O N I T O R M K
M E I Q I S V P D K S H E I D P T F N N
Y Y U Q C C U R E Q B J Y C S R P R Q D
P U B N S Z D R K S X T H U N N E V U B

ACCREDITATION
ASSURANCE
AUDIT
BENCHMARKING
EVALUATION

FRAMEWORK
INSTITUTIONAL
MONITOR
PROGRAMME
QUALITY

“ Tableau’s visual analysis provides the ability to address unanticipated questions without waiting weeks by performing on-the-fly calculations, comparative visual analysis, and ad hoc question and answer sessions. Tableau Software complements and extends an organization’s business intelligence, reporting and analysis environment, quickly detecting trends, outliers, patterns and relationships. ”

Ron Powell, Cofounder and Editorial Director
The Business Intelligence Network

USING TABLEAU®

STUDENT SERVICES	HUMAN RESOURCES	FINANCE	INFORMATION TECHNOLOGY
- Visual representation of student bio data, programmes and college performance e.g. trend analysis on enrollment, graduation and attrition rates - Generate “What If” scenarios and forecasts on student population and student needs assessment	- Create Dashboards for staff performance, staff training and capacity building - Review Monthly Hiring Trends - Conduct Workforce Planning (“What-if” planning for retirement age) – years from Retirement and % of Employees by Years to Retirement - Review survey results given by HR	- Expenditure for Academic programmes, Faculty and Staff - Year over year Volume and Profit - A detailed breakdown of university expenditure over time - Visual analysis of UTT’s performance based on predetermined indicators, spending activities and areas of concern	- IT project Success Trends (Successful, Failed, Challenged) - Website Traffic

“ Quality is not asserted by the supplier; it is perceived by the customer. ”

Unknown

(Continued from page 3)

collection to inform institutional review and adjustment for the next cycle of planning. Figure A illustrates the typical components of planning and assessment for HEIs. Key Performance Indicators (KPIs) are a set of specific, measurable, achievable, realistic and time-bound quantitative and qualitative indicators designed to objectively measure how the HEI is performing in terms of its academic, administrative, outreach and research initiatives. Well defined KPIs enable HEIs to benchmark their performance and provide data necessary for policy and decision makers.

THE UTT CONTEXT

The Office of Quality Assurance and Institutional Effectiveness (QA&IE) has the mandate to coordinate UTT's processes for improving quality and institutional effectiveness. QA&IE supports the work of the university community through a system of monitoring and evaluation which provides empirical data used to assess institutional effectiveness and plan for the future. In the fourth quarter of 2011, the UTT Board of Governors (BOG) approved the implementation of a structured Framework for Evaluating Institutional Effectiveness (FEIE). The details of the FEIE are being developed based on a series of consultations, planning meetings, and feedback sessions which have recently begun. The foundation for a more robust IE framework to ensure the highest quality of teaching and learning, research, outreach, service and general operational efficiency is being laid. This requires the input and support of all members of faculty and staff. The university looks forward to exciting and productive years ahead!

ECO CORNER

WAYS TO GREEN YOUR OFFICE

BE BRIGHT ABOUT LIGHT

- Artificial lighting accounts for 44% of the electricity use in office buildings.
- Turn off the lights when you're leaving any room for 15 minutes or more and utilize natural light when you can.
- Buy Energy Star-rated light bulbs and fixtures, which use at least 2/3 less energy than regular lighting, and install timers or motion sensors that automatically shut off lights when they're not needed.

PRINT SMARTER

- An employee in a typical business office can typically generate over 1 pound of waste paper per day.
- Print on both sides or use the back side of old documents for faxes, scrap paper, or drafts. Avoid color printing and print in draft mode whenever feasible.
- View documents on your computer instead of printing them out.
- Use a stick-on label on the first page of a fax instead of a full cover sheet.

Source : <http://www.sierraclub.org/tips/office.aspx>



DEVELOP QUALITY WORK HABITS

Work Smarter Without Working Harder

- Plan your day the night before
- Do the hardest task first
- Use a to-do list and a do-later list
- Be organised
- Delegate work where needed
- Respond promptly to your emails
- Be on time
- Create a conducive work environment
- Delete limiting thoughts

adapted from The Productivity Manifesto
<http://personalexcellence.co/blog/productivity-manifesto/>

Student Learning Outcomes and Experiential Learning

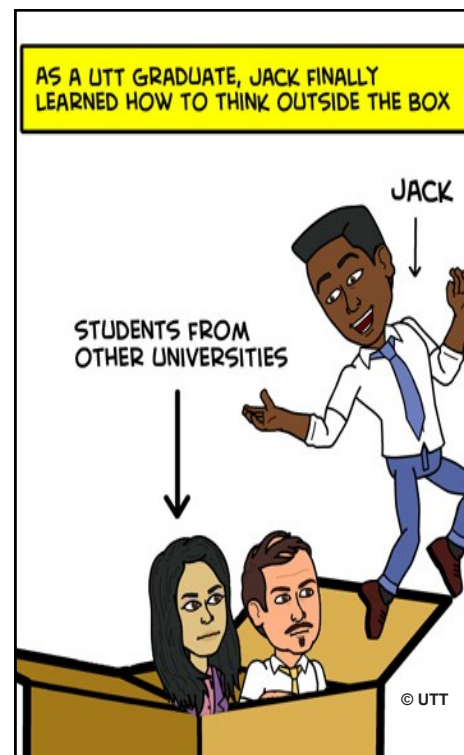
In higher education systems around the world, efforts are underway to focus attention on the nature, quality, and level of student learning. The Jomtien Declaration in 1990 and the follow-up Framework for Action adopted at the World Education Forum in Dakar, Senegal in 2000, recognize the quality of education as a crucial component in the broad movement of achieving 'Education for All'. Goal 6 of the Dakar Framework states that all aspects of education quality should be improved "so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". Therefore improved quality in education will ultimately ensure that student learning outcomes are achieved.

This leads to the question: what are student learning outcomes and how are they achieved? Student learning outcomes are defined as "the knowledge, skills, and abilities that students attain as a result of their involvement in a particular set of educational experiences" (Adopted by the Yubba Community College District Academic Senate in 2005). In their 1995 article 'From Teaching to Learning' Barr and Tagg purported that this approach to education

reflected a conceptual shift from the traditional academic pedagogy of "providing instruction" to "producing learning" which is more meaningful and effective. Further studies have shown that this learning outcome approach can assist the educational community to understand how the knowledge will be used and provide information on what particular knowledge (cognitive), skill or behaviour (affective) students have gained after the learning experience is completed. One way to achieve this is by explicitly building educational experiences based on what students should be able to do with their knowledge and establishing a sound system of measurement.

This increasing emphasis on what students will know, be able to do and be able to demonstrate at the end of their courses/programmes, has led to an interest among the higher education community in the consideration and "use of experiential learning in their curriculum design, development and delivery" (Barr and Tagg, 1995) as one of the methods to effectively achieve student learning outcomes and improve the quality of education.

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THE QUALITY PROFESSIONALS FORUM

The University of Trinidad and Tobago (UTT) in demonstrating its commitment to continuous quality improvement has taken the opportunity to play a lead role in creating a network of quality assurance professionals in the tertiary education sector.

The Quality Professionals Forum (QPF) allows members to:

- * Participate in online discussions on quality assurance and accreditation issues
- * Access resources (text, video etc.) posted by the administrator and other site users
- * Interact with other quality assurance professionals and educators within the tertiary education sector
- * Enjoy access to a wealth of information on best practice at institutions that are leaders in higher education



To join the Quality Professionals Forum (QPF) kindly send an email to gpf@utt.edu.tt.

<http://www.utt.edu.tt/qpf>

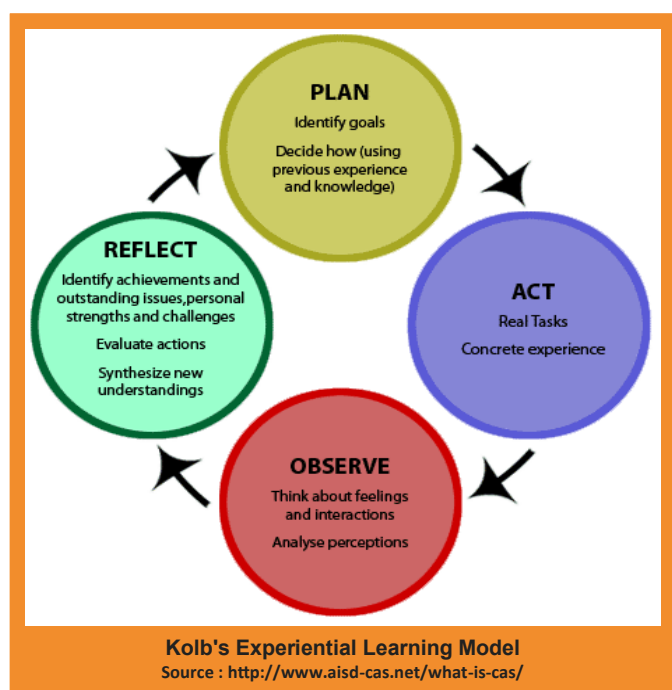
"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives."

William A. Foster

Student Learning Outcomes and Experiential Learning cont'd

(Continued from page 6)

David A. Kolb in his 1984 paper entitled 'Experiential Learning: Experience as the Source of Learning and Development' defined experiential learning as "the process whereby knowledge is created through the transformation of experience and results from the combination of grasping and transforming experience". He further asserted that experiential learning encourages learners to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order for them to gain a better understanding of the new knowledge and retain the information for a longer time.



In higher education experiential learning may take many forms including internships, co-operative education, field experience and practica. The University of Trinidad and Tobago (UTT), for example, incorporates such activities of experiential learning in the practical components of its programme offerings in the areas of maritime studies, education, agriculture and engineering. These practical components not only introduce UTT students to the world of work and to the environmental conditions of industry but also provide industry experience which facilitate the application of their academic learning and knowledge to actual workplace situations. This aids in facilitating the development of student knowledge, skills and abilities and in fulfilling UTT's commitment to producing well-rounded, industry ready graduates. Therefore, through the use of this pedagogical tool, higher education institutions such as UTT can ensure that meaningful and effective learning is achieved. Furthermore, experiential learning also provides students with the opportunity to develop essential communication, interpersonal and presentation skills, both in general business and industrial workplace scenarios, and allows UTT to maintain its strong industry relationships and alliances with the alignment of programme offerings to the needs of graduates as well as those of the relevant industrial sectors.

It is therefore undeniably evident that experiential learning is a significant contributor to improving the quality of education particularly in the delivery and achievement of student learning outcomes. In essence and in the words of renowned philosopher, John Dewey, 'give the pupils something to do, not something to learn; and if the doing is of such a nature as to demand thinking; learning naturally results.'

CONVENTIONAL TRAINING vs. EXPERIENTIAL LEARNING	
CONVENTIONAL TRAINING	EXPERIENTIAL LEARNING
training-centred/focused - theoretical	learner-centred/focused - really doing it
prescribed fixed design and content	flexible open possibilities
for external needs (organisation, exams, etc.)	for internal growth and discovery
transfers/explains knowledge/skills	develops knowledge/skills/emotions via experience
fixed structured delivery/facilitation	not delivered, minimal facilitation, unstructured
time bound measurable components (mostly)	not time bound, more difficult to measure
suitable for groups and fixed outcomes	individually directed, flexible outcomes
examples: PowerPoint presentations, chalk-and-talk classes, reading, attending lectures, exam study, observation, planning and hypothesising, theoretical work, unreal role-play.	examples: learning a physical activity, games and exercises, drama and role-play which becomes real, actually doing the job or task, 'outward bound' activities, teaching others, hobbies, pastimes, passions

Source : http://www.businessballs.com/experiential_learning.htm

CALENDAR OF EVENTS



A listing of university-wide, national and regional higher education events.

INQAAHE 2013 CONFERENCE

CHINESE TAIPEI, 8 – 11 APRIL, 2013

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) will organise its Biennial Conference in Chinese Taipei. The conference host is the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT).

The conference theme is *“Managing Diversity: Sustainable quality assurance processes”*.

There are four related subthemes:

- *The QA of cross-border education: from quality providers to quality assured provision*
- *Innovative approaches to external QA in tertiary education: not a single approach towards excellence*
- *Impact of QA and the effects of external and internal QA: regional perspectives to a shared issue*
- *National qualifications frameworks and their links to QA (including involvement of stakeholders)*

For more information, please consult the INQAAHE website at <http://www.inqaahe.org>

ABOUT THE NEWSLETTER

Focus on Quality is published for the staff and stakeholders of the University of Trinidad and Tobago and is a semi-annual publication of the Office of Quality Assurance & Institutional Effectiveness (QA&IE).

QA&IE is charged with primary responsibility for the design, development and implementation of a university-wide system for quality assurance and accreditation and an integrated approach to institutional research that is linked to strategic planning and evidence-based decision-making.

Your contributions and comments are most welcome. Please send them to the Editor at utt.quality@utt.edu.tt

Tel: 1 (868) 642-8888 Ext 33135. The deadline for submissions for the next edition is April 30th, 2013.

CREDITS

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Ruby S. Alleyne Ph.D.

Quality Philosophy....What's yours?

Cherise Thompson, Jeremy Williams

Measuring Performance in Higher Ed

Jason Stafford, Ayanna Hernandez, Alena Joseph

UTT and TABLEAU

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SLOs & Experiential Learning

Cherise Thompson, Alena Joseph, Keah Roberts-Toby

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NEWSLETTER ONLINE

<http://my.u.tt/index.php?accreditation=1>



“The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.”

VINCE LOMBARDI