# 2010 SELF-STUDY REPORT

## THE UNIVERSITY OF TRINIDAD AND TOBAGO

UTT
THE UNIVERSITY OF TRINIDAD AND TOBAGO

A PLACE FOR LEARNING, CREATING, INNOVATING

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- c. TOR – Planning and Development Committee, Approved by the Executive Committee on April 29, 2005
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R-0021 An Overview of the University of Trinidad and Tobago prepared for the Honourable Minister of Science, Technology and Tertiary Education, June 10, 2010.

R-0022 UTT By-Laws

R-0023 Student Information and Regulations Handbook

R-0024 Report on upgrade of library

R-0025 Employee Awareness and Satisfaction Survey Report 2010

R-0026 Membership in Professional Organisation Report

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E-0005 Report on Conversation Day at Valsayn and San Fernando

E-0006 Student Feedback Focus Group Report

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E-0013 National Survey of Counseling Center Directors 2009, pg.4; The International Association of Counseling Services, Inc. http://www.iacsinc.org/2009%20National%20Survey.pdf

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E-0015 Report on the UTT Libraries Student User Survey of Collections and Services – 2010

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E-0018 Report on the Graduate Tracer Studies: 2009, 2010

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The following persons made indispensable contributions to the self-study process by serving on the Working Groups, the Writing Team, the Co-ordination and Logistics Committee and the Technical Support Team.

| Working Groups | Writing Team | Co-ordination & Logistics Committee | Technical Support Team |
|---|---|---|---|
| Errol Benjamin | Liz Adams | Lynus Chadee | Kwesi Charles |
| Sandra Ganness | Barbara Constance | Rennie Coolman | Marcia Commissiong |
| Jeliffe Jackson | Ayanna Hernandez | Judith Elcock | Troy Horsford |
| Yvonne John | Iris Hewitt-Bradshaw | Oliver Flax | Phillip Robinson |
| Gillia Liverpool-Roberts | Joya Gomez | Sandra Ganness | Jason Stafford |
| Brent Lyons | Barbara Joseph | Garnet Hanson | |
| Rohanie Maharaj | Nicaise Joseph | Judy Karim | |
| Hayward Mickens | Nifa Khan-Persad | Benn Ramnarine | |
| Shameen Mohammed-Baksh | Betty McDonald | Khamchan Sahatoo | |
| Judith Morrain-Webb | Helane Ramirez | Anna Scott | |
| Ulrich Rauch | Keah Roberts | Karen Tardieu | |
| Suzana Russell | Cherise Thompson | | |
| Stephen Sheppard | Jeremy Williams | | |
| Jennifer Sampson | | | |

The following members of staff have also played a major role in supporting the work of the committees:

Onver Lewis
Joanne Suban

With sincere gratitude,

**Self-Study Steering Committee**

Ruby S. Alleyne
Dave Bhajan
Cedric Connor
Oliver Flax
Stephen Joseph
Judy Lake
Saeed Mohammed
Jeanette Morris
Prakash Persad
Lennard Prescod
Jennifer Sampson
Stephen Sheppard
Debbie Sirjusingh
Colin Stevenson
Clint Sutherland

THE UNIVERSITY OF TRINIDAD AND TOBAGO
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# INTRODUCTION

- How It Began
- Integration Continues
- Structure and Management
- Range of Programmes
- Student Enrolment
- Strengthening the Research Capability
- Registration and Accreditation History
- The Self-Study Process
- The Approach to Self-Evaluation

# INTRODUCTION

The University of Trinidad and Tobago (UTT) has produced this self-study report during its fifth year. As a young university, UTT has established itself as a national institution that has demonstrated significant growth since its establishment. The self-study process is indicative of a deep commitment to reflection on, and evaluation of, achievements and challenges over the short period of its existence. UTT is a student-centred institution and its major priority at this time is providing students with a high-quality learning environment, effective teaching and research programmes and qualifications that are recognised by employers, other higher education institutions, professional bodies and the public. This self-study report has been produced for review by the Accreditation Council of Trinidad and Tobago (ACTT) as UTT seeks its first institutional accreditation.

Self-study is also an opportunity for quality improvement in the life of the university and UTT welcomes this opportunity to share the outcome of a year-long process in which the university community was engaged in self-analysis, review and discussion. This self-study has led to greater appreciation for UTT's achievements, a better understanding of its challenges and a more informed and deliberate approach to continuous quality improvement in all areas.

*UTT is a student-centred institution and its major priority at this time is providing students with a high-quality learning environment, effective teaching and research programmes and qualifications that are recognised by employers, other higher education institutions, professional bodies and the public.*

### How It Began

In 2004, the Government of the Republic of Trinidad and Tobago (GORTT) established a national university – The University of Trinidad and Tobago (UTT) – to keep pace with the rapidly changing and growing needs of industry while ensuring that quality higher learning was within reach of the widest possible constituency. The decision to establish a national university was announced in the National Budget Speech (2003) and Steering and Working Committees were appointed to make the intention a reality[1]. It was felt that the integration of several already existing institutions of higher learning into one entity would be the most effective approach. In September 2004, the Trinidad and Tobago Institute of Technology (TTIT) at Point Lisas which was established in 2000 was the first to be subsumed under the banner of UTT. Consequently, it was at Point Lisas that the first campus of the University of Trinidad and Tobago was formally established.

Initially, curricular emphasis was on science and technology, but as UTT continued to evolve it incorporated other disciplines and expanded its programme offerings in accordance with the government's mandate for UTT to be more responsive to the needs of industry and national development priorities. There was emphasis on innovation, entrepreneurship and research that would facilitate growth and this focus is evident in the university's vision and mission statements. UTT's vision is to be "the National Institution of higher learning and research for socioeconomic and technological development that:

(a) Inculcates in the graduates a set of overarching skills – metaskills – that help them navigate the new and emerging technologies in the national and global contexts, and

[1] Steering Committee Report, Vol. 1 April, 2004 pp 54-56 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).

# INTRODUCTION

*The current mission of UTT is:*

*"To be an entrepreneurial university designed to discover and develop entrepreneurs, commercialise research and development, and spawn companies for wealth generation and sustainable job creation towards the equitable enhancement of the quality of life of all individuals, families and communities of the Republic of Trinidad and Tobago and the Caribbean[3]."*

(b) Through its R&D activities, brings and keeps Trinidad and Tobago in the vanguard of engineering and technology in niche areas of key importance, such as natural gas is to the nation[2].

Chapter 3 of this report discusses the impact of the expansion of UTT's programme offerings since its inception on the university's vision and mission.

### Integration Continues

During the period 2004 to 2006, the integration of other tertiary level institutions (TLIs) into UTT continued. These institutions were:

- Corinth Teachers' College
- Valsayn Teachers' College
- San Fernando Technical Institute
- The John S. Donaldson Technical Institute

From 2006 to the present time, negotiations have been underway with respect to key issues related to integration of the following institutions:

- The Caribbean Industrial Research Institute (CARIRI)
- The Engineering Tool and Die Functions of the Metal Industries Company (MIC)
- Eastern Caribbean Institute of Agriculture and Forestry (ECIAF)
- Institute of Marine Affairs (IMA)

These negotiations are still to be completed. The integration is discussed in more detail in Chapter 2 of this report.

### Structure and Management

UTT is essentially the product of a partnership between GORTT, the private sector and international centres of excellence. In its brief history, UTT has been rapidly transformed from being a science-focused institution located at Point Lisas, into a multi-campus facility, with several major campuses and sites of learning, offering dynamic programmes in diverse fields of study. At present, Tamana InTech Park is under construction in Wallerfield, Trinidad, and this is intended to be the main campus and Signature Complex housing UTT's headquarters, Information Technology and other facilities for a variety of teaching and research programmes. Plans have also been developed and approved in principle for the construction of a campus on the sister island of Tobago. Currently, only the Pre-University Programme (PUP) programme is offered at facilities utilised by UTT in Tobago.

On an annual basis, capital and recurrent expenditure to fund the operations of UTT is largely met by GORTT. However, UTT also receives contributions from corporate donors and sponsor organisations and generates revenue through its Professional Education Unit (PEU) which provides short courses and industry-specific programmes to companies and individuals. To accomplish its major goal of providing industry-relevant tertiary education, UTT has forged alliances with national, regional, and

[2] Steering Committee Report, Vol. 1 April, 2004 pp 2-5 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).
[3] UTT Annual Report 2006, p.2 (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).

global partners in both education and business to successfully develop a broad range of programmes from certificate to doctoral level. These partnerships play a strategic role in ensuring that UTT achieves the highest standards of scholarship while fulfilling the goal of producing graduates who are better equipped to meet the demands of an increasingly competitive job market.

A Board of Governors (BOG) manages UTT and oversees the two operational arms – an Academic Body and a Corporate Body. The university is led by a President who is the head of both operational arms. The Academic Body is headed by a Provost and is responsible for all educational affairs and activities. The Corporate Body supports and complements the work of the academic arm, ensuring that the necessary resources are available to achieve the goals of UTT. The line ministry for UTT is the Ministry of Science, Technology and Tertiary Education (MSTTE). The organisation of the university is discussed in Chapter 2 of this report.

### Range of Programmes

At its inception in 2004, UTT offered 17 programmes. By 2009, this figure had increased significantly to include 27 bachelor's degree programmes, and 38 postgraduate programmes – 12 of them at the doctoral level. The mode of delivery of several programmes since inception has reflected the co-operative approach espoused by UTT. This strategy combined institutional learning with relevant practical experience in the field. UTT maintains strong industry relationships and alliances and this approach is an important component of UTT's commitment to ensuring that programme offerings are aligned to the needs of graduates as well as those of the relevant industrial sectors. Additionally, in accordance with the government's policy to widen access to tertiary education and increase the participation rate, UTT introduced the Pre-University Programme (PUP) which aims to strengthen the academic foundation and analytical, personal and self-management skills of prospective students. PUP therefore allows prospective students to gain entry to UTT's diploma programmes, and from there to articulate to higher levels of learning.

### Student Enrolment

As a result of the expansion in programmes offered, there has been a significant increase in student enrolment. In 2004, there were 1,656 enrolled students (full-time and part-time), the majority of whom were pursuing diploma programmes. By 2009, over 7,484 students were enrolled, with 3,585 of them pursuing degree programmes and 369 pursuing postgraduate qualifications. In keeping with its aim to strengthen the emphasis on research, UTT is committed to expanding and strengthening its research programmes and to increasing postgraduate enrolment. The rapid growth in student enrolment at the different levels is illustrated in Figure 1-1 (page 6).

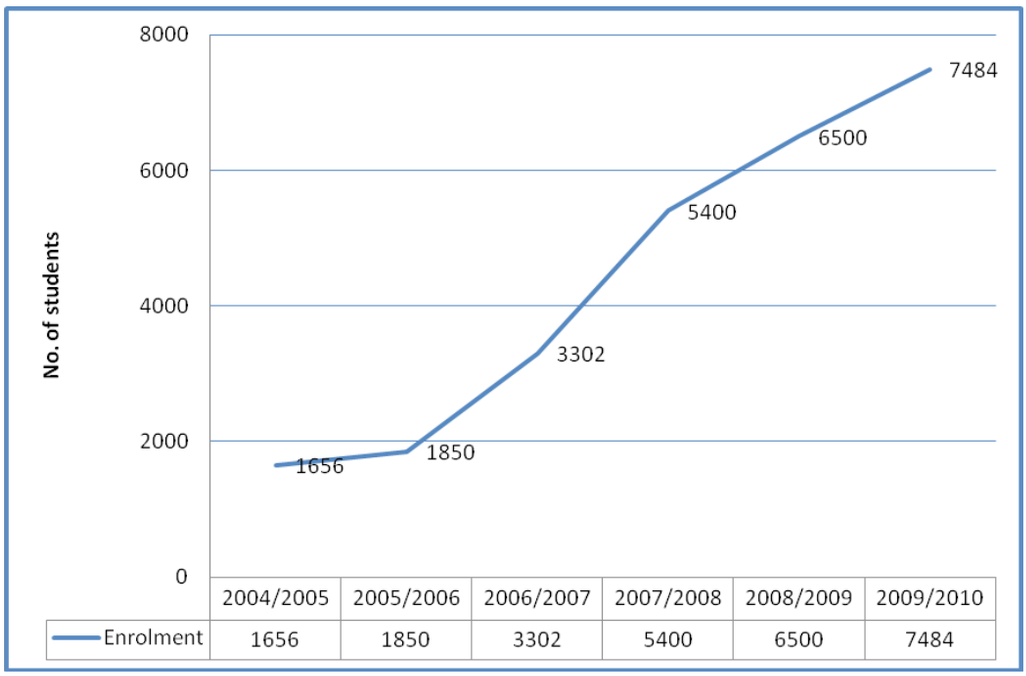



***Figure 1-1*** *Growth in Student Enrolment from 2004–2009*

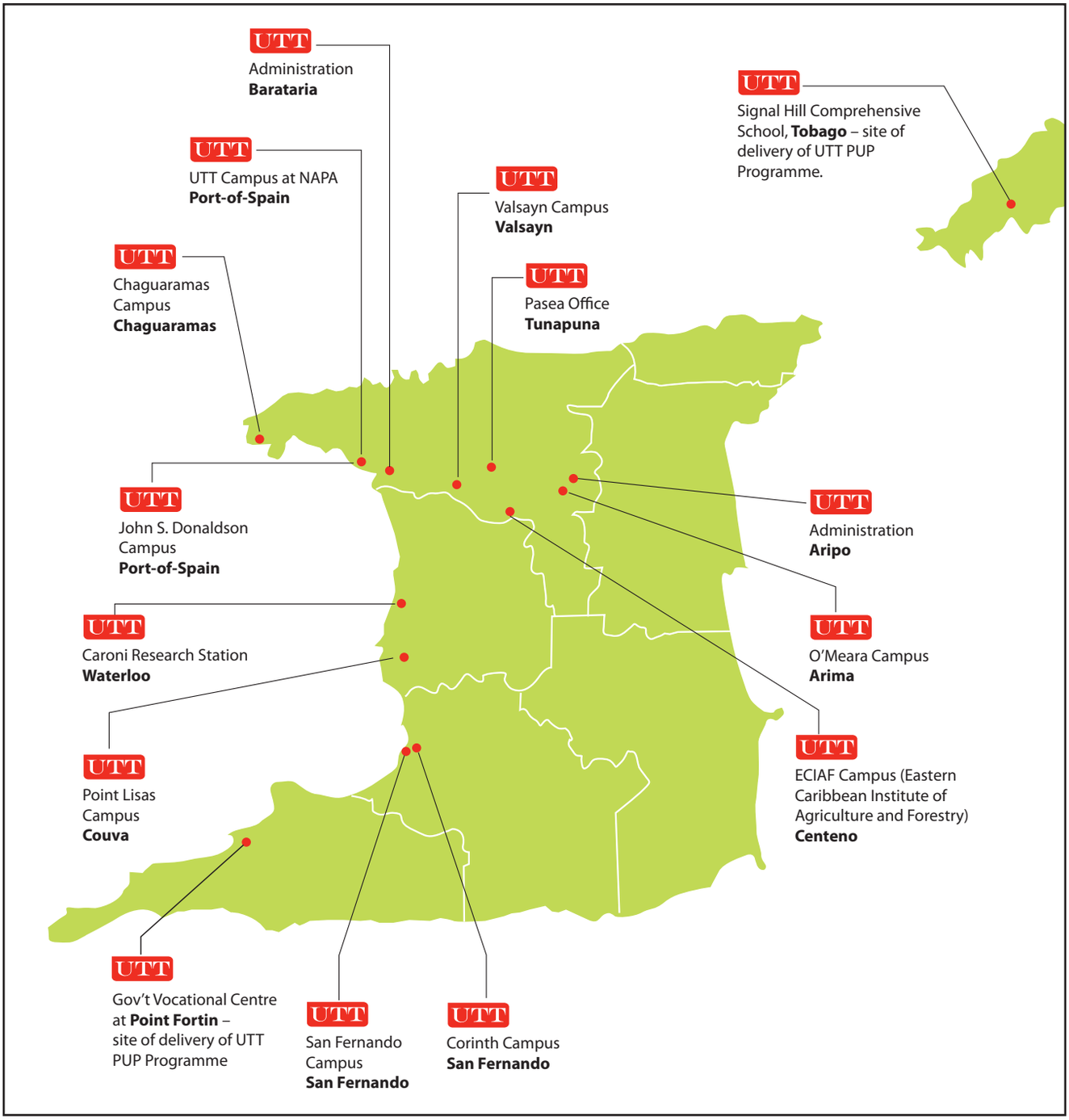
## Strengthening the Research Capability

UTT's commitment to research is in keeping with the research thrust of major regional and international universities whose strength lies in their research and development capabilities. The Office of the Vice-Provost, Research and Postgraduate Studies plays an important leadership role as a catalyst for the achievement of excellence in research and graduate studies. Through this office, the Vice-Provost is responsible for research facilitation and promotion including maximising research and funding opportunities, the development and implementation of policies related to research, technology transfer and providing a full range of research services and support to UTT's researchers.

## Registration and Accreditation History

UTT's initial registration by the Accreditation Council of Trinidad and Tobago (ACTT) took effect on June 10, 2008 for a period of one year. Subsequently, in light of major developments within the university and the development of a robust and effective Quality Management System (QMS), UTT was re-registered by ACTT for the period June 10, 2009 – June 9, 2012. Candidacy for Institutional Accreditation was awarded by ACTT on July 16, 2009.

## UTT CAMPUS LOCATIONS



# INTRODUCTION

As a young university, UTT is proud of its achievements with respect to specialised accreditation of several engineering programmes. This demonstrates its commitment to providing graduates with qualifications that have been evaluated and approved by reputable bodies that are recognised internationally. Programmes that have been accredited by the Energy Institute (EI), United Kingdom are: Bachelor of Science in Petroleum Engineering; Master of Science in Petroleum Engineering; Master of Science in Petroleum Technology. Those accredited by the Institution of Engineering and Technology (IET), United Kingdom are: Bachelor of Applied Technology in Electrical Engineering and Bachelor of Applied Technology in Mechanical Engineering[4].

In April 2010, UTT was also placed on the *List of Recognised Foreign Institutions* by Engineers Canada. Engineers Canada is the business name for the Canadian Council of Professional Engineers. UTT is currently preparing to apply for the accreditation of several of its engineering degrees by the IET as well as exploring the possibility of joint accreditation by the recently established Caribbean Accreditation Council for Engineering and Technology (CACET).

## The Self-Study Process

Following its re-registration by ACTT in June 2009, UTT began to take concrete steps to institutionalise self-evaluation and continuous improvement as integral components of its new QMS. A document entitled 'The Road Map for Institutionalised and Specialised Accreditation'[5] was developed by the Vice-President, Quality Assurance and Institutional Advancement and approved by the President of the university. This document presented a strategic approach to integrating the university's self-study processes in order to obtain institutional accreditation from ACTT and specialised accreditation from specific international and regional agencies (for selected programmes) through one major quality assurance initiative. The Road Map Checklist provided an overview of the process and was designed to be used to monitor progress by identifying critical steps or "sign-posts".

Candidacy for institutional accreditation was awarded by ACTT on July 16, 2009 and, in preparation for a participative self-study process, the Manager, Quality Assurance conducted training in process mapping for representatives of all functional areas and a university-wide process mapping exercise was implemented in August 2009. The aim was to re-examine all areas of operation with a view to redesigning and improving on key organisational processes.

The President appointed a Self-Study Steering Committee in November 2009 with responsibility for managing the process leading to the production of a Self-Study Report. He also announced the initiation of the self-study process to the university community at the same time. Three co-ordinators were appointed to lead the process. There were four sub-committees appointed – three Working Groups and a Writing Team. The Working Groups were formed to address the criteria for accreditation and the Writing Team, which was led by two co-ordinators, was appointed in February

[4] Official statements on accreditation by the EI and IET (Appendix: 1-1)
[5] The Road Map for Institutional and Specialised Accreditation (Appendix 1-2).

2010 to produce the Self-Study Report. Members of these committees reflect the diverse background and skills of the faculty and staff at all levels of the university[6]. Finally, the Steering Committee established a Co-ordination and Logistics Committee which had ultimate responsibility for ensuring that all arrangements were made to accommodate the evaluation team during the site visit.

Three members of the Steering Committee were appointed to chair the working groups. Working Group 1 was given responsibility for Criterion One and Criterion Five, Working Group 2 for Criterion Two and Criterion Four, and Working Group 3 for Criterion Three. While the Steering Committee met on a monthly basis, Working Group and Writing Team meetings were held more frequently. The Co-ordination and Logistics Committee met as often as required to effectively execute its responsibilities. The following depicts the organisational structure for the self-study process:

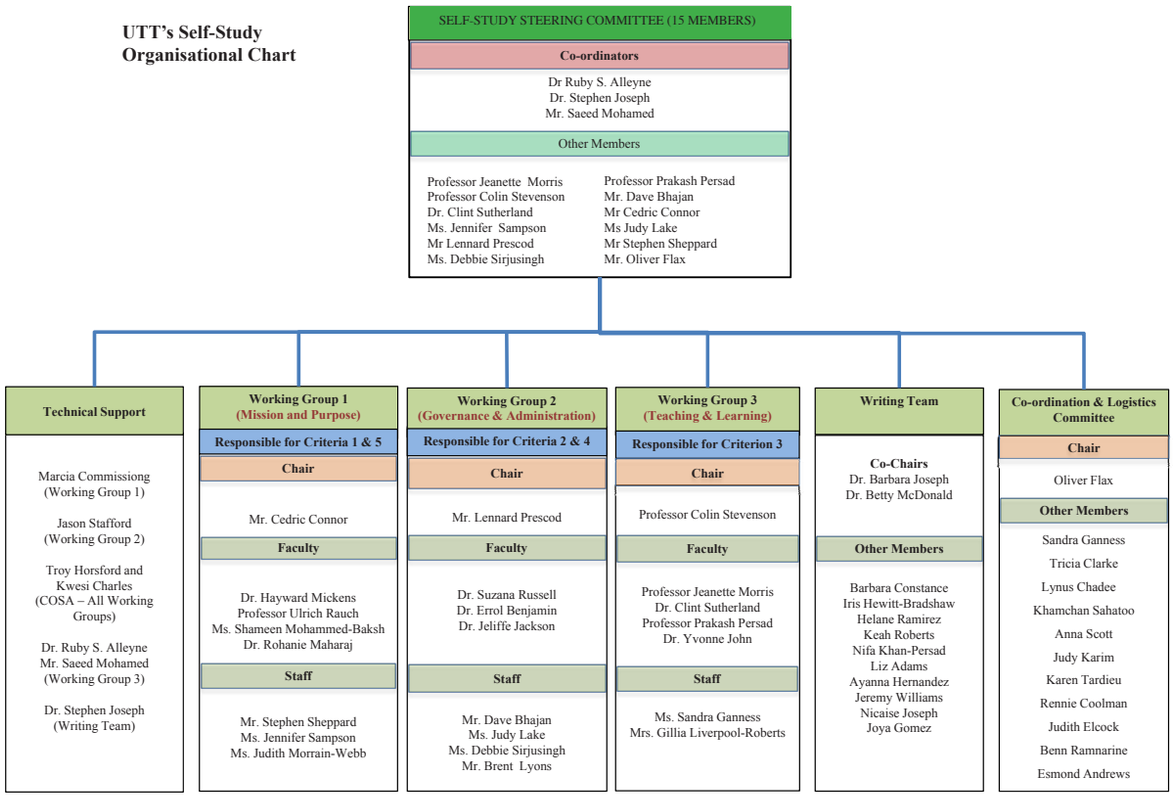



***Figure 1-2*** *Organisational Structure for the Self-Study Process*

[6] Composition and Roles and Responsibilities of the Steering Committee, Working Groups and Writing Team (Appendix 1-3).

The Steering Committee held its first meeting on January 6, 2010. There was an orientation to the accreditation process and the committee approved the self-study timetable and established a Technical Support Team[7]. In the interest of obtaining accreditation by ACTT, it was agreed that the committee would work towards completion of the process by August 2010. Accreditation would provide assurance to students, employers, the public and other key stakeholders of the quality of UTT's offerings.

Throughout the process, the university's website was used to communicate information on the accreditation process to the university community and other internal stakeholders. Training was conducted for members of the committees, first by ACTT and subsequently by staff of the Office of Quality Assurance and Institutional Advancement (QA&IA). Guidelines were often developed and circulated by QA&IA to committee members to assist them in their work.

A major development in the area of communication and collaboration during the self-study process was the development of a web-based interactive system called the *Collaborative Online System for Accreditation (COSA)*[8]. This software, which was launched in May 2010, could be accessed by users from any web browser. All committee members were provided with access to the system which they used to upload documents into the system repository to provide evidence aligned to the criteria and standards for accreditation. COSA allowed all users to view the progress of the other committee members and any other persons involved in the self-study process. It was also an effective collaboration tool with many built-in reports which facilitated the writing of the first draft of the self-study report.

To ensure an inclusive self-study process, a quality improvement initiative was launched in January 2010. The '100 Quick Wins' project invited faculty and staff to review key processes in their work areas and to suggest ways in which improvements could be made to achieve greater efficiency and effectiveness that would lead to superior outcomes[9]. This is a continuous quality improvement initiative which generated some interest and participation. The '100 Quick Wins' project will be an annual event. Four suggestions that can be implemented to improve organisational processes emerged at the top and these entrants were rewarded by the university at a ceremony during which awards were presented and the university recognised the contribution of those who participated. The '100 Quick Wins' initiative is discussed in greater detail in Chapter 7.

Key stakeholders within the university were also engaged in the self-study process through *Conversation Day* which was held at some campuses. This activity provided an opportunity for faculty, staff and students to discuss the self-study and issues related to accreditation as well as to examine some of the organisation's strengths and challenges[10]. There was also a special focus on student engagement through a

[7] Minutes of the first meeting of the Self-Study Steering Committee (Resource Room: R-0003).
[8] User's manual for the Collaborative Online System for Accreditation (http://u.tt/accreditation/report/: E-0003).
[9] 100 Quick Wins web advertisement (http://u.tt/accreditation/report/: E-0004).
[10] Reports on Conversation Days at Valsayn and San Fernando campuses (http://u.tt/accreditation/report/: E-0005).

series of fora that were co-ordinated by the Assistant Vice-President, Student Affairs and Student Support Services in which students had an opportunity to discuss issues related to their experience in the university and to make recommendations for improvement[11]. Reports on these fora were circulated to the Programme Professors, Programme Leaders and Campus Managers on the respective campuses for review and action.

As members of the committee engaged in open and honest evaluation of all aspects of the university's operations, there were some areas of concern that emerged with respect to the time-frame during which the self-evaluation could be completed. This was particularly evident when there was a period of uncertainty about the university's future direction due to a change in government, with UTT being primarily funded by the State. The BOG had also resigned in June 2010 and at that time the President of the university announced his decision to retire at the end of his contract in August 2010. While all stakeholders were concerned about the impact of these changes on the university's operations and the self-study process, the consensus was that the committees should continue their work in accordance with the mandate given to them at the inception of the self-study process. It was also decided that should any changes in the focus or timetable became necessary, appropriate action would be taken. An acting President was subsequently appointed and is currently leading the university through this period of transition.

### The Approach to Self-Evaluation

The self-study process was a comprehensive one which required that all functional areas throughout the university undertake a self-evaluation to review their current capacity and operations, their major achievements during the period under review, and their strengths and challenges. This information formed the basis of an evaluative report which was submitted for each area outlining the structure and scope of the operations and identifying strengths, areas for improvement and plans for the future. Stakeholders reported that this was a very meaningful exercise which enabled the university to identify and celebrate its major achievements and strengths. It also facilitated the development of a set of priorities for improvement in each area.

While many of the issues that emerged had existed for some time and had been previously articulated, the self-study presented an opportunity for an action-oriented approach to improvement and wider engagement in, and ownership of, the reflection, analysis and solution-generating efforts that would benefit faculty, staff and students. Figure 1-3 (page 12) is a graphical depiction of the UTT Self-Study Process which illustrates the quality improvement cycle that is a major feature of the QMS at UTT.

[11] Student Feedback Focus Group Report (http://u.tt/accreditation/report/: E-0006).

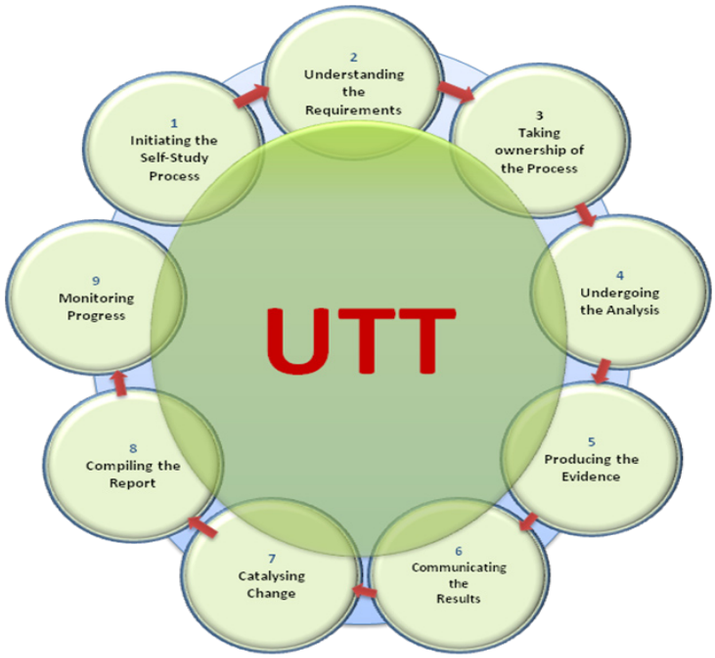



***Figure 1-3*** *Stages in Self-Study Process*

### Stakeholder Consultation on the Draft Self-Study Report

When the working groups completed their assignments the Writing Team compiled a preliminary report which identified some gaps that needed to be filled. This document was then put through a process of review and analysis by members of the Steering Committee and Working Groups as well as by a review team established for that purpose and composed mainly of staff of QA&IA and a Senior Manager. The team used the comments and information received and conducted additional research to make revisions to the report. Following this, the draft report was posted for comment on the Accreditation sub-site on the university's intranet. The Steering Committee also invited feedback from the university community through a series of meetings with Programme Professors, faculty, senior corporate staff and students on all campuses. The Writing Team used all of this information to produce the final draft report. Following a review of the final draft report by ACTT, feedback from the Council was used in the preparation of this report.

### The Structure of the Report

UTT's Self-Study Report 2010 begins with this introduction followed by an organisational profile in the second chapter. There are five chapters which are aligned to ACTT's five criteria for institutional accreditation. The concluding chapter draws together the major findings of the self-study process, highlighting UTT's major achievements and strengths and presenting a future-focused analysis of its opportunities for improvement.

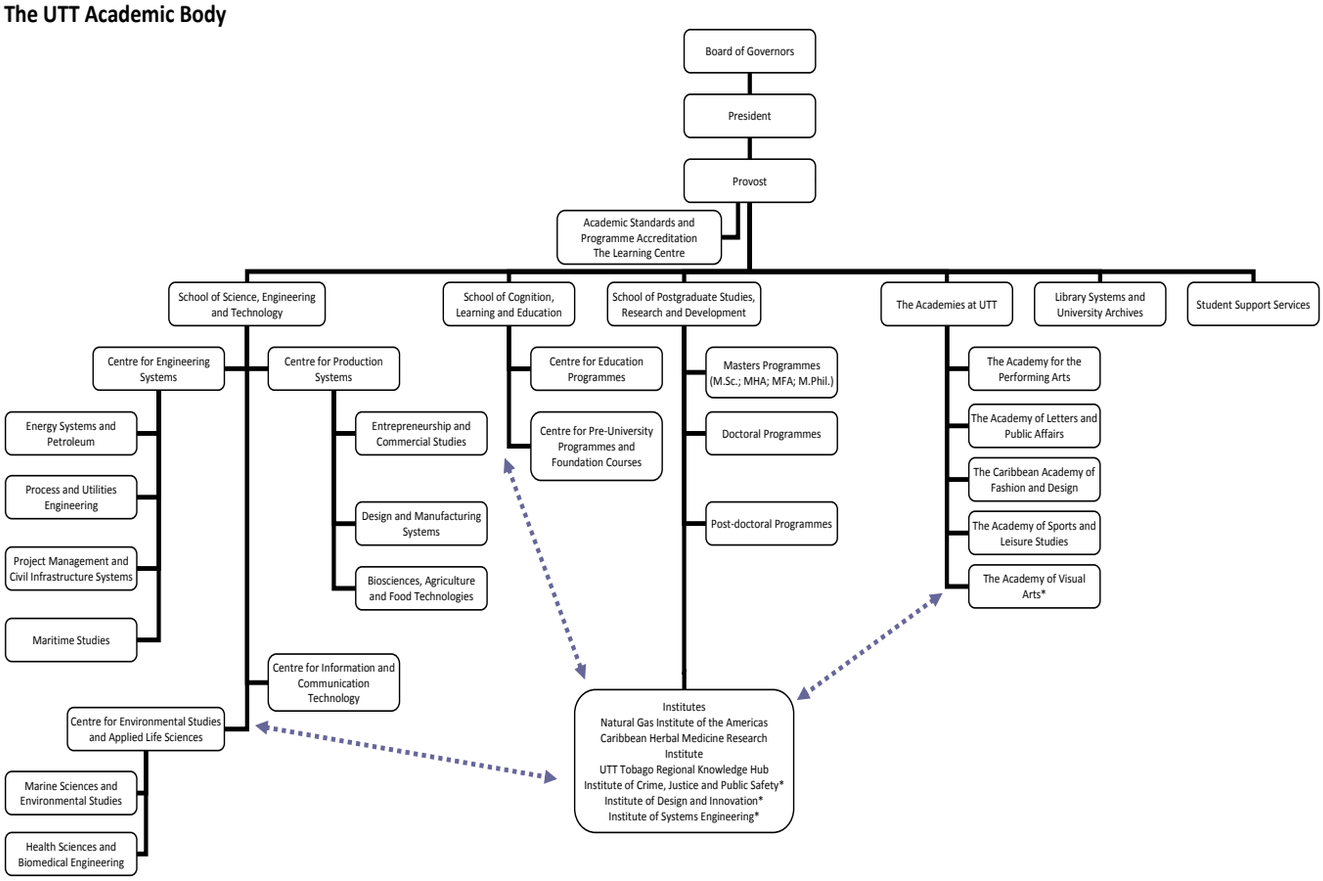
## ORGANISATION OF THE UNIVERSITY OF TRINIDAD AND TOBAGO

- Board of Governors
- President's Office
- Provost's Office
- Vice-Presidential Departments
- The Registry
- Assistant Vice-Presidential Departments
- The Academic Body
- The Learning Centre
- The UTT Libraries
- The University Archives
- The Academic Programmes

# ORGANISATION OF THE UNIVERSITY OF TRINIDAD AND TOBAGO

UTT is a multi-campus university and the structure was carefully designed to create an entrepreneurial, twenty-first century tertiary education institution that is committed to excellence, adaptable and demonstrates the agility to respond effectively to national development needs and regional and global imperatives. The existing structure is currently being reviewed through a participative process which seeks to determine whether the goals of the university are best served by the structure that has evolved over time. This chapter explains the structure and functions of the university and demonstrates how this unique structure has contributed to the achievement of institutional goals.

## The UTT Academic Body

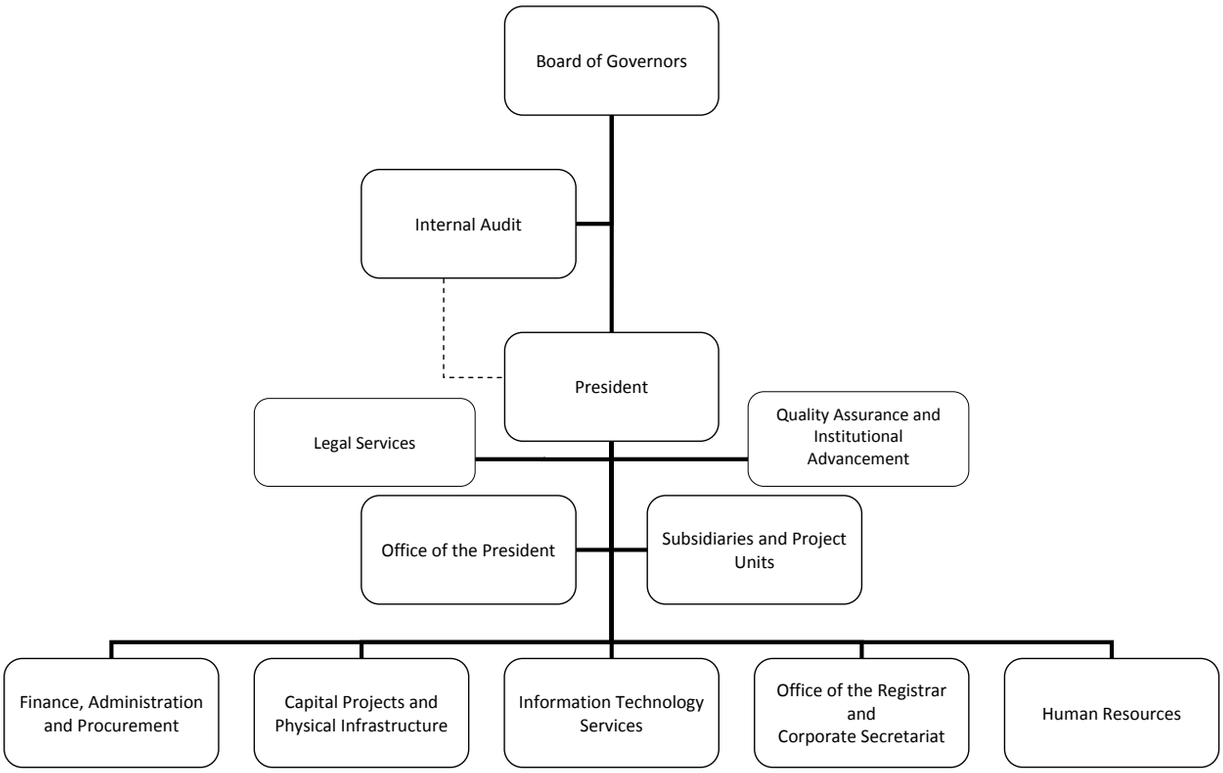



Approved by the Board of Governors – 2010 May 25

* To be established

***Figure 2-1*** *Organisational Structure of the Academic Body*

**The UTT Corporate Body – Functional Reporting Relationships**




Revised 2009 October 8

***Figure 2-2*** *Organisational Structure of the Corporate Body*

As discussed earlier in this report, the initial mandate of UTT was to expand tertiary education opportunities in areas integral to national development. Its strategic role as part of the national development thrust was to:

- support the needs of the national productive sectors while continuously adapting to the dictates of the international environment
- provide a source of expertise that informed policy-making in furtherance of national development goals
- serve as a benchmark for research, learning and service delivery consistent with international standards and practice[12].

UTT's Annual Reports have emphasised that its strategic development thrust is aligned to the five pillars underlying the Vision 2020 Draft National Strategic Plan for Trinidad and Tobago. In this context, UTT has developed an organisational structure that is unique and dynamic. The structure departs from the traditional design of

[12] Annual Report 2005, p.10 (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).

tertiary education institutions in the region, in that there are two operational arms – an Academic Body and a Corporate Body. The Academic Body, under the oversight of the Provost, incorporates the functions responsible for all educational activities including teaching and learning, research and development, determination of criteria for appointing academic personnel, academic support functions, academic standards, programme accreditation, and student affairs and services. The Corporate Body supports and complements the work of the academic arm, ensuring that the necessary resources are available to develop and sustain a high-quality, recognised scholarly institution. Specific responsibilities include the registry, quality assurance and accreditation, human resources and administration, finance and procurement, legal affairs, internal audit, capital projects, and government and industry relations. Currently, the President heads both operational arms and reports to the Board of Governors.

### Board of Governors

In establishing UTT, the Government took several decisions on the basis of the report of the Cabinet-appointed Steering Committee which included recommendations that the:

- *University of Trinidad and Tobago (UTT) be established as a non-profit company as an interim measure until its incorporation by Act of Parliament*
- *Board of Governors of UTT be the Board of Directors of the company*
- *President of the University be the Chief Executive Officer of the company*
- *first appointments to the Board of Governors of the University be made by the Government*
- *Board of Governors of UTT comprise:*
  - *a Chairman*
  - *the President of the University*
  - *a minimum of six and a maximum of 12 other Board members.*

Pursuant to the Cabinet decision, UTT was incorporated under the Companies Act, 1995 as a non-profit company on September 14, 2004. It was felt that such a structure would allow the institution to be more responsive to the changing requirements of a newly formed university. This arrangement would also facilitate Government/private sector partnership and funding. The primary corporate instruments of UTT are its Articles of Incorporation and By-Laws[13]. The By-Laws were approved at a meeting of the BOG held on December 12, 2005. The Minutes of the inaugural Board meeting note as follows:

> *"The intent behind these Articles and By-Laws is to embrace flexibility, responsiveness and accountability that characterise the private sector corporate world, yet creating an environment that will encourage the pursuit of excellence in teaching, research and development, scholarship and the offering of well-rounded educational opportunities to all students."*

[13] Articles of Incorporation and By-Laws (http://u.tt/accreditation/report/: E-0007).

# ORGANISATION OF THE UNIVERSITY OF TRINIDAD AND TOBAGO

As a non-profit company, UTT has no share capital. However, its Articles of Incorporation provide for four (4) classes of Membership, namely:
***The Founder Member*** *being the Corporation Sole (The Minister of Finance) on behalf of the Government of Trinidad and Tobago*

***First Members*** *being those persons first named in the Articles of Incorporation* ***Benefactor Members*** *being persons who are either corporations or individuals over the age of 18 years who make a financial contribution to the University in an amount no less than that fixed by the Governors from time to time*

***Honorary Members*** *being those corporations or individuals who accept election as honorary members upon the invitation of the Governors in recognition of their work for the University.*

The Articles of Incorporation provided for a minimum of eight and a maximum of 12 directors. The Articles were amended in March 2006 to increase the maximum number of directors to 15. The first appointments to the BOG were made by the Government. Representation on the Board was carefully considered by the Government to include a wide cross-section of the community with expertise in manufacturing, process industry, natural gas, law, education, business and finance. The Chairman was appointed for a three-year period while the remaining members were appointed for two-year periods. Since the expiry of these initial Government appointments, directors have been appointed by the members of UTT in accordance with UTT's Articles of Incorporation and By-Laws. The Corporation Sole (on behalf of the Government) is entitled to exclusively appoint no more than one-third of the maximum number of directors (up to five Directors) and to remove and replace any governor so appointed. The remaining directors (up to 10 directors) are appointed by the other members. The BOG is served by a Corporate Secretary.

The key responsibilities of the BOG include, but are not limited to:

- review and approval of UTT's functional organisational structure and the structures of the corporate and academic bodies
- review and final approval of academic programmes recommended for approval by the Academic Council
- approval of proposed collaboration agreements (between UTT and other institutions) with financial implications
- review and approval of all UTT policies recommended by sub-committees of the Board or the Academic Council for approval
- consideration and approval of recommendations of Board sub-committees
- appointment of the President and approval of his/her terms and conditions
- approval of the appointment of the Provost and Vice-Provosts
- approval of all recommendations for appointments or promotions at the level of Professor or Vice-President and above
- approval of purchase orders and contracts within the Board's jurisdiction as prescribed by the Procurement Policy and Procedures Manual.

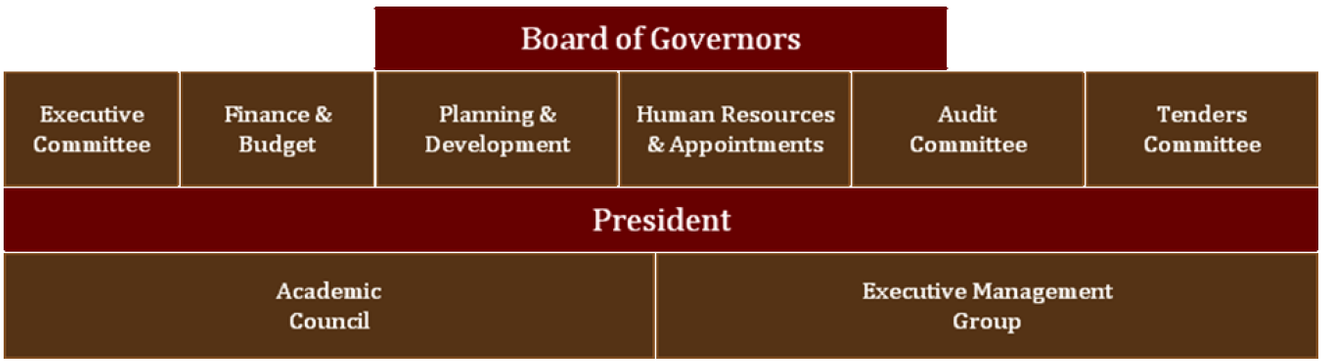



***Figure 2-3*** *Governance Structure of UTT*

The Board conducts its business through six sub-committees:

- Executive
- Finance and Budget
- Planning and Development
- Human Resources and Appointments
- Audit
- Board Tenders Committee

The membership of these Sub-Committees was last revised by the Board in June 2009[14]. The Terms of Reference of the Board Tenders Committee are incorporated in the Procurement Policy and Procedures Manual.

The Academic Council and the Executive Management Group (EMG) play an important role in ensuring that faculty, staff and students contribute to good governance. The Academic Council is primarily responsible for the academic development of the university and the membership comprises professors with expertise in a wide range of disciplines and representatives of the student body. The EMG on the other hand comprises senior executives in the corporate body and the Provost and provides guidance to the President on key organisational issues. The role and functions of both bodies are discussed fully in Chapter 4 of this report.

Since UTT's establishment, consideration has also been given to the incorporation of the university by an Act of Parliament. The BOG in May 2007 submitted a draft Bill for review by the Minister of Science, Technology and Tertiary Education. The recommendations contained in the draft Bill are based on extensive research conducted by UTT into various models and best practice employed by leading

[14] Terms of reference and current membership of sub-committees (Appendix: 2-1).

universities throughout the world. The document captures the essence of the mission and vision of the university, espouses its values and principles as a teaching, research and examining body with various functions, and outlines the operational framework of the Academic Body and the Corporate Body. Highlights of the draft Bill include:

- Recommendation that UTT be established as a corporate body by Act of Parliament
- Overview of the structure, mission, powers and functions of the university
- Overview of the governance structure and management of the university, including recommendations on appointments to the BOG, criteria for determining the Board's composition and its associated powers and functions
- Recommendation for the creation of the Office of the Chancellor as the titular head of the University and the methodology by which the Chancellor is elected
- Recommendations on the appointment of the President of UTT, including associated powers, duties and provisions for disqualification and removal
- Overview of the operational framework for the university, with the President and Chief Executive Officer being the head of both the Academic and Corporate Bodies and being accountable to the Board for the efficient management of the institution and
- Recommendations on the financial provisions and reporting requirements of the university to the Government.

This draft Bill has not yet been submitted by the Ministry to Parliament for approval.

## Organisational Leadership

### President's Office

As stated earlier, the President of UTT heads both the Academic and Corporate arms of the organisation and reports to the BOG. The Office of the President is supported by a small corps of administrative personnel and the office holder is supported by the Vice-Presidents, Advisors and Corporate Secretariat. In executing the responsibility for policy formulation and providing strategic direction for the university, three key areas can be identified:

1. ***Ensuring good governance:***
   (a) Identification of potential members to serve on the university's Board and submission of associated recommendations
   (b) Establishment/development of the model/philosophy for the university (Academic Body/Corporate Body) and determination of mechanisms to best achieve the desired operational framework
   (c) Determination of organisational structures in keeping with mandate, demands and experiences within the university
   (d) Soliciting of representation on the university's various advisory committees
   (e) Facilitation of establishment of various Administrative Committees/ Oversight Groups

2. ***Resource acquisition and allocation:***
   (a) Overall interface with Government, and public and private sector organisations locally, regionally and internationally, to expand the visibility of the university and to develop mutually beneficial collaborations that hold benefits for Trinidad and Tobago
   (b) Identification and securing of human resources to assume leadership positions and meet the needs of the institution
   (c) Securing of financial resources to fund the development and operational requirements of the university
   (d) Strategic allocation of resources to facilitate the achievement of the mission of the university

3. ***Operational oversight:***
   (a) Championing the growth of academic rigour, research and the concept of excellence throughout the institution
   (b) Championing the focus on students and student development within the university
   (c) Revisiting and communicating the university's mandate and value systems

**Provost's Office**

The Provost is the head of the university's academic body and this office is also served by the Vice-Provost, Postgraduate Studies, Research and Development and the Associate Provost, Undergraduate Studies. The Provost chairs several key meetings that are solely concerned with the academic functions of the university, namely the:

- Provost's Meeting
- Programme Professors and Programme Leaders
- Postgraduate Studies, Research and Development committee (PGSRD)
- Academic Council

The Provost's meeting is held once per month (typically the 1st Thursday); the Programme Professors'/Programme Leaders' meeting is held twice per month (typically the 2nd and 4th Thursdays); the PGSRD meeting is held once per month and the Academic Council Meeting is held once per month (typically the 3rd Thursday)[15].

The Provost is also a member of the EMG which focuses on academic and corporate issues that require discussion, action and/or submission of recommendations to the President. This ensures that there is an integrated and cohesive approach to the management of the academic and corporate affairs of the university.

Reporting to the Provost are the Programme Professors; Programme Leaders (of programmes which have not been assigned to Programme Professors); the Chief

[15] Minutes of committee meetings (Resource Room: R-0004).

University Librarian (CUL); and the University Archivist. The Learning Centre (TLC) at UTT; Student Support Services; Academic Standards and Programme Accreditation Unit; and the Projects Unit are also under the direct supervision of the Provost.

**Programme Professors**

A Programme Professor is responsible and accountable for all academic levels of programmes in a specific discipline. While these professors are located on a specific campus, they may be responsible for programme offerings on more than one campus, at different levels, offered on either a part-time or full-time basis. Programme Professors (PPs) direct the activities of their programmes on campuses external to their home-base via Programme Leaders (PLs). All lecturers/instructors delivering courses in the discipline of a PP report directly to the PP at the campus at which they are located or through Programme Leaders.

The Programme Professor provides academic leadership and has administrative and financial responsibility for his/her specific discipline, ensuring academic rigour and the pursuit of excellence. He/she is required to discharge these responsibilities in an entrepreneurial, innovative, collegial and inter-disciplinary manner consistent with the mission of UTT. The duties of the PPs were revised by the Meeting of Programme Professors held on January 14 and 18, 2010[16].

The key role of the PP is to:

- Maintain overall financial, academic and administrative leadership of al programmes.
- Ensure the timely and full content delivery of programmes in keeping with standards set in the undergraduate and postgraduate regulations of the university.
- Promote excellence in teaching, research, service and entrepreneurship.

Specific responsibilities include supervision and monitoring of the progress of students; administration of the discipline to which they are assigned; planning for, setting up, equipping, staffing and management of laboratories relevant to the discipline; participation in the performance appraisal of academic and support personnel; ensuring the validation of new programmes; as well as conducting research, delivering presentations at conferences and publishing papers.

[16] Revised Job Description for Programme Professor (Appendix: 2-2).

**Programme Leaders**

Programme Leaders are of two types:

- Those assigned responsibility for a discipline and/or co-ordinating programme activities at a campus on which the PP does not reside
- Those assigned responsibility for a programme for which there is no PP (e.g. Health Administration; Fashion and Design).

In the latter instance, the Programme Leader carries the responsibilities of a Programme Professor.

**The Projects Unit**

This unit was established in 2008 to conduct technical analyses in support of the duties of the Provost. It reports to the Provost and is staffed by a Team Leader, a Senior Project Analyst and a Project Officer. The unit's activities include conducting audits of collaboration agreements; analysis of evaluation of student performance by programme; and collection of data regarding budget preparation, student statistics, and current and discontinued programmes.

**Vice-Presidential Departments**

The university has one Senior Vice-President and five Vice-Presidents reporting to the President. They lead the following functional areas:

- Integration, Communications & Outreach
- Architectural Planning & Design
- Capital Projects & Physical Infrastructure
- Finance, Administration & Procurement
- Information Technology Services
- Quality Assurance and Institutional Advancement

**Integration, Communications & Outreach**

The office is led by the Senior Vice-President who also has responsibility for the Corporate Communications Unit. In May 2004, Cabinet approved the recommendation of the Steering Committee on the establishment of UTT that CARIRI, IMA, and the engineering tool and die functions of MIC be incorporated into the university. In July 2005, a Working Committee was mandated by Cabinet to consider mechanisms by which such integration could be achieved, and to develop a specific implementation plan and road map to guide the exercise. A report was submitted to the Ministry of Science, Technology and Tertiary Education (MSTTE) in May 2006.

In subsequent Cabinet decisions, other organisations were included on the list of those to be integrated into UTT. The complete list of organisations is as follows:

(1) MIC
(2) CARIRI
(3) IMA
(4) John S. Donaldson Technical Institute (JSDTI)
(5) San Fernando Technical Institute (SFTI)

(6) Valsayn Teachers' Training College
(7) Corinth Teachers' Training College
(8) National Institute of Higher Education Research Science and Technology (NIHERST)
(9) Eastern Caribbean Institute of Agriculture and Forestry (ECIAF)
(10) Research Extension and Support Services Unit (RESS)
(11) Agricultural holdings – Aripo Livestock Station/Sugarcane Feed Centre/ Centeno Experimental Station(Research Division)
(12) Cipriani College of Labour and Cooperative Studies (CCLCS)

The responsibility for managing the integration of the various organisations rests with the Senior Vice-President – Integration, Communications and Outreach. The function involves liaising with the respective employers, the employees of the organisations to be integrated and the recognised majority unions to achieve the objectives. The Senior Vice-President provides information to all stakeholders on the preferred methodologies to be implemented, the options for working at UTT and the associated terms and conditions. The Senior Vice-President also oversees the implementation of the university's Human Resource (HR) processes in respect of the recruitment, selection, placement and remuneration of the former employees of the other organisations. This involves working with all unit heads to ensure that the transition process is efficiently and effectively conducted. Finally, the Senior Vice-President, working with the Finance, Administration and Procurement Unit, ensures that proposals for funding the intake of new employees are submitted to the MSTTE. The integration of the JSDTI, SFTI, Valsayn Teachers' Training College; Corinth Teachers' Training College, and RESS has been completed. In light of the recent change in government, the proposed integration of the remaining entities will be addressed in the context of the new administration's policies and strategies for the development of the tertiary education sector in Trinidad and Tobago.

**Corporate Communications Unit**

The Corporate Communications Unit was, until December 2008, a part of the department of Student Affairs and Human Services, operating under the title of Community Relations and Marketing. The unit now falls under the Office of Integration, Communication and Outreach and is headed by the Senior Manager, Corporate Communications. The unit is comparatively small in relation to other units within UTT. However, the small team is encouraged to multi-task and is equipped to carry out a multiplicity of functions for the general enhancement of the unit and to fulfil its role within the university.

Corporate Communications employs a wide range of tactics and strategies to accomplish its singular goal of increasing the understanding, support and commitment of constituents vital to the continued success of the university. Through collaboration with campus clients, the unit provides marketing and communications to both external and internal audiences. Among the eclectic mix

of services provided by the unit are marketing, media and public relations, press releases, news conferences and briefings, as well as the planning, coordination and management of events. The unit is also responsible for official communications including UTT's websites (Internet and Intranet), *The Moriche* (the university's newsletter) and other UTT publications (including programme brochures, prospectuses and annual reports). The unit provides support for speechwriting and creates and markets UTT's services in both local and foreign fora. The unit's research functions also include tracking media hits.

In the report of the ACTT-appointed evaluation team for the re-registration of UTT in 2009, special mention was made of the need for the communication strategy at UTT to be enhanced. In addressing the team's concerns the Corporate Communications Unit has a mandate to improve all forms of communication at UTT. The unit continually seeks new and better ways to communicate UTT's mission to stakeholders and to help its clients overcome challenges and share their vision with the desired target audiences. Communication is an overriding element in the day-to-day activities of UTT and the focus has also been on improving several aspects of the flow of communication throughout the university including:

- Top-down communication from the leadership
- The cascade of information by programme administrators and unit head to their subordinates and then on to all staff across campuses
- Lateral communication across units
- The interface for staff who wish to communicate internally
- Communication on changes and new initiatives
- Information sharing university-wide across the campuses
- The communication practices of managers and key communicators within UTT
- Communication in emergency situations

The means of communicating with the university's staff can be categorised into primary and secondary channels. The main primary channel is the UTT Intranet. The Intranet is the main communication tool utilised by the university. It can be accessed by logging on to http://my.u.tt and serves as an interactive and informative mechanism of information sharing at UTT. The intranet not only provides staff with access to important forms, documents and the staff directory, but it also enables users to view resources such as UTT News and Events, press releases, internal vacancies and photo galleries.

The inclusion of the "Hot Topic" forum on the intranet ensures interaction among staff and management alike as each person has ample opportunity to weigh in on issues, both nationally and internationally, which may affect them. This is an important aspect of employee engagement and it provides useful feedback and an opportunity for open and honest dialogue on a wide range of issues. The news items and events are collected from a variety of sources and are drawn from UTT events,

press coverage of the university, personal achievements and UTT family news. The main UTT website www.u.tt is designed for both external and internal perusal, however, the staff is encouraged to use the Intranet whether on or off campus, in order to be kept abreast of all staff-related information. Other channels include email and press releases.

The main secondary channel of communication is the UTT Newsletter – *"The Moriche…Tree of Life"* [17]. It is an online, quarterly, eight-page newsletter which is a strategic tool enabling the reader to be reliably informed about all aspects of life at UTT. Since UTT's campuses and learning sites are geographically dispersed it also disseminates information to internal and external stakeholders (via website) on the university's achievements and other newsworthy items and serves to build a sense of a strong and cohesive university community. Other secondary channels are notice boards (strategically placed at UTT campuses) and printed material such as academic brochures and the university prospectus and annual report.

**Architectural Planning & Design**

The office of Campus Planning and Architectural Design (CPAD) was established in 2007 to develop immediate to long-term strategies for phased development as directed by the developmental objectives and milestones issued through the Office of the President. More recently, upon the termination of the original design team, CPAD has been assisting the Owners' Representation Group (ORG) with resolving all outstanding design issues and Requests for Information (RFIs) at the UTT Tamana Campus (currently under construction) as well as providing quality control oversight.

The department is headed by a Vice-President and the current staff complement includes a dedicated full-time staff comprising two architects, one architectural technologist and one architectural technician. Based on the objectives of the university leadership over the last three years, CPAD has been engaged in a number of planning exercises and developmental strategies that are commensurate with UTT's developmental targets. In order to keep abreast of the vast, growing, technological changes within the industry, highly specialised hardware and software are needed, along with the relevant training of personnel to maximise use of the technology.

**Capital Projects & Physical Infrastructure**

The Capital Projects and Physical Infrastructure Unit was established in 2004 at the very inception of UTT. This was as a result of the urgent need to create adequate learning space for the university in line with its vision for rapid growth and excellence in academic activities. In the area of Capital Projects, there is a staff complement of 14 led by the Vice-President and, in the area of Facilities Maintenance, there is a staff of 55 supervised by a Senior Manager. Starting with one campus at Point Lisas, the university has expanded rapidly over its first five years of existence, now functioning out of eight major campuses, two centres for specialised teaching and research, and

[17] The Moriche Newsletter (is http://u.tt/accreditation/report/: E-0008).

five satellite offices housing various aspects of the university's operations. At the present time, two new campuses are under construction, including the main campus being built at Tamana InTech Park, Wallerfield. This is by far the largest project of the university and, when completed, it will provide approximately 60,000 sq. m. of covered space and cater for a student population of 5,000.

The overall mission of Capital Projects and Physical Infrastructure is to effectively and efficiently provide facilities with conditions that would inspire, encourage and support staff and students in the pursuit of excellence in their individual and institutional, academic, research, and community objectives. In support of this overarching mission, the following primary roles of the unit are to:

(a) provide the physical infrastructure and facilities required for delivery of all UTT programmes and activities
(b) ensure that construction and maintenance of all UTT assets are carried out in an efficient manner, meeting the accepted codes and standards for an internationally recognised university
(c) provide direction in space planning and the optimising of space utilisation of all UTT facilities to effectively satisfy the academic and corporate needs of the university
(d) be responsible for the sourcing and disbursement of capital funding for the implementation of all UTT capital projects.

In addition, the responsibility for all facilities maintenance activities falls within the scope of the Capital Projects and Physical Infrastructure Unit. Over the period 2005 to 2010, this unit has completed more than 512 projects at UTT campuses and offices, reflecting a total expenditure of approximately US$200 million. The total portfolio of approved projects in progress at the current time reflects a value in the region of US$240 million. Constraints which have affected the efficiency of delivery of physical facilities and services over the past five years include the following:

- availability of capital funding
- the need for several levels of approvals within the organisation and in the central government which slows down the process of project implementation
- unavailability of adequate numbers of skilled and experienced personnel, particularly in facilities maintenance, which has hampered the smooth operations of the unit.

UTT's campuses are served by Campus Managers. While Programme Professors have overall responsibility for the delivery of academic programmes, Campus Managers have responsibility for ensuring that all support resources and services required for the delivery of programmes are available and functional, and for oversight of on-campus operations.

The geographic distribution of UTT's campuses reflects the intent to build close

linkages with the local communities, and to provide new opportunities, and increased access for the entire population. The design of new campuses also takes into account the prior use of the specific locations in order to minimise inconvenience to the surrounding population, and to enhance the quality of the environment in that particular area. The design of new campuses facilitates the vision and guiding principles of UTT with respect to the following:

- flexibility of space to allow for programmes and activities to be modified as technology changes and new needs arise. Flexible space facilitates retrofitting for many different applications
- space without boundaries that allows cross-fertilisation of ideas, and encourages interaction between students, staff and members of the public
- space that encourages teamwork, by providing an environment that facilitates meetings and discussions, as well as access to resources such as wireless internet services, library, visual aids and telecommunications
- safety and security for students, staff, visitors, and all persons entering and using the facilities at UTT campuses
- respect for the environment, and enhancement of the positive impact of the many factors influencing the environment in and around each UTT campus.

In all its activities, and especially in relation to the design and construction of its physical facilities, UTT has adopted a long-term strategic approach that provides for the effective management and delivery of appropriate and adequate infrastructure to satisfy its immediate and future needs. It is anticipated that this approach will lead to academic and research facilities, including sporting facilities, which will serve as models for future development in Trinidad and Tobago.

**Finance, Administration & Procurement**

The Finance, Administration and Procurement unit has evolved from the Finance Unit which was established at the inception of UTT. At September 2005, the asset base of the university was $300 million: as at May 2010, that base has grown five-fold to $1,600 million[18]. The unit is, with effect from 2010, responsible for all the financial affairs of the university and has oversight of seven support functions. The Vice-President is required to draft policy proposals on Finance, Procurement and Benefit matters for the approval principally of the Finance Committee, and at times the Human Resources Committee, of the Board. In the execution of the functions below, the Vice-President is required to maintain extensive relationships with the MSTTE and the Ministry of Finance.

The broad purposes of the unit are to ensure:

(a) ongoing available liquidity to sustain operations
(b) up-to-date financial information for decision-making
(c) that internally established rules – particularly with respect to procurement practices, are adhered to

[18] Audited Financial Statements (Resource Room: R-0005).

(d) transparent and equitable application of benefits
(e) implementation of a university-wide reliable and technology-based security system.

In fulfilling the above purposes, seven support functions have been developed as follows:

(i) Financial and Management Accounting
(ii) Treasury
(iii) Financial Administration
(iv) Payroll, Compensation and Benefits Administration
(v) Procurement Administration
(vi) Office Management Support Services
(vii) Security Services

The Financial and Management Accounting function entails principally the preparation of the annual audited financial statements of the university. These audited financial statements are required to be submitted to the country's Parliament where they may form part of the agenda of such Parliamentary committee charged with oversight of the university. They are further made public through the medium of the Annual Reports of the university which are circulated widely to stakeholders, regionally and internationally, and are also available on the university's website. Additionally, this function is responsible for the annual budgetary process and the related preparation and distribution of management accounts and variance analyses to the management of the university.

The Treasury function plays a critical role in monitoring and managing the university's liquidity position. At least 95% of the university's annual recurrent revenue is sourced from the Government. Apart from minor donors' funding, all capital expenditure is funded by the Government. For every recurrent dollar spent, 70% is directed to staff expenses: generally staff contracts are of 3 years' duration. It therefore becomes a very sensitive balancing act to ensure that monthly cash inflows properly match the outflows to ensure the sustainability and integrity of the university's programmes – both academic and corporate. The BOG, in recognition of the susceptibility of this cash inflow/outflow challenge, has approved the maintenance of a cash buffer equivalent to six weeks' operations costs of the university.

The function of Financial Administration involves the joint responsibilities of (i) regulatory compliance and (ii) systems compliance. Regulatory compliance relates to the required compliance with the laws – particularly tax, of the country and includes ensuring compliance with the contractual provisions underlying staff and suppliers' contracts with the university. Systems compliance is effected principally through participation of the unit's senior management in oversight control functions, e.g. (a) membership of the oversight committee overseeing the

construction of the university's proposed main campus expected to cost US$300 million (b) membership of both the Pre-Qualification Evaluation Committee and Tenders Evaluation Committee established under the revised Procurement Rules. More generally, though, this responsibility is also currently focused on resolving the periodic concerns and findings of both the internal and statutory auditors.

The Payroll, Compensation and Benefits Administration function, which was added in January 2010 to the portfolio of the Vice-President, is responsible for the development, implementation and equitable administration of the appropriate compensation packages and benefits programmes of the university. Currently, the university's compensation philosophy supports a compensation programme designed to attract the best talent, both locally and overseas, to reward excellence and to retain that talent. The university currently provides a contributory health plan for staff and dependents, gratuity payments in lieu of a pension plan, educational assistance plan, payment of membership fees in professional organisations and the following allowances to qualified staff:

- housing allowance
- travel/vehicle allowance
- mobile telephone

An optional deferred savings plan is soon to be introduced.

The payroll sub-function ensures that all remuneration payments are made accurately and in a timely manner. The university has set as a payroll date, the 25th day of every month. The payroll sub-function has recorded a 99% success rate in meeting this date. In fact, arising out of an Employee Benchmark Survey (EBS) conducted in 2008, the Payroll unit received the highest satisfaction score throughout the university with 75% of its customers being satisfied.

Procurement Administration refers to the responsibility for the purchase of all goods and services for the university. This activity is governed by Board-approved Procurement Rules which are themselves subject to periodic revisions as informed by changing international "best practice". An up-to-date revised Procurement Manual[19] was approved by the Board in the last quarter of calendar year 2009 which provided for a very strict division of responsibility to ensure proper internal control and included the establishment of (a) a Pre-Qualification Evaluation Committee (b) a Tenders Evaluation Committee (c) a Management Tenders Committee (approval limit up to $2 million) and (d) a Board Tenders Committee (approval authority up to $15 million). Amounts over $15 million would have to be sanctioned by the Board. An Oracle e-Procurement system was implemented in July 2010 to automate the multi-campus procurement process to improve speed of processing and management information analysis.

[19] UTT's Procurement Manual (Resource Room: R-0006 and http://u.tt/accreditation/report/: E-0009)

The Office Management Support Services function ensures that all ancillary services supplied by the university are satisfactorily provided. These services include staff accommodation – especially for the expatriate staff, travel arrangements for staff to attend programmes/deliver papers, courier services, and catering services for both internal and external programme delivery.

The Security Services function was added to the portfolio of the Vice-President in January 2010. Given the multi-campus nature of the university, and the increasing need for strict compliance and security checks on both staff and students of the university, the importance of this function has been recognised increasingly. At inception, the university relied on outsourcing this activity to third-party providers of this service. With effect from 2009, the Board approved a revision to our security strategy such that by 2011 it is expected that UTT staff will provide all security services supported by the appropriate technology and wired to a central command function. In October, 2010 UTT activated a Central Command Centre to which the university community has access by dialling 911 from any UTT telephone extension[20].

While the Finance unit has functioned effectively, there are some challenges that lie ahead. Both the Finance Committee and the Board in May 2010 took cognisance of the contents of a document entitled Financial Roadmap 2010/2014[21] which essentially recommended as a matter of urgency the following:

(i) rationalisation of both the academic programmes and the corporate activities of the university during 2010/11
(ii) continuation of the work of the Cost Monitoring Committee established in the last quarter of 2009.

Given what appears to be the increasing financial exigencies of the Government and the likely impact such would have on the finances of the university (particularly in the wider context of what is happening internationally with university funding) the challenge for the unit in the short term would be ensuring that these recommendations are fully implemented.

**Information Technology Services**

The office of Information Technology Services (ITS) was established on February 1, 2008. Prior to this, the role of this office was under the department of Information and Communications Technology and this was headed by the Chief Information Officer. The Vice-President who currently heads the unit is assisted by a Senior Manager, Planning and Administration and an Administrative Assistant. Service support is provided by four units led by Managers:

(1) Infrastructure and Operations – Enterprise ICT networks, Directory Services, Collaboration and databases (13 staff)
(2) Security and Governance – The Security Office and Project Management Office (eight staff)

[20] Memorandum dated October 21st 2010 on the activation of the Central Command Centre (Appendix: 2-3)
[21] Financial roadmap 2010/2014 (Resource Room: R-0007).

(3) Business Solutions – Customer Relationship Management (CRM) & Enterprise Applications/Information Systems (10 staff)
(4) Service Delivery – Service Desk and User Desktop Support (33 staff)

The President of the university articulated the following enabling role for ICT in the Technology Infrastructure Plan, 2007 (TIP)[22]:

(1) Ensure that UTT is student-centred
(2) Ensure that the three essentials for education are provided and/or supported:
    (a) The Professor
    (b) The Book, i.e. the learning resources
    (c) The Bench, i.e. the learning environment
(3) Support the creation of UTT's unique identity
(4) Support the growing academic centres and academies
(5) Support the creation of a different type of graduate who is both literate and knowledgeable.

The plan, which was approved by the Board in September 2008, was developed with the aim of creating in five years a transformation of the existing ICT infrastructure, governance and operation to a dynamic infrastructure with shared resources characterised by peak utilisation, managed capacity, reduced complexity, lower unit cost, easier administration and fast response rate. To meet these goals, the TIP developed a comprehensive set of over 130 projects in the areas of ICT Governance, Application Services, Information Services, Common IT Services and Infrastructure Services. ITS faced the double-edged problem of being in general "fire-fighting" mode, trying to overcome daily issues, while at the same time trying to improve capacity and quality of IT delivery. Recognising this challenge, and the fact that UTT continued to grow exponentially thus increasing the demand for ICT services, the TIP recommended six areas for immediate attention. A summary of the progress to date in major areas of focus is provided below:

Creation of three basic governance structures to properly handle the Technology Change Agenda.

In September 2008, the President assigned to the EMG the role of a Technology Steering Committee. They have been providing the executive oversight of recommended technology strategies, policies and investments. In January 2010, management of the current users of Business Applications began work on establishing a governance structure for Application investment selection, Portfolio management and Change management.

Continuation of the implementation of the base technology including LAN/Location Upgrades, WAN implementation, Email Upgrades,

[22] Technology Infrastructure Plan, 2007 (Resource Room: R-0008).

Directory Authentication Centralization and overlay of an End point design and architectural standards that the implementation teams work towards e.g. common server infrastructure, database standards and best practice support methodologies.
All locations are now incorporated into a Wide Area Network (WAN) with teaching locations served by 1 GB Fibre connections. All locations share a common link to the Internet and access to Internet 2 is planned. The buildings at all locations are being systematically upgraded and/or connected with either fibre or category 6 cabling as appropriate. Directory services and authentication to the network are centralised with one of the 20 locations remaining to be completed. A common server infrastructure has been established. Best practice support methodologies are being implemented using the COBIT and ITIL frameworks.

UTT should implement an organisational structure with Customer Relationship Managers to represent business unit requirements and agreements with IT.
UTT established The Learning Centre (TLC) in 2008. This unit is responsible for ensuring that the teaching and learning environment complete with the required ICT capabilities is nurtured, continuously improved with modern technology and aligned to the expanding vision of academic programmes in teaching and research. TLC works closely with ITS to identify and champion the ICT infrastructure and application needs for teaching, learning and research.

In 2008, an ITS organisational structure was developed to incorporate the key roles of Business Solutions, Service Management, Security and Governance. The Business Solutions unit is charged with the role of Customer Relationship Management. Lack of funding has hampered the filling of key positions within the revised structure. In spite of this challenge, some progress has been made and this unit is heavily involved in the implementation of the new Student Information System (SIS). This unit also recently worked with staff of the UTT Libraries to upgrade their existing application, Alexandria. ITS completed the implementation of the Oracle Procurement/Inventory Management modules of the Enterprise Resource Planning (ERP) systems in February 2010 and expects to complete the implementation of software for the management of the Professional Education Unit (PEU) in August 2010.

**Quality Assurance and Institutional Advancement**
The Office of Quality Assurance and Institutional Advancement (QA&IA) was established on March 16, 2009 in the office of the President, 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. At the onset, it was also determined that the work of the office would be supported by technologies that will facilitate more effective communication among institutional stakeholders[23].

[23] Memorandum from the President – Establishment of QA&IA (Resource Room: R-0009).

The main focus is on the implementation of a systematic approach to strategic planning, self-evaluation and continuous quality improvement. QA&IA contributes to the achievement of UTT's mission by being the driving force for:

(1) a robust, university-wide quality assurance system that is evidence-based and underpinned by self-evaluation and external review
(2) leadership of initiatives to acquire and maintain registration and institutional accreditation
(3) a systematic approach to institutional research that captures, produces and disseminates information to facilitate and improve decision-making and strategic planning
(4) an integrated approach to Continuous Quality Improvement (CQI) that is driven by the institutional mission and supported by innovative technologies.

The office is led by the Vice-President and currently has a staff complement of nine. There are three managers with responsibility for:

- Quality Assurance
- Institutional Advancement
- Knowledge and Compliance Systems

Technical support for the managers is provided by a Quality Assurance Officer, Research Officer and Information Technology Officer. There is a need for an additional quality assurance and a research officer as the workload has been steadily increasing. Those positions have been advertised internally. An Executive Assistant provides administrative support for the Vice-President. The approved structure for the department includes a Senior Specialist, a position which will be filled when the need arises for high-level technical support for the work of the Vice-President.

It is anticipated that short-term project specialists and part-time staff (recruited primarily from UTT's graduate and undergraduate students) will also be relied on to fill human resource needs for special projects. An on-the-job trainee currently serves as Research Assistant in the office.

Broad areas of responsibility of QA&IA are:

- Assuring & improving quality in all areas of operation
  Design and implementation of a quality assurance system for ensuring, monitoring and improving quality in all areas
- Creating organisational intelligence, improving efficiency & catalysing sustained growth
  Development of a comprehensive institutional research capability that provides reliable data to support planning, policy formation and decision-making
- Knowledge and compliance systems management
  Design, development and implementation of systems to support organisation-wide initiatives for assuring, monitoring and improving quality

QA&IA plays a critical role within UTT with specific reference to quality; accountability; efficiency; institutional profile & reputation; educational outcomes; organisational performance and results-orientation.

Major initiatives undertaken by QA&IA for the period 2009–2010 were:

- Leadership of external quality review initiatives related to registration and the self-study for accreditation
- Mapping of key organisational processes across the sub-systems/centres/ areas
- Development of UTT's Quality Assurance (QA) Framework, Quality Manual and Procedural Manual templates
- Design of QA systems for UTT's Corporate and Academic Centres
- Conduct of a university-wide Course Code Audit
- Training for key institutional stakeholders in process mapping
- Development of software for the Collaborative Online System for Accreditation (COSA)
- Design of an Institutional Data Profile Repository
- Stakeholder Satisfaction and Engagement Research such as the New Student Survey, 2009; Graduate Satisfaction Survey – Class of 2009; Graduate Tracer Survey (2006 & 2007 graduates); Employer/ Industry Feedback and Focus Group Sessions
- Institutional Effectiveness/ Strategic Research such as the Evaluation of UTT's Postgraduate Research Programme, September – November, 2009

Current projects in keeping with UTT's institutional research agenda include an Employee Awareness and Satisfaction Survey; Management Survey on Performance Excellence (pilot); New Student Survey 2010.

**The Registry**

In September 2009, the university's BOG made a strategic decision to separate the Student Affairs function from Human Resources and to split the Student Affairs Division into two sections – the Registry and the Student Support Services department[24]. The Registry is responsible *inter alia* for student recruitment, marketing programmes, processing student applications, student registration, examinations, student records and verification of eligibility for graduation. The Board also agreed to the creation of the position of Registrar. The Registrar serves as a member of the Academic Council. One key function of the Registrar is to ensure that decisions of the council are consistent with the university's academic regulations and approved policies. The Registrar reports to the President.

Prior to the establishment of the registry, responsibility for all aspects of student affairs fell under the Student Affairs Division. The split was prompted by several

[24] Extract from Board Minutes – Restructuring of Student Affairs Division (Resource Room: R-0010).

factors, the major ones being as follows:

- The rapid growth in the student body. Student enrolment has rapidly expanded since the inception of the University as follows:
  - 2004/2005 – 1656
  - 2005/2006 – 1850
  - 2006/2007 – 3302
  - 2007/2008 – 5400
  - 2008/2009 – 6,500
  - 2009/2010 – 7,484
- the need to provide greater focus on essential registry services related to recruitment, admissions, examinations and graduation
- the need to improve the level of efficiency and responsiveness in addressing student needs
- the need to improve the accuracy and timeliness of student information required by various stakeholders
- the need to give focused attention to the Student Recruitment function.

In an *Employee Benchmark Survey (EBS)* conducted in 2008[25], 38% of the staff surveyed expressed satisfaction with the quality of service received from the former Student Services Division; 22% stated that they were dissatisfied with the service; and 28% remained neutral. The Registry's mission is to provide courteous, accurate and reliable advice, services and information to all of the Registry's stakeholders in an efficient and professional manner, consistent with the university's academic regulations and policies, and in keeping with UTT's student-centred approach. The revised organisational structure of the Registry has been designed to assist in achieving this mandate. It clarifies reporting relationships and provides for increased accountability for the several registry functions. The registry comprises the following four units:

- Student Recruitment
- Admissions
- Student Records
- Examinations

The following positions have been created to lead these Registry units:

- Manager, Student Recruitment
- Assistant Registrar, Admissions
- Assistant Registrar, Student Records
- Assistant Registrar, Examinations

The position of Deputy Registrar has also been recently created but has not yet been filled. The holder of this position will supervise the unit heads identified above. Each Campus Registry has been designed to ensure that the structures and functions are similar and enable each sub-office to function as a "one-stop shop" or "mini-Registry" comprising staff from the Admissions, Student Records and Examinations units. The distribution of the staff of these three units across Campus Registries is intended to achieve efficiency and consistency in the Registry operations.

[25] Employee Benchmark Survey (EBS) 2008 (http://u.tt/accreditation/report/: E-0010)

The implementation of the SIS is a major development in terms of improving the level of efficiency and the overall capability of the Registry. UTT had outgrown its existing Student Records System (SRS) and a technology solution was needed to support current and future growth. The absence of a centralised, consolidated student information system for the entire university was a serious hindrance to the operations and efficacy of the former Student Affairs Division. The SRS is an application which was designed for a single campus university and then replicated in each Student Affairs office across UTT's campuses. UTT's President, in August 2009, appointed a Steering Committee for the implementation of the SIS. The Steering Committee has several key responsibilities including resolving key strategic and policy issues and providing governance and oversight over the project. Implementation of the SIS software is expected to extend over a twenty-four month period and is being carried out in two phases. At the beginning of the academic year 2010-2011, the SIS was activated for new students. The records for students enrolled prior to September 2010, once validated, will be migrated to the SIS on a phased basis.

There has also been another major improvement. On April 29, 2010 the President established an Admissions Committee[26]. The committee is responsible for treating with all applications for enrolment into UTT's Certificate, Diploma, Bachelor's and Master's programmes. The Committee's remit includes considering all applications and advising applicants in writing (through the Secretariat) on their acceptance, provisional acceptance or rejection. This development took place in response to findings of the *Report on the Evaluation of UTT's Postgraduate Research Programme – September-November, 2009 (QA&IA)* which at page 3 reads as follows:

> *There are notable variations in the way admission policies and procedures are applied among students seeking entry into UTT's postgraduate research programmes. There is a general perception that the system is not sufficiently meritocratic or transparent.*

The Admissions Committee has been established to ensure transparency and consistency in the admissions processes throughout the university. All nationals of Trinidad and Tobago currently receive 100% tuition funding from the Government Assistance for Tuition Expenses (GATE) programme for their undergraduate studies. Given the state of the economy, a change in Government policy is not an unlikely possibility. UTT recognises the need to implement an aggressive marketing strategy to publicise UTT's programmes and to capture and retain the interest of prospective students. Consequently, in the short to medium term, the registry will place high priority on developing new initiatives to attract top quality applicants to UTT.

## Assistant Vice-Presidential Departments

### Human Resources

The revised mandate of the HR Unit at UTT was outlined via Memorandum dated October 8, 2009[27], which identified the need to revise elements of the structure of

[26] Terms of Reference of the Admissions Committee (Appendix: 2-4).
[27] Memorandum on the revised mandate of the HR unit (Appendix: 2-5).

the corporate arm on the basis of several developments which were impacting the development of the university. From an HR perspective, these included:

- the large increase in staff over the last few years
- the pending assimilation of resources of NIHERST, IMA, CARIRI, elements of MIC and several Agricultural R&D activities into UTT
- the need to fully establish and manage staff benefits
- the need to maintain a current database for all job applications, and
- the institutional accreditation process

Prior to this development, the HR Unit had previously been part of the larger Student Affairs and Human Services group. In that configuration, a key deliverable of the unit was the securing of staff (both academic and support) to meet the needs of the rapid expansion in UTT's programme offerings which occurred primarily between 2005 and 2008. In this regard, the efforts of the HR Unit would have focused on the increase in staff from approximately 200 persons to 1400 during the period highlighted. Having now been identified as a discrete function in the context of the university, the specific responsibilities of the HR unit include:

- Formulation, preparation and implementation of HR and IR Policies
- Human Resource Planning
- Compensation and Benefits Benchmarking
- Recruitment
- Administration of Employee Contracts
- Staff Training and Development
- Management of Performance Evaluation
- Management of HR Information System
- Employee Relations
- Staff Services Administration
- Health, Safety and Environment

In January 2010, the operations of the unit were revisited with a view to developing a structure which would adequately support the university's functions. It was determined that the mandate would be carried out via four Clusters – Human Resource Information Systems and Employee Records; Health, Safety and the Environment; Institutional Support Services and Staff Support Services. These units are to work in close collaboration with the respective heads of units in the academic and corporate arms to facilitate the development of a responsive environment and enhanced service delivery. This approach reflects a continuation of university-wide and unit-specific efforts at continuous improvement in systems, processes and service, and is ultimately targeted at establishing the university as a preferred employer with the ability to attract and retain highly-qualified and motivated professionals who can contribute to the development of the institution, its students and other stakeholders.

The unit is led by an Assistant Vice-President and has a staff complement of 36 including 19 persons assigned to institutional and staff support services; nine persons assigned to Health, Safety and the Environment and five persons in Records and Information Systems. Of this number, four members of staff are at management-level, and a further two are at senior officer level. The 2010 work programme for the HR Unit focuses on addressing several challenges which have developed as a consequence of creating a university model which is unique in several aspects in the tertiary education environment. The priority for the clusters as presently configured is to facilitate a structured review of the outstanding areas, or those requiring further development based on current experience.

One key area from an organisation development perspective is that of the 'UTT Culture'. The mission and vision of the institution have been communicated and revisited in the context of the decision-making process, and a value system has also been highlighted. However, further development is required so as to maximise the benefits that can be derived from shared beliefs, attitudes and practices. From inception, UTT has facilitated the integration of several institutions (some having been in existence for over 25 years) and each with established cultures. In such a circumstance, and given the geographic distribution of campus locations, it is important that an ongoing programme be pursued which is geared towards actively reinforcing the underlying elements that support a strong and consistent culture throughout the institution. Secondly, as the institution has evolved, so too has the need to revisit policies and procedures and ensure that there is an appropriate framework for recruiting and retaining highly-qualified and committed personnel to support the teaching, research and service commitments of the university. UTT's policies have evolved since inception, but there is a need to ensure that the policies as presently configured, and the associated processes, can adequately treat with the requirements of a diverse and expanding employee base. The Performance Management System is currently being revised and improved. There is also a need to continuously review approaches to human resource management to ensure integrity, and to strengthen approaches based on experience or best practice at leading edge institutions locally and abroad.

**Professional Education Unit**

As discussed earlier in this report, UTT was established with an initial focus on providing engineering and technology programmes that were industry-relevant. A Business Development unit, later called the Industry Liaison Professional Education (ILPE) unit was subsequently set up to satisfy the non-academic training needs of the industry via the delivery of short-term training programmes. Using the inroads (in terms of markets, expertise and links with industry) developed by ILPE as a foundation, PEU was established by the BOG (as per memorandum from the President dated November 25, 2008[28]) following four years of accelerated growth in several areas of business and industry. PEU is led by an Assistant Vice-President who reports

[28] Memorandum from the President – Establishment of PEU (Resource Room: R-0009).

to the President and a committee has been set up comprising senior corporate and academic staff to act in an advisory capacity to PEU. The staff complement includes one Senior Business Development Officer, three Business Development Officers, three Programme Assistants II and two Programme Assistants I.

The mission of PEU is to engage professionals in ongoing engineering, science, arts, and technological education opportunities that enhance leadership, practice, and innovation. Programmes are delivered by UTT staff and international personnel through ongoing educational engagement with communities of practice. Under the leadership of the office of the President, PEU supports the development of creative leaders equipped to find solutions to complex problems and the role of PEU is central to UTT's vision. It is consistent with the provision of lifelong learning opportunities that impact on the professional practice of alumni, individuals, professionals and organisations.

PEU's major objectives are to:

- provide specialised public courses in sectors as determined by national priorities. These include but are not limited to energy, maritime, manufacturing, process and utilities, food production, ICT, fashion, sports and performing arts
- develop and maintain relationships and networks with local and international agencies and training providers
- design and execute training plans and customised training programmes to sector companies
- expand, in breath and scope, the portfolio of offerings locally and abroad. The courses and programmes offered by PEU are carefully selected and are constantly being reviewed and updated to ensure that they are relevant to industry needs and responsive to industry demands. Areas of training are:
  - Energy Systems and Petroleum
  - Process and Utilities
  - Maritime Studies
  - Project Management & Civil Infrastructure
  - Marine Sciences and Environmental Studies
  - Health Sciences and Biomedical Engineering
  - Entrepreneurship and Commercial Studies
  - Design and Manufacturing Systems
  - Biotechnology, Agriculture and Food Production Technologies
  - Sports & Leisure Studies
  - Fashion & Design.

PEU has operated successfully and profitably since its inception[29]. The unit currently provides over 300 courses to industry professionals and, during the period 2010/2011, PEU will seek accreditation for several of its short courses. Whilst acknowledging the

[29] PEU Evaluative Report (Resource Room: R-0011).

challenging times and economic climate in which the unit operates, PEU's drive to research, grow and develop in all areas in order to remain relevant to the market, places the unit in a solid position to deal with the dynamics of an ever-changing environment.

**The Academic Body**

The following departments report to the Provost:

- Postgraduate Studies, Research and Development
- Undergraduate Studies
- The UTT Libraries
- The University Archives
- Student Support Services
- The Learning Centre
- Academic Standards and Programme Accreditation
- The Academic Programmes

**Postgraduate Studies, Research and Development**

UTT is a future-focused, comprehensive university that rewards innovation and is built on the spirit of discovery, enterprise and geared to be:

(i) an all-inclusive, responsive and sustainable world class university
(ii) the engine for progress, development and economic prosperity
(iii) the training ground for young researchers and future entrepreneurs
(iv) the training field for life-long learning, extended training and skills development
(v) the facilitator and promoter of ethical integrity and social values.

The university community is engaged in realising the three pillars of academic life namely:

(a) Teaching
(b) Research
(c) Community Service

The Office of the Vice-Provost, Postgraduate Studies, Research and Development (PGSRD) plays an important leadership and catalyst role in the achievement of excellence in research and graduate studies. Through this office, the Vice-Provost is responsible for research facilitation and promotion including maximising research and funding opportunities, the development and implementation of policies related to research, technology transfer and providing a full range of research services and support to UTT's researchers. The Vice-Provost is supported by two Administrative Assistants.

At the end of September 2009, UTT had 176 students enrolled in taught Master's programmes. The majority are in the areas of Environmental Science and Management (36); Health Administration (35) and Information and Communications Technology (28). In 2008, a total of 38 students graduated with Master's degrees in Industrial

Innovation, Entrepreneurship and Management; Information and Communications Technology; Maritime Management; Petroleum Engineering and Process and Utilities Engineering and in 2009 there were 28 graduates. Figure 2-4 below illustrates the percentage of students enrolled in the different areas of study.

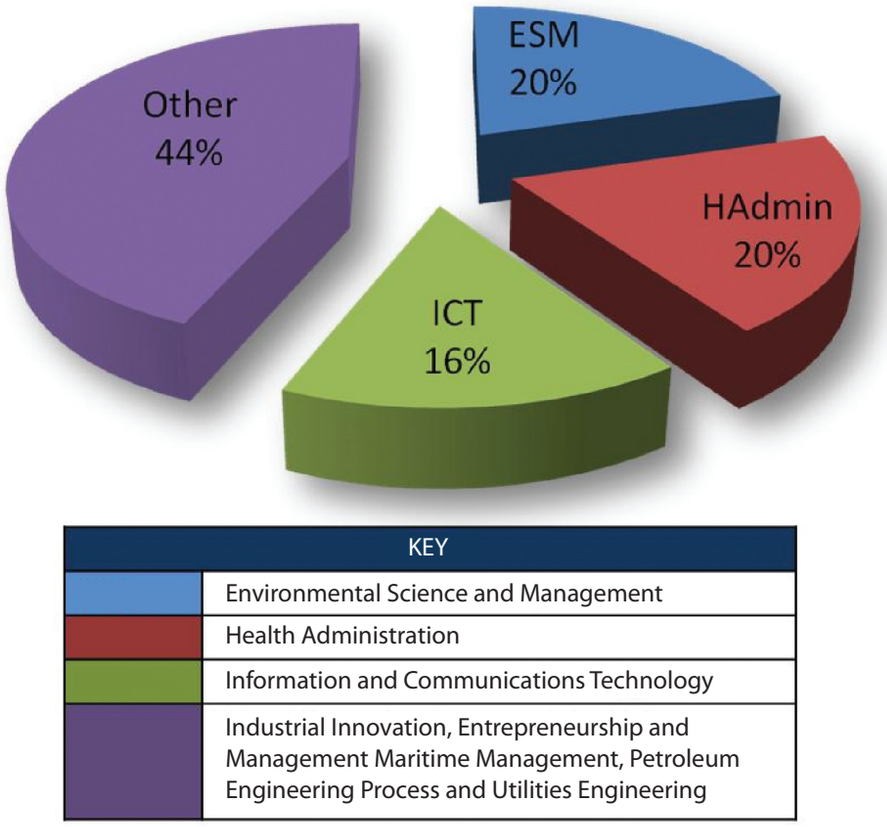



***Figure 2-4*** *Student enrolment in taught Master's programmes – 2009*

UTT realises that value added research is the engine of employment, prosperity and progress in the 21st century. The university began to offer postgraduate research programmes in the academic year 2006/2007 with seven PhD candidates. At that time, the university issued an invitation for potential students to pursue PhD programmes in Information and Communication Technology; Manufacturing Engineering; Petroleum Engineering and Process and Utilities Engineering. In the following academic year, Education and Environmental Studies were added. The

university now offers both MPhil and PhD degrees in a wide range of areas. UTT's postgraduate research student population has grown to 97 with 17 students (18%) pursuing programmes leading to the award of the Master of Philosophy degree and 80 students (82%) pursuing programmes leading to the award of the Doctor of Philosophy degree[30]. Figure 2-5 below illustrates the percentage this represents of total enrolment in postgraduate research programmes.

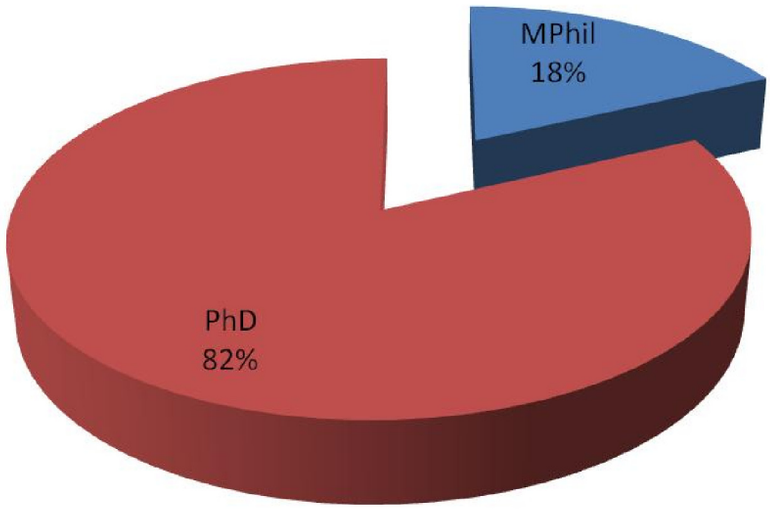



***Figure 2-5*** *Postgraduate Research Students enrolled in MPhil and PhD programmes – 2009*

In August 2010 UTT awarded its first PhD degree in Information and Communication Technology[31].

As mentioned earlier in this report, during the period September – November 2009, QA&IA conducted an evaluation of the graduate research programme at UTT in light of concerns over the administration of the programme and its overall effectiveness[32]. Several recommendations emerged from the evaluation and improvements have been made in key areas.

Future development objectives are:

**1. Increased Enrolment**

UTT places emphasis on inter-disciplinary, value added research particularly through our Master of Philosophy (MPhil) and Doctoral (PhD) degree programmes. Our goal is to increase enrolment in this area to 50-60% of the postgraduate student population and 5-10% of total student enrolment by 2015. Current enrolment in MPhil and PhD

[30] Evaluative Report – PGSRD programme (Resource Room: R-0011).
[31] UTT's awards first Ph.D. (http://u.tt/accreditation/report/: E-0011).
[32] Report on the Evaluation of the Postgraduate Research Programme September – November 2009 (http://u.tt/accreditation/report/: E-0012).

programmes stands at approximately 36% of the postgraduate enrolment and just 1% of total student enrolment.

**2. Recruitment – International Students**

By 2015, UTT aims to recruit and retain a significant number of international MPhil and PhD candidates with the aim of increasing the percentage of international students enrolled in research-based degrees to 10 % of the total postgraduate enrolment.

**3. Internationalisation**

UTT aims to establish a number of key strategic research and development alliances with universities from Africa, the Middle East, Brazil, USA and Canada.

**Undergraduate Studies**

The Associate Provost supports the Provost in all areas related to the undergraduate teaching programmes. He also co-ordinates the common first year of the BASc in Engineering programme and, on successful completion of this year, ensures the appropriate progression of the students to Year 2 in the various streams. The Associate Provost has oversight over the various laboratories that support the undergraduate teaching programmes. He has supervision over the entry requirements of all undergraduate programmes and serves as Chair of the Undergraduate Examination Assessment meetings.

The Associate Provost gives direction to the service learning component in the undergraduate engineering programmes. He coordinates specialised accreditation efforts of all the engineering programmes and is also responsible for integration and articulation of the certificate and diploma programmes into the engineering programmes. One of the major functions is the assessment and appraisal of academic staff at the professorial level and he also assists in the development of local, regional and international academic links. The Associate Provost has overall responsibility for maintaining the quality and standards of the undergraduate degrees as well as diplomas and certificates.

**Academic Standards and Programme Accreditation Unit**

The Academic Standards and Programme Accreditation unit (ASPA) was established in January 2010 in the office of the Provost. Prior to this, as far back as March 2008, members of the unit functioned as the Quality Assurance and Accreditation Team with the specific purpose of preparing UTT's application for registration by ACTT.

Currently the staff comprises a Manager, one Administrative Officer and two Administrative Assistants. The functions and responsibilities of the unit are to:

(1) monitor the implementation of UTT's QMS with respect to the academic programmes
(2) co-ordinate UTT's activities with regard to specialised accreditation
(3) develop, implement and monitor a system for assuring academic quality at UTT

(4) ensure the effective implementation and monitoring of UTT's academic standards across and within disciplines
(5) implement processes related to the review of academic quality in support of institutional registration & accreditation
(6) manage UTT's responses to the requirements of specialised accreditation bodies
(7) manage UTT's responses to the requirements of national, regional and international licensing agencies for the professions, including the Board of Engineering of Trinidad and Tobago (BOETT)
(8) support the Provost and Programme Professors in the development of key performance indicators and metrics for UTT's academic infrastructure
(9) monitor the implementation of teaching and learning strategies to ensure that UTT's academic standards are maintained
(10) promote and facilitate Continuous Quality Improvement (CQI) programmes and activities in the office of the Provost and across UTT's academic centres
(11) provide guidance to UTT's faculty and academic staff on key aspects of academic infrastructure, standards, quality and accreditation.
(12) provide periodic reports on the quality assurance activities of UTT's academic centres particularly with reference to programme approval, programme monitoring, programme review and support the preparation of Annual Programme Reports (APR)
(13) co-ordinate and monitor all specialised/programme accreditation activities
(14) co-ordinate arrangements and prepare academic centres for internal quality audits and reviews of the academic quality management system by QA&IA
(15) collaborate with QA&IA in the dissemination of good practice.

**Student Support Services**

The Student Support Services department was formally created with effect from January 1, 2010 as explained in the section on the Registry. Prior to this, there was a Student Affairs department which was responsible for Admissions, Examinations, Student Records, Student Counselling, Student Development and Career Development, and it was deployed across all ten teaching locations of the university.

The current Student Support Services unit has three core functions:

- Student Development
- Career Development
- Student Counselling

When these functions existed previously as part of the Student Affairs department, they were not given the attention required as the Head of Department was more focused on student admissions and related student administration issues. The Student Support Services unit is headed by an Assistant Vice-President and the staff complement includes two Managers; six Student Counsellors; one Project Administrator; one Senior Career Development Officer; two Career Officers; one Career Development Assistant; four Student Development Officers; two Residence Life Coordinators; seven Administrative Assistants and one Office Clerk.

The mission of Student Support Services is to develop and implement programmes and provide services which support and promote student-centred education. Student Support Services accomplishes this mission by:

(1) shaping the learning environment
(2) providing services to individuals and groups
(3) pursuing operational excellence
(4) promoting professional development.

Key functions of the Student Support Services department include:

Student Counselling Services

Student Counselling Services promotes the psychological health and development of all students as this contributes to the attainment of their educational and vocational objectives, their total well-being and responsible community membership. Student counsellors are currently deployed at a ratio of 1 counsellor to 1,230 students. The usage rate approaches the international benchmark of 10% as recorded in a report published by the International Association of Counseling Services Inc[33]. The mission is achieved by the following activities: assessment and diagnosis, treatment planning and administration, instrument selection and testing, preventive education, consultation, programme development, crisis intervention, case management, research, peer support and disability support.

Student Development

The mission of the Student Development Unit is to provide leadership in developing programmes and maintaining a campus atmosphere that fosters social, intellectual and personal growth and leadership in students by promoting self-responsibility and problem solving, and advancing the needs of students. The following functions are all carried out to the general satisfaction of the students:

(1) Student Guild
(2) Student clubs and organisations[34]
(3) Orientation

[33] National Survey of Counseling Center Directors 2009, pg.4; The International Association of Counseling Services, Inc. http://www.iacsinc.org/2009%20National%20Survey.pdf (http://u.tt/accreditation/report/: E-0013)
[34] UTT Student Clubs and Organizations (Appendix: 2-6)

(4) Co-curricular activities
(5) Student transportation
(6) Student comportment and deportment
(7) Student advisory and support services
(8) Student advocacy
(9) Spiritual support, growth and development
(10) Student accommodation and facilities

Career Development

This function was initially carried out by the Co-operative Placement unit which had the responsibility to place students in industry to gain work experience as part of UTT's cooperative education programmes. The role has since been expanded to include job placement, professional development, career counselling, alumni relations, student financial aid, information, communication and promotion. Recent activities related to the hosting of industry fora to explore the needs of employers and to strengthen UTT's relationship with this key stakeholder group will be discussed in Chapter 3 of this report.

**The Learning Centre**

TLC was established in September 2008 with the mandate to promote:

(1) professional development platforms that assist lecturers in their quest to improve the learning experience of students
(2) the use of information technology in the teaching and learning process
(3) novel and interactive forms of teaching and learning
(4) interactive physical and virtual learning environments, providing learning spaces that complement student-centred and student-focused instruction.

This was on the recommendation of a report entitled: 'Professional Services to support the Establishment of a UTT Centre for Technology-enabled Learning, Teaching and Research[35] produced by a visiting team from the University of British Columbia (UBC) through a Memorandum of Understanding (MOU) between UTT and UBC. TLC has been well-received by the UTT community (and Trinidad & Tobago more generally) as it has been associated with a number of high profile activities, such as the introduction of video conferencing, the promotion of "Blackboard" as a course management system of choice and the offering of workshops and seminars on applied teaching and learning approaches such as Problem Based Learning (PBL). In addition, TLC's academic staff engages in the supervision of graduate students and teaching.

TLC can roughly be divided into the following four units:

(1) Professional Development
(2) Emerging Learning Technologies and Course Development
(3) Learning Spaces/Audio Visual (AV) Media Service
(4) Distance Education

[35] Professional Services to support the Establishment of a UTT Centre for Technology-enabled Learning, Teaching and Research: Final Report of the Visiting Team (http://u.tt/accreditation/report/: E-0014).

TLC is currently represented on two campuses –SFTI and O'Meara. Corinth and Point Lisas campuses are scheduled to be active during the first semester of the current academic year, and JSDTI by 2011. TLC is relying on newly established digital communication channels to make services available seamlessly across all campuses. TLC's activities include:

Academic

- Managing Blackboard – UTT's Course Management Environment
- Professional Development
- Assessment of Teaching: includes performance appraisals, Student Evaluation of Teaching (SEOT), Peer Assessment, Self Assessment, and managing the transition from paper-based Student Evaluation of Teaching to online evaluations
- Course development
  - General Education course on Digital Literacy (conjointly with the UTT Library and the Digital Media Programme)
  - Non-credit courses and workshops for staff and students (e.g. MATLAB)
  - Re-development of traditional face-to-face courses for online or partial online delivery
- Workshops on Microsoft programmes and other popular academic software applications
- Student-centred pedagogy
- Problem and Project based learning

Teaching

- TLC staff is regularly called upon to teach topics/units for different graduate and undergraduate programmes
- Encouraging innovations in teaching, learning and research through specific events:
- "5 Minutes of Fame" – 10 lecturers present their exemplary uses of learning innovation to a wider UTT audience
- TLC host/co-hosts events where colleagues from international universities give presentations and workshops on multiple UTT campuses

Services

- Loan and/or distribution of digital technologies and applications for use by lecturers and students (*e.g.* video, audio, computer equipment)
- Implementation of a state of the art video conferencing system that allows the integration of existing analog video applications
- Video recording courses/workshops/public addresses
- Video editing
- Assisting in the design and creation of learning spaces

There is a critical need for more staff as TLC attempts to meet its original mandate, accommodate new requests, and provide expertise and services across all campus locations. Some of TLC's proposed initiatives are:

- encouraging innovative teaching and learning
- excellence in teaching awards – lecturer receives recognition for excellence and innovations in teaching and/or research (possibly done in partnership with either a non-governmental organisation or the private sector)
- release time – teaching release of the equivalent of one course for one term would give lecturers the opportunity to concentrate efforts on creating, adopting and experimenting with innovative ways of teaching or doing research
- assistance with teaching and/or research – teaching or research assistants would assist lecturers as they create and implement innovations in teaching and research. In addition, this would give student assistants valuable experience in teaching and research.
- investment in cutting-edge technologies
- adoption of new styles of teaching and learning through the introduction of an orientation workshop for new and returning lecturers. This was successfully implemented at the beginning of the current academic year.

TLC has also been asked to develop a strategic plan for a UTT "Distance Education" course offering. The proposal has been submitted to the Provost and further exploration of this option will continue over the next few months. Consideration is also being given to the following:

- enhancing engagement with the academic community by communicating the multitude of its services via the existing web page, including organising events that highlight UTT's focus on effective teaching, learning and learning environments
- dedicating staff time to community outreach
- presenting learning and learning technology as a "fun" activity, i.e. capture the interest of learners by providing immersive learning experiences
- engaging more students and lecturers without increasing their workload.

**The UTT Libraries**

The UTT Libraries had their genesis in the former Trinidad and Tobago Institute of Technology (TTIT) Library at Point Lisas, when in 2004 TTIT was integrated into UTT. When in 2006 the university began expanding to include several other tertiary institutions, the UTT libraries grew to include the existing libraries of the other entities. The varying states of these libraries, in terms of physical facilities, collections, use of technology and services necessitated that urgent action be taken to upgrade them to an appropriate standard and to enable them to play the role they were expected to play as academic and research libraries.

At present, the UTT Libraries consist of a network of libraries, with one being located on each campus. The physical and technological infrastructure, information resources and services offered have been significantly improved to equip the libraries to play their role in supporting the academic, research and overall holistic developmental functions of the university community. The operations of the UTT Libraries are all geared towards the fulfilment of the mission of creating a customer-driven information environment that provides materials, services and instruction that supports the teaching, learning and research activities of the university and promotes information literacy and lifelong learning. The UTT Libraries are headed by a Chief University Librarian (CUL) who reports to the Provost. The CUL is responsible for the overall strategic direction and general management of the resources. Each campus library is managed by a Campus Librarian or a Librarian who is assisted by a staff comprising library assistants and/or another Librarian and in some cases a clerical assistant. The administrative base of the UTT Libraries is at the O'Meara Campus where the main library is located. There is also a technical services department that is responsible for the acquisition, cataloguing and distribution of new information resources to all campus libraries. This department is located at the Pt. Lisas Campus.

The major units within the UTT Libraries are:

- Planning and Administrative Services
- Information Technology and Technical Services
- User Services
- Special Collections and Preservation

At present all of the units within the UTT Libraries lack their full complement of staff. This remains a challenge for the provision of optimal services. However, approval has been received for the filling of the posts of Library Planning and Administrative Services Manager; Information Technology and Technical Services Manager; eight positions for Librarians (including three Campus Librarians); eight Senior Library Assistants and five Library Assistants during this fiscal year. In spite of these challenges, the UTT employee survey, which was conducted in the last quarter of 2008, saw the library placing 4th out of the 15 service areas identified with a 49% level of satisfaction in terms of the quality of service being offered. Only Payroll 78%, Information Technology Services 54% and Administration 50% scored higher ratings. This is indicative of the level of satisfaction of the staff of UTT with the services offered by the UTT Libraries.

Significant strides have been made in the development of the collections of the UTT Libraries to support the teaching, learning and research needs of the university at all academic levels. Print and non-print resources (including electronic databases) have been purchased on an on-going basis to meet the needs of the programmes. The print collection is comprised essentially of the textbooks utilised over the past 6 years in the various courses offered at the university, as well as general reference and research material. The non-print resources include CD-ROMs, DVDs, multimedia kits, electronic databases and e-books.

As the university continues to make its mark in national and regional education at the tertiary level, citizens will look towards our libraries as a repository for collections which reflect aspects of national life. The UTT Libraries have therefore embraced this challenge. Already a collection of some original works and reproductions of paintings of James Isaiah Boodhoo have been donated to the UTT Libraries, and the Horticultural Society of Trinidad and Tobago has also given its commitment for the donation of a special collection. James Isaiah Boodhoo (1938- 2004) was a Trinidadian-born, locally and internationally acclaimed artist whose art was deeply rooted in the local culture and landscape of our country. He was also the recipient of several awards at home and abroad including the Humming Bird Medal in 1993 for his contribution to Trinidad and Tobago. Part of the mandate of a university library is to preserve local artistic and cultural works and to make them available to the public not only for research and education but also to foster national pride. For this reason, UTT is very proud of this collection. The library at the Point Lisas campus also houses a special collection belonging to the Geological Society of Trinidad and Tobago (GSTT). This collection comprises 4302 books and 29 multimedia kits and is comprehensive in scope covering geology internationally.

A scholarly, well balanced and relevant collection is key to an academic library. With this in mind, the UTT Libraries intend to continue to build a collection that reflects the changing needs of the university. In November 2008, a Collection Development Committee was established within the UTT Libraries with a mandate to outline policies and procedures to guide collection development. This committee is almost at the end of its deliberations. To inform the process in March this year, the committee undertook a survey of UTT students in order to gain feedback on their satisfaction with the collections and services at all campus libraries. Findings of this survey are discussed in detail in Chapter 5 of this report[36]. A survey of faculty is also planned for the next academic year. Some of the plans for the future include the building of digital indigenous collections. This is to be done in concert with the acquisition of special collections including personal collections of accomplished citizens, as well as those of organisations and institutions which have played significant roles in the development of Trinidad and Tobago.

There are also plans for the expansion of the e-books collection, an increase in library/faculty liaison activities, and for making information literacy a structured and integral part of the curriculum in order to equip students with the tools to access, evaluate and use information. The implementation of a virtual reference service is recommended for the future. This will afford staff and students the opportunity to develop their research skills with the assistance of a librarian. This type of service will also enable the UTT Libraries to interface with users in media with which they are more comfortable such as chat and mobile computing. In terms of facilities, notwithstanding the existence of electronic resources, the library as place remains important. Research has shown that new information technology actually serves as

[36] Report on the UTT Libraries Student User Survey of Collections and Services - 2010 (http://u.tt/accreditation/report/: E-0015). 32

a catalyst to increase usage of physical libraries, bringing them to the centre stage of intellectual life at universities and institutions of higher learning. Plans are in place for the extension of the physical facilities of the libraries and work has already started on a new library at the Point Lisas campus and on a main library at the Tamana campus.

**The University Archives**

The Archives of UTT is the unit dedicated to providing for the orderly disposition, preservation, storage and access to records of the university. By ensuring that records of enduring value are identified, preserved, and made available in a systematic fashion, UTT will secure the information, protect legal rights and privileges, and contribute to transparency and accountability in the institution. The unit is committed to ensuring that the university's archives are protected by:

- ensuring that the university community i.e. members of the faculty, staff and administration, follow good record keeping practices and comply with statutory and regulatory requirements
- advising on best practices and established standards in record-keeping across the university
- establishing and implementing procedures for the transfer of records of enduring value for preservation in the Archives
- establishing and implementing policies and procedures for controlled and timely disposal of records of no continuing value.

The core functions of the University Archives are Archives Management and Records and Information Management. Activities relating to each function are as follows:

**Archives Management**

Appraisal of non-current records

- Acquisition of records of enduring value from campuses and agencies (in all formats)
- Acquisition of records of enduring value from the university community, private institutions and individuals, to complement the holdings of the University Archives
- Arrangement and description of records (to ensure intellectual access)
- Preservation of the records (to ensure physical access)
- Provision of reference services to collective members of the faculty, staff, administration, student body and alumni of the university, as well as any other individuals and organisations whose activities have relevance to the university.
- Management of associated technical services ( IT, reprographics)
- Provision of Records Centre service to the various campuses

**Records and Information Management**

- Development and maintenance of policies and standards for the management of the records throughout their life-cycle

- Implementation of an Electronic Records Management Program
- Provision of professional guidance and advice to Records Managers and records staff of the university
- Design of file classification systems
- The establishment and implementation of retention and disposal schedules for records in all campuses
- Training of Records Staff
- Promotion of the Life-Cycle approach to Records Management in the university

During the period 2009-2010, training in Information and Records Management was conducted for staff across the campuses in the following areas:

- Introduction to Records and Information Management.
- Active Records Management
- Classification and Filing of records
- Inventory and Appraisal of records
- Retention and Disposition Scheduling of records
- Overview of Archives Management
- Vital Records and Disaster Preparedness

Work has begun on the development of The Caroni Archives. The Caroni Archives consist of the records which once belonged to Caroni 1975 Limited. UTT has the vision of establishing a Sugar Museum using the old artefacts from the sugar industry, in addition to an Archives Repository for the Caroni documents. Visits were also made to the various campuses and institutes and an examination of records was conducted. Key members of staff who manage the records were interviewed. These visits were undertaken so as to inform the development of a Records Management Manual for UTT. One of the current challenges is the lack of trained records management and archival staff at the campuses and institutes. This has hindered the development of the archival programme particularly in light of the rapid changes that are taking place in the university. Priority must be given to the training of the Records staff and recruitment of suitable Archival staff in the next fiscal year.

**The Academic Programmes**

UTT has nine academic divisions[37]. The university currently operates three schools, four academies and two institutes while several others are earmarked for establishment. Those that are operational are as follows:

**Schools**

- School of Science, Engineering and Technology
- School of Cognition, Learning and Education

[37] Evaluative Reports for all programmes (Resource Room: R-0011).

- School of Postgraduate Studies, Research and Development

**Academies**

- Academy of Letters and Public Affairs
- Academy of the Performing Arts
- Academy of Sports and Leisure Studies
- Caribbean Academy of Fashion and Design

**Institute**s

- Natural Gas Institute of the Americas (NGIA)
- Caribbean Herbal Medicine Research Institute (CaHMRI)
- Tobago Regional Knowledge Hub

The **School of Science, Engineering and Technology** has four centres offering programmes in the following specialisations:

- **Centre for Engineering Systems** (Energy Systems and Petroleum; Process and Utilities Engineering; Project Management and Civil Infrastructure Systems; Maritime Studies)
- **Centre for Production Systems** (Entrepreneurship and Commercial Studies; Design and Manufacturing Systems; Biosciences, Agriculture and Food Technologies)
- **Centre for Information and Communication Technology**
- **Centre for Environmental Studies and Applied Life Sciences** (Marine Sciences and Environmental Studies; Health Sciences and Biomedical Engineering)

The **School of Cognition, Learning and Education** has two centres:

- **Centre for Education Programmes**
- **Centre for Pre-University Programmes and Foundation Courses**

The **School of Postgraduate Studies, Research and Development** is responsible for:

- **Master's Programmes**
- **Doctoral Programmes**
- **Post-doctoral Programmes**
- **The Institutes**

Since their establishment, the divisions have focused on strengthening existing programmes and offering new ones while incorporating new technologies and teaching strategies. UTT has always placed emphasis on the co-operative learning model which integrates work attachments and internships into programmes to allow for work-based learning; technical application of competencies; practice in a work environment; and a greater appreciation of the importance of inter-disciplinarity

and the broad-based and inter-related skills required in today's workplace. Focal areas include:

- Upstream Technologies
- Process and Utilities Engineering
- Construction Studies and Project Management
- Maritime Industry
- Information and Communications Technologies
- Innovation, Entrepreneurship and Manufacturing
- Teacher Education
- Bio-Sciences, Agriculture and Food Technologies
- Marine and Environmental Sciences
- Health Sciences
- Performing Arts
- Criminology and Public Safety

Three institutes and one academy are earmarked for establishment. They are:

- Institute for Criminology and Public Safety
- Institute of Design and Innovation
- Institute of Systems Engineering
- Academy of Visual Arts

The Institute for Criminology and Public Safety will begin offering programmes in January 2011.

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## CRITERION 1 - MISSION AND PURPOSE

Standard 1.1

Standard 1.2

Standard 1.3

Standard 1.4

# CRITERION 1 – MISSION AND PURPOSE

This chapter examines the centrality of UTT's mission to all aspects of its operations. The mission has been the driving force for the growth and development of the university over the past five years. The expansion of UTT's focal areas over time has steered the university in new directions, particularly in terms of its programme offerings. This has been indicative of a larger commitment to be responsive to national development priorities and to meet the needs of diverse stakeholders.

**Standard 1.1**
**The institution has a clear, well-articulated mission that represents the institution's purposes and goals.**

The current mission statement of UTT affirms the university's commitment to addressing societal needs, particularly in the areas of entrepreneurial discovery and development; commercialisation of research and development; wealth generation and sustainable job creation; and equitable enhancement of the quality of life for national (and regional) citizens. Pursuit of this mission by all internal stakeholders has enabled UTT to position itself as one of the country's leading tertiary level institutions and to focus on widening access and increasing the rate of participation in tertiary education in keeping with the Government's vision for the tertiary education sector.

**Defining the Mission and Purpose**
As described in Chapter 1, the need for the establishment of a national university was first identified by the country's Prime Minister and Minister of Finance in the 2003 Budget Speech. The Steering Committee appointed to formulate a comprehensive set of proposals for structuring the new university saw its main goal as "designing a new university system that is seamless across disciplines, seamless across levels, dynamic and flexible, allowing upward mobility for all students to maximise their education, inherent talent and skills, all directed towards making a significant contribution to the goal of achieving developed country status by year 2020[38]." In its review of a previously conducted needs analysis, the Committee was able to determine the projected ten year demand for trained persons in the sciences, engineering technology, applied arts and humanities and recommend institutions which should be incorporated into the new university. It also made recommendations on the scope and schedule of programmes to be offered, the budget and the system of governance. It was further recognised that emphasis should be placed on delivering programmes which reflected national needs, in particular in the area of applied engineering technology, since statistical research had identified a significant shortfall of technicians and technologists. There was also a need to widen the scope of educational opportunities beyond those offered by the University of the West Indies (UWI), St. Augustine in other areas relevant to national priorities and development objectives.

***Criterion Statement***

*The institution's mission and purpose are appropriate to tertiary education and consistent with the policies and practices that guide its operations.*

[38] Steering Committee Report, Volume 1 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).

# CRITERION 1 – MISSION AND PURPOSE

As a result of an extensive planning process over a period of one year (involving meetings/consultations with individual and institutional stakeholders in the tertiary education sector, review of the status of major institutions and research into best practices) a three-volume report was compiled by the Steering Committee and submitted to Cabinet. Volume 1 provided the general perspective of the Committee on the creation of a national university with a unique structure and mandate and its full range of recommendations. Volume 2 contained the reports of the working groups considering the issues under the six specific headings of Governance; Integration of other Institutions; Development of Alliances; Determination of Priorities and Location of Campuses; Innovation; Development and Research; and Relationship with other Tertiary Institutions. Volume 3 provided a detailed needs analysis. In the Steering Committee Report – Volume 2, a draft mission statement for the new university was presented. The draft was noted by Cabinet in 2004[39], and formally adopted by the BOG of UTT in March, 2005. At the time it was proposed in 2005, the mission was in close alignment with the achievement of the university's previously highlighted initial mandate, vision and the goal of the Steering Committee in designing the system. After six years, it is this mission statement that continues to drive the institution today.

During the self-study exercise, it was recognised that due to the expanding role of the university, and the movement from an exclusive emphasis on science and technology to a more broad-based emphasis on higher learning, there should be a review of the mission and vision statements. This review should involve all stakeholders and so provide an opportunity for deeper engagement and commitment to the goals of the organisation. Notwithstanding the need for review, the guiding principles and UTT's philosophy of higher learning and the role of research, entrepreneurship and innovation continue to be relevant.

**Alignment of the Mission to Institutional Goals**

In fulfilment of its vision, UTT's mission is reflected in its institutional goals as outlined in the Annual Report, 2005. The goals focus on providing opportunities for:

- "Relevant and technologically based training that moulds qualified graduates who are cognizant of the need for innovation, entrepreneurship and continuous learning
- R&D activities and the promotion of a culture of innovation and invention that can spur manufacturing and industrial expansion
- Close partnership with industry which informs policy decisions and facilitates operational aspects such as teaching, research and industry attachment and
- Establishment and/or enhancement of partnerships/alliances with world-renowned centres of excellence which allow for knowledge and technology acquisition related to the above"[40].

[39] Cabinet Minute No. 1219 of May 2004 (Resource Room: R-0012).
[40] Annual Report, 2005 (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).

Achievements with respect to the alignment of the university's mission and institutional goals can be highlighted under the following key mission themes:

- Relevant and technologically based training
- Research and development activities
- Strategic alliances/partnerships
- Community outreach activities.

Relevant and Technology-based Training

As discussed earlier, UTT's initial focus was on its engineering programmes and to ensure industry relevance, curricula for the programme offerings were developed in conjunction with stakeholders from industry. This focus has continued as UTT has expanded into other areas such as education, performing arts, sports, fashion and design, and health administration. Programmes in bio-sciences, agriculture and food technology and criminology and public safety are also scheduled to be introduced. There is a co-operative element or industry attachment for students enrolled in some programmes to ensure that as graduates they are equipped with industry-ready skill sets that can assist them in the navigation of new technologies in both national and global contexts. Through its industry partnerships and advisory councils UTT is able to ensure that feedback from employers is utilised in programme review. Through these efforts UTT seeks to ensure that programme design and delivery are geared towards producing graduates that meet the needs of employers in terms of work-readiness and familiarity with new and emerging technologies.

With this objective in mind, the Chemical and Process Engineering Team at UTT decided to meet with representatives from the Ministry of Energy, the chemical processing industry, the food production industry and other manufacturing industries to discuss issues related to the quality of our graduates. Assisted by the Career Development Team at the Pt. Lisas Campus, the team conducted an industry feedback meeting on Wednesday 30th June, 2010. The meeting was divided into two sessions and was attended by approximately 50 representatives from UTT and industry. The first session was used to update the industry and Ministry representatives about the current state of UTT's Chemical and Process Engineering Programme and the status of the university's accreditation application. The second session was dedicated to roundtable discussions among UTT's staff and the Ministry and industry representatives on the quality of UTT programmes and the desired improvement in our programme and graduates. Details of the feedback provided are contained in a report entitled: "Improving the Quality of the Chemical and Process Engineering Programmes: An Industrial Point of View"[41].

Concerns have been expressed however at several levels about the extent to which

[41] "Improving the Quality of the Chemical and Process Engineering Programmes: An Industrial Point of View" Report on the Industrial Feedback Meeting. June 30, 2010. J. Jackson and M. Watson, UTT.

the university incorporates the development of 'entrepreneurs' into programme objectives, and by extension student learning outcomes in all programmes. UTT has developed a Master's degree programme in Industrial Innovation and Entrepreneurship which aims at producing future industry leaders and entrepreneurs. This programme was developed in partnership with Cambridge University and is designed as an intensive one-year programme with the distinctive feature of industry-based field work and projects to ensure relevance to industry needs. There is also an international component to the programme which provides students with exposure to external environments. This programme is the first of its kind in the region. As the debate continues, the university recognises the need to ensure that the strategic focus on entrepreneurship and innovation is translated into specific learning outcomes as well as into approaches to teaching, learning and research.

Research and Development Activities

A key element of UTT's mandate is the expansion of research which supports national growth and development. This is crucial if the country is to increase competitiveness and maximise the existing and future human resource base of the country. The strategy in all programme areas is not only to develop a cadre of graduates with advanced knowledge in their respective fields, but to integrate value-added research into any field of study being undertaken at the university, even at the undergraduate level. Currently there are approximately 100 individual research projects being undertaken by students pursuing postgraduate qualifications and several research groups in Mechatronics, Information and Communications Technology (ICT), the basic sciences and Education are being developed. Critical research is also being undertaken by the Fellows of the Academy of Arts, Letters, Culture and Public Affairs. Several institutes are a part of the university structure including:

- the Natural Gas Institute of the Americas (NGIA), which is dedicated to industry-relevant natural gas research and supports innovation based on Trinidad and Tobago's extensive experience in the oil and gas sector
- the nascent Caribbean Herbal Medicine Research Institute (CaHMRI) which is intended to integrate research and education on Trinidad and Tobago's indigenous medicinal plants with a view to identifying and validating opportunities for disease management and therapeutic purposes and currently publishes a newsletter[42]
- the UniBio A/S™ Pilot Plant which will evaluate the production of Single Cell Protein from Natural Gas and Methanol. This project is discussed in detail under *Standard 1.3* in this report.

Strategic Alliances/Partnerships

UTT has developed a number of strategic alliances/partnerships with several renowned foreign institutions to enhance and expand the opportunities available to its students[43]. These alliances facilitate benchmarking of programmes to

[42] CaHMRI newsletter, June 2010 (http://u.tt/accreditation/report/: E-0016).
[43] Details of these alliances are in Chapter 5 of this report.

international standards and also provide opportunities for faculty and staff to benefit from leading edge pedagogical and other practices. Key outputs as a result of these alliances include (1) assistance with the development and implementation of academic programmes in engineering, health administration and other areas and (2) establishment of a technology and learning support centre (TLC) to support teaching excellence.

Community Outreach Activities

The emphasis on community outreach is facilitated through a range of activities. A critical programme in this regard is UTT's Service Learning Initiative, introduced in 2007[44]. This initiative not only seeks to integrate the pedagogical approach of service learning into the UTT curriculum but also provides students with opportunities during the course of their study to:

- assist various communities in addressing real needs - for example, student involvement in designing and developing a new safe playground for the School for Blind Children
- gain a better understanding of course content and its relationship to community needs
- enhance their sense of civic responsibility.

The Service Learning Initiative is discussed in greater detail in Chapter 5 of this report.

UTT's Academy of Sports and Leisure Studies is also engaged in several outreach projects involving community participation in popular sports such as football, netball and cricket. During these events, participants and their parents are also exposed to programmes offered at the institution and the potential for self-development.

In May 2010, UTT launched its National Youth Music Education Service (NYMES) which is the first programme of its kind in the country, and possibly the region. The aim of NYMES is to bring music education to schools throughout Trinidad and Tobago and in particular to rural communities which are under-served in this respect. This service is geared towards promoting a culture of excellence in music through an emphasis on school-based, community-based and teacher-support programmes. It is envisaged that hundreds of children between the ages of 7-12 will benefit from this service, as it enriches the fertile minds of the nation's youth and develops their potential not only to play musical instruments but to pursue musical careers. Initiatives such as these contribute to the fulfilment of that aspect of the mission that speaks to "the equitable enhancement of the quality of life of all individuals, families and communities".

UTT also hosts a series of public lectures through the Academy of Letters and Public Affairs. These include:

[44] Annual Report 2006 (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).

(1) **The Research Fellows' Series (RFS)** in which Fellows present their work to the public. The Series is extended to include other researchers in the society and abroad whose endeavours are in keeping with the objectives of The Academy.
(2) **The Living Artists' Series (LAS)** which is based upon the work of the Honorary Distinguished Fellows of the University, but includes lectures and performances by Distinguished Achievers in any field who are regarded as artists and icons. The Honorary Distinguished Fellows are artists, thinkers and performers appointed by the BOG on the recommendation of the Academy.
(3) **The Distinguished Lecture Series (DLS)**[45] which includes persons in any field who have knowledge and expertise of immediate interest to the public.

UTT also partners with non-governmental organisations (NGOs) such as the Heroes Foundation to support initiatives geared towards inspiring a quest for excellence and a spirit of volunteerism in the nation's youth. This was demonstrated in UTT's collaboration on the hosting of the fifth annual Heroes Convention in 2009[46].

**Evaluation of Standard 1.1**
UTT's mission statement is clear and well articulated. However, we recognise that when the mission was formulated in 2004, the university was in the infancy stage with a focus primarily on science and engineering. With the expansion of the programme offerings and integration of other institutions into UTT, the need to review the mission statement emerged over time but has re-surfaced during the self-study process. For example, while there is a clear recognition of UTT's role in relation to promotion of social and cultural diversity as indicated in the Annual Reports (2005-2007) and demonstrated by the range of university activities reflecting the society's multi-ethnic, multi-cultural nature, this is not explicitly identified in the current mission statement. Accordingly, a review of the mission would be appropriate through wide consultation with stakeholders. UTT recently conducted an Employee Awareness and Satisfaction Survey which sought among other things to assess the level of awareness of, and commitment to, the current mission. The findings of this survey will inform the review process in the months to come.

**Standard 1.2**
**The institution has a defined mission and purpose that are appropriate to tertiary education.**

Tertiary education provides learners with advanced knowledge and specialised skills that prepare them to function in diverse occupational and professional areas. It also equips them with knowledge, attitudes and values to engage in personal, social, cultural and economic development and to contribute to the achievement of national development objectives, consistent with the regional policy direction and

[45] Schedule of lectures held (Appendix: 3-1).
[46] The Moriche Issue No.3, 2009 (http://u.tt/accreditation/report/: E-0008).

international benchmarks. As discussed with reference to Standard 1.1 above, UTT's focus is on teaching, research and outreach and its mission drives the university to dedicate resources to produce graduates who can engage in entrepreneurial activity, commercialise research and create sustainable employment.

**Defining Tertiary Education**

'Tertiary education' is defined in the Accreditation Council of Trinidad and Tobago Act (Chapter 39:06) as the teaching and learning process that occurs following successful completion of secondary schooling or its equivalent and leads to the award of sub-baccalaureate, baccalaureate and postgraduate degrees[47]. Using the Organisation for Economic Co-operation and Development (OECD) countries as benchmarks, the Government of the Republic of Trinidad and Tobago has ensured that the tertiary education system in Trinidad and Tobago includes:

(i) Sub-Bachelor's programmes such as certificates, diplomas, advanced diplomas and associate degrees or technical and vocational education and training (TVET) equivalent
(ii) Bachelor's degree programmes
(iii) Postgraduate degree programmes such as postgraduate certificates, postgraduate diplomas, master's, doctoral degrees[48].

*The Green Paper on Tertiary Education, Technical-Vocational Education and Training and Lifelong Learning in Trinidad and Tobago (2004)* set out the draft policy that will guide post- secondary and tertiary education and training consistent with Government's overarching goal of "the achievement of successful national development resulting in a high quality of life for all our citizens". The Green Paper asserts that the success of the policy is dependent upon the involvement of all stakeholders – Government Ministries and agencies, public and private education and training institutions, employers, students, parents and guardians and the public at large. A Cabinet-appointed committee (on which UTT was represented by the Vice-President, Quality Assurance and Institutional Advancement) recently completed the White Paper which will be laid in Parliament before it is accepted as national policy. UTT views itself as one of the country's major tertiary education institutions and our mission is consistent with the role that the university is expected to play in the sector.

**Levels of Certification**

While a National Qualifications Framework (NQF) has not yet been developed for Trinidad and Tobago, ACTT has produced a draft Tertiary Qualifications Framework (TQF) which was developed after consultation with key stakeholders. In the context of the local tertiary education sector, ACTT is the competent national authority that makes determinations on the recognition of qualifications. At the time of its re-registration with ACTT in 2009, UTT was approved to offer qualifications up to the doctoral

[47] Act No 16 of 2004 (Resource Room: R-0013).
[48] Green Paper on Tertiary Education , Technical –Vocational Education and Training and Lifelong Learning in Trinidad and Tobago, Ministry of Science, Technology and Tertiary Education, 2004 (Resource Room: R-0014).

level. The programmes and levels of certification which are being offered by UTT are consistent with those that are delivered by other tertiary level institutions at the national, regional and international levels. Although UTT has a wide range of possible entry routes to programmes, the minimum entry requirement for studies at the diploma level is five subjects at the Caribbean Secondary Education Certificate (CSEC) General Proficiency level with Grades I and II or Grade III (beginning in 1998). These qualifications can also gain the applicant entry into the primary education specialisation of the four-year Bachelor of Education programme. The minimum entry requirement for undergraduate degrees is two subjects at Caribbean Advanced Proficiency Examination (CAPE) Units I and II or two General Certificate of Education (GCE) Advanced Levels ('A' Levels). Certain programmes require passes in specific subjects particularly in the sciences[49].

Although not at the tertiary level, the Pre-University Programme (PUP) which is offered by UTT plays an important role as it was introduced to widen access to tertiary education. Its main thrust is that of providing a second chance to persons who were unsuccessful in their pursuit of secondary level education and also to serve the needs of mature applicants who do not meet the matriculation requirements. At the postgraduate level, UTT offers the taught Master's, MPhil and PhD degrees in key research areas such as Energy, Environment, Education, Arts and Culture, Business Enterprise, Crime and Public Safety[50].

At the end of Academic year 2009-2010, UTT's range of programmes in which students are currently enrolled included two programmes at certificate level, 18 at diploma level, 11 at bachelor's degree level, nine at master's degree level and 92 students were pursuing research degrees. Figure 3-1 illustrates the percentage of programmes offered at different qualification levels with the exception of the doctoral programmes which are in a wide range of fields. In total therefore, over 50% of programmes are at degree level.

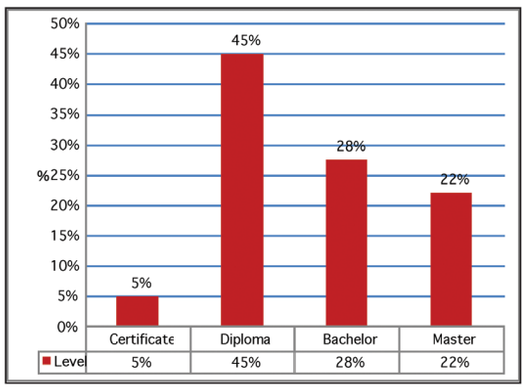
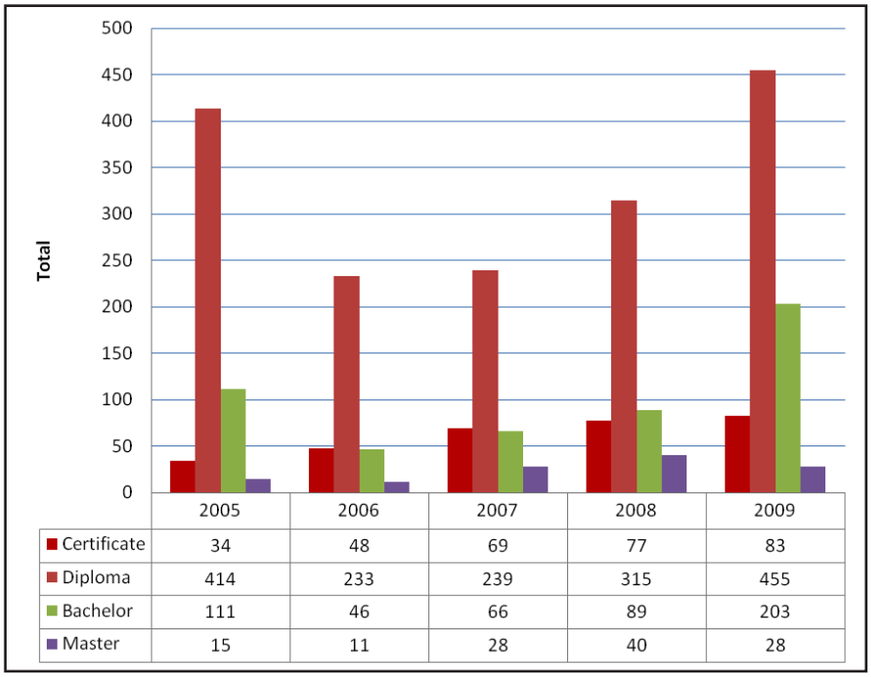



***Figure 3-1*** *Percentage of Programmes by Qualification Level (2009-2010)*

[49] Academic Regulations for Undergraduate Programmes (Resource Room: R-0015).
[50] Postgraduate Studies website at http://u.tt/index.php?postgrad=1&page_key=353.

**The UTT Graduate**

In the early stages of its development, qualifications awarded by UTT were those that were being completed by students enrolled in TTIT and in the technical institutes. Since then, with the introduction of UTT's degree programmes, there has been a steady increase in the number of degree graduates in a wide range of areas[51]. Figure 3-2 below.




| | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| Certificate | 34 | 48 | 69 | 77 | 83 |
| Diploma | 414 | 233 | 239 | 315 | 455 |
| Bachelor | 111 | 46 | 66 | 89 | 203 |
| Master | 15 | 11 | 28 | 40 | 28 |

***Figure 3-2*** *Percentage of Programmes by Qualification Level (2009-2010)*

UTT's mission speaks to the contribution that the university makes to preparing graduates for their role in national development and places emphasis on the impact that our graduates will have on the society as a whole. The Report on the Graduate Tracer Study 2010[52] illustrates that UTT's graduates are finding employment on the basis of their qualifications and that in this regard, the appropriateness of the mission to tertiary education has been confirmed. 86% of the students surveyed were employed. 52% of respondents to the survey reported being satisfied or very satisfied with the impact their UTT qualification has had on their employment prospects (Figure 3-3, page 68). Additionally, 58% of all respondent said that their UTT qualification led to a promotion or new job. This percentage increases among bachelor's (62%) and master's degree (100%) graduates (Figure 3-4, page 68).

[51] Report on Students Graduating by Programme (2005-2009) – Office of the Provost (http://u.tt/accreditation/report/: E-0017).
[52] Report on the Graduate Tracer Study 2010 – QA&IA (http://u.tt/accreditation/report/: E-0018).

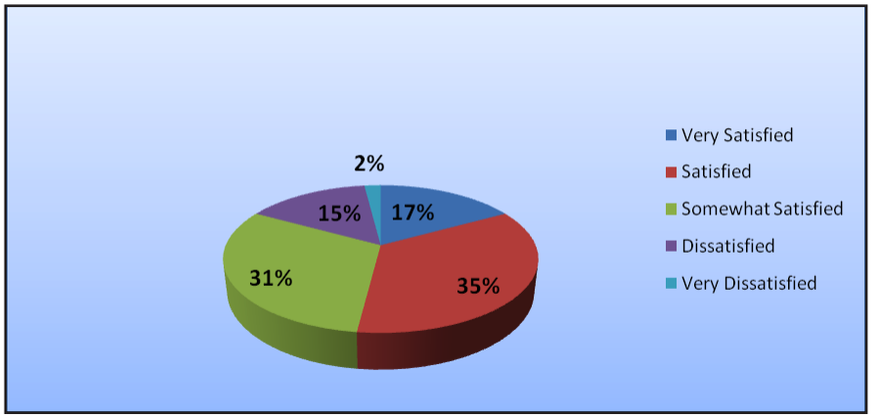



***Figure 3-3*** *Respondents' satisfaction levels with the impact of UTT qualification on their employment prospects.*

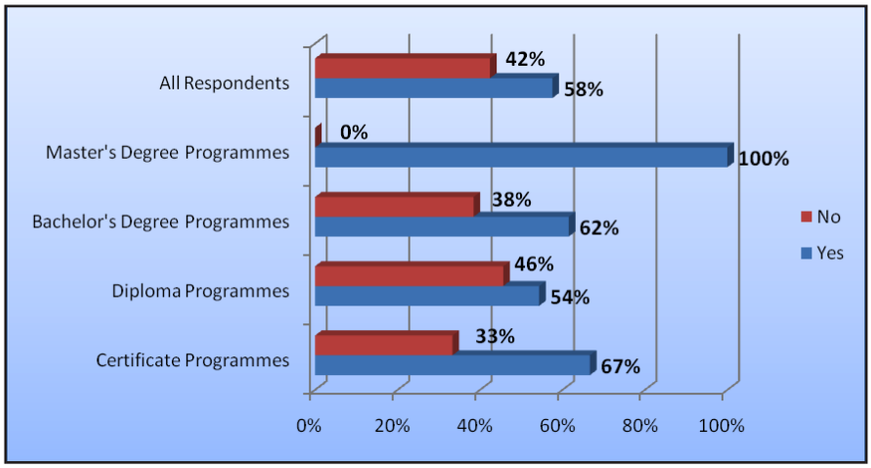



***Figure 3-4*** *Employment or Promotion secured by UTT graduates*

**Evaluation of Standard 1.2**

It is clear that UTT has a defined mission and purpose that are appropriate to tertiary education and that our programme offerings are consistent with the role articulated for tertiary education institutions in Government's policy documents. This is identifiably so in terms of relevance to national development goals, the achievement of developed country status and the thrust for strategic human resource development that addresses identified skill shortages and gaps. Graduates' satisfaction with their UTT qualifications coupled with their ability to find employment or earn job promotions bears testimony to the relevance of the university's mission and purpose. In fulfilling the requirements and expectations of

a tertiary level institution, key elements of the mission and vision are also aligned to institutional goals that are directly related to fostering entrepreneurship, job creation and research and development opportunities. UTT will review and strengthen its existing programmes on an ongoing basis and improve its linkages with industry to ensure that it continues, through its mission and purpose, to serve the needs of students, the tertiary education sector and the national community.

**Standard 1.3**
**The mission statement reflects the needs of the internal and external stakeholders.**

Through its mission, UTT demonstrates an understanding of, and commitment to, providing for the needs of its stakeholders both internally and externally. So far we have discussed our focus on entrepreneurship, wealth generation, job creation and research and development and linked these to our educational programmes, research and outreach activities. This section identifies UTT's stakeholders and explains their input in determining their needs. It also provides evidence of UTT's ongoing commitment to the needs of all stakeholders.

**Our Commitment to Internal and External Stakeholders**

As a national university, the wide range of stakeholders which UTT services is clear and includes our students, leaders, faculty and staff (internal stakeholders) government as our major investor, employers in the public and private sectors, graduates, donors and the wider society. The mission statement speaks of discovering and developing 'entrepreneurs' who are our students and graduates, and a range of related activities that meet the needs of employers, industrialists, government and business interests as well as *'individuals, families and communities'*. As discussed earlier, the Steering Committee appointed to establish the university, took into consideration the needs of individual and institutional stakeholders in a number of focus group meetings to draft the mission statement and establish the goals of the institution. Some of these needs included:

- A need for the provision of specialised training in the areas of agriculture and livestock production, sugar refineries, petroleum and gas production
- The need for structured and formal training programmes to provide the Manufacturing and Micro-Enterprise Sector with the skilled labour it needs to become modernised and competitive
- The need to provide, on a phased basis, training programmes allied to the areas of health, education, computer science, tourism, agriculture and business management to catalyse development in Tobago
- Widening the scope of engineering programmes beyond the traditional offerings of the University of the West Indies
- Provision of innovators, inventors and entrepreneurs who will take an active role in generating the knowledge-based small and medium enterprises.

These needs were identified by representatives of several sectors and interest groups through a process that involved a high level of stakeholder consultation and engagement at the national level[53]. In support of the mission the General Academic Regulations provide evidence of UTT's commitment to ensuring that all teaching programmes are monitored and reviewed periodically for relevance and to keep pace with the changing needs of students, industry and other stakeholders[54].

**Serving the Needs of our Stakeholders**

With regard to the commercialisation of research and development, UTT responds to the needs of stakeholders by engaging in research activities that improve on current techniques in practice while at the same time seeking to explore new business opportunities. At the national level, and in the context of Trinidad and Tobago's energy-based economy, there is a need to explore innovative approaches to the utilisation of the country's natural gas and energy resources as highlighted in the Steering Committee Reports[55].

Natural Gas Institute of the Americas

In direct response to this national priority UTT established the Natural Gas Institute of the Americas (NGIA) which aims to be at the forefront of Natural Gas Research and Expertise in the Atlantic Basin Region. NGIA was launched by UTT on 23rd August, 2006. It is dedicated to natural gas-related research that impacts the largely hydrocarbon-based economy of the country. In an address at the launch of NGIA, the Minister of Energy and Energy Industries highlighted Trinidad and Tobago's international standing in the global gas business. He noted that NGIA assumes great significance as it provides the platform for a quantum leap from simply being end-users of energy technology to the elite realm of inventors and innovators."

Through the research, consultation, testing, and economic assessment conducted by NGIA, UTT seeks to add value to the economy of Trinidad and Tobago by combining natural gas and human resources in a way that brings maximum returns on innovativeness, entrepreneurship and sustainability. It is anticipated that the success of NGIA will have significant implications for the industry, and indeed for the wider economy. It is further envisioned that its reach will extend into the Americas, as it seeks to provide technological solutions to meet the specific needs of the region.

Some of the key strategies being adopted in our efforts to be at the forefront of natural gas-related research and expertise in the Atlantic Basin region are depicted in Figure 3-5 (page 71).

[53] Terms of Reference and Composition of the Steering Committee for the Establishment of UTT (Appendix: 3-2).
[54] General Academic Regulations (Resource Room: R-0015).
[55] Steering Committee Report Volume 1 page 27 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).

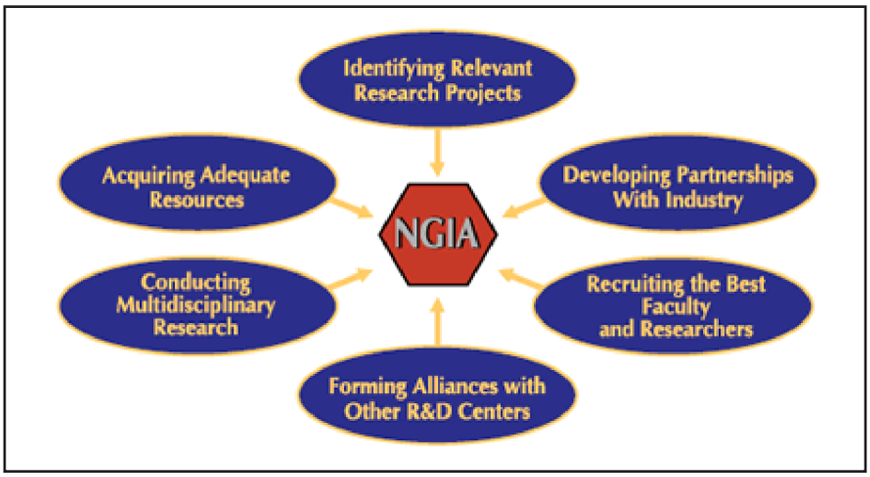



***Figure 3-5*** *Research Strategy for NGIA*

At present, Research and Development (R&D) is being conducted in the following key areas:

- Reservoir Engineering and simulation
- Sustainable reduction of Greenhouse gas emissions in Trinidad and Tobago
- Carbon Dioxide sequestration
- Improving well productivity in gas condensate reservoirs in Trinidad and Tobago
- Feasibility of using Methanol as a fuel for power generation
- Econometric modelling of the Energy sector contribution to the economy of Trinidad and Tobago
- Optimising the LNG supply chain logistics
- Converting Carbon Dioxide into useful materials

To enhance the national capacity to address complex systems, NGIA obtained a 24 node Supercomputer cluster which can be used to run the complicated models used for analysing the geophysics of Natural Gas reservoirs and other technical and economic problems. This system should be running before the end of this year. Details of research activities and publications emanating from NGIA are on the university's website[56].

The UniBio A/S™ Initiative – Converting Natural Gas to Animal Feed

The UniBio A/S™ project is by far the largest R&D project undertaken by UTT. The objective of this project is to assess the technical and economic potential for converting Natural Gas and its products (Methanol) into animal feed (single cell

[56] http://u.tt/index.php?ngia=1&page_key=32

protein) which has a protein content that is higher than fish meal and almost double that of soya meal. This project is a partnership between:

- The National Energy Corporation (NEC),
- Evolving TecKnologies and Enterprise Development Company Ltd (ETeck),
- The University of Trinidad and Tobago (UTT),
- The Danish Technical University (DTU), and
- UniBio A/S™ (Denmark)

This biotechnology converts Methanol and Natural gas into single cell protein using a patented U-loop bioreactor (Figure 3-6). The use of the product from this process as an ingredient in animal feed formulations has resulted in significantly higher growth rates in the animals fed (fish poultry, pets).

***Figure 3-6*** *Installing the Bioreactor at the UTT Point Lisas Campus*

The pilot facility constructed at the Brechin Castle campus offers state of the art technologies in water treatment, instrumentation and control, and separation of biomaterials. A bio-processing lab is included in the facility and used for microorganism propagation and identification of optimal operating conditions. A flow diagram of the process is provided in Figure 3-7 (page 73). This facility will be the cornerstone for building an interdisciplinary bio-processing team at UTT. Three faculty members and one postgraduate student from the Chemical and Process Engineering Programme are currently involved in this R&D project and the first paper emanating from this work[57] was accepted for presentation at the 10th International G/L/S Reaction Engineering Conference in Portugal[58]. Three postgraduate students are at present receiving training at the Danish Technical University (DTU) and will join UTT upon their return. Start-up and commissioning of the pilot facility is expected to begin in January 2011.

[57] UniBio Paper Abstract (http://u.tt/accreditation/report/: E-0019)
[58] Confirmation of Acceptance of the Paper for presentation – Abstract 227 (http://u.tt/accreditation/report/: E-0019)

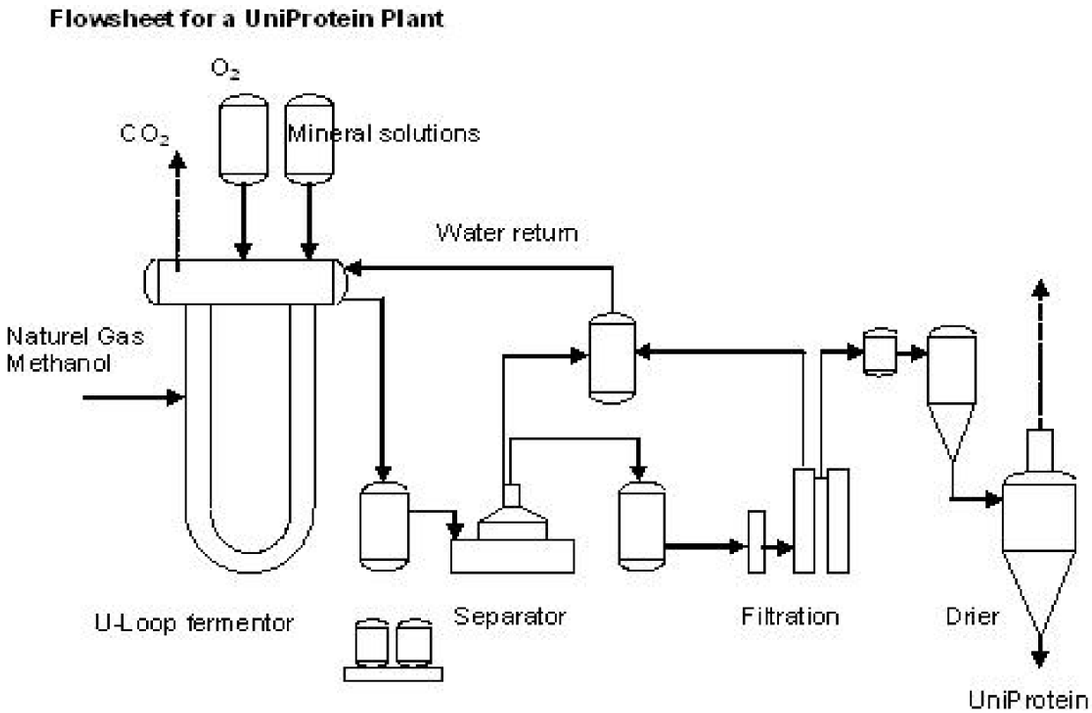



***Figure 3-7*** *Flow diagram of the process for a UniProtein Plant*

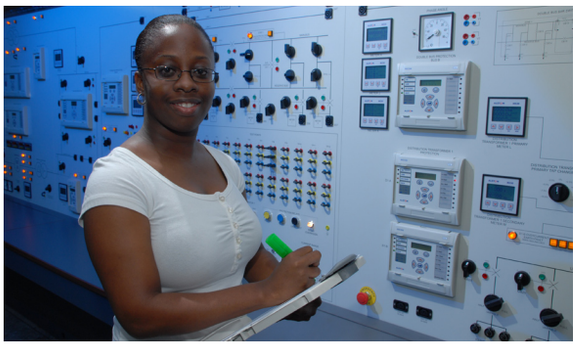
Other UTT Projects

The Methanol to Power Research project between UTT and Methanol Holdings Trinidad Limited (MHTL) is another example of UTT's commitment to stakeholder needs. This research project looks at the use of methanol as a viable alternative fuel source for Caribbean countries[59]. Other research projects include the joint venture programme between UTT and bpTT in research into Food Production[60].

UTT also serves the wider community through exposure to the arts in an effort to contribute to holistic development and an improvement in the quality of life. The hosting of the university's Art Design Exhibition[61] which exposed citizens to the rich artistic expression that exists in Trinidad and Tobago is one such example. The role that UTT plays in giving service to the wider community was extended to the Caribbean region through the UTT Haitian Relief Effort. Through this initiative there were cultural presentations – *"Sounds of Brass"* and *"For the Love of Haiti* [62]*"* which raised funds in 2010 for the earthquake ravaged country. These initiatives are just some of the attempts the university has made to serve the wider national community and to aid in the overall enhancement of the quality of life.

[59] Methanol to Power Project (http://u.tt/accreditation/report/: E-0020).
[60] The Moriche Issues No. 2, pg 1(http://u.tt/accreditation/report/: E-0008).
[61] The Moriche Issue No. 4 (http://u.tt/accreditation/report/: E-0008).
[62] The Moriche Issue No. 7 (http://u.tt/accreditation/report/: E-0008).

There are many other examples of UTT's commitment to the needs of internal and external stakeholders. The final one to be presented in this section is the establishment of the Institute of Criminology and Public Safety [63]. In light of the high priority given to arresting the spiralling crime rate and addressing issues related to national and personal security at the national level, the institute is expected to begin offering certificate, diploma and degree programmes in security and public safety in the short-term, in an attempt to serve the needs of the wider society[64]. Already UTT publishes the Caribbean Journal of Criminology and Public Safety which is the only journal in the Eastern Caribbean which focuses on research and promoting policy relevant to criminology [65]. These offerings, serve as examples of the university's understanding and ongoing responsibility of our role in fulfilling societal needs.



**Evaluation of Standard 1.3**

The mission of UTT reflects the needs of our stakeholders and in this section of the report we have provided evidence of many ways in which UTT demonstrates commitment to meeting those needs. We believe that this is one of the university's major strengths. Through its Student and Alumni Associations, Advisory Councils, Validation Panels and Industry fora (these are discussed fully in Chapter 5 of this report) UTT maintains regular contact with key internal and external stakeholders who provide information and feedback on the extent to which the mission continues to be relevant and to serve their needs as well as the needs of the country.

**Standard 1.4**

**The mission is communicated to, and supported by all stakeholders within the institution.**

Significant emphasis has been placed on ensuring that internal and external stakeholders are aware of the university's commitment to its goals. Consequently, UTT communicates its mission statement in a variety of ways. The mission statement is documented in all major UTT publications as well as on the university website and intranet[66]. With specific reference to the student population, both prospective and enrolled, the mission statement is also documented in publications such as the University Prospectus and Student Handbook. It is further communicated via posters at all campuses and corporate offices and is also included in the Annual Reports which are disseminated to a wide range of external stakeholders in government, industry and the wider national community.

[63] Report on the Institute of Criminology and Public Safety (Resource Room: R-0016).
[64] The Moriche Issue No. 7 pg 3 (http://u.tt/accreditation/report/: E-0008).
[65] Journal of Criminology and Public Safety (http://u.tt/accreditation/report/: E-0021).
[66] UTT's Mission (http://u.tt/accreditation/report/: E-0022).

UTT also utilises a variety of techniques and approaches through the print media as well as radio and television to communicate its mission to stakeholders. The importance of communicating this mission to the stakeholders is viewed in terms of the extent to which this increases understanding of the mission and the link to the achievement of institutional goals. This section discusses the extent to which the mission is communicated to, understood, and supported by the university's stakeholders. It looks at how prominently the mission statement is displayed, discusses the relationship between UTT's decision-making process and the mission, and examines the role of internal stakeholders in achieving the mission.

**Publication and Display of the Mission Statement**

Print Media

The mission statement is featured prominently in the Student Handbook, Prospectus, and in other university publications. The Student Handbook serves to welcome new students while also functioning as a means of informing students about the regulations and policies and providing an introduction to the services offered at the university. Including the mission and vision statements within the handbook, serves as a constant reminder to students about the institution's commitment and goals. UTT also places posters with the mission and vision statements strategically, in offices and public areas on campuses throughout the university.

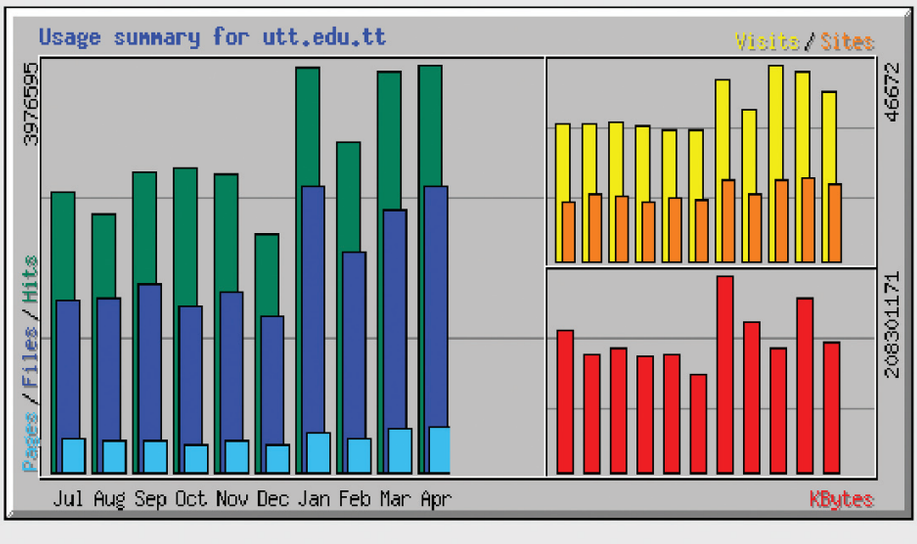



***Figure 3-8*** *Usage summary of electronic media by UTT*

Electronic Media

E-communication is increasingly becoming the preferred mode for today's students as well as for those involved in all spheres of economic and social activity (Figure 3-8, page 75). Education is no exception, and in fact, a number of revolutionary developments in the area of information and communications technology over the years have emerged from the work of university students and researchers. UTT's mission is promoted through the university website http://u.tt/index.php? This is also done through the Intranet http://my.u.tt/. During the first half of 2010, UTT's websites were moved to more robust servers that have enabled a greater number of

**Summary by Month**

| Month | Daily Avg | | | | Monthly Totals | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Hits | Files | Pages | Visits | Sites | KBytes | Visits | Pages | Files | Hits |
| Apr 2010 | 132553 | 93270 | 14382 | 1496 | 19828 | 184753080 | 44885 | 431466 | 2798109 | 3976595 |
| Mar 2010 | 126066 | 82531 | 13341 | 1505 | 19276 | 129929727 | 46672 | 413581 | 2558464 | 3908055 |
| Feb 2010 | 115289 | 76555 | 11235 | 1290 | 16165 | 157585517 | 36132 | 314594 | 2143558 | 3228099 |
| Jan 2010 | 127549 | 89862 | 12112 | 1391 | 19306 | 208301171 | 43130 | 375499 | 2785737 | 3954037 |
| Dec 2009 | 75054 | 49188 | 8561 | 1013 | 14705 | 104081221 | 31403 | 265410 | 1524847 | 2326679 |
| Nov 2009 | 97264 | 58685 | 9963 | 1041 | 14888 | 123976817 | 31241 | 298900 | 1760574 | 2917942 |
| Oct 2009 | 95425 | 52427 | 8701 | 1041 | 13995 | 121330034 | 32286 | 269739 | 1625256 | 2958200 |
| Sep 2009 | 97628 | 61358 | 10032 | 1097 | 15480 | 130296407 | 32920 | 300982 | 1840755 | 2928847 |
| Aug 2009 | 80954 | 54510 | 9521 | 1046 | 15856 | 123660986 | 32440 | 295151 | 1689821 | 2509604 |
| Jul 2009 | 88354 | 54032 | 10626 | 1053 | 14200 | 149144986 | 32667 | 329425 | 1675004 | 2738997 |
| **Totals** | | | | | | **1589333514** | **428838** | **3901273** | **22506054** | **34381740** |

***Figure 3-9*** *Usage summary of electronic media by UTT*

simultaneous visitors and faster loading times. The chart in Figure 3-8 demonstrates usage patterns over the period. In addition to the official UTT websites, the university now has a social media presence on Facebook and Twitter that are being used to communicate important events and notices to staff, students and to the general public. Figures 3-9 and 3-10 (below) illustrate UTT's presence on these social media which have been very effective as modes of communication. Links to these pages are available on the footer bar on the Homepage of UTT's website www.u.tt .

UTT receives weekly summary reports on activity on Facebook and Twitter to evaluate the effectiveness of the social media. The Facebook report for the week ending October 30th 2010 is illustrated in Figure 3-11 (page 78). At that time, UTT had 203 followers on Twitter.

**Mission, Values and Quality Culture**

Mission is pervasive and it is an integral part of the culture of an organisation and its underlying values. UTT also publishes and promotes its core values which reflect the philosophical underpinnings of UTT's approach to achieving its mandate[67]. The

***Figure 3-10*** *UTT's presence on Facebook*

[67] UTT's Core Values (Appendix: 3-3).

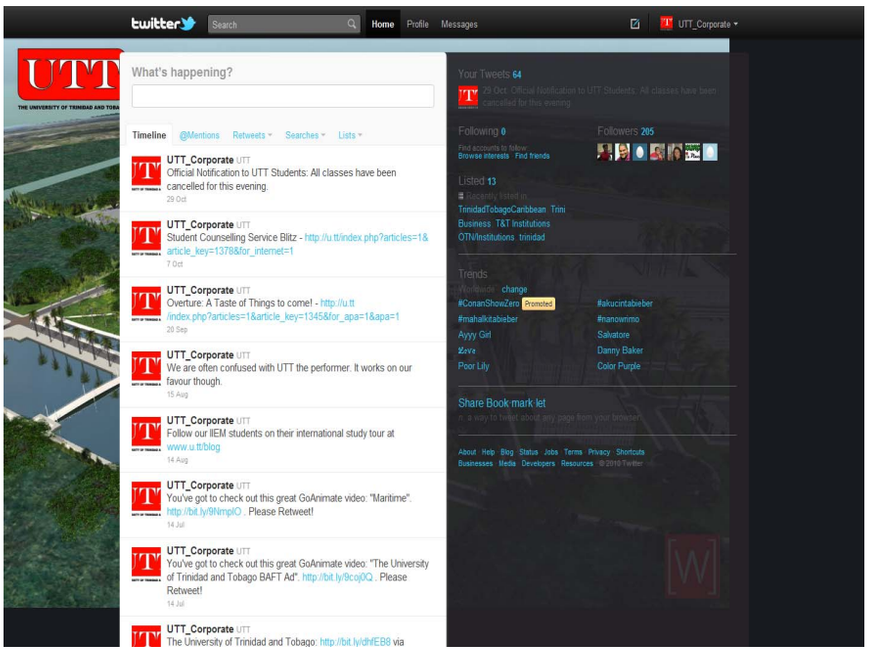



***Figure 3-11*** *UTT's presence on Twitter*

statement of values espouses UTT's commitment to a leadership approach and institutional culture that facilitate change, support innovation and demand a level of individual responsibility in contributing to the university's growth and advancement. In 2009, in undertaking its self-evaluation for re-registration by ACTT, UTT also

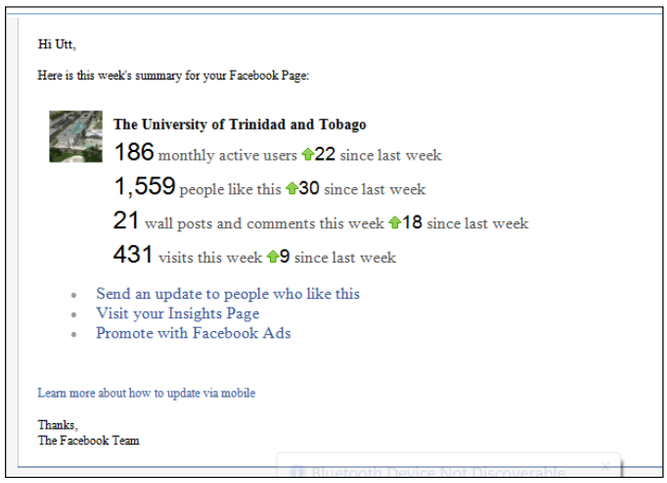



***Figure 3-12*** *Weekly summary for UTT's Facebook page*

developed a Quality Policy which supports the achievement of the mission. This policy explains to stakeholders how the university defines excellence, demonstrates its commitment to achieving excellence and also the measures by which it evaluates its success. As it states, the policy "is informed by the mission and the strategic direction of UTT and provides guidance to all employees where instances of ambiguity may arise"[68]. In the policy, UTT makes a commitment to be mission-driven and results oriented while strengthening stakeholder engagement and continuous quality improvement. Through the Employee Awareness and Satisfaction Survey 2010 and several other research initiatives planned for the period 2010 – 2011[69], UTT has demonstrated that greater emphasis is being placed on formally assessing the level of understanding of, and support for, the mission by our stakeholders as this is an important aspect of strengthening organisational culture and enhancing the achievement of institutional goals.

**Promotion of the Mission at Official Events**

UTT's efforts at communicating the mission are not restricted to print and electronic publications. Events such as the annual graduation ceremony provide a platform for the President and Provost, through speeches and addresses, to convey the university's mission and values. There are also other events on the university calendar such as the Annual Sports and Family Day which provide similar opportunities.

**Orientation of new faculty, staff and students**

The university also articulates and promulgates its mission and core values through orientation sessions for new faculty, staff [70] and students[71]. One of the aims of these orientation sessions is to explain the mission, the ways in which it is being achieved and the role faculty, staff and students play in the attainment of personal and institutional goals. As mentioned earlier, the university recognises that the level of understanding of the mission can affect stakeholder commitment and so recently, attempts have been made to evaluate the level of understanding of the mission statement during focus group sessions with students[72]. These focus groups have revealed that students are aware of the mission statement and primarily that the statement speaks to "entrepreneurship", but they appear not to be able to explain what this means in terms of their expectations of the university's role in this regard. A more formal approach is currently being implemented to survey the opinions of management, faculty, staff and students on issues related to their understanding of, and commitment to, the university's mission. This will be achieved through questionnaires which are currently being designed and administered by the office of Quality Assurance and Institutional Advancement. A pilot of the Management Survey on Performance Excellence (MSPE)[73] which is an adaptation of an assessment tool from the Malcolm Baldrige Quality Award Criteria for Educational Institutions was conducted in October 2010 and a report is currently being generated.

[68] UTT's Quality Policy (Appendix: 3-4).
[69] Institutional Research Agenda 2010-2011 (http://u.tt/accreditation/report/: E-0023).
[70] Orientation for Academic Staff by Year (http://u.tt/accreditation/report/: E-0024).
[71] Student prospectus (http://u.tt/accreditation/report/: E-0025).
[72] Student Feedback Focus Group report (http://u.tt/accreditation/report/: E-0006).
[73] MSPE 2010 Questionnaire (http://u.tt/accreditation/report/: E-0026)

**The Relationship between the Decision-Making Processes and the Mission**

UTT, not only places emphasis on communicating our mission, values and goals to students, faculty, staff and other stakeholders but seeks to demonstrate commitment to the attainment of these through sound policies and decisions taken within the university. This is important to ensuring that the mission statement remains central to the university's planning and decision-making processes. The Steering Committee indicated that the BOG will be responsible for designing plans which will aid in the achievement of the objectives set out for the university[74]. During the inaugural meeting, agreement was reached that the BOG would adopt in principle the underpinning philosophy of UTT and that the mission and vision would guide its policies and practices[75]. In support of this, the Planning and Development Committee of the Board has responsibility for ensuring that programmes are relevant to the mission of the university.

Similarly, the General Academic Regulations affirm that UTT and its teaching programmes must evolve to meet the needs of UTT's students and industry and ensure that they are aligned with the university's vision and mission. This is also consistent with UTT's Quality Policy and the Policy Statement as follows:

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

This policy ensures that that there is a direct relationship between the university's mission and the policies and practices which govern its operations.

**Evaluation of Standard 1.4**

The mission, values and goals of UTT are communicated to all internal and external stakeholders through diverse media throughout the university. The self-study exercise revealed that while the university has been successful in its efforts at communicating and promoting awareness, there has not been a consistent and scientific approach to assessing the extent to which the mission is fully understood and embraced by all. Immediate steps were taken to address this shortcoming through the university's institutional research activities and specifically through the administration of the Employee Awareness and Satisfaction Survey 2010 and the Management Survey on Performance Excellence 2010.

[74] Steering Committee Report Volume 1 pg73 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).
[75] Extract of the Board of Governors Re Vision & Mission (Appendix: 3-5).

**Conclusion**

The mission statement is one of the central underlying principles guiding the university. However, it is a living statement and it is subject to change in keeping with the evolution of UTT. On careful analysis of the university's mission and purpose we have arrived at the following conclusions with regard to UTT's strengths in this area and the opportunities for improvement.

Strengths

(1) The university's mission was developed in consultation with diverse stakeholders at the national level and it is clearly articulated and aligned to institutional goals

(2) UTT's mission and purpose are not only appropriate to tertiary education but they are responsive to student and industry demand

(3) UTT's mission reflects the needs of the students, graduates, employers, and the wider society and the university demonstrates that it is capable of a strong and direct response to national and regional priorities

(4) UTT effectively communicates its mission to stakeholders and there are official events during the academic year that serve to enhance awareness and build an appropriate organisational culture within the institution.

Opportunities for Improvement

(1) To review the university-wide mission statement using a participatory process across all campuses and including a diverse group of stakeholders.
**ACTION:** It is expected that the university will commence the review of the mission statement once the new BOG has been appointed and that there will be ongoing review as a part of the university's annual planning process to ensure that the mission keeps pace with the evolution of the university.

(2) To assess the extent to which the mission is understood and supported by stakeholders within the institution.
**ACTION:** Steps have already been taken to assess the extent to which the mission is understood and supported by internal stakeholders. The results of the survey will be made available to management for decision making and also communicated to the university community. The following suggestions made during the self-study process will also be explored:

(i) Hosting of 'Getting to know UTT' sessions which focus exclusively on the role of the university and its stakeholders in supporting the achievement of the mission.

(ii) Quizzes for staff and students to test their understanding of the mission statement and UTT's goals and stimulate higher levels of engagement among members of the university community.

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# CRITERION 2 - GOVERNANCE & ADMINISTRATION

Standard 2.1

Standard 2.2

Standard 2.3

Standard 2.4

# CRITERION 2 – GOVERNANCE & ADMINISTRATION

In this chapter, the university evaluates its governance and administrative systems. The chapter discusses the role of UTT's BOG, Academic Council and Executive Management Group (EMG) and the related governance and administrative structures and practices. It also probes the extent to which UTT's human resources, learning spaces, facilities, and funding are adequate and appropriate for sustaining current educational programmes and plans for improving quality. UTT's policies related to the integrity of the financial system and its mechanisms for prudent financial management are discussed. The penultimate section of the chapter reviews the tools employed by UTT to capture and utilise student views and judgments about decision-making. Finally, the chapter concludes with an evaluation of UTT's overall alignment to standards with regard to Criterion 2 and the university's plans for improvement.

**Standard 2.1**
**The institution's governance and administrative structures and practices promote effective and ethical leadership that is congruent with the mission and purpose of the institution.**

**Board of Governors (BOG)**
As explained in Chapter 2 of this report, the system of governance for UTT was heavily influenced by the recommendations of the Cabinet-appointed UTT Steering Committee[76]. The principal governing body of UTT is its BOG whose composition and actions are governed by our Articles of Incorporation and By-laws. UTT was incorporated as a non-profit company with GORTT as the founder. The Government appointed the first UTT Board and also made the decision to appoint the Chairman of the Board as UTT's first President. The Board includes individuals from a wide cross-section of the national community with expertise in engineering and technology, manufacturing, energy, law, higher education, business, accounting and finance, the arts and other areas.

The Board delegates responsibility to its Executive Committee[77] for decision-making on its behalf. This includes capital and recurrent expenditure within annual budgets approved by the entire Board; human resources and personnel decisions (other than those with respect to the President, Provost, Senior Vice President, Auditor and Corporate Secretary); and the award of contracts and provision of services and consultancies within financial limits set by the Board. The Executive Committee is chaired by the Chairman and includes five other governors. Clause 15(1) of the By-laws empowers the Board to establish the Executive Committee to make decisions surrounding issues that arise between regularly scheduled Board meetings.

The Board has also established five additional sub-committees to address specific areas of university governance[78]. The composition of these committees draws on the expertise of the varied members of the Board and also facilitates participation from university constituents in a process of shared governance. Each committee is chaired by a member of the Board and includes between one to six other governors.

### *Criterion Statement*

*The institution's system of governance ensures ethical decision making and efficient provision of human, material and financial resources to effectively accomplish its educational and other purposes.*

[76] Steering Committee Report, Vol. 1-3 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).
[77] Executive Committee Terms of Reference (Appendix: 2-1
[78] Steering Committee Report, Vol. 1-3 (Resource Room: R-0001 and http://u.tt/accreditation/report/: E-0001).

The Provost is an ex-officio member of these Board committees. Additionally, some faculty and senior corporate staff have been appointed ex-officio members of the committees which relate to their area of operations. These governance arrangements allow for sustained dialogue between the Board, faculty and administrators. Recommendations made by the committees are then ratified by the Board. The record of committee meetings (including detailed minutes) provide evidence that the committee system has worked well in providing sound leadership to the university.

**Academic Council**

The Board has delegated primary responsibility for matters directly related to teaching, learning and research to the Academic Council[79]. The Academic Council approves and recommends action to be taken by the Board in relation to programme offerings, credit assignments, granting of degrees, admission requirements, scholarships, bursaries and prizes, rules governing academic appointments, promotions, and termination, and assessment appeals. The current membership of the Council includes the Provost (Chairman), Vice-Provost – Research and Postgraduate Studies (Deputy Chairman), Associate Provost, all Professors, two Associate Professors, two Assistant Professors, Chief University Librarian, Corporate Secretary, President and Vice-President of the Student Guild, and representative of the postgraduate student body. Matters related to postgraduate and research programmes have been further delegated to the Postgraduate Studies, Research and Development Committee. This Committee is chaired by the Provost and includes the Vice-Provost – Postgraduate Studies, Research and Development. This committee also includes 12 members who are all full professors with responsibility for specific postgraduate and research programmes. Decisions made by this committee are ratified by the Academic Council.

**Executive Management Group**

The EMG was established in January 2008[80] to provide additional support to the President for the day-to-day operational management of the University. The establishment of the EMG in 2008 also provided a mechanism for UTT to adopt a more participative approach to management and leadership. The current membership of the EMG includes the President (ex officio member and Chairman), Provost (Deputy Chairman), the Senior Vice-President, (Integration, Communication and Outreach), Vice-President, (Capital Projects and Institutional Planning) Vice-President, (Finance, Administration and Procurement). Other vice-presidents, senior faculty and corporate staff are invited to attend meetings of the EMG to address issues that are pertinent to their areas of responsibility. The EMG meets on a weekly basis to discuss and make decisions on various issues related to strategic and operational planning, university policies, budgeting and resource allocation, safety and security, information technology, quality management, and other matters related to the delivery of UTT programmes.

[79] Executive Committee Terms of Reference (Appendix: 2-1)
[80] See Chapter 2 of this report "Governance Structure" (page 20)

**Good Corporate Governance and Effective Administration**

The organisational structure of UTT[81] departs from the traditional design of many similar higher education institutions. As explained in Chapter 2, it is defined by two operational arms – Academic and Corporate. The President heads both academic and corporate bodies in UTT's organisational structure. In a more traditional organisational structure, academic personnel are required to develop and review educational programmes, deliver these programmes, and conduct high quality research, while performing considerable management and administrative functions. The UTT model is intended to create a more conducive environment for academic personnel to deliver the highest quality teaching and research.

Though innovative in its design, the structure has precipitated some challenges. Some of the corporate sub-divisions have not worked as well as previously envisaged in a context where the establishment of UTT led to the amalgamation to some extent of a number of tertiary and post-secondary educational institutions and related research agencies, and where there were significant staff and structural changes. This integration process has posed several challenges in terms of the level of proficiency of staff particularly as it relates to the rationalisation and delivery of programmes in the context of the new mission and purpose. This has hampered the prompt and efficient delivery of services to sections of our stakeholder communities[82]. We recognise that the on-going process of integration will continue to have some impact on the organisational structure in the medium term. Notwithstanding the challenges, UTT's leadership has continued to work to create a cohesive and stable environment in the interest of our students, faculty and staff, and reflective of our mission and purpose and the needs of our wider stakeholder communities.

UTT's commitment to good corporate governance, demonstrated by our processes for internal and external audit, and our efforts to facilitate full engagement and participation of our stakeholders, provide evidence of ethical leadership. Clause 10 (9, 10) of our By-laws requires governors to disclose any material interest in relation to business transactions of UTT and also to remove themselves from any deliberations and decisions in that regard. Additionally, the establishment of the Audit Committee further demonstrates our commitment to maintain the highest integrity in all our operations. Clause 15 (3) empowered the Board to establish the Audit committee which includes three governors – a majority of whom have knowledge or expertise in the areas of accounting or finance. The Audit Committee[83] plays a pivotal role in ensuring the integrity of our operations and it also ensures that our leaders uphold their fiduciary duty to all stakeholders. The Committee oversees and monitors UTT's financial reporting, external and internal audit processes, internal controls, risk management and issues related to good corporate governance. It also reviews the university policies relating to compliance with the law, national and international regulations, ethical standards and issues of conflict of interest. It recommends

[81] UTT Organisational Structure – Corporate and Academic bodies (Resource Room: R-0018).
[82] Refer to "Report on Conversation Day" at Valsayn Campus and San Fernando Technical Campus. (http://u.tt/accreditation/report/: E-0005).
[83] Audit Committee TOR & record of bi-monthly meetings (Appendix 3-4).

the retention of external auditors annually and the actions to be taken based on management, internal and external auditors' reports. Ex-officio members of the Audit Committee include the Provost, Senior Vice-President, Vice-President Finance and Administration, Financial Controller, Manager – Internal Audit, and Corporate Secretary.

Since the academic year 2004/2005 UTT has retained the services of Ernst and Young to conduct annual audits on our financial statements in accordance with International Financial Reporting Standards. We have also published financial statements together with detailed reviews of our achievements for the years 2005, 2006, 2007. Our Annual reports have been presented to the Parliament of Trinidad and Tobago for review. Our financial statements for 2008 are currently being audited by the firm Ernst and Young.

Additionally, UTT's Quality Policy[84] demonstrates the university's commitment to seek the views and judgements of our internal and external stakeholders and to use this feedback to influence the strategic direction and decision-making of the university. The policy promotes sustained efforts to capture and utilise stakeholder feedback and to provide mechanisms which ensure that key stakeholders actively participate in the planning and decision-making processes of UTT. The approach to stakeholder engagement and participation employed by UTT recognises the need for input from students, staff, industry, government and other impacted communities.

One of the unique aspects of UTT's system for governance and administration is the establishment of the Industry Advisory Councils[85] which focus on the enhancement of existing programmes and research areas, based on current and emerging trends in industry. The Advisory Councils allow direct input from entrepreneurs, employers, researchers and practising professionals into the development of UTT's programmes. Seven Advisory Councils have been established so far in the areas of Manufacturing, Innovation and Entrepreneurship, Information and Communications Technology, Academy for the Performing Arts, Maritime, Academy of Arts, Letters, Culture and Public Affairs, Academy of Fashion and Design, and Energy, Process and Utilities Engineering. Steps have been taken to establish four additional councils – Education, Construction, Sports and Leisure, and Biosciences, Agriculture and Food Technologies. The membership of the Councils comprises industry and practising professionals. The Councils also include some academics and researchers from external research agencies

[84] UTT BOG Quality Policy (Appendix 3-4).
[85] Advisory Council TOR (Appendix: 4-2).

and higher education institutions. Each Council is chaired by a member of the BOG and all recommendations and proposals of the Councils are referred to the BOG. The specific mandate of the Advisory Councils is to advise UTT on matters related to the development of its various programme offerings and to assist in enhancing UTT's linkages with industry, the community and the private sector.

The system of Advisory Councils embodies UTT's mission to be an entrepreneurial university and its commitment to develop and deliver high quality industry-relevant programmes. However, we recognise that there is still room for improvement in the way UTT integrates the role of the Advisory Councils into its Programme Approval and Review Processes. These processes outlined in the General Academic Regulations[86], define how programmes are to be developed, approved and continuously reviewed. The challenge is to facilitate greater dialogue and synergy between the Advisory Councils and academic personnel in the varied programme areas. Industry Advisory Councils report to the Board. It was recognised that there was an inconsistent record of dialogue between these bodies and UTT faculty. In this context, the university has embarked on a series of industry fora[87] as mentioned earlier in this report to bring together representatives of industry, including Advisory Council members, students and academic staff within the various programme areas, to capture feedback and openly discuss issues related to the development and enhancement of our programmes. Sessions for Process Engineering and Information Communication Technology were successfully conducted in June and August 2010 by senior faculty in those areas. Additional sessions are planned for Manufacturing, and Biosciences, Agriculture and Food Technologies in the final quarter of 2010. These sessions are intended to complement the work of the Advisory Councils and facilitate greater dialogue between staff, students and industry.

The Employee Benchmark Survey (2008) revealed that the level of satisfaction among staff was low with regard to UTT's communication, work organisation, and leadership and management. These staff concerns were closely related to the period of transition when the staff changes brought about by the incorporation of separate institutions caused much anxiety for those involved. Additionally, the non-traditional structure of UTT seemed unfamiliar to many and this may have impacted the perception of UTT's work organisation. In response, the university sought to increase the level of engagement and participation by staff. UTT established the Corporate Commuincations Unit (CCU) with the mandate to develop and implement a comprehensive communications programme for the university. As discussed in Chapter 2 of this report, the CCU was given a clear mandate to manage and develop UTT's public and internal websites, produce the university's newsletter, communicate decisions by the executive to all staff, market the university's higher education services and programmes, and manage UTT's corporate events. The establishment of CCU has been a success. The Employee Awareness and Satisfaction Survey (2010) was recently completed and a report will soon be available so that some comparisons can be made.

[86] UTT General Academic Regulations (Resource Room: R-0015).
[87] Report – 1st Industry Meeting with C&PE Team – 101014 (http://u.tt/accreditation/report/: E-0027).

We recognise that there continues to be room for improvement in this area, particularly in the context of the geographically dispersed UTT locations. In 2009, the External Evaluators' Report for ACTT Registration suggested that minutes of the meetings of decision-making bodies including the BOG, Academic Council and others could be made readily available to staff. While these minutes are not available on the intranet as suggested, much has been done to enhance the communication and levels of transparency throughout UTT. The leadership of the university communicates frequently with faculty and staff through memoranda and notices on the intranet. Faculty and staff are also encouraged to communicate their comments or feedback on the notices and related issues *via* the intranet. The comments are reviewed by management and appropriate action taken where necessary. The self-study teams were also able to readily access information for the evaluation and there continues to be progress towards the culture of information and knowledge sharing to which we aspire.

Clause 17 of the UTT By-laws also mandates the establishment a system for student government. The Student Guild was established in 2007[88] to represent the interests of the students in the decision-making and planning processes of the university and to provide a platform for students to collectively advance their interests. The geographically dispersed nature of the UTT network of teaching locations has meant that each location elects its own representative on the Guild Executive to represent the unique interests and concerns of the student body on the respective campuses. The President, Vice President and Postgraduate Student Representative of the Students' Guild all hold ex-officio membership in the Academic Council[89]. Additionally, the Students' Guild is also represented on UTT's Academic Appeals Committee, which has oversight of the academic appeals process and responsibility for establishing appeal panels to consider appeals against decisions of assessment.

**UTT's Performance**

The rapid growth in the asset base of the university (illustrated in Figure 4-1) to support its expansion, the increase in programme offerings and student enrolment since inception, and the graduate output of UTT in its short history, all provide evidence of the effectiveness of UTT's governance and administrative structures and practices. UTT has committed itself to a mission focused on entrepreneurship, wealth generation, job creation and research and development to improve quality of life. In 2005, UTT's assets stood at approximately $300 million dollars and had reached $1.6 billion in 2009. This increase in assets has facilitated an expansion in our programme offerings from 17 programmes in seven engineering disciplines – petroleum, chemical, mechanical, electrical, computer, telecommunications and process and utilities, in 2004/2005 to 80 programmes over a wide range

[88] See Article in The Moriche Issue No. 1 2008, pg 2 (http://u.tt/accreditation/report/: E-0008).
[89] President's memorandum dated June 8th 2008 (Resource Room: R-0009).

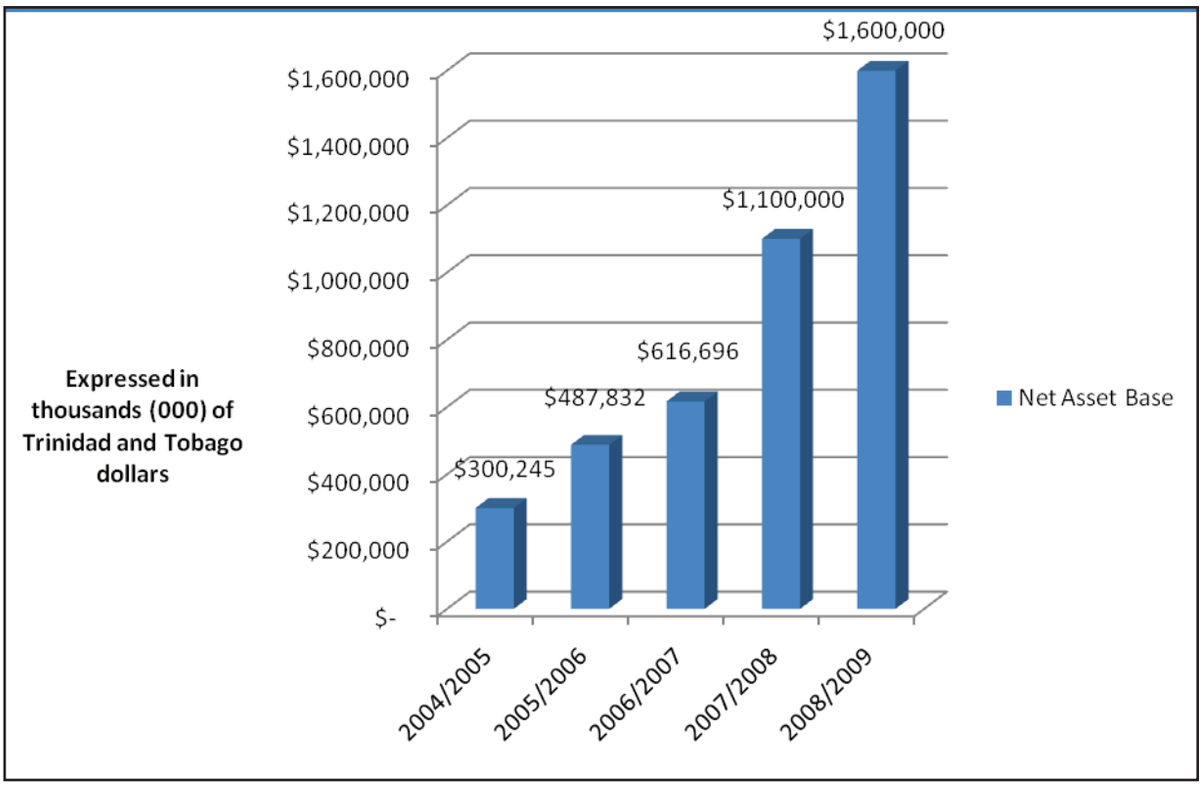


***Figure 4-1*** *UTT's Net Asset Base 2005-2009*

of disciplines.

As illustrated in Figure 1-1 (page 6) enrolment rose from 1656 in 2004/2005 to 7484 in 2009/2010. The 2004/2005 enrolment included over 1100 students who were pursuing diploma programmes, 500 pursuing bachelor's degrees and 15 pursuing master's degrees. In 2009, 2,788 were pursuing diploma programmes, 3,593 – bachelor's degrees, and 369 – postgraduate degrees (93 of them in doctoral programmes).

Our effectiveness is also evident in our graduate output to date. Since 2004/2005 we have produced 2,595 graduates. The transition from an amalgamation of several disparate post-secondary and tertiary institutions has now seen us produce 515 graduates at the bachelor's degree level and 122 at the master's degree level.

*Table 4-1 Graduates by Programme Level by Academic Year*

| | 2004/ 2005 | 2005/ 2006 | 2006/ 2007 | 2007/ 2008 | 2008/ 2009 |
|---|---|---|---|---|---|
| **Certificate Programmes** | 34 | 48 | 60 | 77 | 83 |
| **Diploma Programmes** | 414 | 233 | 239 | 315 | 455 |
| **Bachelor's Degree Programmes** | 111 | 46 | 66 | 89 | 203 |
| **Master's Degree Programmes** | 15 | 11 | 28 | 40 | 28 |
| **TOTAL GRADUATES** | **574** | **338** | **393** | **521** | **769** |

Additionally, as discussed more fully in Chapter 3 of this report, in a recent tracer survey of our 2005/2006 and 2006/2007 graduates[90], eighty-six percent (86%) reported that they were currently employed (Figure 4-2). All of those reporting current unemployment were pursuing further study.

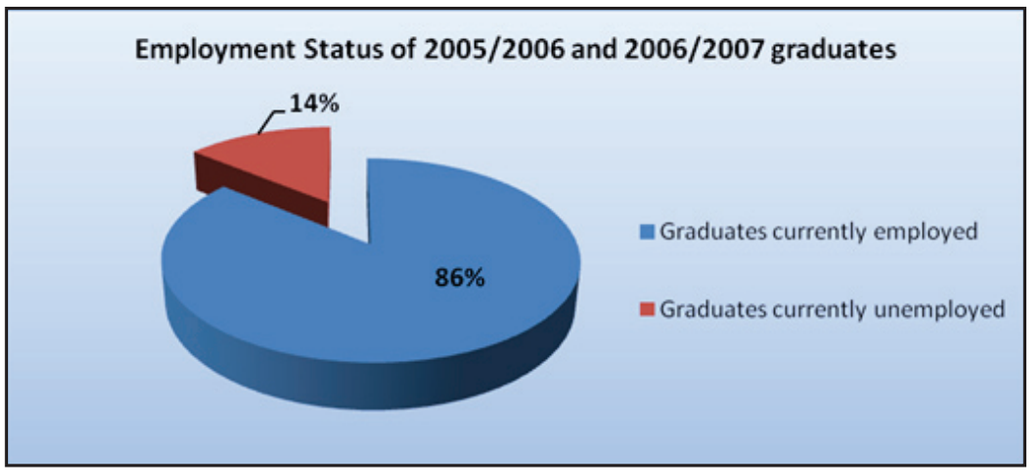


*Figure 4-2 Employment Status of 2005/2006 and 2006/2007 graduates*

[90] Report on Graduate Tracer Survey (http://u.tt/accreditation/report/: E-0018)

The survey also revealed that 58% of respondents reported that their qualification led to a promotion or new job (Figure 4-3).

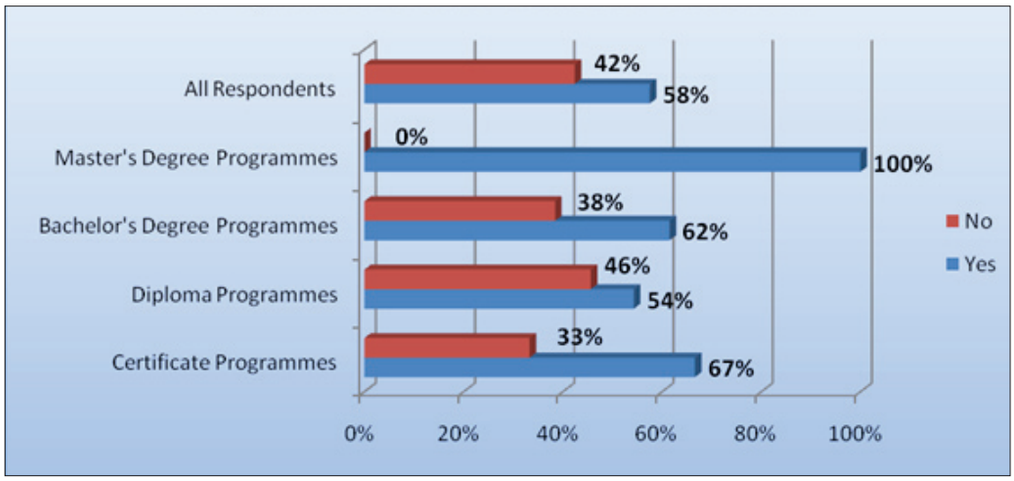


***Figure 4-3*** *UTT Graduates who were promoted or secured a new job*

Ten percent (10%) of them also reported that their UTT programme of study led them to start their own business (Figure 4-4).

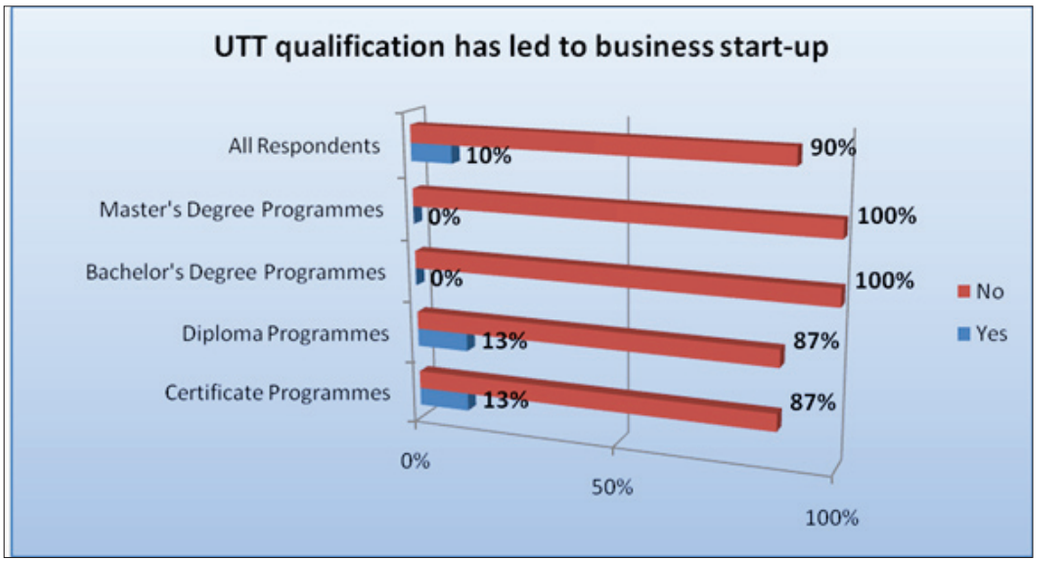


***Figure 4-4*** *Graduates who started their own business*

# CRITERION 2 – GOVERNANCE & ADMINISTRATION

Notwithstanding the challenges experienced in the integration process and the normal teething problems of any new entity, UTT's system of governance and administration has resulted in some significant achievements which point to its effectiveness.

**UTT's Review of Governance**

There is need for continuous improvement and UTT remains committed to the review of our governance and administrative structures and practices. In preparation for the development of the strategic plan, the President announced that UTT would undertake a university-wide review of its governance and administrative arrangements. With the rapid expansion of UTT, it was recognised that some of the arrangements had not worked as well as previously envisaged. A primary concern was the need for greater synergy between the corporate and academic divisions as this has hampered the prompt and efficient delivery of services to some sections of our stakeholder communities. In the final quarter of 2009, the Board announced some changes to the corporate arm. Student Affairs and Human Services, a corporate sub-division, was disestablished and three new units were created – the Registry, Student Support Services, and Human Resources. The Board cited the significant increase in UTT's student enrolment and the need for a more student-centred institution as primary reasons for the changes at that time[92].

The current President also recently established a multi-disciplinary committee, chaired by the Associate Provost[93], to review the academic structure and its synergy with related corporate units. The committee is currently engaged in consultations and information gathering with faculty and staff throughout the university on the effectiveness of the current academic structure.

**Evaluation of Standard 2.1**

UTT's governance and administrative structures and practices promote effective and ethical leadership that is congruent with our mission and purpose. The Board has been well constituted to include wide stakeholder representation and expertise. The sub-committees utilise the expertise of the members of the BOG as well as senior academic and corporate staff and also encourage dialogue with administrators and faculty to implement UTT's plans and policies. We have developed a non-traditional structure which seeks to provide the most conducive environment for high quality teaching and research. The roles and responsibilities of both the academic and corporate divisions are clearly understood within the university community and the divisions are well staffed with qualified and experienced personnel to achieve the mission and purpose of the university. We continue to demonstrate our commitment to accountability, transparency, and high ethical standards through our internal and external audit processes. UTT also recognises the value of its stakeholders and seeks to incorporate them in its decision-making processes.

[92] UTT Memorandum dated – 08/10/10 (Resource Room: R-0009).
[93] UTT Memorandum dated -17/08/10 (Resource Room: R-0009).

In spite of these strengths, we recognise the need for improvement in some areas which include the expanding participation in high-level decision-making bodies, creating greater synergy between corporate and academic structures, and improving communication between these decision-making bodies and our internal and external stakeholders. The new Board will be presented with a unique opportunity to act on the feedback and concerns expressed during this comprehensive self-study process.

**Standard 2.2**
**The institution's resource base supports the institution's educational programmes and its plans for sustaining and improving quality.**

UTT is particularly proud of its efforts to ensure that the resources required to deliver high quality programmes to our students and achieve our plans for further development are readily available. In this section we discuss the human resources, learning spaces and information technology which support the current educational programmes and future offerings.

**Human Resources**

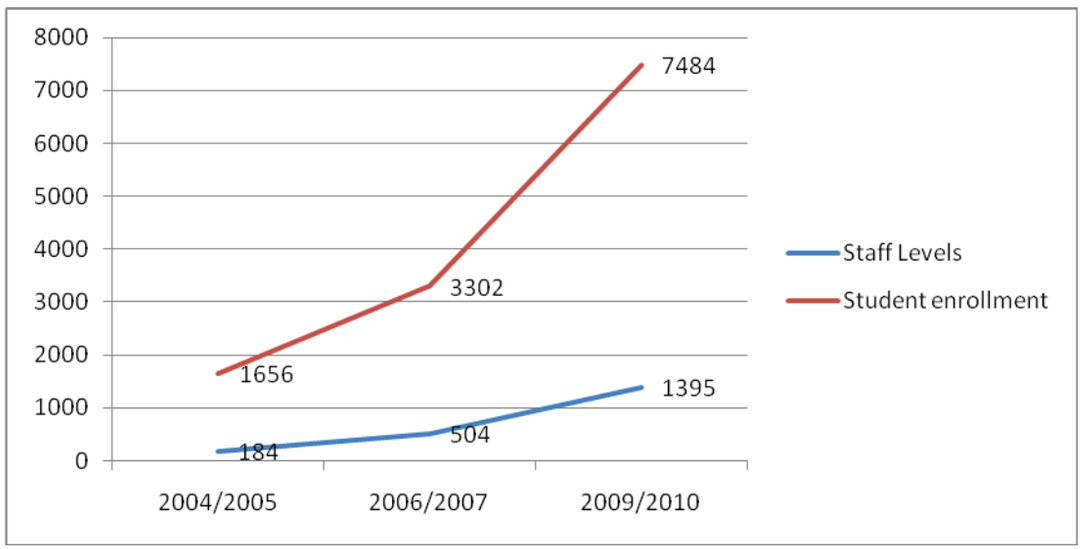


***Figure 4-5*** *Staff levels and Student Enrolment by Academic Year*

UTT's total full-time staff is 1395. This includes 901 academic staff and 494 corporate support staff. It has increased by 658% since inception to accommodate a 351% increase in student enrolment over the same period (Figure 4-5).

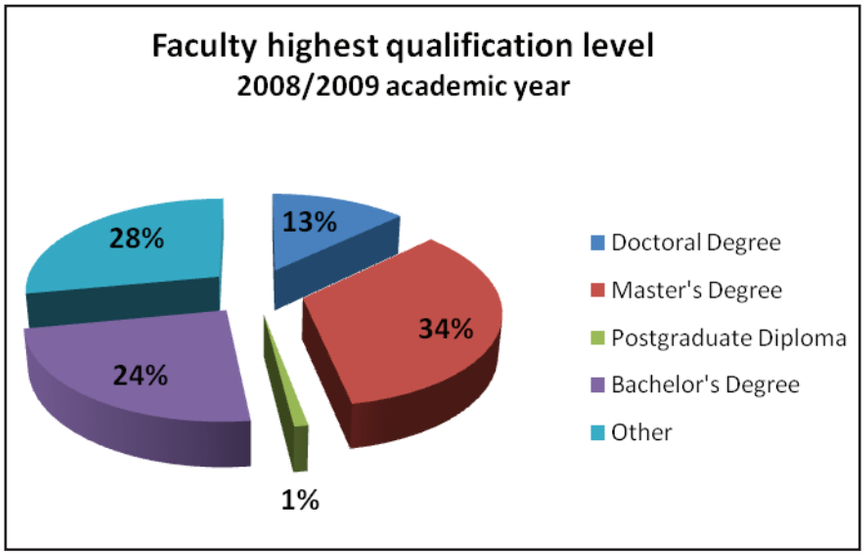


***Figure 4-6*** *Faculty Highest Qualification Level for 2008/2009 Academic Year*

Forty-seven percent (47%) of our faculty hold either a doctoral or master's degree in their respective fields and most of them also bring a vast amount of industry experience into the classroom (Figure 4-6 above). Currently our faculty includes 27 full professors, 16 associate professors, 58 assistant professors, and over seven hundred research associates, senior instructors, instructors, research assistants, and other technical support staff. Our faculty includes nationals, returning nationals, and several international personnel from countries including Nigeria, Egypt, India, Canada, the United Kingdom, the United States and several Caribbean territories. UTT also invests heavily in training and professional development opportunities for staff. Since its establishment, the Learning Centre (TLC), previously the Centre for Assessment and Learning (CAL), has held over 35 training and professional development workshops for faculty accommodating over 1400 participants. Additionally, the Human Resources unit also facilitates arrangements for various professional development workshops for both faculty and corporate support staff.

UTT has sought to recruit the best academic and corporate staff both nationally and abroad. The Human Resource and Appointments Committee of the Board[94] seeks to ensure that UTT attracts and retains adequately qualified, trained and experienced personnel to achieve its mission and purpose and also that UTT's system of recruitment is transparent and meritocratic. It reviews existing human resources policies, monitors their implementation and makes recommendations to the Board on changes and improvements, including those policies related to recruitment,

[94] Human Resource and Appointments Committee Terms of Reference (Appendix: 2-1).

disciplinary action, and termination. One of the challenges currently faced by UTT in attracting the best staff is the high personnel cost to the university particularly in the context of the recent global economic downturn.

**Learning Spaces**

UTT continues to provide world class learning facilities and infrastructure for our students. In 2009, the External Evaluators' Report for ACTT Registration noted that the university was engaged in a complex and ambitious programme of development of its campus resources, and continues to make good progress. The report added that "the University has an impressive record of maintaining and developing its physical infrastructure and in tackling the need to refurbish its inherited accommodation" – these efforts have continued.

The establishment of UTT began with the acquisition of the building and equipment of TTIT at a value of approximately $83 million. Since that time, the government has approved UTT's acquisition of several national teaching and research facilities.

*Table 4-2 Works Completed on UTT Facilities and Estimated Costs for 2004-2009*

| UTT FACILITY | DESCRIPTION OF WORKS COMPLETED 2004 – 2009 | ESTIMATED COSTS |
|---|---|---|
| Point Lisas Campus, Couva | Upgrade of laboratories, classrooms, offices, campus infrastructure. Construction of new UniBio A/S Pilot Plant. Commencement of construction of new Academic Building. | TT$85,000,000.00 |
| O'Meara Campus, Arima | Construction of new campus, inclusive of Graduation Pavilion and first class sports field. Continuous upgrade of teaching and administrative facilities, inclusive of ICT Hub and fully equipped laboratories. | TT$235,000,000.00 |
| Chaguaramas Campus | Construction of new campus for Maritime Studies, inclusive of workshops, laboratories, classrooms, training pool, and fire ground. Teaching laboratories include sophisticated Navigation and Engine Simulator Training Equipment. Commencement of construction of new Academic Building to be used for the Marine Sciences Programme. | TT$190,000,000.00 |

| UTT FACILITY | DESCRIPTION OF WORKS COMPLETED 2004 – 2009 | ESTIMATED COSTS |
|---|---|---|
| John S. Donaldson Technical Institute (JSDTI), Port-of-Spain | Major refurbishment and upgrade of laboratories, classrooms, offices, campus infrastructure, library, cafeteria, washrooms, sporting facilities and other building amenities. Continuous ongoing refurbishment and upgrading to bring campus physical facilities up to similar standard as the new UTT campuses. | TT$60,000,000.00 |
| San Fernando Technical Institute (SFTI) | Major refurbishment and upgrade of laboratories, classrooms, offices, campus infrastructure, library, cafeteria, washrooms, sporting facilities and other building amenities. Continuous ongoing refurbishment and upgrading to bring campus physical facilities up to similar standard as the new UTT campuses. | TT$55,000,000.00 |
| Valsayn Campus | Significant enhancement and upgrade of physical facilities and campus infrastructure, inclusive of new academic buildings. Capacity increased from 400 to 1600 full-time students. All services, including auditorium, cafeteria, library, car parks, etc., upgraded to accommodate this increased capacity. | TT$65,000,000.00 |
| Corinth Campus | Significant enhancement upgrade of physical facilities and campus infrastructure, inclusive of new academic buildings. Capacity increased from 400 to 1600 full-time students. All services, including auditorium, cafeteria, library, car parks, etc., upgraded to accommodate this increased capacity. | TT$48,000,000.00 |
| Eastern Caribbean Institute of Agriculture and Forestry (ECIAF), Centeno | Major refurbishment of laboratories, classrooms, student residences, offices, farm buildings and facilities, sports field, library, cafeteria and campus infrastructure. This includes the construction of new Farm | TT$42,000,000.00 |

| UTT FACILITY | DESCRIPTION OF WORKS COMPLETED 2004 – 2009 | ESTIMATED COSTS |
|---|---|---|
| | Administration and Animal Health Buildings and laboratories. Continuous ongoing refurbishment and upgrading to bring these facilities which are more than fifty (50) years old, to similar standards as the new UTT Campuses. | |
| Research and Support Services Centre (RESS), Waterloo | Upgrade of laboratories, offices and building infrastructure. Construction of new greenhouses, and research facilities for renewable energy, agriculture and herbal research. Ongoing refurbishment and upgrade of facilities that are more than sixty (60) years old. | TT$8,200,000.00 |

Major renovations and upgrade works have been completed at Point Lisas, Valsayn, Corinth, SFTI, JSDTI and ECIAF. Additionally, in 2008, UTT completed construction of the O'Meara Campus, Arima which includes the Main Campus Building, Graduation Pavilion and a world class cricket and sporting facility. This Campus was constructed at a cost of approximately 235 million dollars. The Maritime Campus, (which includes a Main Campus Building, Workshop Building, Fire-Ground and Training Pool) was also completed at an estimated cost of 190 million dollars. Since 2004, UTT has spent approximately 1.2 billion dollars in new construction, acquisitions and upgrade works to its property, plant and equipment at its many locations and the university now has eight well-equipped teaching locations. Maintenance, refurbishment and upgrade works continue at all our locations as required.

The university is also proud of the work it has done thus far on the construction of what will be our main campus at the Tamana InTech Park. The park is being strategically developed by Government to become the home of 21st century innovative and cutting-edge industries in the region. UTT's Signature Building Complex is intended to be the single largest entity in the park. It is envisaged that the UTT's facility will become fully integrated into the knowledge-based industries in the park. Construction commenced in 2008. Phase one of the project (which includes several buildings for additional classrooms, laboratories, offices and ancillary services) is scheduled to be completed by the end of 2010.

Despite the significant work done by the university to provide students with the best facilities possible, we recognise that there are some areas which still require some attention. In recent student focus group sessions conducted at the various campuses by the Student Support Services unit, specific concerns were expressed by our

students. At our ECIAF campus some students have complained about inadequate cafeteria services, and lamented about the need for upgraded dormitories, computer laboratories, and recreational facilities. Similar comments were expressed at the campuses of Valsayn, Corinth and SFTI. These and similar issues are being addressed by the relevant Campus Managers at each location. During the self-study process, the Campus Managers as members of the Co-ordination and Logistics Committee also conducted a facilities assessment at each campus. Recommendations for improvements were made and prioritised and action was taken to address areas of concern[95].

**Information Technology**

The rapid deployment of cutting-edge information technology has accompanied UTT's extensive building construction and upgrade works. In 2008, the BOG approved a comprehensive Technology Infrastructure Plan (TIP)[96] with the aim of transforming UTT's technology capabilities to a more dynamic infrastructure with shared resources characterised by peak utilisation, reduced complexity, lower unit cost, easier administration and faster response rates for both staff and students. To meet these goals, the TIP contained a comprehensive set of over 130 projects.

All UTT locations are now incorporated into a Wide Area Network (WAN) with teaching locations served by high-capacity fibre optic connections. They share a common link to the Internet and efforts to expand access to additional global education and research networks are on-going. UTT has also been engaged in negotiations with both the Center for Internet Augmented Research and Assessment (CIARA) at Florida International University and the Caribbean Knowledge Learning Network (CKLN), C@ribNet Technical Advisory Committee to facilitate access to international non-commercial educational and research networks such as Internet2, GEANT2, CIARA and others[97]. When implemented the expanded access will increase the level of UTT's internet bandwidth, provide high-quality connectivity to hundreds of universities and research institutions worldwide, potentially advancing UTT's teaching and learning, research programmes, and other collaborations and partnerships with governments, research bodies and higher institutions globally. CKLN's C@ribNet is currently the university's preferred option in this regard because of the potentially significant cost savings. It is expected to be available in the first quarter of 2011. The upgraded infrastructure implemented within the past two years has enabled the distribution of digital technologies and applications for use by staff and students. UTT recognises the pivotal role of ICT in the contemporary higher education landscape and makes every effort to ensure that our students and staff have the latest tools at their disposal.

[95] Facilities Assessment Report for the O'Meara Campus (http://u.tt/accreditation/report/: E-0028)
[96] ITS Technology Infrastructure Plan (Resource Room: R-0008).
[97] Refer to CKLN and CIARA Evidence Folder at (http://u.tt/accreditation/report/: E-0029)

**Evaluation of Standard 2.2**

UTT has always undertaken to recruit top quality talent, both locally and abroad, to drive our rapidly expanding range of programmes. Our record shows that the expansion in human resources has kept pace with the rapid increase in programme offerings and student enolment. Since inception UTT has also undertaken an ambitious plan to construct facilities and upgrade existing infrastructure where necessary. During that time, 1.2 billion dollars was invested in new construction, building acquisitions and upgrade works. Additionally, our new flagship facility at the Tamana InTech Park, Wallerfield is near completion of its first phase.

Implementation of our Technology Infrastructure Plan (TIP) is underway and the improvements thus far have already enabled a significantly enhanced distribution of digital technology to both students and staff. We recognise that there are still some locations which require additional upgrade works and we are also aware of the increasing demands by our students and staff for unfettered access to the latest technology solutions. To this end, the university will continue to work to further enhance its service delivery in these areas.

**Standard 2.3**

**The institution has sound policies and the financial capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution.**

This section discusses UTT's policy framework and some of the major policies related to the integrity and capacity of our financial system. It probes the role of the BOG sub-committees with responsibility for planning and development, audit and finance and budgets. The discussion on the university's financial capacity initiated earlier continues with special emphasis on the role of the Cost Reduction and Monitoring Task Force.

**UTT's Policy Framework**

UTT has established a policy framework that governs the development, implementation and review of its policies. The framework seeks to ensure that UTT's policies are consistently and appropriately established, monitored, and reviewed. All university policies are subject to a formal approval process and are stored in the Policy Directory[98] at the Corporate Secretariat in the Office of the President. Policies are prepared by relevant divisions and submitted for consideration by the Academic Council or one of the relevant sub-committees of the BOG. Once approved, they are sent to the BOG for final ratification.

The direct responsibility for procurement administration rests with the Finance, Administration and Procurement Unit. All of UTT's procurement activities are strictly governed by our Procurement Policy and Procedures Manual. In a context in which the majority of UTT's revenue continues to come from public coffers, we have placed

[98] UTT Policy Directory (Resource Room: R-0019).

significant emphasis on our procurement and tendering practices. The Procurement Policy and Procedures Manual was initially approved by the BOG in 2005 and has undergone revisions in 2006, 2007, 2009 and most recently in February, 2010[99]. Specifically, the policy mandates a strict division of responsibility by established bodies to ensure proper internal controls, accountability and transparency. It recognises four main bodies with specific oversight responsibility. They include:

- Pre-Qualification Evaluation Committee
- Tenders Evaluation Committee
- Management Tenders Committee
- A Board Tenders Committee

The policy defines the role, levels of authority and composition of these committees. In our current procurement rules, the Management Tenders Committee (MTC) can approve procurement expenditure up to maximum of $2 million and the Board Tenders Committee has a maximum limit of $15 million. All amounts over $15 million must be sanctioned by the entire Board. In support of the comprehensive policy framework which governs procurement and tendering, a new electronic procurement system was launched in January 2010 after extensive consultation and training. Staff satisfaction levels with the new procurement arrangements are among those issues which the Employee Awareness and Satisfaction Survey 2010 sought to address.

We recognise that our sustainability will depend heavily on our ability to efficiently and effectively procure the goods and services required to consistently deliver high-quality programmes and services to students. Additionally, as an institution in receipt of public funding, much of our reputation will also depend on our ability to engender public confidence in our practices and demonstrate to our stakeholders that we strive to maximise returns on their investment. One of the challenges associated with a heavy reliance on GORTT subventions has been the impact of public sector bureaucracy and funding delays. The Board recognised the potentially deleterious effect funding delays can have on UTT's cash flow and thus established a Liquidity Policy[100] which was formally approved in March 2009. The primary objective of the policy is to ensure that sufficient funds, whether *via* maturing investments, or existing and anticipated revenues, are available monthly, to satisfy UTT's operational anticipated cash requirements. The policy mandates that the university maintains a minimal *'operational cover'* in reserve of greater than one and a half month's recurrent expenditure. The amount is based on past trends and also on the current assets/current liabilities ratio. It is intended to provide sufficient comfort and facilitate sustainability of operations, in the event of shortfalls or delays in anticipated revenue.

While we recognise that UTT's long term sustainability will rely on our ability to expand revenue sources and to demonstrate continued relevance and quality of our

[99] Procurement Policy and Procedures Manual, Revised February 2010 (Resource Room: R-0006).
[100] UTT Liquidity Policy (Resource Room: R-0019).

programmes, this policy focuses on the issue of short term cash flow challenges and seeks to ensure uninterrupted delivery of educational programmes and services. Closely related to the liquidity policy is the Investment Policy[101] which seeks to ensure the best returns on UTT's investments. It advocates a conservative approach to risk assessment and places emphasis on liquidity management and day-to-day operations. Principal security, liquidity management and rate of return are its primary concerns.

**Financial Capacity**

UTT's operations are funded by GORTT, tuition and other related fees, interest income, and private donors for research projects, bursaries, scholarships, capital and other purposes. The rapid expansion of the university since its establishment has been driven by GORTT's thrust to increase access to higher education opportunities to Trinidad and Tobago nationals. In this context, most of UTT's revenue has come directly from GORTT subventions. UTT's total income increased from $110,581,000 in 2005 to $522,346,000 in 2009.

UTT's income has continued to increase since its inception to keep pace with its mandate to expand higher education opportunities for citizens of Trinidad and

*Table 4-3 UTT's Income Growth 2005 – 2009*

[Expressed in thousands of Trinidad and Tobago dollars (000)]

| | 2005/ | 2006/ | 2007/ | 2008/ | |
|---|---|---|---|---|---|
| **Government Contributions:** | | | | | |
| **Recurrent grants** | 70,225 | 96,868 | 197,320 | 344,000 | 368,330 |
| **Capital grants released** | 7,444 | 13,251 | 26,182 | 40,069 | 54,589 |
| **Tuition and other related fees** | 18,062 | 19,231 | 42,908 | 51,686 | 75,829 |
| **Professional Education Unit (PEU)** | 13,647 | 14,355 | 35,625 | 31,330 | 10,902 |
| **Non-government contributions** | 465 | 74 | 970 | 546 | 57 |
| **Other income** | 738 | 4,784 | 7,318 | 7,735 | 12,639 |
| **TOTAL INCOME** | 110,581 | 148,563 | 310,323 | 475,366 | 522,346 |

*Source: Finance, Administration and Procurement*

[101] UTT Investment Policy (Resource Room: R-0019).

Tobago. Since 2006/2007 when our income increased by more than 100%, UTT has established the Centre for Production Systems, Academy for the Performing Arts and Centre for Biosciences, Agriculture and Food Technologies among other major initiatives. In the establishment of the Centre for Production Systems, UTT developed a strategic alliance with Cambridge Manufacturing Industry Links Limited, University of Cambridge, United Kingdom for institutional and programmatic support in the development of programmes offered by the centre. This collaboration facilitated the development of UTT's MSc in Industrial Innovation, Entrepreneurship and Management (IIEM) – the first programme of its kind in the Caribbean. The programme focuses on technology, innovation and entrepreneurship and is seen as central to generating a cadre of professionals who can initiate successful new ideas and develop globally competitive businesses from these opportunities[102].

Other alliances include:

- Collaboration and Services Agreement with Johns Hopkins Medicine International LLC – To develop a National Health Science Initiative Programme – to improve the health services sector.
- Collaboration with the Technical University of Denmark – to develop undergraduate and postgraduate programmes in Chemical and Biological Process Technology.
- Memorandum of Understanding with The University of Texas at Austin – to establish undergraduate and postgraduate degrees in Petroleum Engineering.
- Collaboration with the National Institute of Fashion Technology, India – to facilitate the expansion of UTT's Academy of Fashion and Design.

UTT's record of growth and expansion provides evidence of its strong financial capacity and also of the robust policy framework and governance arrangements which have ensured that our programmes are adequately funded and that programme integrity and sustainability are safeguarded. The role of the Planning and Development Sub-Committee has been important in that regard. This sub-committee reviews budgets and financial requirements for new programmes and research initiatives and makes recommendations to the Board and to the Finance and Budget Sub-Committee. The Planning and Development Sub-Committee also considers recommendations for the construction of new facilities, upgrade of existing buildings and laboratories and other enhancements required to support the delivery of teaching and research programmes.

In 2010, the Planning and Development Committee approved new proposals by CaHMRI and the Institute for Crime, and Public Safety pending the availability of funding[103]. On the advice of the Planning and Development Committee, the Institute for Crime and Public Safety was required to identify additional sources of funding for its programmes. UTT subsequently submitted a proposal for funding of its programmes in Criminology and Public Safety for consideration as part of a collaborative initiative of Caribbean universities for the implementation of the Economic Association

[102] Evaluative Report on the M.Sc. in Industrial Innovation, Entrepreneurship and Management (Resource Room: R-0011).
[103] Minutes of meeting of the Planning and Development committee (Resource Room: R-0020).

Agreement CARIFORUM-UE (EPA). A decision on the submission is pending.

Notwithstanding the support that UTT has received from GORTT in the past four years, we are well aware that Trinidad and Tobago and the wider region are in the midst of an economic downturn and public revenues have declined significantly. One of the challenges for the university is to increase its levels of non-government funding. This is brought into greater focus by the reality that non-government contributions have decreased significantly in the past three years – from a high of $970,000 in 2007 to only $57,000 in 2009. We have made significant efforts to increase revenue through our operations in the PEU which experienced four years of accelerated growth before a significant decline in 2009. Despite the challenging economic climate, PEU continues to earn additional revenue for UTT. Financial reserves from PEU operations reached a high of 14.3 million dollars in 2007. In the period 2004-2007 the university's total accumulated reserves were approximately $33 million. Although our reserves have declined sharply due to the global economic downturn since 2008, our net asset base currently stands at approximately 1.7 billion dollars and we are optimistic about our financial prospects and confident that the support of GORTT will continue even while we develop mechanisms to improve efficiency and intensify our efforts to increase non-government revenue through research commercialisation, professional development training, private donations, and tuition fees.

**UTT's Task Force on Cost Reduction and Monitoring**

In fiscal year 2008-2009, UTT recorded an operating deficit of $30 million for the first time in its history[104]. This was in large part attributed to the worsening global economic climate beginning in 2008, and mounting pressure from GORTT to continue our path of expansion. In response to this threat, UTT established a Task Force on Cost Reduction and Cost Monitoring[105] on October 6th 2009 with the mandate to identify areas where cost reduction measures could be introduced and to oversee the implementation of the measures while ensuring that acceptable standards of quality assurance were fully maintained. The Task Force was required to quantify potential areas of cost saving, eradicate wastage and inefficiency, and leverage the assets of the university to achieve best value. However, it was agreed that this should be achieved without sacrificing, the quality of the programmes, and the emerging international image of the university as a regional higher education leader.

The Task Force produced its first report in February 2010 and its recommendations were readily approved by the Board. The university has now targeted the following areas for potential cost savings:

- Rental –Staff Accommodation & Warehouse Facilities
- Part-Time Lecturers

[104] An Overview of the University of Trinidad and Tobago prepared for the Honourable Minister of Science, Technology and Tertiary Education, June 10, 2010. (Resource Room: R-0021).
[105] Objectives of Task Force on Cost Reduction and Cost Monitoring (Appendix: 4-3).

- Overseas Travel
- Telephone and Internet Costs
- Security
- Student Transportation
- Medical Plan
- Staff Training

**Evaluation of Standard 2.3**
UTT has developed and implemented a comprehensive policy framework and has demonstrated strong financial capacity in the past five years of operations. Our income growth and sizeable asset base has allowed us to expand our programme offerings and develop strategic alliances with international partners to achieve our mission and purpose. These achievements provide evidence that UTT has sound policies and the financial capacity to sustain and ensure the integrity and continuity of our programmes.

We are cognisant of the current economic climate following a global recession since 2008 and have taken concrete steps to improve efficiency, reduce costs and generate additional revenue. We also recognise that some policies still need to be further developed to meet the changing demands of the higher education climate in which we operate and to ensure transparency and accountability to our stakeholders. In this context, UTT continues to review and revise our policies to achieve superior outcomes.

**Standard 2.4**
**The institution's system of governance provides for student input in decision making in matters directly and indirectly affecting them.**

In this section we disscuss UTT's commitment to stakeholder engagement and participation and the mechanisms employed to facilitate students' involvement in our planning and decision-making processes. The discussion focuses on the three areas – the Student Guild, Student Evaluation of Teaching (SEOT), and Institutional Research.

**The Student Guild**
UTT's By-Laws[106] recognise the establishment of a student representative body within the governance structure to represent the interests of the students in the decision-making and planning processes of the university. We discussed earlier the representation of the Student Guild on the Academic Council and Academic Appeals Committee and also how the system for student government facilitates the selection of student representatives at each UTT campus. The Student Support Services unit has sought to empower student representatives to engage administrators and academic leadership at the campuses, on issues relevant to those they represent[107]. We have seen the impact and effectiveness of the Guild. A most recent example

[106] Refer to Section 17 (Student Council) of the UTT By-Laws amended December 12, 2005 (Resource Room: R-0022).

was the Guild's response to a decision to postpone the Students' Sports Day. The Guild was quickly able to organise mass protests among the student body and the Students' Sports Day was sucessfully held in March 2010. UTT also provides significant funding to the Guild and facilitates the operations of its secretariat. The Board formally approved the policy on the formation of university affiliated organisations to give official recognition to the many interest groups and activity related clubs established by the Guild. Additionally, the Guild is also encouraged to contribute to the university's bi-monthly newsletter, the Moriche[108]. The students have also produced their own students' publication entitled 'Nitty Gritty'. The third issue is due to be released shortly.

**Student Evaluation of Teaching**

The Learning Centre has devoted significant resources to the system for student evaluation of courses. This provides students with an opportunity to give valuable feedback which informs the development and delivery of the courses and programmes offered at UTT. In 2009, TLC conducted the first uniform, university-wide Student Evaluation of Teaching (SEOT) exercise. Following the use of the initial paper-based instruments, TLC conducted a pilot of a new electronic online system. This more efficient process is expected to be fully implemented during the 2010/2011 academic year. The feedback from students' evaluations are collected and used to inform decisions on course content and material, strategies for delivery, design and layout of UTT learning spaces, and professional development opportunities for faculty. Evidence of this was produced as recently as the last term of academic year 2009/2010 when students submitted complaints to the Vice-President, Quality Assurance and Institutional Advancement on the performance of a lecturer. The Vice-President requested the SEOT reports on the lecturer from TLC and conducted further investigation through discussions with the students and the Programme Professor. SEOT reports for previous semesters were also reviewed. A report was provided to the President who held a meeting with the lecturer, the Provost and the Vice-President. On the basis of the outcome of the meeting, the Provost met with the Programme Professor and the Vice-President and subsequently the Programme Professor and the lecturer held extensive discussions. There were also discussions with other faculty on the programme and decisions were taken regarding professional development for the lecturer as well as some re-structuring of the programme.

**Institutional Research**

UTT's commitment to incorporate students' concerns and judgements in planning and decision-making is demonstrated in the establishment of a dedicated functional area for Institutional Research located within in QA&IA. UTT began a sustained effort to capture and utilise student feedback with its Student Satisfaction Survey[109]. conducted in 2009. A number of follow-up student focus group sessions were also conducted at the O'Meara, ECIAF, Valsayn, Pt. Lisas, SFTI and Corinth campuses to collect feedback from students. In an earlier section we discussed some of the

[107] List of Student Guild Members: Executive and Chapters (Appendix: 4-4)
[108] The Moriche is a quarterly university publication (http://u.tt/accreditation/report/: E-0008).
[109] UTT Student Satisfaction Survey 2009 (http://u.tt/accreditation/report/: E-0030).

students' concerns emerging from these sessions and the actions to be taken. QA&IA also established a webmail service at utt.quality@utt.edu.tt which is advertised on the Internet and Intranet and which offers information on all matters related to quality at UTT and also provides an opporuntity for issues to be addressed. E-mail correspondence is received from students, staff and external stakeholders and all queries or concerns are acknowledged within 24 hours and dealt with as expeditiously as possible through communication with the relevant units.

In September 2009, UTT conducted its first New Student Survey[110] which was intended to provide a mechanism for identifying and understanding the behaviour patterns, challenges, competencies and expectations of new students at the undergraduate and diploma levels. This will be an annual event and the 2010 survey is currently being administered. Additionally, UTT has since administered feedback instruments to members of our postgraduate research student body as part of the evalution of UTT's postgraduate research programmes. We have also conducted a Graduate Satisfaction Survey (2009)[111] and a Graduate Tracer Survey (2010)[112]. As mentioned earlier in this report the Institutional Advancement section of QA&IA has developed a comprehensive institutional research agenda[113] for the academic year 2010/2011 which is currently being implemented. The research agenda includes several initiatives focused on capturing student feedback, increasing and strengthening student engagement and generating information which the leadership of the university can use to inform planning and decision-making.

**Evaluation of Standard 2.4**

The establishment and operations of the Students' Guild, TLC and QA&IA provide evidence that UTT has made provision for student input in decision making in matters directly and indirectly affecting them. The systematic use of student and other feedback mechanisms is still relatively new and full integration of the new system is ongoing. Additionally, we have also recognised that there are some opportunities for improvement in the need to further empower the Guild through training and development opportunities for members of its leadership. We also place high priority on the need for improvement in our responsiveness to students' concerns. The issues highlighted by students during recent fora and discussed earlier in this chapter bring this into greater focus. A major improvement in this regard is the opening of yet another avenue for students to channel their concerns through the utt.quality@utt.edu.tt webmail service which is managed by QA&IA. In light of these developments, UTT is proud of improved efforts to support and empower the Guild and also of the improvement in the relationship that it has fostered between students, faculty and administrators.

The establishment of QA&IA and the institutionalisation of a fully integrated institutional research function is an important tool for the university to sustain its path

[110] UTT New Student Survey 2009 (http://u.tt/accreditation/report/: E-0031).
[111] Report on Graduate Satisfaction Survey- Class of 2009 (http://u.tt/accreditation/report/: E-0032).
[112] Report on Graduate Tracer Study -2006/2007 cohort (http://u.tt/accreditation/report/: E-0018).
[113] QA&IA Institutional Research Agenda 2010/2011 (http://u.tt/accreditation/report/: E-0023).

of growth and development. The leadership of UTT is encouraged by the response of the university community to the new initiatives for the collection, analysis and use of feedback from current undergraduate and postgraduate students as well as alumni.

**Conclusion**

The preceding discussion on the extent to which UTT's system of governance and administration ensures ethical decision making and efficient provision of human, material and financial resources to effectively accomplish its educational and other purposes, leads to the following conclusions

Strengths

- UTT has developed sound governance and administrative structures and practices which provide an environment conducive to high-quality teaching and research. The functional areas of both the academic and corporate divisions are clearly understood within the university community and divisions are well staffed with qualified and experienced personnel to achieve the mission and purpose of the university.
- Our current resource base including our financial capacity supports our educational programmes and plans for the future. Our income has grown by almost 400% since inception and our asset based stands at approximately 1.7 billion dollars. The university has also spent over 1.2 billion dollars in a comprehensive project of new construction, building acquisition, and physical and technology upgrade works with the overall effect of creating a strong infrastructural base for a modern university.
- The establishment of QA&IA and the institutionalisation of an office for institutional research has allowed UTT to establish a systematic approach to evidence-based decision-making and planning and also a robust mechanism to capture and utilise student feedback.

Opportunities for Improvement

- There has been for some time a perception among some faculty and staff that UTT's structure of governance is too centralised and top-down. They have argued that most of the university's decision-making councils and committees comprise a common group of UTT corporate executives and senior academic administrators. Recent changes to the membership of board committees have been in response to the need to expand the composition of these bodies to accommodate more widespread participation, particularly from faculty and students. Additionally, university-wide consultation such as took place on the effectiveness of the organisational structure earlier this year, also increases faculty and staff engagement and ownership of decision making processes within the university. Some progress has been made and it is expected that this trend will continue.
- There is a pressing need for UTT to increase non-government revenue in the interest of sustainability. The implementation of recommendations of the Task Force on Cost Reduction and Cost Monitoring continues to play a critical role in this regard.

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## CRITERION 3 - TEACHING & LEARNING

Standard 3.1

Standard 3.2

Standard 3.3

Standard 3.4

Standard 3.5

# CRITERION 3 – TEACHING & LEARNING

As discussed earlier in this report, during its relatively short existence, UTT was able to create, incorporate, and in many instances transform both diverse institutions with programmes at different levels as well as faculty with varying backgrounds and expertise into one entity. This has proven to be particularly challenging as incorporated institutions previously operated in their own unique learning contexts. This chapter evaluates our efforts at establishing viable and coherent university procedures to ensure that student learning outcomes are achieved and that we attain our goal of effective teaching and learning across campuses and programmes. We will also demonstrate that UTT gives high priority to creating environments that facilitate and promote successful learning, research, social engagement and other educational outcomes.

**Standard 3.1**
**The institution has set mechanisms and/or procedures to undertake academic planning and the evaluation of educational programme objectives.**

Documentary evidence shows that UTT has defined processes for the design, approval, monitoring and review of its academic programmes. The principles and philosophy governing programme and course design are clearly outlined in the *General Academic Regulations, Policies and Procedures for all Academic Programme*[114]. A central feature of the procedure allows for flexibility in the design and delivery of programmes and courses within clearly specified parameters with the overall aim of providing learning experiences and creating environments that cater to a diverse student body. Further to this, the *Academic Regulations for Undergraduate Programmes*[115] detail programme specifications that fully describe the structure operation, objectives and learning outcomes of all UTT programmes. A standard format is provided and this is reviewed by the Academic Standards and Programme Accreditation unit (ASPA) and periodically updated. This is especially important because of the wide variety of programmes offered by UTT and the involvement of faculty in the process of design, development and implementation. Similarly, course design must follow a standardised format. A course descriptor template is appended to the *Academic Regulations for Undergraduate Programmes* to ensure consistency in course structure across programmes with the expectation that this will promote a common understanding of the content of courses as well as consistency in the manner in which these courses are delivered and assessed at different campuses.

**Approval and Validation of Programmes and Courses**
Once a programme has been designed, the relevant Programme Professor must submit the proposal for consideration to either the Undergraduate or Postgraduate Committee, as appropriate. Each proposal is expected to conform to Sections 10.2 and 10.4 of the *General Academic Regulations Policies and Procedures for all Academic Programmes* which speak to academic quality, and must be approved by the relevant Committee as well as the Academic Council before it is then forwarded to

## *Criterion Statement*

*The institution provides evidence of student learning outcomes and faculty effectiveness in achieving its educational purpose and demonstrates the capability to continue to do so.*

[114] General Academic Regulations, Policies and Procedures for All Academic Programmes, approved by the Board of Governors August 29th 2008 (Resource Room: R-0015)
[115] Academic Regulations for Undergraduate Programmes, approved by the Board of Governors August 29th 2008, revised March 2009 (Resource Room: R-0015).

the Validation Committee established for the particular programme. Validation is a key aspect of the quality assurance process for new programmes at UTT. This process ensures that programme design is coherent and adequately documented and that the learning outcomes are appropriate for the level of qualification. At UTT, the process of validation is implemented as follows:

- Identify whether the proposed programme is consistent with UTT's Mission and current strategic direction [116]
- Undertake market research to determine if the programme will be beneficial for future careers and whether there will be sufficient student applications for the programme [117]
- Receive advice from the relevant Advisory Council
- Ensure the availability of sufficient and appropriate resources to support the programme [118]
- Appoint a Validation Panel consisting of a Chair, ideally from a discipline other than the programme being considered, and other appropriate members as appointed by the Provost
- Document the programme as outlined in Appendix A, Section 10.4 of the *General Academic Regulations Policies and Procedures for all Academic Programmes*
- Submit the programme to the Validation Panel for consideration. Minutes of these meetings are recorded
- Submit the programme to a second Validation Panel meeting to review any changes that may have been incorporated into the document as a result of the first meeting
- Complete the validation report and forward it to the Provost before presentation to the Academic Council for comment and approval
- Send the programme to the BOG for final approval. A presentation is made to the Planning and Development Sub-Committee of the BOG and a recommendation is made to the Board.

This process has served UTT well in the past. However, having identified the need for greater rigor in the context of continuous quality improvement, a decision was taken to review the entire programme review process, and two options were proposed to amend the procedure, and to introduce a revised process for programme approval[119]. Both options clearly detail the steps that must be taken in cases when new programmes are proposed, as well as instances when substantive modifications are uggested to existing programmes. These options were reviewed by the Office of the Provost (together with proposed amendments to the processes for programme monitoring and review) and revised proposals were discussed at the Programme

[116] General Academic Regulations, Policies and Procedures for all Academic Programmes (Resource Room: R-0015).
[117] This is done by the academic unit responsible for the programme in their respective validation documents. Refer to sample. (http://u.tt/accreditation/report/E-0033).
[118] Programme Development Plan with Financing Requirements, 2009-2014, dated March 2009 (http://u.tt/accreditation/report/: E-0034).
[119] Option A requires re-validation when substantive changes are made to an approved programme while Option B does not. See proposed options for revised process for programme approval (http://u.tt/accreditation/report/: E-0035).

Professors Meeting on September 30th 2010. Further recommendations were made and a final document was presented to the Academic Council meeting on October 14th 2010 and approved[120]. The process for the approval of new programmes was revised for greater efficiency. Also, a process for 'New Programme Proposal Overview' was added as an improvement and to ensure that significant attention is given to issues of sustainability and quality prior to committing resources to programme development[121].

UTT's process for academic planning and evaluation of educational programme objectives is strengthened by the existence of the administrative structures designed to fulfil this function. Recommendations made by the Academic Council are sent to the Planning and Development Sub-Committee of the Board for consideration before new programmes are added or substantive changes are made to existing programmes. The Academic Council has among its Terms of Reference responsibility for "approving and recommending to the Board all courses and degree programmes"; and "approving course outlines and curricula and credit assignments"[122]. The Terms of Reference of the Planning and Development Sub-Committee mandate it to "review existing programmes sponsored or funded by UTT to ensure continuing excellence in quality and relevance to the energy and industrial sectors, and to the needs of Trinidad and Tobago"; "invite and receive audits of all programmes"; "consider proposals for any new programmes and recommend their acceptance or otherwise to the Board of Governors"; and "advise the Board on the reduction or abandonment of any programmes of teaching or R&D"[123]. The BOG takes the final decision on the approval and closure of any teaching or research and development programme based on reports of its implementation and functioning[124]. The active involvement of validation panels in the process has already been discussed. Programmes must be re-validated or re-approved in accordance with the stipulation of the *General Academic Regulations Policies and Procedures for all Academic Programmes*.

**Programme Monitoring and Evaluation**

Further evidence that UTT continuously strives to strengthen and improve the process for monitoring the implementation of existing programmes lies in the fact that procedures for programme monitoring are stipulated in Section 11 of the *General Academic Regulations for all Academic Programmes*. The Programme Professor has the responsibility to ensure that the monitoring team[125] for a specific programme compiles an Annual Programme Report (APR) with recommendations. This report contains measures of educational performance, reports for each course in the programme and programme action plans for the next year. Analyses are conducted on the data contained in the APRs and the Projects' Unit in the Office of the Provost

[120] Memorandum from the Provost on Approved Processes (http://u.tt/accreditation/report/: E-0035)
[121] Approved Processes for New Programme Proposal Overview and Programme Approval and Amendment (http://u.tt/accreditation/report/: E-0035)
[122] Terms of Reference, Academic Council, Inaugural Meeting of The Board of Governors, Appendix VII, Report of the Chairman, March 11, 2005 (Resource Room: R-0020).
[123] Terms of Reference, Planning and Development Committee, Approved by the Executive Committee on April 29, 2005 (Resource Room: R-0020).
[124] Terms of Reference, Executive Committee, Approved by the Board of Governors, March 11, 2005 (Resource Room: R-0020).
[125] A team comprising Lecturers involved in the design, delivery and assessment of the programme.

produces reports on 'Key Data pertaining to the Performance of Students' across campuses and programmes[126].

The composition of the team compiling the report creates the opportunity for faculty to be involved in the evaluation process. At the end of an academic year, the programme monitoring team may recommend: (a) no changes or modifications to the programme (b) minor changes or modifications to the programme or (c) substantive changes or modifications to the programme. The Programme Professor is expected to review the report and the recommendations made against the criteria in the *Guidelines for Annual Programme Reports*[127] and seek additional justification, if necessary. These guidelines were recently revised to streamline the process and distinguish it more fully from the Programme Review that is required every six years, which is the maximum time period stipulated. Policy guidelines require that the Programme Professor then pursue an appropriate course of action. If the Programme Professor approves the recommendation for no changes, then the programme continues to be offered in its existing form. However, if the recommendation for minor modifications is accepted, a timeframe within which adjustments are to be made is given. In the event that the Programme Professor does not approve the recommendation for minor changes, the reasons for the rejection are documented. Whatever the outcome, the Provost must be advised of the decision taken. It must be noted that any change to the programme must be done in accordance with the existing regulations governing substantive or minor changes to existing programmes. The revised process will enhance the efficiency and effectiveness of the entire process of planning and evaluation of programmes[128].

**Programme Review**

Other mechanisms exist that allow for evaluation of the effectiveness and relevance of UTT's programmes. While programme validation involves an evaluation of all programmes to ensure that the learning outcomes are set at the appropriate standard for the level of the award, a more detailed revision and review of any programme is also carried out by means of a Periodic Review undertaken no later than six years after the initial validation of the specific programme[129]. The purpose of the Periodic Review is similar to the initial validation with the addition of a critical assessment of the operation and performance of the programme. The revised processes are designed to produce superior outcomes and function more effectively[130]. As explained earlier, the performance of students based on the final results provided by the Main Assessment Committee are also monitored and analysed.

Student Evaluation

The review process is further strengthened through the evaluation of instruction by students. For some time the use of written feedback forms provided students with

[126] The Bachelor of Education Programme – Key Data pertaining to the performance of students (Valsayn & Corinth Campuses)
[127] The Guidelines for Annual Programme Reports are found in Appendix A of section 11 of the General Academic Regulations, Policies and Procedures for all Academic Programmes (Resource Room: R-0015).
[128] Approved Process for Programme Monitoring (http://u.tt/accreditation/report/: E-0035)
[129] Section 10.8 of the General Academic Regulations refers (Resource Room: R-0015).
[130] Approved Processes for Programme Re-approval and Programme Discontinuation (http://u.tt/accreditation/report/: E-0035)

an opportunity to evaluate the courses they take each term. These forms are issued to all Programme Professors/Leaders at the end of each semester and the May/July session. Students complete these feedback forms for all their courses. The forms are then returned to TLC where they are analysed and the results made available to the respective instructors and their course leaders. This process continues to evolve. A recent initiative from the School for Cognition, Learning and Education, through TLC, makes an on-line version of the feedback form available for students to evaluate teaching. This accelerates the evaluation process and enables easier analysis of data, thus reducing the length of time to make feedback accessible to lecturers and for analysis and action by academic administrators and the leadership of UTT. The goal is to eventually establish on-line evaluation of programmes as the sole means of student evaluation of all courses by the end of 2010.

Advisory Councils

The relevance of UTT's programmes to industry is a critical issue. Hence, work-oriented learning is an important facet of the university's operations. From the outset, advisory committees were established for each field of study offered by UTT. These committees comprise representatives of industry (in the areas relevant to the established programmes) who serve in an advisory capacity to ensure that the programmes are relevant and appropriate to the needs of industry. The Terms of Reference of the Advisory Councils include:

- advising UTT on aspects related to the development of various programme offerings
- formulating proposals for enhancement and/or revision of programmes
- assisting in forging links to Industry, Community and the Private Sector
- identifying areas and topics for research and development
- providing advice on such matters referred to the Council by the President or Board of Governors.

Each Advisory Council is chaired by a member of the BOG, thus facilitating direct engagement with the Board. At the inception, regular meetings and consultation with the committee members were envisaged to provide feedback on the extent to which UTT's programmes are effective in producing 'industry-ready graduates'. This is a potentially useful mechanism which can serve to alert us to opportunities to strengthen our programme offerings to meet the needs of students and other stakeholders. A review of the process based on feedback from faculty and from senior administrators has suggested, however, that the full potential of the Advisory Councils have not been realised to create the kind of impact on planning and review that was expected when they were introduced. Currently, the composition and functioning of these councils are under review with a view to strengthening the role and maximising their benefits. It is UTT's firm belief that these Advisory Councils constitute an important mechanism to link UTT to expertise in industry and ensure that our graduates can easily transition to the world of work.

General Education

As a direct outcome of the evaluation of UTT's educational programme objectives over the years, UTT is expanding our General Education (GE) component. While

GE has always been integrated across the curriculum, feedback from industry[131], on our graduates as well as graduates from other universities and colleges in the country, suggests that student learning outcomes should be enhanced. Areas for enhancement include written and oral communication, critical thinking, problem-solving, inter-personal relations and teamwork, basic skills in mathematics and understanding of science.

The new GE component aims to develop students who are intellectually mature, morally aware and aesthetically sensitive in order to build a foundation for lifelong learning. It utilises an interdisciplinary approach and includes the competencies that will enable students to:

- communicate effectively and engage in inquiry and critical thinking
- comprehend the inter-relatedness of past and present human experience
- apply scientific principles to the human and natural world
- acquire an aesthetic sense
- develop and appreciate responsibilities of individuals to themselves, each other, society, and the world.

Faculty at UTT's schools and academies will determine the content in the courses they currently offer that fulfil the GE objectives. All courses with a GE designation will include critical-thinking, written composition, oral discussion, and graphic components.

**Evaluation of Standard 3.1**

The review of the mechanisms and procedures for academic planning and evaluation of educational programme objectives during this self-study has confirmed the existence of administrative structures, academic processes and evaluation criteria which are important requirements for this university as we strive to maintain high standards. The examination has at the same time unearthed some opportunities for improvement that can enhance the effectiveness of the process. As noted in the report on the initial registration of UTT by ACTT, some programmes started before the programme approval process was fully in place. Since then, however, a concerted effort was made to validate all such programmes and to ensure that new programmes follow the university's approval and validation process. This has been strictly adhered to. The procedures for validation and monitoring the submission of Annual Programme Reports (APRs) in all areas have also been strengthened and now fall under the purview of ASPA. Additionally, the processes will be subject to internal quality audits by QA&IA. The Quality Audit Policy and Procedures will be discussed fully in Chapter 7 of this report.

The ACTT Report on the re-registration noted that UTT had made significant progress on the issues that had caused concern during the initial registration visit. Programme validation, annual programme reporting and the establishment of TLC and QA&IA

[131] See Industry Fora Report (http://u.tt/accreditation/report/: E-0027).

were all cited in that report as important developments. UTT was commended on the progress made and urged to maintain its current trajectory on all of these issues. UTT was also advised that the validation process should be strengthened and this has been addressed through the formal appointment of the Manager, Academic Standards who is the head of ASPA; revision and strengthening of all academic processes; and approval of a process and procedures for internal quality audits. The review of the Programme Specifications Guidelines which is recommended by QA&IA will also assist in this regard.

UTT evidently places high priority on its mechanisms and procedures for academic planning and evaluation of programme objectives. Several procedures have been enhanced in the wider context of the Quality Management System (QMS) to ensure that there is adherence to policies, procedures and evaluation of process outcomes. During the self-study process many of these measures were implemented to ensure that existing mechanisms and procedures function more effectively for the benefit of our students and all stakeholders.

**Standard 3.2**
**The institution clearly specifies and publishes educational programmes, and the objectives and entry requirements for each programme.**

In this standard UTT is asked to provide evidence that it specifies and publishes details of its educational programmes. UTT's Prospectus[132] is the primary source of information on the university's programmes, objectives, learning outcomes and entry requirements. The information is also available to prospective and existing students as well as members of the public on UTT's website. The webpage offers programme listings, application forms, the academic calendar, information on financing as well as information on the availability of professional development programmes. Figure 5-1 illustrates the link to information on UTT's programmes on the website. The university also uses the Intranet to communicate with the student population on an ongoing basis.

[132] UTT Prospectus 2010-2011( http://u.tt/accreditation/report/: E-0025).

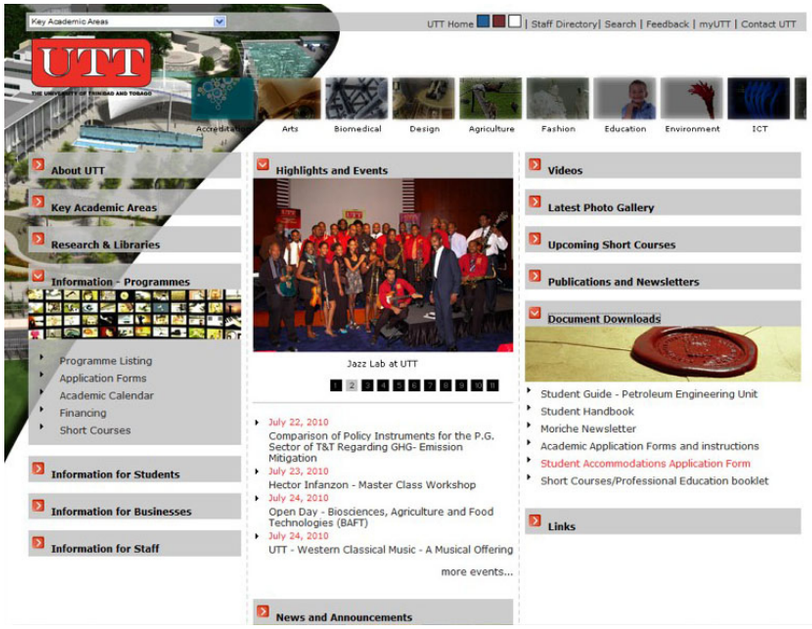



***Figure 5-1*** *Homepage of UTT's website illustrating link to Information – Programmes on the left.*

The Student Information and Regulations Handbook[133] is another UTT publication which is designed to inform students of important regulations and policies regarding programmes and other aspects of university life. It serves as an introduction to the services which are provided by the university.

**The Role of the Corporate Communications Unit**

The CCU works with Programme Professors to develop and post information on the Intranet and on the university's website. In light of the increasing use of technology by students and other stakeholders, these are important aspects of UTT's communication strategy. In some cases, brochures are also published. Requests for academic brochures are forwarded to the CCU. Once the content is edited, the CCU seeks quotations from suppliers on behalf of the end-user (in accordance with UTT's procurement procedures) and facilitates the artwork. In light of recent economic considerations, end-users are encouraged to utilise electronic publications and to collaborate with UTT's Information Architect in order to develop and place all pertinent information on the university's website. We have found this to be a more cost-effective approach to communicating with students, staff and other stakeholders. The CCU plays a critical role in collaborating with all internal stakeholders to ensure that programme details and entry requirements are accurately and effectively communicated through UTT's Prospectus, programme brochures, programme advertisements published in the daily newspapers, the Student Information and Regulations Handbook and UTT's website.

[133] Student Information and Regulations Handbook (Resource Room: R-0023)

**Blackboard**

UTT also uses Blackboard[134] to disseminate information to students. Currently Blackboard is used to:

- post readings, assignments, and web resources for students to view
- engage students in online discussions of course material
- access online assessments, including quizzes and exams
- maintain blogs
- access journals
- create a forum for facilitating students who work in groups
- record and view students' marks/ grades
- check assignments for plagiarism
- collect student assignments.

TLC currently supports close to 500 active courses on Blackboard per semester. Each programme has clearly defined course descriptors with related learning outcomes[135]. At the start of each course, the course descriptors are either presented in hardcopy to the students or uploaded to Blackboard. A sample survey of 377 students (5% of the student population), indicated that approximately 63% of the students received the course descriptors at the start of the course[136]. This is another mechanism for promoting greater awareness of the learning outcomes of the course among students.

It is the responsibility of the course facilitator/lecturer to disseminate hard copies of the course descriptor/outline at the beginning of each course or upload the content to Blackboard, thereby allowing for student access. At the time of this report, there are more than 500 courses being conducted at the university, some of which have registered no activity thereby indicating that not all course descriptors are uploaded to Blackboard. This situation is currently being addressed. There may be the need for university-wide workshops on the use of Blackboard. This training may also be used to emphasise the benefits of using Blackboard to an audience inclusive of academic staff. However it has been found that when Blackboard is used, some students find difficulty in gaining access. These problems are usually resolved by ITS. It is recommended that ITS staff be included in the training sessions on the use of Blackboard.

**Evaluation of Standard 3.2**

UTT is moving away from paper-based publications to make better use of the technology in terms of its website, Intranet and other media. Students and faculty have been responding favourably to this development. UTT's presence on *Facebook, Twitter and YouTube* also target potential students and other stakeholders and serves to convey information on the university and its programmes in a user-friendly, mobile and highly accessible manner. Measures will be taken to provide additional support for users of Blackboard as this is an effective tool for communication and for

[134] Blackboard is the web based learning environment that is used at UTT. Blackboard helps facilitate the online interactions between lecturers and students and their learning and teaching activities.
[135] Sample validation document (http://u.tt/accreditation/report/: E-0033).
[136] Corporate Communications Survey of Students Having Received Descriptors (http://u.tt/accreditation/report/: E-0036).

faculty-student interaction. There is also the need for more effective communication and closer collaboration between the CCU and other departments to ensure that publications are produced, revised and released within agreed timeframes.

**Standard 3.3**
**The institution values and promotes effective teaching**

The Role of The Learning Centre

UTT's efforts to promote and reward effective teaching have been driven primarily by its vision which points to the development of graduates with "a set of overarching skills – meta skills – that help them navigate the new and emerging technologies in the national and global contexts"[137]. To facilitate this process, the mandate of TLC is to:

- promote professional development platforms that assist lecturers in their quest to improve the learning experience of students
- use information technology in the teaching and learning process
- develop novel and interactive forms of teaching and learning
- use interactive physical and virtual learning environments, i.e. providing learning spaces that complement student-centred and student-focused instruction.

TLC is currently engaged in activities such as:

- managing Blackboard which is UTT's preferred course management environment
- ongoing professional development short courses
- continuous assessment of teaching that includes faculty performance appraisals, self-assessment, peer-assessment, student evaluation of teaching
- managing the transition from paper-based student evaluation to online evaluation
- course development.

Notwithstanding the absence of a resident instructional designer for the last 21 months, TLC supports active courses in Blackboard every trimester. Most of these partially online courses are still fairly "unsophisticated", but some, driven by dedicated lecturers, take shape as true student-centred learning environments. Currently, TLC is focusing on the re-design of heavily subscribed first year courses in the Design & Manufacturing Programme and attempting to develop them for hybrid delivery.

A recent online conference aimed at advocating the potential of a blended learning course design and delivery took place at UTT in mid September, 2010. Approximately 25 instructors and staff enrolled in a two day virtual conference, the EDUCAUSE Learning Initiative 2010 Online Fall Focus Session. UTT's participants were joined by colleagues from North America, and as far away as Australia and South Africa. Theme of the conference was 'Blended Learning: The 21st-Century Learning Environment'.

[137] Excerpt from UTT's Vision Statement cited in Chapter 1.

Within UTT, two campuses, SFTI and O'Meara, provided symposium space and both campuses were permanently connected via a videoconferencing link. Issues that were explored and discussed in this interactive virtual conference were highly relevant for UTT's expressed desire to engage deeply in online learning practices. This has opened new possibilities for curriculum design, including both face-to-face and online learning opportunities. The ability to design a course that uniquely blends face-to-face and distributed interaction allows UTT to address learners' specific needs and customise the learning environment rather than rely on a "one size fits all" approach. Participants in the conference explored a number of topics:

- What's the right mix of face-to-face and online?
- How do you decide when to employ an online activity or interaction?
- How can you best map the mix of blended elements to student needs and requirements?
- How can these elements be orchestrated to meet a course's learning objectives?
- What are the strengths and weaknesses of various online techniques and methods?

The event was a successful attempt to include geographically dispersed communities in a shared virtual environment to discuss topics of mutual interest. The mode of conference delivery, combining face-to face-interaction with virtual presence reflects a blended learning approach.

The Professional Development Unit[138] at TLC supports a helpdesk where faculty can avail themselves of one-on-one pedagogical assistance. Several faculty members across the university have found this service extremely useful[139]. The loan and/or distribution of digital technologies and applications for use by lecturers and students (e.g. audio and video computer equipment) is another function of TLC. The recent implementation of a state of the art video conferencing system, allows for the integration of existing analog video applications and video recording courses/workshops/public addresses including video editing. This initiative represents a significant development in the area and increases teaching effectiveness. TLC hopes to inculcate a desire and willingness to re-evaluate conventional face-to-face instruction and replace it with a more dynamic and hybrid mix of both face-to-face and online interaction. Mechanisms are being put in place in the context of UTT's institutional research agenda to collect data in order to establish metrics by which the performance of instructors and by proxy, TLC, can be assessed. With an emphasis on data collection, TLC will be able to respond to requests from academic programmes to identify specific teaching areas that need improvement[140].

In valuing effective teaching, TLC has moved aggressively to implement learning technologies and promote pedagogical innovation. The centre is well-received, by and large, by the academic community. Some initiatives that are well underway and on target in the context of the timelines suggested in the UBC report that guided UTT in the setting-up of TLC. These initiatives include the establishment of a TLC

[138] Originally the Centre for Assessment and Learning (CAL)
[139] Persons seeking assistance from PDU binder, 2010.
[140] Appendices III & IV for TLC's Self Study Report (Resource Room: R-0011).

presence on multiple campuses. In this regard, O'Meara and SFTI campuses are well-served. Corinth campus will come "online" as soon as the physical renovations there have been completed. Pt. Lisas and JSDTI have provided some TLC space but staff is yet to be assigned to support TLC's operations on those two campuses.

As mentioned earlier, TLC offers professional development and peer mentoring, programme specific PBL and Service Learning workshops, and one-on-one training. In addition to workshops held periodically, TLC has begun to develop a GE course on digital literacy in conjunction with the UTT Libraries and the Digital Media Programme. Additionally, the centre provides to staff and students other non-credit courses, in which they can achieve proficiency (e.g. MATLAB); offers workshops for Microsoft programmes and other popular software applications; and runs sessions on student-centred pedagogy such as PBL. Faculty can also find support for their work through UTT's financing of professional development activities including annual subscriptions to two journals, one local and the other international.

Faculty Evaluation

Instructors have the opportunity for self-evaluation using an online instrument (www.tlc.utt) which allows for monitoring progress and modifying instructional techniques. The philosophy behind this is that the instructor is best placed to reflect on his/her own practice and therefore is in the best position to effect meaningful, self-motivated change. The identical evaluation items are used in the SEOT where students are allowed to evaluate their instructors. The SEOT reports are done towards the end of each teaching cycle across the eight university campuses[141]. Students are asked to rate their instructors on a five-point Likert Scale ranging from (5) 'strongly agree' to (1) 'strongly disagree' in several matters related to effective teaching. Some of the evaluation items focus on the lecturer's preparedness for class, presentation skills and accessibility to students. Reports generated from TLC are sent directly to Programme Professors who are responsible for disseminating the information to their respective Programme Leaders and to instructors. Therefore lecturers receive first-hand information from their students and so have the opportunity to modify their instruction to accordingly. This is a critical component of UTT's evaluation of effective teaching.

The administration of SEOT[142] is still in its infancy at UTT and paper-based delivery presents a number of logistical challenges given the dispersion of academic programmes in multiple teaching locations. The introduction of online course evaluations provides UTT with the technical capacity to conduct effective assessment of learning and teaching, which in turn lends itself to a more supportive intervention on behalf of the instructor or programme. Currently only a few programmes support online SEOT but this is being expanded and should be completed by the end of 2010. Peer evaluation forms are also available on the UTT Intranet allowing faculty to evaluate their peers and so provide needed assistance in improving teaching excellence. Using multiple data sources including qualitative and quantitative measures is an aspect of the intended 360 degree evaluation that presents an

[141] Sample SEOT reports (http://u.tt/accreditation/report/: E-0037).
[142] Refer to Flow chart for paper based SEOT: TLC's Self Study Report (Resource Room: R-0011).

opportunity for further development and improvement. The Academic Council is currently in the process of formally approving proposals in this regard.

Faculty are evaluated using several sources of evidence including, but not exclusive to, SEOT reports. Non-performing faculty members do not have their contracts extended. Those faculty members whose performance is satisfactory are given merit increases of approximately five percent per annum. However, this measure has been temporarily suspended because of financial constraints as a result of the current state of the country's economy. In spite of this, as far as possible, faculty who have been accepted to present papers at international conferences have been allowed to participate at UTT's expense. Such interest in faculty development and support is indicative of UTT's unswerving commitment to effective teaching. Additionally, there are incentives for faculty and staff, such as paid examination leave and educational assistance for their personal and professional development. The formation of the Appointment, Promotion and Evaluation Committee (APEC)[143] is also indicative of UTT's commitment to valuing and supporting effective teaching. This committee comprises Programme Professors and Vice-Presidents and is chaired by the President. APEC is responsible for the appointment of all new staff. All decisions taken with regard to the appointment, promotion or contract renewal of staff must be approved by APEC.

Conferences, Workshops, Publications

UTT hosts and co-hosts events on its campuses, at which faculty from international universities participate in presentations and workshops. Encouraging active faculty participation in research/conferences/ publications is also one of UTT's approaches to promoting effective teaching by using current research findings to inform practice. For example, the School for Cognition, Learning and Education hosted an international conference in 2010, under the theme 'Massa Day Done!?' which highlighed the challenges of decolonising the post-colonial experience. There were papers presented by international delegates. Participation of faculty in events such as this conference is one aspect of promoting effective teaching through research.

The first issue of the *Caribbean Journal of Teacher Education and Pedagogy* will be officially launched during the current academic year at the School of Cognition, Learning and Education, Valsayn Campus. The journal is devoted to discussions of pedagogical and theoretical concerns as well as to the dissemination of research findings among the educational community locally, regionally and internationally. The journal will be marketed to teachers, educational administrators, Ministry of Education personnel, private providers of education at secondary and tertiary institutions, as well as other tertiary educational institutions. The journal will also have regional dissemination through existing associations of tertiary institutions. The publication of this journal is a major achievement for UTT as it will provide an outlet for publishing examples of best practices for practitioners in the field and for presenting research findings on some of the pressing problems affecting Caribbean schools and teachers.

[143] APEC Terms of Reference, Board of Governors minutes (http://u.tt/accreditation/report/: E-0020).

As mentioned earlier in this report, UTT also publishes the Caribbean Journal of Criminology and Public Safety. A UTT journal entitled 'Radiant' to which faculty can contribute is intended to showcase innovative teaching and learning practices and current research. Regular presentation and publication of faculty research also allow instructors to improve their teaching and research skills.

Teaching Methodologies and Approaches at UTT

The university supports a variety of instructional strategies to meet the needs of its diverse student population. Some of these strategies include:

- constructivist approaches to teaching where students are actively engaged in the learning process and teachers act as facilitators in a democratic learning environment. In this approach, students are exposed to activities ranging from experimentation to field trips, research projects and class discussion
- cooperative learning to facilitate the development of critical thinking and problem-solving
- discussion method as the preferred strategy over the lecture method
- panel discussions, brainstorming, small group discussion and case studies
- portfolios and posters for other types of learners
- PBL as an alternative to traditional classroom learning where students are challenged to solve real-world problems by working cooperatively in groups. This methodology also prepares students to think critically and analytically.

In addition to UTT's commitment to sourcing the best qualified staff, team teaching is commonly practised among lecturers in several programmes[144]. Team teaching, at its best, affords students the opportunity to be exposed to diverse approaches and styles, which can combine to form the optimum learning experience for students.

In keeping with UTT's commitment to providing industry-relevant learning experiences, faculty members make connections with industry so that students can engage in projects that are useful to the community and simultaneously allow them to internalise useful content pertinent to their areas of study. One example is the work of students of the MSc Industrial Innovation Entrepreneurship and Management (IIEM) programme with a small, local stove manufacturing company called Saffire. In some programmes, students are given the opportunity to participate in study tours to Caribbean, Latin American and European countries. The following is a link to the 'Blogspot' created for the recent study tour of the 21 graduate students on the IIEM programme to Miami, Florida, August 11 – 21, 2010 – http://uttiiem.blogspot.com/. This link is also accessible by clicking the IIEM BLOG button on the footer bar on the Intranet as well as UTT's main website http://www.u.tt. The students visited the Florida Solar Energy Center which focuses on research in the area of solar energy in addition to educating the public, students and practitioners on the research conducted. The primary theme of the visit was focused on increasing awareness on the promotion of innovation in alternative energy. Students of the IIEM showed interest in implementing solar energy in their business models. Some are in the initial stages of implementation while others are currently using photovoltaic systems. As an outcome of the study tour, the class is now more aware of the benefits of these

[144] Team teaching: MATH110B, MATH111B, MATH210B, MATH211B, MATH220B, DMAT210B.

systems as the simplicity of their implementation was demonstrated during the visit to the center.

There is also an annual Business Ideas Competition[145], open to all UTT employees and students. This activity is another demonstration of the manner in which UTT promotes effective student learning throughout the institution as the competition effectively helps in translating classroom knowledge into real life practice. The advertisement (Figure 5-2 below) for the competition illustrates the university's attempt to capture the energy and enthusiasm of members of the university community and to direct this towards learning, innovation and entrepreneurship.

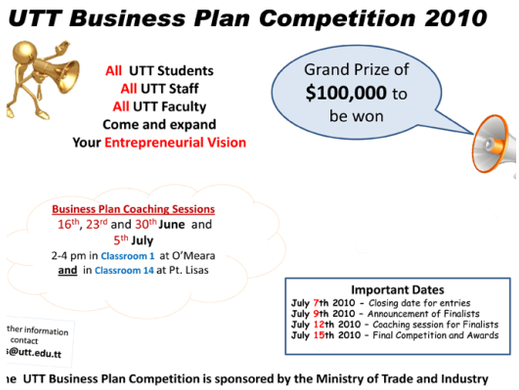



*Figure 5-2*

The competition is also an example of UTT's partnership with key stakeholders such as the Ministry of Trade and Industry.

Five Minutes of Fame

UTT encourages innovations in teaching, learning and research through specific events like *'Five Minutes of Fame'* which was introduced in November 2009 and is being held for the second time in November 2010. This is an activity in which ten UTT instructors present their exemplary use of learning innovation to a wider UTT audience. The event showcased UTT's lecturers sharing their innovative approaches to teaching and promoting learning using multimedia resources, web-based projects, online course modules and newly invented or adapted web tools. They also shared approaches to PBL or collaborations with off-campus groups. Participating faculty had their presentations videotaped and shared with the entire UTT community via the Intranet. In light of the positive feedback from participants, the event will be held annually and is scheduled for November 17, 2010. On this occasion TLC will conduct a formal evaluation of the outcomes of this initiative so that this information can inform quality improvement and ensure sustainability.

[145] UTT Business IDEAS Competition, 2010, (http://u.tt/accreditation/report/: E-0038).

Benefits of strategic alliances

Since its inception the university has invested significantly in the establishment of strategic alliances and partnerships with leading international institutions in several fields, with the aim of developing high-quality programmes. The Antwerp Maritime Academy has assisted UTT in organising an approved "Advanced Gas Tanker Course" (STCW Chapter V.1-2)[146] for the Maritime campus. Collaborative agreements were also negotiated with:

- The University of Texas at Austin (2004 – 2009)
- Cambridge University (2005 – 2011)
- Johns Hopkins Medical International (2006 – 2012)
- Technical University of Denmark (2006 – 2011)

UTT has derived the following benefits from these strategic alliances:

(1) The University of Texas at Austin provided support for UTT in the development of the B.Sc. and M.Sc. degree programmes in Petroleum Engineering and in the establishment of the Centre for Energy Studies (now called the Centre for Energy Systems and Petroleum) and the Natural Gas Institute of the Americas (NGIA).

(2) Cambridge University (Cambridge Manufacturing Links Ltd) provided support for the development and implementation of UTT's MSc. in Industrial Innovation, Entrepreneurship and Management.

(3) Johns Hopkins Medical International provided technical advisory support for the development of UTT's Master's degree in Health Administration and for the development of the Caribbean Herbal Medicine Research Institute (CaHMRI) in a two-phased approach:

Phase 1 – Establishment of a virtual institute, including a documentation and education function; establishment of a physic garden and basic investigations into priority herbs;

Phase 2 – Development of a full research plan detailing the funding required for establishing and operating a physical institute

(4) Technical University of Denmark engaged in programme strengthening for the Process and Utilities and Petroleum Engineering programmes and collaborates with UTT on the UniBio A/S project which was discussed in detail in Chapter 3 (Standard 1.3).

[146] Standards of Training, Certification and Watchkeeping convention – STCW 95 (http://u.tt/accreditation/report/: E-0039).

Student feedback on satisfaction with teaching and academic support

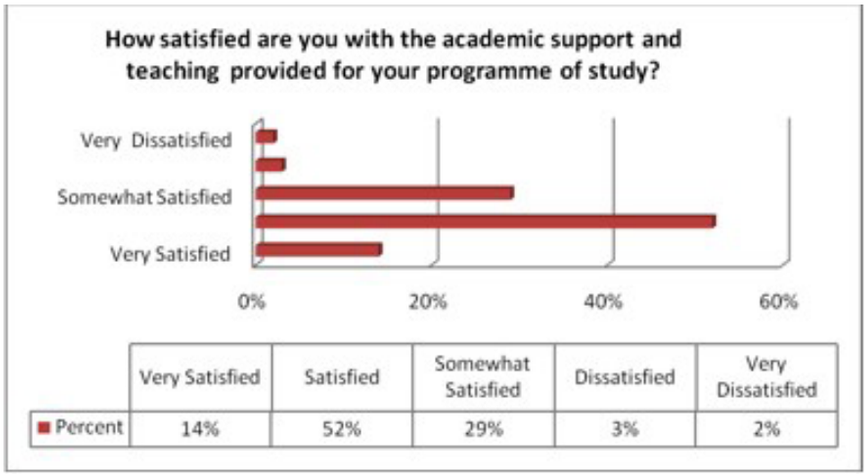



***Figure 5-3*** *Respondents' satisfaction levels with the academic support and teaching provided*

The Report on the *Graduate Satisfaction Survey (March, 2010)* conducted by QA&IA revealed that UTT graduates expressed relatively high levels of satisfaction with teaching effectiveness and academic support. When asked about their satisfaction levels with the academic support and teaching provided for their programme of study, 66% of respondents reported that they were either satisfied or very satisfied. In total 95% expressed some measure of satisfaction. Figure 5-3 (above) illustrates that only 5% of respondents were dissatisfied or very dissatisfied. When responses are disaggregated among the different programme levels, 70% of diploma graduates, 61 % of the bachelor's degree graduates, and 44% of master's degree graduates were either satisfied or very satisfied with the academic support and teaching provided for their programme of study. In total 96% of diploma graduates; 94% of bachelor's degree graduates and 94% of master's degree graduates expressed some measure of satisfaction (Table 5-1, page 130). The level of satisfaction among postgraduate students is engaging the attention of the Office of the Provost and several recommendations were made in the report and are currently being implemented.

*Table 5-1 Respondents' satisfaction levels with the academic support and teaching by programme level*

| | Very Satisfied | | Satisfied | | Somewhat Satisfied | | Dissatisfied | | Very Dissatisfied | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Males | 18 | 13% | 75 | 56% | 36 | 27% | 3 | 2% | 3 | 2% |
| Females | 13 | 16% | 38 | 46% | 28 | 34% | 3 | 4% | 1 | 1% |
| Diploma Programmes | 23 | 15% | 85 | 55% | 40 | 26% | 4 | 3% | 2 | 1% |
| Bachelor's Programmes | 8 | 17% | 21 | 44% | 16 | 33% | 1 | 2% | 2 | 4% |
| Master's Programmes | 0 | 0% | 7 | 44% | 8 | 50% | 1 | 6% | 0 | 0% |

Opportunities for Improvement

At times, it is challenging for lecturers to see the benefit of innovative teaching approaches, partly because the innovations may be beyond the realm of their experience and sometimes because of the time and effort required to re-design course environments. An incentive structure may be the catalyst to a more rapid adoption of digital and virtual course environments. This incentive may motivate instructors to focus on course development and to engage in other strategic initiatives that will improve teaching, learning and research at UTT. The benefits are many, including the sharing of ideas and materials with colleagues and across cohorts; the inclusion of up-to-date virtual links and other relevant web-based, state-of-the-art information in the course curriculum; the flexibility afforded to students ranging from turning in assignments online to accessing course information online (especially when students are sick, out of the country, or stranded in remote areas); and the accessibility to education for students with certain challenges or disabilities.

There are several other proposed initiatives that support UTT's thrust to promote effective teaching. Some of these include, but are not limited to:

- 'Excellence in Teaching' awards where instructors will receive recognition for excellence and innovations in teaching and/or research, possibly in partnership with either an NGO or the private sector
- release time for instructors to concentrate on conducting research and exploring innovative ways of teaching. During this time teaching/research assistants would benefit from greater classroom exposure
- developing a strategic plan for a UTT Distance Education course offering. The mandate is to develop a Distance Education Programme to address the educational needs of those who, because of geographical or time constraints, cannot physically attend UTT. Since curriculum and course development in many programmes include online and hybrid (both face to face and online delivery) the programme is intended to reach prospective students outside of Trinidad and

Tobago, in the Caribbean and beyond. The academic foundation for a pilot trial already exists and much of the focus rests now on developing the academic and corporate structure to deliver programmes through distance learning and across national boundaries. The proposal has been submitted to the Provost and further exploration of this option will continue over the next few months

- further investment in cutting-edge technologies.

**Evaluation of Standard 3.3**

UTT has demonstrated its value and support for teaching in numerous ways consistent with its interdisciplinary philosophical stance of producing a graduate capable of contributing meaningfully to society. Our policies and procedures are student-centred and highlight "teaching centeredness" as opposed to "subject centeredness". From 2006, CAL conducted orientation workshops for new and returning faculty focusing on PBL[147]. In the 2010/2011 academic year the orientation process was expanded to include a more holistic understanding of the university as a learning institution. Emphasis was placed on adopting new styles of teaching and learning to improve student performance. The event, which was facilitated by TLC, was well-attended and highly acclaimed by participants. Notwithstanding the successes, there is still much to be done. UTT is using faculty evaluation to strengthen and improve the teaching/learning process. We are confident that the maturity and professionalism of UTT graduates and the level of satisfaction expressed by them, speak volumes of the institution's commitment to valuing and supporting effective teaching and learning.

**Standard 3.4**

**Programmes and courses are designed with mechanisms and/or procedures for the assessment of student learning outcomes**

Programme design

Earlier discussion on the process for programme approval, guidelines for the programme specifications and validation documents and the requirements of the APR spoke to mechanisms and procedures for the assessment of student learning outcomes. Programmes at UTT begin with a needs assessment, followed by consultation with stakeholders before culminating in a validation process. Committee members chosen for the validation process are carefully selected to represent various interests. A draft of the programme outline is forwarded to the Academic Council for ratification. The Academic Council has the final say in terms of which programmes are recommended to the BOG for inclusion in UTT's offerings. An integral part of programme development is the approach to the assessment of student learning outcomes. TLC provides ongoing faculty support in this area. Care is taken to ensure that the learning outcomes are clearly stated so that students have a better understanding of what is expected of them. This process also allows for more objective assessment. Student diversity is a major consideration in the determination of strategies for the assessment of student learning outcomes as individual learning styles and other factors are considered.

[147] Orientation for Academic Staff by year- September 6th 2010 (http://u.tt/accreditation/report/ E-0024).

Assessment Strategies

The progression of coursework from the simple to more complex must be evident so that students can move from simple to more difficult concepts in a linear manner. Quality control measures for ascertaining that programmes and courses are designed with mechanisms and/or procedures for the assessment of learning outcomes include numerous stakeholder inputs and benchmarking with partner universities using similar programmes. The Academic Council mandates that each course outline contain an assessment component indicating in detail the percentage mark allocated to multiple forms of assessment. Assessment is expected to be varied, for example, quizzes, projects, term papers, pencil-and-paper tests, group work, self-assessment, PBL, SL and reflection. Results of student assessment are reviewed periodically for quality control and increased student engagement. Alignment of assessment strategies with teaching strategies is of paramount importance for both faculty and students. UTT is currently engaged in the establishment of an initiative to promote sound teaching practices through instructor orientation that includes basic concepts of contemporary pedagogy, writing of course outlines, and assessment training, including test construction. The activity is spearheaded by TLC. The initiative incorporates expertise from various programmes and disciplines as well as benchmarking using renowned universities internationally.

The APR is also an important tool for the assessment of student learning outcomes at UTT. It examines the Measures of Educational Performance (MEP) under the following sub-headings:

- Student Progression
- Student Achievement
- Entry Analysis for the period of 2008-2009.

The Programme Professor is responsible for the report and relies on timely and accurate data from the Registry (formerly the Student Affairs Unit). An analysis is done on the MEP to highlight the areas which need to be improved as well as the positive aspects. In addition, a Course Report is produced with details of student evaluation of course delivery and a Programme Action Plan is designed to close possible gaps and to meet the necessary objectives for the efficient and effective delivery of the courses, thereby improving students' performance. Copies of APRs are submitted to the Office of the Provost by all programmes.

Extract from the Annual Programme Report – School of Cognition, Learning and Education (2008-2009)

The following is an extract from the Annual Programme Report 2008/2009 for the School of Cognition, Learning and Education (SCLE). In this extract we present an analysis of the retention, progression and graduation rates associated with the Bachelor of Education (B.Ed) programme 2008/2009; student achievement; student perception on course delivery and a programme action plan targeting improvement based on programme performance.

*The key terms as defined within the context of the APR are:*

*Retention: Students who remain in school and do not drop out or transfer to another university. SCLE's retention rate is the percentage of our first-time, full-time and part-time students who return for consecutive years e.g. Cohort 8 re-registration in 2007-08, 2008-09, etc. Retention is reflected in the abandon and withdrawal data.*

*Progression: Students who progress from one academic level to the next (e.g., first year to second year). SCLE's progression rate is the percentage of a cohort group that moves from first year to second year status, from second year to third year status, etc. Progression is reflected in the suspension data.*

*Graduation: Students who graduate from SCLE. SCLE's graduation rate is the percentage of an entering class that graduates, e.g. Cohort 8 – with Diploma, Cohort 8 – Pre-service, Cohort 8 – with credits (in-service), Cohort 8 – without credits (pre-service) etc. Graduation or graduating is presented in the graduated or graduating data.*

*RETENTION – COHORT 8*
*In 2008-09, seven hundred thirty-five (735) full-time (FT) and one hundred and sixty-three (163) part- time (PT) Cohort 8's students re-registered in 2008-09. The retention rate was ninety-eight per cent (98%) for full-time and sixty per cent (60%) for PT students. The retention rate for 2008-09 is ninety-six per cent (96%) for FT students and fifty-six per cent (56%) for PT students. Analysis of the data, showed that most of the students withdrew from the programme due to the inability to cope with family responsibilities and school work, while other experienced transportation problems due to the distance of the campuses from their homes. Some students withdrew from the PT programme because the PT students were not given the opportunity to specialise in a secondary field e.g. Language and Literature, Math, etc.*

*RETENTION – COHORT 9*
*Two hundred ninety-three (293) full time and eighty-five (85) part time Cohort 9 students, who registered in 2007-08 re-registered in 2008-09. Full-time students registered an eighty-six per cent (86%) retention rate over the 2007-08 intake year. The retention rate for part-time students was fifty-nine per cent (59%).*

*PROGRESSION – COHORT 8*
*FULL-TIME STUDENTS – STUDENTS WITH/WITHOUT CREDITS*
*In 2006, seven hundred sixty eight students (768) entered the program as full-time students; in 2008, seven hundred and thirty-five (735) re-registered. Of that amount, six hundred and seventy (670) students are progressing towards graduation. This SCLE record indicates a ninety-one per cent (91%) progression rate for Cohort 8's full-time students.*

*PART-TIME STUDENTS – WITH DIPLOMA*
*PROGRESSION/GRADUATION RATE*
*In 2006, two hundred and ninety-three (293) students entered as part-time students. 45 of these students were grouped as in-service teachers with diploma, earning credit for their teachers' diploma. Forty-two (42) students of forty-five (45) graduated from this group in 2009. This graduation represented a ninety-three per cent (93%) graduation rate. One of the students graduating in this group with first class honours, received a scholarship from the government to pursue graduate work. In this group, five students (5) did not progress to graduation with their cohorts. The progression rate for this group being ninety-one per cent (91%).*

*PART-TIME STUDENTS – PRE-SERVICE – Primary specialization.*
*PROGRESSION – COHORT 9*
*Thirty-eight (38) of fifty-nine (59) students are progressing successfully to graduation. This is a sixty-four (64%) progression rate over the 2007-08 registration.*

*GRADUATION*
*In 2008-09, SCLE graduated its first cohort of forty-two (42) in-service, part-time students. These students represented the first cohort of forty-five (45) part-time students who entered UTT in 2006 with the two-year teachers' diplomas from the defunct teachers' colleges of Valsayn Teachers, Corinth Teachers and Caribbean Union Teachers. The percentage graduated, represents a 93% success rate. One of our students, Marsha Shah, from this graduating cohort 8 group, received a full scholarship for students with upper class honours, and will pursue graduate study, with full salary, housing and tuition from the Ministry of Public Administration, at the University of Sheffield, Sheffield, London. Additionally, eight hundred and thirty plus (830+) FT students are on track to graduate in 2009-10, having progressed to year four (4) status.*

**Student Achievement**
*Table 5-2 CGPA Levels*

| | CGPA< 2 | CGPA ≥ 2 | AVG. CGPA | % meeting 2.0 and above |
|---|---|---|---|---|
| Cohort 8 | 32 | 871 | 3.2 | 96% |
| | | | | |
| Cohort 9 | 2 | 177 | 2.9 | 99% |
| | | | | |
| Cohort 10 | 31 | 537 | 3 | 94% |

*Table 5-2 (above) lists the Cumulative Grade Point Average (CGPA) of students by cohort group. The data show that ninety-six per cent (96%) of Cohort 8 students obtained successful levels of performance. Ninety-nine per cent (99%) of Cohort 9 students obtained successful levels of performance. Ninety-four per cent (94%) of Cohort 10 students obtained successful levels of performance.*

***Students' perceptions on course delivery***

*Table 3-6 (below) illustrates students' perceptions of the delivery of instruction for the courses that they pursued in Semesters I and II. A five-point Likert scale was used:*

1. *Strongly disagree*
2. *Disagree*
3. *Neither agree nor disagree*
4. *Agree*
5. *Strongly agree*

*Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement. Overall Evaluation revealed that Written Communication on average, was rated for– content, organization, quality of teaching, and ability to manage demand of studies, a four point five (4.5) out of five (5). Psychology of Learning was rated an average of three point five (3.5) out of five (5), History of Education in Trinidad and Tobago a three (3) out of five (5), Reading Foundations a three point seven five (3.75) out of five (5), Foundations of Education a three point five (3.5) out of five (5), Language and Linguistics a three point five (3.5) out of five (5), Curriculum Studies a four point five (4.5) out of five (5) and Observation Practicum a four point six (4.6) out of five (5). Overall, students' perceptions of the way in which the courses were delivered ranged from three (3) to four point five (4.5) out of five (5). This meant that students agreed or strongly agreed that courses were satisfactorily taught.*

| PSYC111E – Psychology of Learning (PT with diploma group) | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | Course Content (Out of 5) | Organisation of Course (Out of 5) | Quality of Teaching (Out of 5) | Ability to manage demand of studies/ work and domestic commitments (Out of 5) | Average (Out of 5) |
| Lecturer 1 | 4 | 4 | 4 | 3 | 3.75 |
| Lecturer 2 | 4 | 3 | 4 | 3 | 3.5 |
| Lecturer 3 | 4 | 4 | 5 | 3 | 4 |
| Lecturer 4 | 3 | 3 | 4 | 2 | 3 |
| Lecturer 5 | 4 | 4 | 5 | 3 | 4 |

| LANG110E – English Language: Written Communication (FTgroup) | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | Course Content (Out of 5) | Organisation of Course (Out of 5) | Quality of Teaching (Out of 5) | Ability to manage demand of studies/ work and domestic commitments (Out of 5) | Average (Out of 5) |
| Lecturer 1 | 5 | 4 | 5 | 4 | 4.5 |

| HIST110E – History of Education in Trinidad and Tobago | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | Course Content (Out of 5) | Organisation of Course (Out of 5) | Quality of Teaching (Out of 5) | Ability to manage demand of studies/ work and domestic commitments (Out of 5) | Average (Out of 5) |
| Lecturer 1 | 3 | 2 | 3 | 2 | 2.5 |
| Lecturer 2 | 4 | 3 | 3 | 3 | 3.25 |

| READ210E – Reading Foundations | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | Course Content (Out of 5) | Organisation of Course (Out of 5) | Quality of Teaching (Out of 5) | Ability to manage demand of studies/ work and domestic commitments (Out of 5) | Average (Out of 5) |
| Lecturer 1 | 4 | 4 | 4 | 3 | 3.75 |
| Lecturer 2 | 4 | 4 | 4 | 3 | 3.75 |

| EDUC110E – Foundations of Education | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | **Course Content (Out of 5)** | **Organisation of Course (Out of 5)** | **Quality of Teaching (Out of 5)** | **Ability to manage demand of studies/ work and domestic commitments (Out of 5)** | **Average (Out of 5)** |
| Lecturer 1 | 4 | 4 | 4 | 3 | 3.75 |
| Lecturer 2 | 3 | 3 | 3 | 3 | 3 |

| LLIT210E – Language and Linguistics | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | **Course Content (Out of 5)** | **Organisation of Course (Out of 5)** | **Quality of Teaching (Out of 5)** | **Ability to manage demand of studies/ work and domestic commitments (Out of 5)** | **Average (Out of 5)** |
| Lecturer 1 | 4 | 4 | 5 | 4 | 4.25 |
| Lecturer 2 | 4 | 4 | 4 | 3 | 3.75 |
| Lecturer 3 | 1 | 2 | 3 | 2 | 2 |
| Lecturer 4 | 4 | 4 | 5 | 3 | 4 |

| CURR210E – Curriculum Studies | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | **Course Content (Out of 5)** | **Organisation of Course (Out of 5)** | **Quality of Teaching (Out of 5)** | **Ability to manage demand of studies/ work and domestic commitments (Out of 5)** | **Average (Out of 5)** |
| Lecturer 1 | 5 | 5 | 5 | 3 | 4.5 |

| PRAC221E Observation Practicum | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation** | | | | | |
| | **Course Content (Out of 5)** | **Organisation of Course (Out of 5)** | **Quality of Teaching (Out of 5)** | **Ability to manage demand of studies/ work and domestic commitments (Out of 5)** | **Average (Out of 5)** |
| Lecturer 1 | 4 | 4 | 5 | 4 | 4.25 |
| Lecturer 2 | 5 | 5 | 5 | 4 | 4.75 |
| Lecturer 3 | 5 | 5 | 5 | 4 | 4.75 |

***Programme action plan***

*Our students have been successful in all courses registered for and delivered by our instructors. The acceptable rate of students' achievement is well over ninety per cent (90%). At this time, we do not feel that it is necessary to develop an intervention plan for remediation of course performance. However, we have developed a "Writing Centre" to help students who want to improve their research, writing and reading skills on both campuses. Students entering the university with Grades II or III in English in CXC/CSEC or a Grade C at GCE Ordinary Level, on entry to SCLE, will be given an initial writing test and placed in tutorial classes if necessary.*

*Our retention rate at both campuses is at an acceptable level for full-time and some part-time groups when compared to the retention rate of similar institutions and departments (sixty per cent (60%) being the average retention rate reported in SCLE's research). However, the retention rate for part-time students in Cohort 8 was fifty-nine (59%) and Cohort 9 was sixty per cent (60%).*

*Retention is important to SCLE and UTT for a variety of reasons. From the institution's perspective, the retention of students is necessary for financial stability and to sustain academic programmes. Additionally, graduation rates are used by the Accreditation Council of Trinidad and Tobago (ACTT), as a measure of our institution's effectiveness. Finally, we at UTT want our students to have a positive tertiary education experience, complete their academic goals, and enter or continue in the workforce as competent, innovative and productive people.*

*Understanding why students choose to leave or choose to stay is essential to those wanting to make a difference in students' lives. It is our intention to continue to conduct research projects that will be analysed to show some of the reasons why our students do not remain in the programme – full-time and part-time, and then to structure intervention methods to raise the retention rate. We will tailor those interventions to our specific circumstances and conduct evaluation to ensure that we are meeting the unique needs of the institution and its students. Using data to predict student retention will enable SCLE to engage in interventions with students who bring particular characteristics and aspirations to the campuses.*

*Our action plan will follow a PLAN-DO-ACT approach to close the retention gap:*

1. *We will continue to conduct research to collect data on retention (2009 – 2010), and analyse it.*
2. *We will design and implement an intervention programme to meet the needs of students (2010-11).*
3. *After the first implementation, we will evaluate the programme for its effectiveness (2010-111).*
4. *We will adjust the programme as needs be and continue to implement it in order to close the gaps.*

*One of the challenges identified during the self-study has been the difficulty in gaining access to data in a timely manner in order to conduct the assessment required in the APR. This is due in large part to the limitations discussed in Chapter 2 with the SRS. The recent introduction of the Student Information System and the re-structuring of the Registry are*

*expected to have a direct impact on and facilitate the timely release of data required by the Programme Professors for the APR.*

Industry Feedback

Feedback from industry on the performance of UTT graduates is one of the strongest examples of evidence of our effectiveness in assessing student learning outcomes. In 2006, UTT entered into a collaborative relationship with EXMAR SHIPMANAGEMENT (EXSM). The need for extra officer recruitment sources due to the worldwide shortage of qualified seafarers and the fact that EXMAR was present in Trinidad and Tobago with the Ammonia and LNG fleet raised an interest within EXMAR to investigate the maritime training resources at UTT. A Cadet Training Agreement was signed on May 8th, 2007 enabling UTT cadets to enrol on the company's vessels. Since then, more than 60 deck and engine cadets have been trained on the fleet. Feedback from EXMAR to date has been overwhelmingly positive as the cadets have displayed good basic knowledge and seafarer skills; high levels of enthusiasm and motivation; and good interpersonal skills. To date 12 UTT graduates have joined the EXMAR fleet as watchkeeping officers and EXMAR has indicated by letter of testimonial that the company has no hesitation in recommending the Maritime programme at UTT[148].

Demonstration of Student Learning Outcomes

The evaluation of student learning through coursework assignments and examinations is designed to ensure that the desired student learning outcomes are achieved. Course content is selected and assignments crafted to ensure that the desired learning takes place and learning is measured by appropriate assessment tools. Records of student achievement are a clear indication as to whether the desired outcomes have been achieved. Quantitative measures, however, are not the only ways of measuring whether students demonstrate the desired learning outcomes. Qualitative assessment of student learning outcomes is also gained from the reports of organisations where students are placed for their work experience, as well as schools where prospective teachers do their practical teaching. This is especially important for student learning outcomes that target attitudes and values such as work ethic, professionalism, and commitment to the task. There are also special events that provide evidence of student learning outcomes beyond what is achieved through formal assessment. For example, UTT's debating team emerged victorious over the University of the West Indies, St Augustine at the national level in a debate on the topic: 'Be it resolved that Trinidad and Tobago's decline in the global competitive index ranking should be an issue of concern' [149]. The judges scored a close victory and UTT took over 80 per cent of the handset-delivered votes.

UTT's Service Learning Initiative

As discussed in Chapter 1 of this report, UTT's mission is to produce graduates who will contribute to the "enhancement of the quality of life of all individuals, families and communities" in Trinidad and

[148] Testimonial for UTT – Maritime Facility from EXMAR SHIPMANAGEMENT July 26 2010 (Appendix: 5-1).
[149] UTT beats champions fire – UTT Intranet – January 27, 2010.

Tobago. UTT's efforts to bring relief to victims of the Haitian earthquake which took place in January 2010 also demonstrated the expansion of that sense of community beyond national borders to embrace the Caribbean region, and by extension the global village. The sphere for the assessment of student learning outcomes has also extended beyond the classroom (with the focus on academic learning) and the workplace (with a focus on competency-based development) to include civic engagement projects with a focus on Service Learning (SL). The inclusion of SL in the UTT curriculum commenced in 2007, arising out of the vision of the President that a commitment to service should be a significant aspect of the UTT graduate profile[150]. To give students greater flexibility in meeting this requirement, the Academic Council agreed to the development by the SL Secretariat of a generic three credit introductory SL course. This three credit course was conceived as a stand alone SL course in which the accent was wholly on service in its many implications and dimensions[151].

The Nautical Science Programme is the first in the university to include the 3-credit SL course as a course requirement in one of its undergraduate programmes. Students are required to undertake a civic engagement project as a part of their assessment. UTT's students were featured in a newspaper article in July 2010 for their work on a successful SL project undertaken at the Princess Elizabeth Home for differently abled children by one of the student teams in the Nautical Science Programme[152]. There was also another student team which undertook a beach clean-up project at Chaguaramas in north-west Trinidad. The experience was very positive for all stakeholders and demonstrated one of the early successes of the establishment of SL at the university.

**Evaluation of Standard 3.4**

UTT has established mechanisms and/or procedures for the assessment of student learning outcomes. Nevertheless, the university continues to seek new ways of incorporating innovative procedures for improving its assessment strategies and its student learning outcomes. Assessment is an area in which faculty development should be strengthened and this is projected to take place through professional development workshops conducted by The Learning Centre (TLC) for all staff. An improvement in the timeframe within which APRs are produced is also expected with improvements in the SIS and the administrative procedures in the Registry.

The self-study process revealed the need for greater attention to be paid to the documentation of the procedures for assessment and evaluation of student learning and in order to achieve this it is proposed that the office of QA&IA conduct an evaluation of the assessment of student learning outcomes throughout the university. This has been placed on the institutional research agenda and is scheduled to be conducted during the period January – March 2011.

[150] Report on the Service Learning Secretariat at UTT (http://u.tt/accreditation/report/: E-0040).
[151] Course Outline for CCSL101B –Orientation to Service Learning (http://u.tt/accreditation/report/: E-0041).
[152] "UTT Students give to others" – Trinidad Guardian article – July 20, 2010 (http://u.tt/accreditation/report/: E-0042).

**Standard 3.5**
**The institution's resources support student learning and effective teaching**

One of UTT's major strengths over the period of its existence has been the availability of financial resources. Consequently, UTT has many resources that support student learning and effective teaching. In Chapter 2, we mentioned the establishment of the Cost Reduction and Monitoring Committee in the last quarter of 2009 and the university's commitment to prudent financial management to ensure the efficiency and sustainability of its operations. In Chapter 4 we discussed in greater detail several aspects of the university's resource base in support of teaching and learning. This section highlights key aspects of the availability and management of the human, financial, physical and material resources to ensure that UTT's goals are achieved.

Faculty and staff

UTT's recruitment policies and practices are evidence of its commitment to securing and retaining the best human resources for teaching excellence and the support of learning. Faculty advertisement is aggressively and proactively pursued[153]. Faculty members are sourced nationally and internationally in an attempt to obtain the best possible expertise. UTT currently has faculty from USA, Canada, Africa, India, Egypt and the Far East[154]. Most of these individuals have held top administrative and teaching positions at leading universities in other countries and possess considerable expertise in their respective disciplines. Faculty members are recruited on a contractual basis and performance is evaluated before decisions are taken regarding retention. As stated earlier, the recently established APEC makes all decisions regarding recruitment and retention.

The Human Resource Information System (HRIS) has not kept pace with the rapid expansion of the university over the years and must be upgraded to more effectively meet UTT's needs. Many records are stored and retrieved manually. The recent re-structuring of the HR Unit is the first step towards a more comprehensive and systematic approach to human resource planning and management that will ensure greater efficiency.

The Role of the Good Governance

As discussed in Chapter 4, the governance structure for UTT provides oversight over strategies for:

(i) maximisation of various funding options including endowments and the efficient management of financial resources through the Finance and Budget Sub-Committee
(ii) recruitment, reward and retention of adequate, high-quality human resources through the Human Resource and Appointments Sub-Committee
(iii) the award of scholarships, fellowships, bursaries and other forms of recognition and reward for excellence and academic achievement through the Academic Council
(iv) infrastructural development and maintenance to create modern and effective

[153] Faculty Recruitment Advertisement (http://u.tt/accreditation/report/: E-0043).
[154] Recruitment and Selection Process, Section 5.0, Step 2, UTT HR. (http://u.tt/accreditation/report/: E-0044).

learning environments; and strategic alliances and partnerships that strengthen teaching, learning, and research and development programmes through the Planning and Development Sub-Committee.

Through the work of these committees, UTT adopts a sustainable approach to resource management and allocation that is prudent and future-focused and ensures that the university's resources effectively support student learning and effective teaching.

The UTT Libraries

Current student registration in the UTT Libraries reveals that from a total of 7,484 enrolled students in May 2010, 6663 students were registered with the libraries. This is 89% of the student body. Faculty and staff registration stands at 849 (64%) out of a total of 1318 full-time faculty and staff. Students who are on non-campus centres have the facility of registering with nearby libraries, where materials are made available to them. UTT students in Tobago are registered at the UTT library at the JSDTI campus, Port-of-Spain, where a document delivery system is in operation. PUP students at Point Fortin and Scott Street in San Fernando are registered at the UTT SFTI campus. Opening hours vary, but the UTT libraries are generally open at 8.00 a.m. and they close at 9.00 p.m., Monday through Friday. Opening hours on Saturdays are now available to students at the UTT ECIAF campus.

Significant strides have been made in the development of the collections of the UTT Libraries to support the teaching, learning and research needs of the university at all academic levels. Print and non-print resources have been purchased on an on-going basis to meet the needs of the full range of programmes introduced at the various campuses from inception to present. The library facilities at UTT's campuses are well-stocked and provide a wealth of data for students and faculty. It has taken time to develop and build the stock in some areas of specialisation but, in general, most are now well-stocked. The Programme Professors liaise closely with the Campus Librarian to ensure that new publications are sourced as required. The UTT libraries are supported by relevant on-line subscriptions to academic and specialist magazines and these are a valuable addition to the library facilities. Also available are a wide range of current journals and other publications.

The print collection of the library essentially comprises the textbooks utilised over the past six years in the various courses offered at UTT, as well as general reference and research material necessary for all institutions of higher learning. The non-print resources comprise CD-ROMs, DVDs, multimedia kits, electronic databases and e-books. The main collection in each campus library treats with topics directly related to the various programmes at the respective campus. The textbooks deemed essential, highly recommended and recommended by faculty are those which have been given priority for inclusion in the library collection. A special collection with a semester loan period has also been developed for instructors, to provide them with the texts and research materials to assist them in the development of their courses, the preparation of class materials and their overall teaching/research activities. The libraries ensure that books and periodicals borrowed from them are returned in a timely manner so that circulation of materials is easily accomplished. Faculty members are encouraged to share their research findings with their colleagues

through the services of the libraries. Online information and ongoing subscriptions to relevant bodies allow the libraries to play their part in supporting and facilitating effective teaching and learning.

The full exploration of the vast amount of print and e-resources is one of the areas recommended for emphasis in the future. The use of the UTT libraries is also extended to a select group of external users such as visitors from industry, participants in short courses, and faculty and students from other tertiary institutions. A large number of reference queries are answered at the libraries monthly. Some are quick reference queries, while others require more detailed research work on the part of the library staff. The reference service is offered face-to-face as well as via email and the telephone. The wide range of services offered by the UTT libraries plays an important role in the quality of research activities of staff and students and other academic work produced by students of the university, as well as in the promotion of lifelong learning. The physical and technological infrastructure, information resources and services offered have been significantly improved[155] to equip the libraries to play their role in supporting the academic, research and overall holistic developmental functions of the university community. The operations of UTT Libraries are all geared towards the fulfilment of the mission of creating a customer-driven information environment that provides materials, services and instruction that support the teaching, learning and research activities of the university and promote information literacy and lifelong learning.

Student access to services of the libraries has been somewhat constrained by restrictive library hours. This is largely a staffing issue and it is being addressed. There are plans to extend the opening hours to facilitate students who wish to study in the evenings and those part-time students who attend evening classes. In addition to this, there is need for further expansion and repair of the libraries of UTT. In May 2010, librarians of the various campuses submitted reports that focus on the upgrade of the campus libraries. These include campus libraries at Valsayn, JSDTI, Point Lisas, SFTI and the Corinth campus. According to the reports, some progress has been made in the areas of acquisition of furniture, equipment, improved security, air conditioning and other resources.

During the period March to April 2010 the UTT Libraries conducted a survey of its student users[156]. The purpose of the survey was to obtain the views of its student clientele on the adequacy of the UTT library collections and services, in order to identify gaps, enhance the collections and improve the quality of library services. A total of 1844 students participated in the survey. Of this 1809 (98.1%) were exclusively students and 35 (1.9%) indicated that they were both students and part-time instructors or research assistants at UTT. Respondents from Corinth (394) and Valsayn (310) the campuses

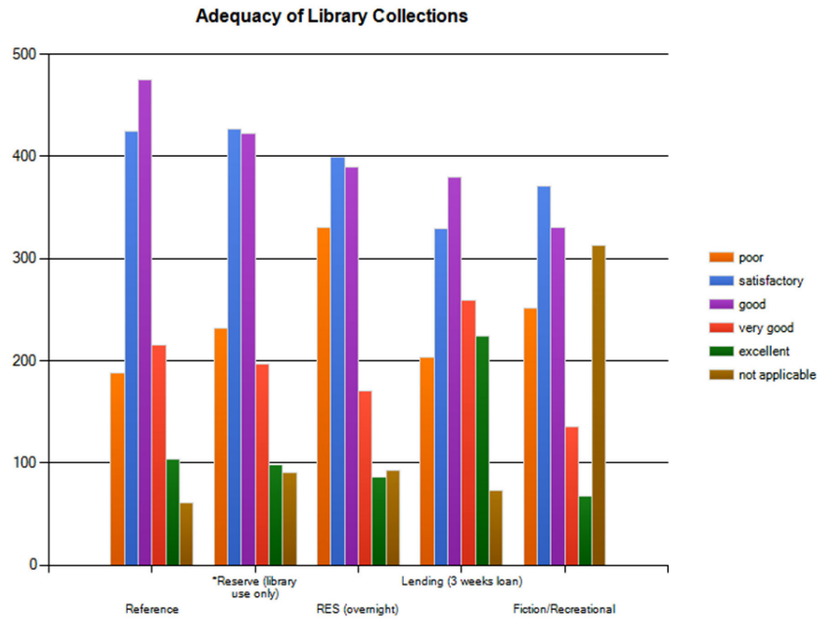
[155] Report on upgrade of library, 2010. (Resource Room: R-0024).
[156] Report on UTT libraries' student user survey of collections and services (2010) (http://u.tt/accreditation/report/: E-0015).

housing the School of Cognition, Learning and Education accounted 38.2% of the respondents. In terms of year of enrolment, year 1 students accounted for 40.1% of the respondents (739), year 2 students comprised 31.1% (572), while year 3 students numbering 265 comprised (14.3%) and year 4 students totalled 14.5% (267).

Some of the findings of the survey are presented below:

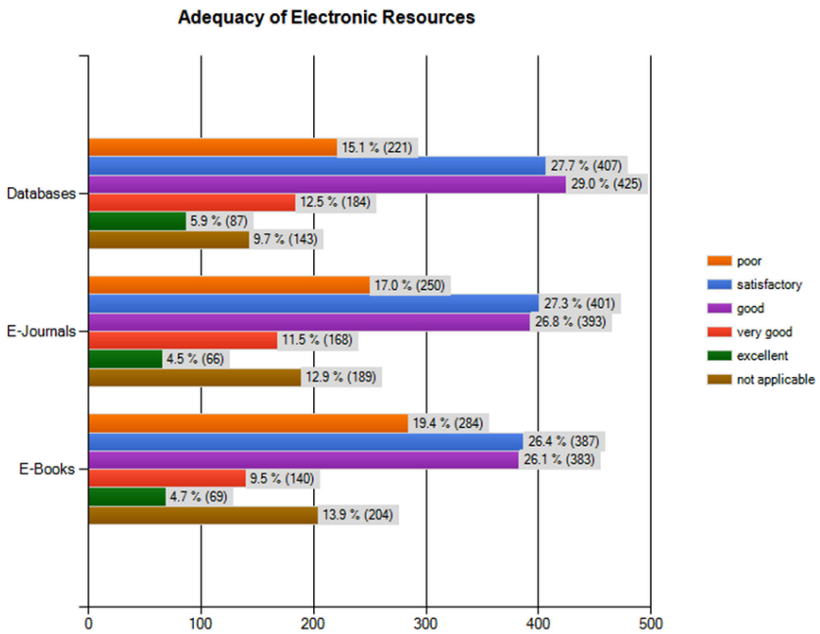
LIBRARY COLLECTIONS

*Question 1*
*Rate the adequacy of the following library collections for your programme.*
There were 1,467 respondents to this question.



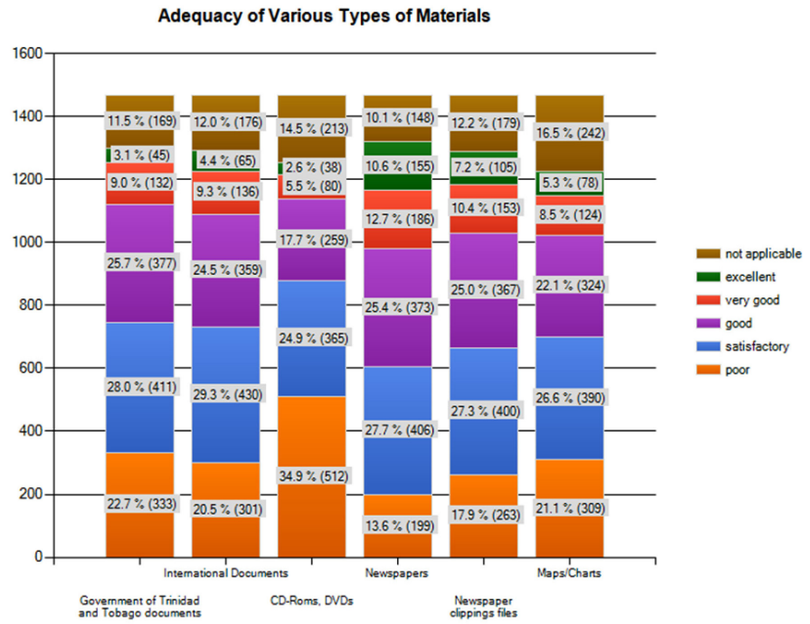

Most students rated the existing library collections as satisfactory or good. The reference collection was stated as the collection that students were most satisfied with, while students were least satisfied with the RES (overnight) collection. Dissatisfaction with the RES collection mainly pertained to the overnight loan period being too short and the cost of fines for late return of these items.

*Question 2*
*Rate the adequacy of the Library's electronic resources for your programme.*
There were 1,467 respondents to this question.




The UTT Libraries electronic databases were rated good or very good by 41.5% of the respondents, while 38.3% rated the e-journal collection as good or very good. E-books were regarded in like manner by 35.6% of the respondents. On an average 27% of the respondents were satisfied with the range of electronic resources made available to them by the libraries.

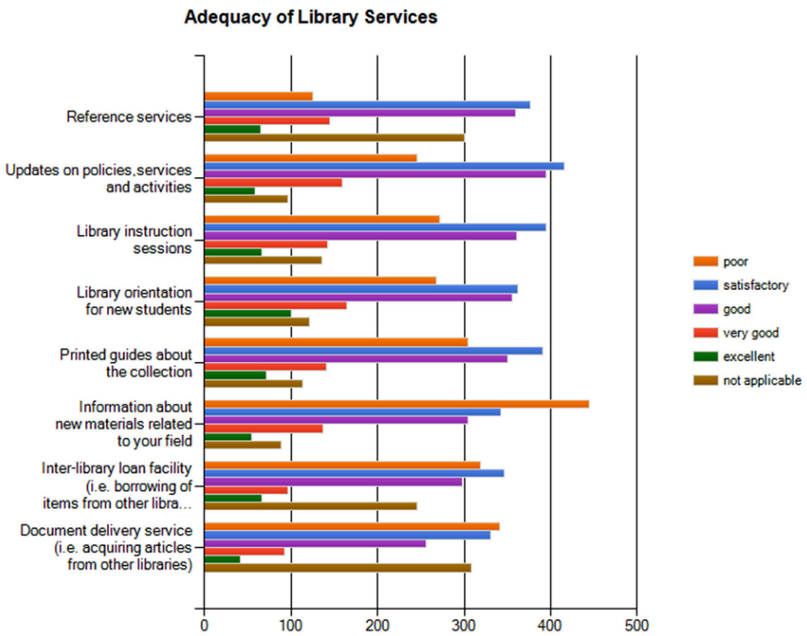
*Question 3*
*Rate the adequacy of the following materials for your programme.*
There were 1,467 respondents to this question.




The UTT Libraries' collection of Government of Trinidad and Tobago documents and international governmental documents, CD-ROMs, DVDs, newspapers, maps and charts comprise a small collection. These were all rated as satisfactory. The most adequate collection was international documents.

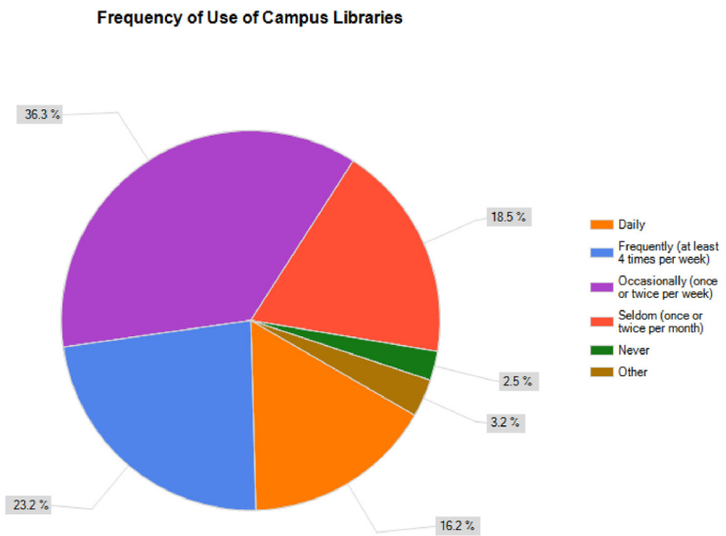
LIBRARY SERVICES

*Question 1*
*Students were asked to rate a variety of library services.*
There were 1371 respondents to this question.




The various services offered by the libraries were generally rated as good or satisfactory. Further analysis of the responses is planned in order to ascertain what is lacking in services towards improving all services to a rating of very good to excellent. The preliminary analysis of the last question in the survey which invited students to proffer any other comments suggests that to some extent there is a lack of awareness of the availability of certain services e.g. inter and intra library loans and information literacy/library instruction sessions. This lack of awareness also indicates a need for improvements in the marketing of library services.

*How often do you use your campus library?*
There were 1362 respondents to this question.




Most respondents (36.3%) indicated that they used their campus libraries occasionally i.e. once or twice per week, while 18.5% were more frequent users of the libraries. Other responses included once or twice per semester, varied frequency dependant on assigned projects and examinations, during examination week and the week prior to it.

Implications, plans and projections

The results of this survey indicate that some improvements are warranted in the development of library collections, as well as the provision of, and the marketing of library services at UTT.

Subsequent to this survey a Marketing Committee was established to develop a marketing plan for the libraries. The hours of service for the O'Meara campus were also adjusted based on usage statistics as well as feedback provided through the survey. Additionally, the UTT Libraries are currently reviewing lending policies with a view to providing greater access to resources by converting books that are currently assigned to 'library use only', to a 'short loan' status of one week. The findings of the survey are still being analysed and subset analysis will be undertaken in order to identify the specific needs of each campus library as identified by respondents from individual campuses. A similar survey of UTT faculty and staff is planned for the next trimester. The information gained from these surveys will also be considered in the development of a strategic plan for the UTT Libraries.

Student Access to Modern Facilities and Learning Resources

A suitable learning environment is critical to ensuring that maximum benefits are derived from efforts expended to facilitate effective teaching and learning. In this context, UTT has placed high priority on the design and creation of learning spaces which are conducive to effective teaching and learning in a twenty-first century tertiary education institution. One of the best examples of access to modern facilities for teaching and learning is the Maritime Campus which caters to maritime-related courses. The facilities there include a/an:

- maritime library supporting all maritime disciplines
- Information Technology laboratory
- seamanship room
- navigational chartroom
- mechanics workshop
- electrical/electronics workshop
- full welding workshop
- fire training ground
- training pool for personal survival courses
- 250-seat auditorium

In addition, there are ten classrooms, one of which is dedicated to safety training, and another to first aid training.

In the letter of testimonial from EXMAR SHIPMANAGEMENT discussed earlier, it was stated that representatives of the company as well as the Principal of the Antwerp Maritime Academy, who have visited the facilities at the Maritime campus, were impressed by the infrastructure, the quantity and quality of teaching aids, and by the level of professionalism and motivation of the Programme Professor and of the faculty.

Chapter 4 provided details of UTT's investment in infrastructural works. The major investment at present is in the construction of the main campus at Tamana. As a policy decision, the design of new UTT campuses is consistent with the vision and guiding principles of UTT with respect to the following:

- flexibility of space to allow for programmes and activities to be modified as technology changes and new needs arise. Flexible space facilitates retrofitting for many different applications
- space without boundaries that allows cross-fertilization of ideas, and encourages interaction between students, staff and members of the public
- space that encourages teamwork, by providing an environment that facilitates meetings and discussions, as well as access to resources such as wireless internet services, library, visual aids and telecommunications
- safety and security for students, staff, visitors, and all persons entering and using the facilities at UTT campuses
- respect for the environment, and enhancement of the positive impact of the many factors influencing the environment in and around each UTT Campus.

To complement learning support, UTT has invested heavily in gym equipment currently housed in the northern section of the Graduation Pavilion at the O'Meara campus. The rationale is that as students, faculty and staff are afforded the opportunity to engage in physical exercise, they would enjoy the benefits associated with improved health and well-being. It also provides an opportunity for increased social interaction and networking which is an important aspect of a 21st century higher education environment.

UTT FELLOWSHIPS/SCHOLARSHIPS/PRIZES/AWARDS

A postgraduate fellowship/scholarship/prize/award comes in the form of financial support to a postgraduate student for conducting advanced study or research at UTT. The value added research forms part of the requirements for an advanced academic degree at UTT. The purpose of the fellowship/scholarship/prize/award is to provide funding for students involved in MPhil, PhD research degrees and taught Master of Science degrees. This funding is used for the student's living and other expenses.

bpTT /UTT Scholarships/Fellowships

In 2006, bpTT and UTT agreed to support four key research projects namely:

1) Scholarships
2) Marine Science
3) Buffalypso
4) Alternative Energy/Renewables

This proposal stems from BP's commitment to support UTT in planned high-quality R&D and postgraduate education in key areas of national interest including energy, environment, food security, agribusiness, marine sciences and marketable value added research.

The following are terms and conditions which apply for the bpTT scholarship:

- the 15 scholarships/fellowships shall be granted through a competitive system administered by the Office of Vice-Provost for PGSRD and adjudicated by a selection committee comprising UTT and bpTT personnel
- successful candidates will be approved by UTT Board of Governors
- the scholarship shall be for a period of two-three years (M Phil and PhD)
- recipients may be allowed to attend a maximum of one semester at an institution abroad for the purposes of furthering their research agenda
- the page charges for any journal publication/conference shall be met from the fund.

This funding initiative demonstrates the strength of UTT's industry alliances, stakeholder confidence in the quality and sustainability of UTT's programmes and provides evidence of the benefits in terms of enhancing resources to support effective learning.

Research Projects Governance Model

To ensure the accountability and success of the initiative, bpTT representatives,

UTT Executive Committee and Project Managers will meet twice per year to discuss:

(a) the project achievements of the current year and
(b) planned projections for the future year(s).

Prior to the meeting, UTT Project Managers will submit a short progress report on their progress and future plans and also present their research achievements.

**Evaluation of Standard 3.5**

UTT places a high value on its students and so we give high priority to all issues related to the quality of our programmes and the quality of the learning environment. In general, there is a high level of commitment to excellence by faculty and staff, with every effort made to ensure that the needs of students are served. Overall, UTT has demonstrated that our human, material and physical resources adequately support student learning and effective teaching. Some of the more modern facilities are exemplary in this regard while some improvement is needed on other campuses. Where there is a need for improvement, there is a well-thought out plan to proceed on a phased basis with infrastructural development. A comprehensive inspection and assessment of each campus or location was conducted during the self-study and immediate steps taken to address areas requiring attention.

In large part, the governance and administrative structure provides for efficient and effective management of financial and human resources. This has enabled the university to expand significantly over the past four years. Issues related to shortcomings in terms of the human resource management system are being addressed.

**Conclusion**

At UTT, our students are our key stakeholders and effective teaching and learning is the core of the educational experience. This self-study has been a valuable process for the university and there has been significant institutional learning particularly with regard to the need for greater emphasis on the assessment of student learning outcomes and faculty effectiveness.

<u>Strengths</u>

(1) UTT's mechanisms and procedures for academic planning and evaluation of educational outcomes have evolved and improved in recent years. The major development in this regard was the initial registration of UTT by ACTT, as it was during this process that UTT recognised that there were several shortcomings which had to be addressed. The recommendations of the evaluation team were implemented and UTT has continued to review and improve its academic processes on the basis of feedback from faculty and students. Our mechanisms and procedures are robust and effective and the process by which they are continually evaluated and improved yields benefits for students, faculty and all other stakeholders.

(2) Faculty development is well-supported through activities of The Learning Centre and also through UTT's policies on human resource development which include financial support for conferences, workshops and professional membership.
(3) UTT's resource base is strong – human, financial, material resources are available to support student learning and effective teaching.
(4) There is effective use of technology to support teaching and learning.
(5) Industry partnerships and alliances with renowned international institutions provide opportunities and support for programme development, implementation and innovation to the benefit of faculty, staff, students and the university as a whole.

Opportunities for Improvement

(1) Measures must be implemented to improve the evaluation of teaching effectiveness. The decision to move from a paper-based process for student evaluation to an online system is one positive development in this regard. There are, however, other steps that should be taken to ensure that the policies and procedures for an effective 360 degree process are implemented and the outcomes periodically evaluated. The recent introduction of a system of internal quality audits (discussed in detail in Chapter 7 of this report) will address this specific concern.

(2) Documentation of procedures for assessment and evaluation of student learning is an area that must be strengthened. This cannot be done without careful analysis and interpretation of data. The findings of the university-wide evaluation of the assessment of student learning outcomes to be conducted in 2011 will provide useful data that can be used to improve on UTT's capacity and performance in this area.

# CRITERION 4 - PREPAREDNESS FOR CHANGE

Standard 4.1

Standard 4.2

# CRITERION 4 – PREPAREDNESS FOR CHANGE

In this chapter our discussions focus on how UTT reviews its achievements on an ongoing basis and allocates resources for present and future use, in the context of the dynamic higher education environment in which we operate. Our annual reporting and budgeting processes are discussed as well as our mechanisms employed to capture actionable information from key stakeholders in the external environment.

**Standard 4.1**
**The institution has formal mechanisms and/or procedures to evaluate the achievement of its mission and purpose.**

In this section we define the mechanisms used to evaluate the achievement of UTT's mission and purpose. Much of this information has already been explored in preceding chapters however the pivotal role of UTT as an agent for national development, and its annual reporting process are discussed in detail here.

**UTT's System for Annual Reporting**
In our earlier discussions in this report we outlined how successive GORTT decisions have mandated the integration of several national post-secondary, tertiary and research institutions into what has now become UTT. Over time the university was given an expanded mandate from the one initially envisaged by the Cabinet-appointed UTT Steering Committee. These government decisions have institutionalised UTT's role as a significant component of the mechanism to drive the country's achievement of the development goals articulated in the GORTT National Strategic Plan for Trinidad and Tobago. Since 2006, UTT has relied on this national plan for its strategic direction and has also assessed its achievements of mission and purpose against the pillars outlined in the Plan.

There are several reports which are produced by UTT as a part of the system through which the university assesses the achievement of our mission and purpose. The UTT Annual Report is the principal one. It is an integral part of the GORTT corporate governance framework describing the achievements, performance, outlook and financial position of government agencies for each reporting year. Although UTT was established as a non-profit organisation, it derives most of its revenue from the Government and subjects itself to the annual reporting process for government agencies. The Annual Report compels UTT to evaluate its achievement of stated objectives and to provide a full and complete picture of the university's performance to Parliament and the wider community. Parliament requires the disclosure of performance information in annual reports to decide whether the application of taxpayers' funds and resources is providing the best mix of service delivery to achieve the government's objectives for the country. UTT's management, faculty, staff and students all have an interest in the Annual Report as a key reference document for performance information to support institutional decision-making and planning. All UTT Annual reports include:

- President's Report
- Provost's Report
- Board of Governors Report

## *Criterion Statement*

*The institution's human, material and financial resources are strategically allocated and employed to respond to the social and economic demands of a rapidly changing global society.*

- Audited Financial Statements (in accordance with International Financial Reporting Standards)
- Review of UTT's performance based on the GORTT National Strategic Plan.

Additionally, all reports include detailed reviews from academic centres on their performance during the reporting period. These reviews are informed by the Annual Programme Reports (APRs) which were discussed in detail in Chapter 5 and include in-depth analyses of programme outcomes.

The preparation of annual reports begins at the close of the fiscal year October 01 – September 30. Divisional heads are required to conduct a review of their operations against standards set by the broad pillars of the National Strategic Plan, UTT's goals for the preceeding period, and specific targets identified for their areas of operations. These details are contained in the Operational Plans for programmes and units[157] . On completion of the review, a detailed report is produced on the achievements and challenges and submitted to the team responsible for compiling the UTT Annual report. The draft report is reviewed by the BOG.

In relation to specific Operational Plans for units and centres within UTT, QA&IA has initated efforts to implement a mearsurement plan to make the annual reporting process more robust. QA&IA initiated a university-wide process-mapping exercise which assisted UTT's corporate sub-divisions and academic centres to document their processes and align their work more directly to UTT's broad strategic goals. This exercise will also enable all functional areas to easily identify key performance indicators to be measured. The process-mapping exercise was completed in the second quarter of 2010 although some divisions are in the process of completing or revising their process maps where there have been changes or improvements to processes as a result of restructuring or other developments. QA&IA is now in the process of developing a comprehensive system for the assessment and reporting of institutional effectiveness reporting which will be based on UTT's strategic objectives and specific programme/unit goals.

Also as a part of the annual reporting process, the Finance, Administration and Procurement Unit prepares UTT's Financial Statements for external review by the auditors. As discussed in Chapter 4 of this report, the Audit Committee has responsibility to recommend to the Board reputable external auditors to review UTT's financial accounts. Following successful completion of UTT's external audit process, the Annual Report is prepared and submitted to the Ministry of Science, Technology and Tertiary Education (MSTTE) and then to the Parliament of Trinidad and Tobago for review. To date, UTT has prepared and published Annual Reports

[157] Examples of Operational Plans for QA&IA and the School of Cognition (http://u.tt/accreditation/report/: E-0045).

for 2005[158], 2006[159] and 2007[160]. The 2008 Annual Report has been prepared and is expected to be released shortly.

**Evaluation of Standard 4.1**
UTT has demonstrated, through its annual reporting process, its commitment to evaluating achievement of the mission and purpose. In the annual reporting system UTT evaluates the achievements, performance, outlook and financial position for each reporting year. This approach is consistent with the context in which UTT operates as a national university and an agent of Government's national development policies.

We recognise that the evidence of UTTs achievements in the past have tended to be anecdotal and sometimes difficult to quantify. It is in this context that the QA&IA was established in 2009 with a specific mandate to develop a more robust mechanism for the assessment of institutional effectiveness based on Key Performance Indicators (KPIs) determined by our leaders and consistent with the university's mandate. Additionally, although the phenomenal growth of UTT in the past five years has been driven by Vision 2020 and clear strategic objectives based on GORTT's efforts to expand the higher education sector, we have recognised for some time the need to develop a comprehensive strategic plan. The pace of the integration process hindered this process but, in 2009 UTT recruited a consultant[161] to work with Academic and Corporate leaders to coordinate the development of a comprehensive strategic plan for UTT. The President has recently initiated the Strategic Planning process which is going to be an open and inclusive one. This plan will now be developed in the context of the White Paper for Tertiary Education, Technical and Vocational Education (TVET) and Lifelong Learning in Trinidad and Tobago which was recently approved by Cabinet. UTT was represented on the Cabinet-appointed committee that was responsible for the development of this national policy.

**Standard 4.2**
**The institution has set mechanisms and/or procedures to strategically and equitably allocate resources for present and future use.**

In this section, we add to the preceding discussions on the strategic allocation of UTT's resources and examine the roles and functions of key governance and administrative structures together with the practices which promote strategic, equitable and effective resource allocation for present and future use.

**Mechanisms for Annual Budgeting and Resource Allocation**
The roles of the Planning and Development Committee, Finance and Budget Committee, Academic Council and EMG within the governance structure of UTT are pivotal to the efficient and effective manner in which resources are strategically and equitably allocated for present and future use. These bodies discussed in

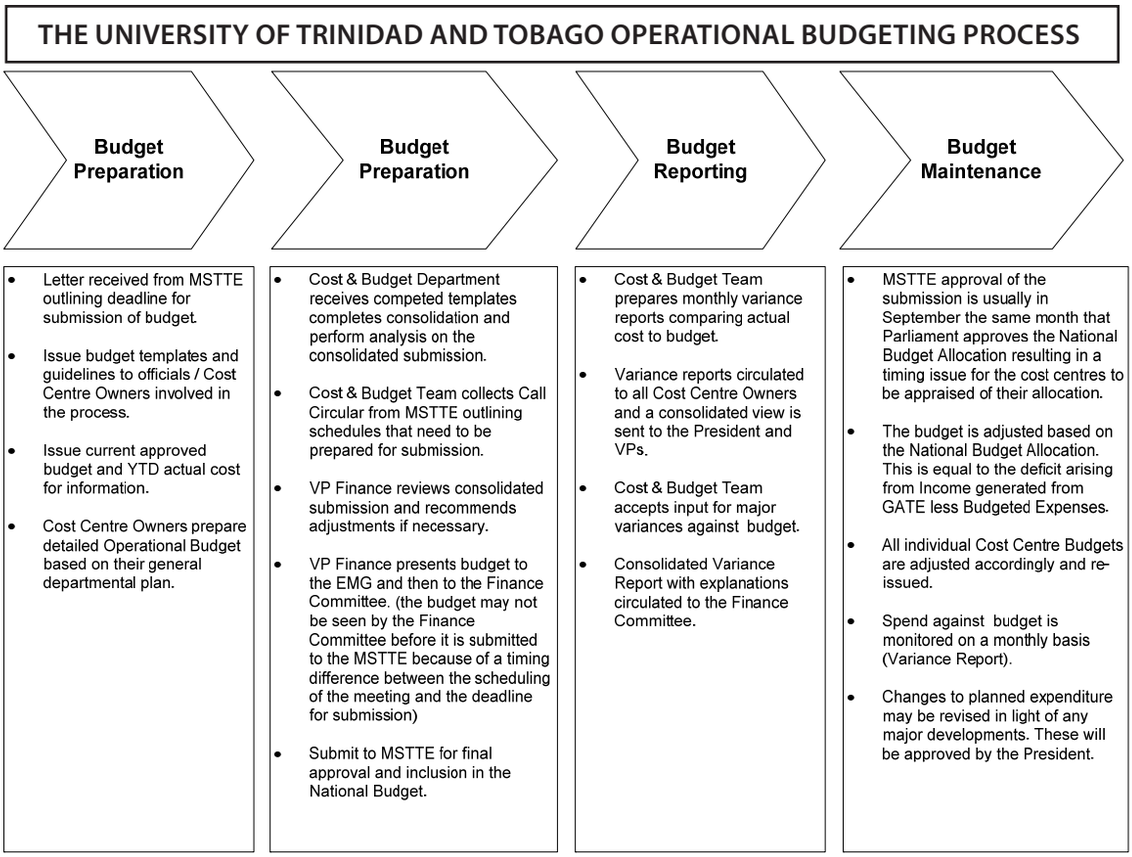
[158] UTT's 2005 Annual Report (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).
[159] UTT's 2006 Annual Report (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).
[160] UTT's 2007 Annual Report (Resource Room: R-0002 and http://u.tt/accreditation/report/: E-0002).
[161] UTT Memorandum dated 02/27/2009 (Resource Room: R-0009).

# CRITERION 4 – PREPAREDNESS FOR CHANGE

Chapters 2 and 4 of this report form an integral part of UTT's financial management system which seeks to ensure that UTT can adequately fund activities related to the achievement of its mission and purpose. These activities include high-quality academic programmes; research and development, qualified and competent human resources, a robust information and communications technology infrastructure and well-maintained learning spaces.

The university's budgeting process commences in the first quarter of each calendar year when budget templates are issued to senior corporate executives and Programme Professors in UTT's various corporate sub-divisions and academic centres (Figure 6-1, page 159). These cost centres prepare budget templates based on their approved Operational Plans for the budgeting period. The Costs and Budget team within the Finance, Administration and Procurement sub-division compiles the individual budgets into an amalgamated UTT budget. A consolidated budget is presented to the EMG. Within the EMG, the Provost represents the concerns of faculty ensuring that new and existing programmes approved by the Planning and Development Committee and Academic Council are well funded. Corporate executives also ensure that their support units are well funded in the budget that goes forward. The EMG may recommend changes based on its deliberations and the President then makes the final decision on the budget to be presented to the Finance and Budget Committee for Board approval. Once approved, the budget is submitted to the MSTTE. The eventual allocations provided to UTT are based on the distribution of government expenditure and may be revised on the basis of GORTT's priorities in the National Budget prepared by the Ministry of Finance.

During the ensuing financial year, the Finance, Administration and Procurement sub-division prepares monthly expenditure reports for the various cost centres to allow them to better manage their allocations. Additionally, during the year, issues are routinely brought to the attention of the Academic Council and the EMG if there is a need for previously allocated funds to be redirected to emerging priority areas. UTT also prepares a mid-year review statement to be submitted to the MSTTE which accounts for expenditure up to that time, and also allows UTT to request additional funding if required. The Finance, Administration and Procurement sub-division, EMG and Finance and Budgets Committee are responsible for the process which leads to the mid-year review submission.




**Evaluation Standard 4.2**

UTT's mechanisms for annual budgeting and resource allocation are compatible with GORTT's processes for developing the national budget for Trinidad and Tobago. The role and functions of the Board Committees, EMG and Academic Council are central to UTT's process and provide evidence that the university has adopted a systematic approach to strategically and equitably allocating its resources for greater effectiveness and sustainability.

UTT recognises that there is some opportunity for improvement in the way this process is supported by documented procedures. During the self-study process some members of staff expressed concerns that monthly expenditure reports are not prepared in a timely manner and also that the budgeting decisions at the level of the cost centres are too centralised and "top down".

Additionally, in a recent Employee Awareness and Satisfaction Survey[162] 53% of respondents were undecided on whether the mechanisms employed by UTT to identify resource needs for the annual budget are effective and 33% either disagreed or strongly disagreed (Figure 6-2, page 160).

[162] Employee Awareness and Satisfaction Survey Report 2010 (Resource Room: R-0025).

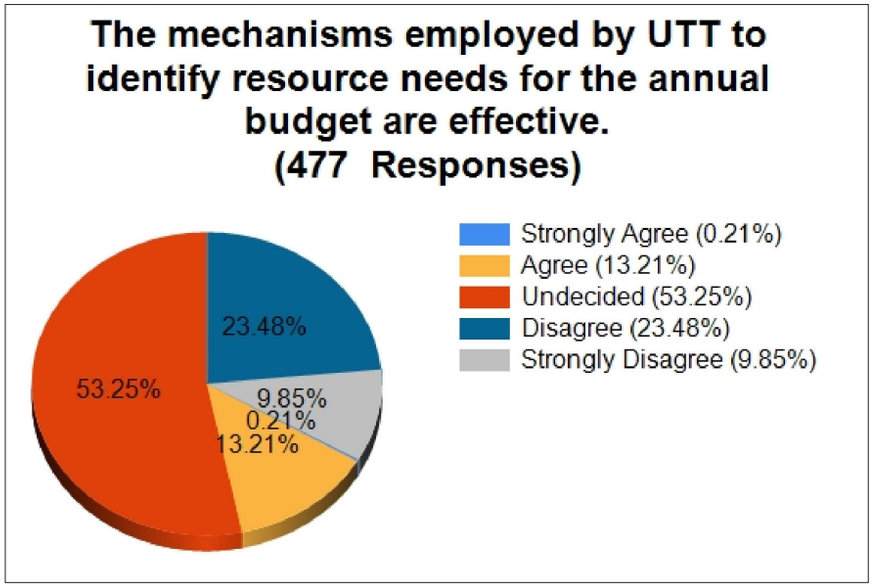



***Figure 6-2*** *Satisfaction with mechanisms to identify resource needs*

In light of the feedback during the self-study process there have been very recent developments as an outcome of the self-study process which have strengthened the annual budgeting and resource allocation process. There was reportedly a much higher level of participation in internal budget meetings coordinated by Finance, Administration and Procurement with heads of the functional areas during the period October to November 2010 (after the presentation of the National Budget). Those meetings are scheduled to be completed shortly and the revised budget presented to the Board for approval.

In spite of the low rating given to mechanisms for determining resource needs however, the same survey revealed that 50% of employees agree or strongly agree that the resources provided to them are adequate for effective performance of their job and 16% were undecided. Only 34% disagreed or strongly disagreed (Figure 6-3, page 161).

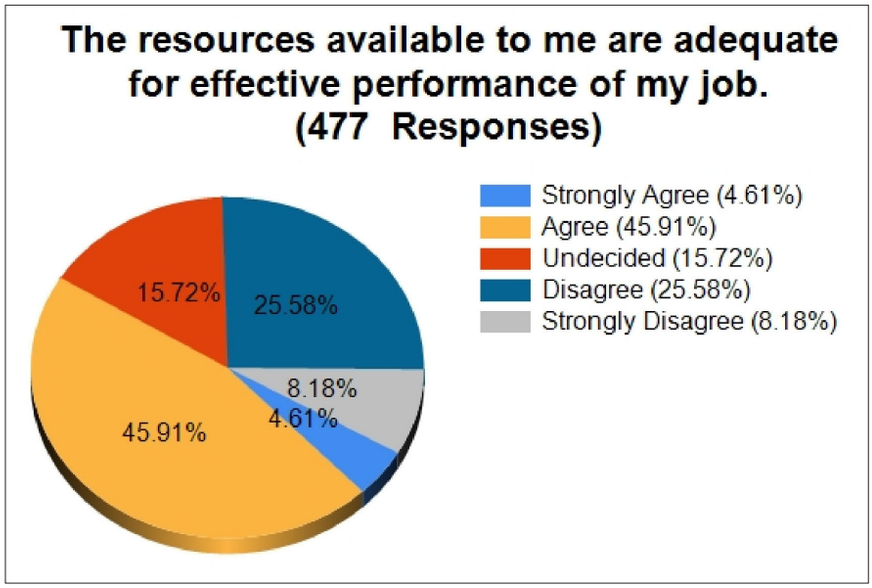



***Figure 6-3*** *Satisfaction with adequacy of resources*

This seems to confirm that it is not so much the effectiveness of the resource allocation process but the level of participation in it that is a source of concern as expressed by employees. UTT recognises the need to better integrate all employees into the budgeting and resource allocation process. UTT's senior management has been actively meeting and discussing ways to improve UTT's budgeting processes and priority has been given to providing additional staff for the Finance, Administration and Procurement unit in order to equip it to better meet the needs of faculty and staff.

**Conclusion**

UTT's mechanisms for annual reporting and budgeting provide sound evidence of its commitment to transparency and accountability and to strategic and equitable allocation of resources. The evaluation and discussions on these issues lead to the following conclusions:

Strengths

- UTT demonstrates commitment to its annual reporting process which forms part of GORTT's corporate governance framework and evaluates the university's achievements of mission and purpose.

- UTT's mechanisms for annual budgeting and resource allocation are closely aligned to GORTT's processes for developing the national budget and to the achievement of the university's strategic objectives.

Opportunities for Improvement

- There is a need to strengthen the documented procedures to govern UTT's annual

budgeting and resource allocation processes. The evidence suggests that UTT's processes for annual budgeting have been so aligned to the mechanisms related to GORTT's National Budget, and to meeting the requirements of the Ministry of Finance for all state-funded agencies, that not sufficient work has been done to adequately document UTT's own internal processes and related procedures. Immediate steps have been taken to address this.

- Much in the same way as the UTT budgeting and resource allocation process have been tied to GORTT's national budget so has it mechanisms for assessing the achievement of mission and purpose. In this context, some opportunities for improvement emerge. Firstly there is a need to improve the rigour of procedures for the assessment of achievement of mission and purpose. Secondly, the Annual Report has tended to focus on providing information for external stakeholders which may negate the important role of self-evaluation for continuous improvement. UTT's recently concluded comprehensive self-study provided an opportunity to shift focus and change the culture of the organisation in the direction of systematic and ongoing self-analysis and improvement.

## CRITERION 5 - COMMITMENT TO CONTINUOUS IMPROVEMENT

Standard 5.1

Standard 5.2

Standard 5.3

Standard 5.4

# CRITERION 5 – COMMITMENT TO CONTINUOUS IMPROVEMENT

This chapter presents an evaluation of the University of Trinidad and Tobago's commitment to quality and to continuous improvement. It assesses the extent to which the institution's Quality Management System (QMS) is effectively monitored, reviewed, and improved.

***Criterion Statement***

*The institution monitors, reviews and improves its Quality Management System through effective planning and evaluation, sustained effort and commitment to quality.*

**Standard 5.1**
**The institution allocates sufficient time and material, human and financial resources to effectively plan monitor and evaluate its efforts on a continuous basis.**

**UTT's Quality Management System**
This section focuses on the role and functions of units within UTT that manage the QMS and co-ordinate the university-wide continuous improvement initiatives. It discusses how the university allocates resources to continuously improve quality.

The QMS encompasses all the systems that make up UTT's management and support structure, teaching and learning processes and operations, facilities, and other resources[163]. UTT employs a strategic approach which focuses the quality assurance and improvement initiatives on the academic processes as well as the administrative and business processes necessary to support students, faculty, staff, alumni, and other UTT stakeholders. Two interrelated units have been established to co-ordinate UTT's quality assurance and improvement initiatives – QA&IA in the Office of the President, and the ASPA in the Office of the Provost.

QA&IA leads and manages UTT's QMS and prepares the university for external review. It benchmarks work processes, develops minimum standards, guidelines and recommendations, and audits and reports on the implementation of recommendations, with the aim of promoting continuous quality improvement and aligning UTT's operations with international best practice.

Additionally, one of the unique aspects of the UTT's administrative structure has been the decision to link quality assurance and institutional research. QA&IA's institutional research function focuses on creating organisational intelligence, improving efficiency, enhancing quality, and catalysing sustained growth and development. A systematic institutional research agenda has been developed which seeks to evaluate UTT's operations in key areas and provide reliable information to our stakeholders.

ASPA has responsibility to implement UTT's programme approval, monitoring and review processes, prepare selected programmes for specialised accreditation, and support the preparation of academic centres for internal quality audits and external review.

The establishment of these units to manage and coordinate UTT's quality improvement initiatives has been accompanied by the provision of resources, including facilities and other budgetary and financial requirements to effectively support them. Since

[163] As defined in UTT's Board of Governors Quality Audit Policy, 22 September, 2009 (Resource Room: R-0019).

establishment, these units have been well integrated into UTT's budgeting and resource allocation processes as discussed in Chapter 6. QA&IA is headed by a vice-president and includes a cadre of diverse and competent full-time staff with primary responsibility for co-ordinating UTT's QMS and conducting institutional research. This office has an annual budget of $TT 2.2 million. ASPA operates as a functional area within the Office of the Provost. The Manager, ASPA has oversight over the functions in that area and the unit is resourced and funded from the budgetary allocations of the Office of the Provost. The material, human and financial resources available to the units continue to allow them to function effectively.

Within UTT's Quality Management System, academic centres and corporate support units are responsible for the development of their plans which are resourced within the context of the university budgeting and resource allocation processes. In Chapter 4 we discussed how the university has demonstrated a strong resource base and the financial capacity to fulfil present goals and future plans. The roles of QA&IA and ASPA focus on monitoring the implementation of, evaluating achievements and making recommendations on quality improvement. Quality improvement initiatives are funded by the respective cost centres to which they directly relate. Interventions which require resources that are not budgeted for within the financial year are addressed by the EMG[164] as part of its mandate to address issues of quality. The EMG plays a central role in the QMS for UTT.

As part of the robust QMS, QA&IA launched a university-wide quality system documentation exercise guided largely by application of the ISO International Workshop Agreement (IWA 2) on Quality Management Systems for the application of ISO in Education. On completion, QA&IA intends to incorporate the Malcolm Baldrige Quality Award Criteria for Educational Institutions into UTT's QMS to further enhance accountability and efficiency. The UTT system of documentation comprises five levels: quality manual, system procedures (academic and corporate support), procedures at the centre/subdivision/unit level, work instructions, and forms, flow charts, records. Electronic templates for system procedures, work instructions, and forms were developed and circulated to heads for implementation. Three guiding procedures have been documented:

- Procedure for Document Control
- Procedure for Documenting System Procedures/Work Instructions
- Procedure for Internal Quality Audits[165].

The Procedures for Internal Quality Audits are underpinned by the UTT Internal Quality Audit Policy which was approved by the BOG on September 22nd, 2010,[166].

[164] EMG Charter (Resource Room: R-0017).
[165] Procedure for Quality Audits (Resource Room: R-0019).
[166] UTT Internal Quality Audit Policy (Resource Room: R-0019).

Additionally, a Quality Audit Schedule[167] has been developed for the academic year 2010-2011. Other procedures related to the QMS and continuous improvement efforts are currently being developed. These include the Procedure for the Control of Records and the Procedure for Corrective Action.

A template drafted for the Quality Manual is currently being prepared. The Quality Manual will provide oversight of all quality activities undertaken by UTT including quality policy, organizational structure, planning, implementation, monitoring and measuring, and management review of performance. A small team was formed to ensure that the manual fits the UTT model. A Quality Management Review Committee (QMRC) is also currently being established. The purpose of the QMRC is to review UTT's QMS in order to assess its continued relevance, effectiveness and sustainability whilst satisfying the requirements of the institution's stated quality policy and objectives. The general objectives of the QMRC are:

- To monitor and maintain an effective quality management system
- To consider the need for changes to the quality policy and objectives
- To review current performance and improvement opportunities arising from the findings of internal and external quality audits, stakeholder feedback including customer satisfaction data, and the status of corrective actions
- To evaluate potential problems areas and take action to prevent their occurrences.

**Quality Improvement Initiatives**

In January 2010, QA&IA launched "100 Quick wins" an innovative continuous quality improvement initiative designed to generate solutions and enhancements to work processes across the university. It also aimed to foster increased faculty and staff engagement in the university's quality improvement efforts and recognise employees for creative ideas leading to improvements. The project ran for a three month period during which there were several submissions from faculty and staff. An Evaluation Team was appointed by the President to assess the submissions against the following criteria:

- Ease of Implementation
- Value to the Unit or Organisation
- Cost-effectiveness.

As a result of the recommendations made by faculty and staff, UTT has institutionalised the 'fix first and log after' practice which is now in effect in emergency situations with respect to IT support services and maintenance work, making these processes more effective and responsive to the needs of internal customers. Immediate steps are also being taken to establish an institutional repository using the open source software "DSpace" for the storage and retrieval of papers, reports, etc. by academic staff. Additionally efforts are underway to increase the use of Blackboard by faculty for entering course details in an effort to reduce duplication of effort and improve access to information and efficiency. Awards and prizes were presented to two individuals and the unit which submitted these recommendations in recognition of their contribution to quality improvement. The '100 Quick Wins' initiative will now be an annual event.

[167] Quality Audit Schedule 2010-2011 (http://u.tt/accreditation/report/: E-0046)

# CRITERION 5 – COMMITMENT TO CONTINUOUS IMPROVEMENT

Another more recent initiative, *"Conversation Day"*, brought together faculty and staff at different campus locations to engage in open, honest discussion on issues affecting the university community and ways of improving them. Conversation Day[168] events have been held at various UTT campuses thus far. The events promote continuous discussions with faculty and staff on matters that affect their performance and tenure at the university. It is anticipated that Conversation Day will form part of the university's on-going strategy to communicate with all categories of staff in an informal and non-threatening environment. These initiatives demonstrate UTT's commitment to allocating the necessary time and resources to plan, monitor and evaluate achievements with the aim of continuous improvement.

We recognise that open dialogue and feedback from faculty and staff is integral to the continuous improvement efforts. For example, as a result of feedback regarding a breakdown of processes related to the assignment of course codes, and at the request of the President of UTT, a quality audit was done on UTT's Course Code Numbering System. The purpose of the audit was to review the policies and procedures for assigning and changing university course codes including the course code numbering system.

Based on the findings, recommendations were made to address a number of challenges which emerged. The opportunity was also used to recommend best practices adopted by reputable higher education institutions as they relate to:

- Nomenclature for the Course Code Numbering System
- Process for Generating Course Codes.

Recommendations were also made in the areas of:

- Authority/Approval Levels
- Implementation Plan to improve the numbering system.

**Evaluation of Standard 5.1**

Two interrelated units have been established to manage UTT's QMS and co-ordinate university-wide quality improvement initiatives. These units are located at the Pasea office and O'Meara campus. The units are adequately staffed with highly competent and experienced full-time personnel. The university has recognised the pivotal role these units perform and has made available the necessary resources and budgetary allocations on an annual basis to facilitate their effective performance.

QA&IA has increased its staff to administer UTT's quality assurance system and institutional research agenda. There are currently nine staff members, up from an initial five, with two additional persons currently being recruited. ASPA, in the Office of the Provost, experienced a brief set back with the re-assignment of the previous manager to a faculty position. However interviews were held and the position is now being filled. UTT has also recognised a need to bolster the technical support in ASPA to ensure effective implementation of the revised academic processes and this will be addressed within the coming months.

[168] Conversation Day at Valsayn and San Fernando (http://u.tt/accreditation/report/: E-0005).

The university-wide quality assurance system though fully implemented, remains in an early stage of development and some quality improvement interventions have met pockets of resistance. As QA&IA and ASPA have encouraged all units to pay greater attention to documentation, self-review and assessment with the aim of improvement, some centres have lamented the additional workload involved. Notwithstanding such expected challenges, the system has worked well and its establishment and functioning demonstrates UTT's commitment to ensuring that sufficient resources are available to plan, monitor and evaluate its efforts for continuous improvement.

**Standard 5.2**
**The institution conducts environmental scanning and draws on the findings to enhance its effectiveness.**

In this section the university defines the measures used to conduct environmental scanning in an effort to enhance its effectiveness.

**Environmental Scanning**
The Cabinet-appointed UTT Steering Committee conducted a wide range of public consultations, and utilised environmental scans on the local higher education sector and the manpower needs of industry to inform the recommendations that led to the establishment of UTT. The National Strategic Plan for Trinidad and Tobago which guides our strategic direction was developed with wide national dialogue from multi-sector stakeholders. In our earlier discussions in Chapter 6 we outlined how UTT has used the system for annual reporting as a principal mechanism to assess the achievement of its mission and purpose. Environmental scanning has always been critical to the development of UTT. At UTT we are compelled to continously scan the external environment to assess how our achievements have impacted on stakeholder communities and how changes in the the external environment are likely to impact our ability to successfully achieve future goals.

In the preparation of proposals for the introduction of new programmes and prior to programme approval, academic centres must assess market demand and demonstrate viability for the proposed offerings. This ensures that UTT's programme offerings are demand-driven, and relevant to industry needs and national development priorities. The role of the Planning and Development committee (as discussed in Chapter 5) is critical in this regard as the committee makes recommendations on the sustainability of the programmes on the basis of internal factors and a review of the external environment. Recent presentations were made to the Planning and Development committee by CaHMRI and the Institute of Criminology and Public Safety for the introduction of new programmes[169].

**Institutional Research and Stakeholder Feedback**
Additionally, the approach adopted by QA&IA in determining its institutional research agenda aligns UTT's data collection and analytical strategies to identifiable

[169] Copies of presentations are attached (http://u.tt/accreditation/report/: E-0047).

components of its operations while also recognising how the various components interact with the external environment. UTT's efforts to collect data from our graduates through tracer and satisfaction studies, (Graduate Tracer Studies were administered in 2009[170] and 2010[171] and a Satisfaction Survey was completed in 2010) and our plans for periodic economic reviews, admissions analyses and other research initiatives which are linked to the external environment, point to our commitment to environmental scanning and using the information gathered to maintain our growth and continuous improvement.

Following the tracer study conducted in 2010, the President appointed a team to review the report's findings and recommendations and to develop specific strategies to address them. To this end we have:

- Started to build a more accurate and comprehensive database of alumni
- Planned social and networking events for alumni
- Developed incentives for students' work related to entrepreneurship
- Sought to collect more employer feedback on the performance of our graduates

In Chapter 4 we also explained that UTT has embarked on a series of industry feedback sessions to bring together representatives of industry, students and academic staff within the various programme areas. A major objective is to capture feedback and openly discuss issues related to the development and enhancement of our programmes. Sessions for Process Engineering[172] and Information and Communications Technology were successfully conducted in the second and third quarters of 2010 by senior faculty in those areas. Additional sessions are planned for Manufacturing, and Biosciences, Agriculture and Food Technologies in the final quarter of 2010. These sessions have explored ways in which UTT can partner with industry to improve the quality of our graduates. A follow up session was recently held with the Process Engineering group and discussion on employers' needs and areas for collaboration are ongoing.

**Evaluation of Standard 5.2**

A significant issue which the university has had to address is the change of government and its potential impacts. As a publicly funded university, since its inception, UTT has embraced its role as a key tool in GORTT's national development strategies, providing higher education opportunities for nationals in areas related to key development sectors. The new government has expressed its continued commitment to expand local higher education opportunities and continues to provide the funding and other resources to UTT. Through the newly appointed Chairman of the Board of Governor and senior management, dialogue and collaboration between UTT and GORTT remains ongoing.

UTT recognises the importance of environmental scanning and sustained dialogue with our external stakeholders to ensure that our programme offerings and delivery continue to be relevant to the needs of our society. Our efforts to capture information

[170] Graduate Tracer Study 2009 (http://u.tt/accreditation/report/: E-0018).
[171] Graduate Tracer study 2010 (http://u.tt/accreditation/report/: E-0018).
[172] Report on Industry Fora – Process Engineering (http://u.tt/accreditation/report/: E-0027).

from the external environment provide evidence of our commitment to evidence-based decision-making and planning to enhance our effectiveness.

**Standard 5.3**
**The institution carries out short, medium and long term planning consistent with its mission and purpose.**

The Cabinet-appointed UTT Steering Committee engaged in an extensive planning process over a period of more than one year involving meetings and consultations with individual and institutional stakeholders in the tertiary education sector. The planning process resulted in the production of a comprehensive body of reports which outlined the governance and administrative structure, programme offerings, and strategic direction for UTT. In Chapter 6 we discussed how successive GORTT decisions have mandated the integration of several national post-secondary, tertiary and research institutions into what has now become UTT. As explained earlier, the dynamic integration process which has continued since 2005 has hindered the development of a comprehensive strategic plan for UTT and led to a reliance on the National Plan for its strategic direction. In this context, much of the university's planning has focused on the medium and short term.

This university-wide planning is linked to the annual budgeting exercise discussed in Chapter 6. Academic centres prepare one year operational plans which inform their budgetary and other resource requirements and there is good evidence of detailed operational plans for most academic centres. However, the consistent preparation of operational plans has been a requirement for the academic centres but not for the corporate sub-divisions. Few corporate sub-divisions provided any evidence of documented operational plans. During the self-study process it became evident that there is a need to institutionalise and monitor the development of operational plans by the corporate divisions in order to standardise the requirement of operational plans across the university. This emphasises the point highlighted in Chapter 4 regarding the need for a university-wide strategic plan and related divisional operational plans which could be assessed for institutional effectiveness. Recently, the template for the operational plan produced by QA&IA was reviewed by other units within UTT as we seek to implement this requirement across the corporate sub-divisions[173]. Although there is significant evidence of operational planning in the academic division for the period 2009 to 2014, there is little indication of a related system to review, approve, and monitor the outputs of the plans for effectiveness. In addressing these concerns, steps are being taken to improve the planning process within UTT beginning with the allocation of funds for the fiscal year 2010-2011. Meetings are now being organised by the Finance, Budgets and Procurement Unit with all programme heads and vice-presidents to discuss the government's allocation to UTT in the National Budget and the impact on priorities at the departmental level.

**Evaluation of Standard 5.3**
There is good evidence of medium and short term planning throughout the university. This is linked to the annual budgeting and resource allocation process. Academic

[173] QA&IA Implementation Plan 2009-2010 & 2010-2011 (http://u.tt/accreditation/report/: E-0045) and QA&IA Operational Plan: 2010-2011 (Resource Room: R-0030)

centres have been particularly disciplined in producing annual operational plans but the record of corporate support units has been inconsistent in this regard.

In the past five years since UTT has been established it has relied heavily on the UTT Steering Committee plans for the university and the National Strategic Plan of Trinidad and Tobago. While these plans have served the university well there is widespread recognition of the need to develop a unique strategic plan for UTT. This plan would extract, from the national agenda, specific priority areas for UTT based on the concerns and needs of its key stakeholders. We recognise that there is an opportunity for improvement in this area and steps have been taken to accelerate the process for the development of a UTT strategic plan.

**Standard 5.4**
**The institution provides opportunities for its faculty, administrative and other staff to enhance their capabilities.**

The University of Trinidad and Tobago (UTT) has created policies and administrative mechanisms that pertain to the development of the institution's staff. This section discusses the extent to which UTT provides development opportunities for its staff in order to strengthen the institutional capacity of the organisation. It also examines efforts to assess the effectiveness of training and its impact on the employee's job function, as well as the capacity of the university to retain staff upon completion of training.

**Policy Framework**
Staff development within UTT is governed by two policies:
- Training and Development Policy
- Membership in Professional Associations Policy[174]

The university facilitates several types of staff development strategies including sabbaticals, research grants, full or partial scholarships for upgrading qualifications in the form of education assistance and full or partial sponsorship for short courses, seminars, workshops or conferences. These strategies can be initiated either by the university (based on performance evaluations and/ or human resource planning) or by the employee, as long as the areas to be pursued are consistent with UTT's goals and objectives. To facilitate their ongoing development and adherence to professional standards, UTT also pays the membership fees up to a maximum of two (2) professional organisations for each member of staff[175]. Through this policy UTT attempts to ensure that staff members can engage in continuous development by having access to the latest information and professional support in their respective fields.

Although UTT has demonstrated a clear commitment to staff development and training through implementation of these policies, there is room for improvement

[174] See Training and Development Policy and Membership in Professional Associations Policy (Resource Room: R-0019).
[175] Membership in Professional Organization Report (Resource Room: R-0026).

in the way information about these opportunities are effectively communicated to all staff. Additionally, a more robust feedback system following employees' access to development opportunities will allow us to better analyse the impact on employee performance and institutional effectiveness.

**Human Resources Initiatives**

In recognition of the need to effectively manage staff development initiatives, the university has established a dedicated functional area within the HR Unit to address matters related to staff training and development. The employee performance management system adopted by HR ensures that performance appraisal exercises also include staff development needs assessment[176] and appropriate action plans. Employees' training and development needs are documented on performance evaluation documents as part of the employee's record[177]. There is an opportunity for improvement in the way individual needs are incorporated into a broader training plan for academic centres and corporate support units. Such an improvement is likely to result in an enhanced resource allocation and budgeting process. At present, many of the requests for training are not part of a wider plan for the unit or centre.

There is significant evidence that some faculty and corporate staff members have utilised the education assistance also provided by UTT to upgrade their educational qualification. Five employees have received scholarships to pursue tertiary studies abroad. Four of them have been selected to pursue doctoral programmes while the other employee obtained a scholarship to pursue a master's degree, all at the prestigious Cambridge University, UK. Additionally, more than one hundred employees have benefitted from education assistance since UTT has adopted this policy[178]. This is illustrated in Table 7-1 below.

| ACADEMIC LEVEL | NUMBER OF EMPLOYEES |
|---|---|
| Doctor of Philosophy | 3 |
| Master's Degree | 26 |
| Bachelor's Degree | 48 |
| Associated Degree and Advance Diploma | 7 |
| Diploma | 13 |
| Certificate | 7 |

*Table 7-1 Number of Employees Accessing Education Assistance*

[176] The Performance Management Procedures for Corporate and Academic staff are different. Please see Performance Management Procedures – Academic, and Performance Management Procedures – Corporate (Resource Room: R-0027).
[177] Please see Performance Evaluation – Supervisory and Professional Staff and Performance Evaluation Form – General Staff (http://u.tt/accreditation/report/: E-0048).
[178] Education Assistance Report, September 2009. (Resource Room: R-0028).

Development Policy also allows staff time off for study and examinations. The recent economic slowdown has hampered UTT's ability to fund the Education Assistance Programme and additional opportunities have been difficult to access. The university may need to consider alternative incentive programmes to support further education. In order to reduce the cost of training, the HR Unit as part of its Staff Development Series has commenced an initiative to provide free training using UTT Instructors. In July 2010, one such workshop on Project Management Skills was held[179].

**Professional Development Opportunities and Training for Faculty**

TLC has been mandated to promote "professional development platforms that assist faculty in their quest to improve the learning experience of students[180]". As identified in Chapter 5, TLC provides a variety of training opportunities for faculty such as programme specific PBL and SL workshops and one-on-one training. These workshops are offered at scheduled times during the year but can also be requested by faculty in specific programmes. As stated earlier, TLC has recently developed a General Education course on Digital Literacy (in collaboration with the UTT Library and the Digital Media Programme). TLC also offers workshops other non-credit courses for students and faculty to achieve proficiency in a specific area[181]. Additionally, the Office of the Vice Provost, PGSRD organises a Seminar Series each year where external and internal speakers are selected to share findings from their research. Postgraduate students are also invited to present their research in these seminars which provide a valuable opportunity to discuss ideas and receive critiques. These activities enrich the intellectual discourse throughout the university and facilitate development for both staff and students.

**Evaluation of Standard 5.4**

The evaluation pointed to some room for improvement in the way faculty evaluations are used to inform pedagogical training and development and also in the way individual training needs are amalgamated into comprehensive training plans for the various support units and academic centres. However, UTT has developed a sound policy framework to guide its professional development and training initiatives for staff. Staff members have the opportunity to participate in professional bodies and also to access sabbatical leave, research grants, full or partial scholarships for further study, education assistance, training seminars and workshops, and attend foreign and local conferences. The evidence demonstrates how UTT continues to provide opportunities for its faculty, administrative and other staff to enhance their capabilities.

**Conclusion**

The establishment of QA&IA and ASPA has institutionalised mechanisms within UTT to manage the Quality Management System, implement a comprehensive institutional research agenda, and co-ordinate university-wide quality improvement

[179] Please see Performance Evaluation – Supervisory and Professional Staff and Performance Evaluation Form - General Staff (http://u.tt/accreditation/report/: E-0048).
[180] Education Assistance Report, September 2009. (Resource Room: R-0030).
[181] Project Management Skills Course Outline and Registration Form (http://u.tt/accreditation/report/: E-0049).

initiatives. Through the institutional research conducted by QA&IA and the efforts of other units within the university we continue to capture information from our external stakeholders to ensure that our programmes and other services remain relevant to societal needs. As an agent for national development, the GORTT National Strategic Plan of Trinidad and Tobago has been our blueprint for expansion and development over the past five years. Our rapid growth in that period has been driven by our invaluable faculty and staff. Our efforts to provide training and other professional development opportunities to them are demonstrated in our policies and outstanding record in this regard. Discussions around these issues have led to the following conclusions:

Strengths

1. UTT has established QA&IA and ASPA 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. This initiative is linked to strategic planning, evidence-based decision-making and continuous quality improvement. In the period since full implementation of this quality assurance framework, the university has experienced significant improvement in several aspects of its operations.

2. UTT has demonstrated a strong commitment to professional development and training opportunities for faculty and corporate support staff through its strong policy framework and the resources that have been allocated to this area

Opportunities for Improvement

1. UTT needs to accelerate its efforts to develop a comprehensive strategic plan and also to ensure that all academic centres and corporate support units prepare operational plans with measurable KPIs to track and monitor progress.

2. There is also room for improvement in the way faculty evaluations are used to inform pedagogical training and development.

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CONCLUSION:
PRIORITIES FOR THE FUTURE

GLOSSARY OF ACRONYMS

# CONCLUSION: PRIORITIES FOR THE FUTURE

Despite many challenges associated with its exponential growth during what is a relatively short period of time in the life of a university, UTT has emerged as a national institute of higher learning that plays a significant role with regard to human resource development in the Republic of Trinidad and Tobago. There are just over 2,600 UTT graduates (25% of them at degree level) many of whom have returned to pursue postgraduate degrees at UTT and others who have chosen to pursue master's and doctoral degrees at recognised universities in other countries. Just one month ago, the first student to complete doctoral studies successfully defended her thesis and will be graduating this year. UTT's graduates are also employed in entry-level, supervisory and managerial positions in private and public sector organisations throughout the country and some have opted to pursue careers abroad. Eighty-six percent (86%) of graduates participating in the *Graduate Tracer Study 2010* were employed.

When UTT became a Candidate for Accreditation by ACTT in July 2009, the President of the university made a commitment to make the self-study the focal point of a larger institutional development process. The expectations at that time were that the self-study would play a central role in terms of university-wide data-gathering, analysis and discussion that would inform organisational development and improvement. The learning from the self-study process has been deep, extensive and meaningful. UTT, as the youngest university in the country, views this external review for institutional accreditation by ACTT as an opportunity to celebrate its achievements, to arrive at a better understanding of its challenges and to take definitive action to improve, to innovate and to create new traditions in the tertiary education sector of Trinidad and Tobago.

*The learning from the self-study process has been deep, extensive and meaningful. UTT, as the youngest university in the country, views this external review for institutional accreditation by ACTT as an opportunity to celebrate its achievements, to arrive at a better understanding of its challenges and to take definitive action to improve, to innovate and to create new traditions in the tertiary education sector of Trinidad and Tobago.*

**UTT as a Future-Focused Organisation**

UTT's current mission statement affirms UTT's commitment to addressing societal needs, in particular in the areas of entrepreneurial discovery and development, commercialisation of research and development, wealth generation and sustainable job creation and equitable enhancement of the quality of life for national (and regional) citizens. UTT's mission is reflective of a national institution that was established primarily to serve the national interest. At the inception, the strategic direction of UTT was determined by the Steering Committee for its establishment. Since then the university has grown but there have been challenges in the external environment with regard to the full integration of some of the institutions earmarked for inclusion. Given the broadening scope of programme offerings, the changing needs of students and other stakeholders and the developments that have taken place over the years (both in the internal and external environments) one of the major issues that emerged during the self-study process is the need to revisit UTT's mission.

The mission of a university is achieved through the effective implementation of its key organisational processes. In successful organisations, goal attainment is supported by an enabling organisational culture that is largely reflective of the mission. Consequently, a revision of UTT's mission to reflect the current realities may

precipitate process re-engineering and changes in the organisational structure to ensure that there is alignment and congruence with the new mission. A consultative process was recently initiated to conduct an analysis and collect feedback from academic and corporate staff on issues related to the structure and functions of the university's academic body. This process is geared towards optimisation of UTT's resources and improvement in areas such as performance management and job satisfaction.

As we look towards the future, mission review should be an integral part of the annual planning process and should be undertaken through a process that involves university-wide stakeholder consultations. Apart from assessing the relevance of the mission, the process will increase stakeholder awareness of, and commitment to, UTT's strategic direction and the value it brings to the national tertiary education landscape. Already UTT has administered an *Employee Awareness and Satisfaction Survey 2010* that has collected data on the current mission in preparation for the review process.

**UTT as a Sustainable Organisation**

The university, notwithstanding many challenges, has sought to create a cohesive and stable learning environment that is reflective of its vision and mission and serves the needs of the national community. The BOG includes representation from diverse stakeholder groups and the overall structure for governance and administration is facilitative of stakeholder engagement from the perspective of industry, government, students and staff. This demonstrates a commitment to stakeholder participation in order to ensure that, among other things, UTT's programmes continue to be relevant to the needs of industry and national development priorities. In this context, UTT's governance structure provides a strong policy framework for ensuring that programmes are properly designed and implemented, resources are appropriately allocated and programme integrity and quality are safeguarded.

Within a relatively short period of time, UTT has been able to develop a resource base of state-of-the-art physical and infrastructural assets which, more importantly, is served by qualified and committed faculty and staff at all levels of the academic and corporate bodies. In relation to the integration of the various incorporated institutions under the ambit of UTT, the structure has maintained flexibility to accommodate growth and demonstrated some resilience in the face of numerous challenges over time. The unique structure of the university coupled with the number of disparate elements that came together under the umbrella of one national university has led to some degree of fragmentation within the system. External factors which have mitigated against the completion of the integration process as proposed under the previous government have also created administrative problems. In addition, the extended timeframe for the completion of the integration process is one of the factors that has delayed the development of an official Strategic Plan for the university as a whole.

The decision to undertake the self-study at this time was made by the leadership of the university with acknowledgement of the need for the university to move towards the development of a comprehensive Strategic Plan that will be the

platform for the future development and sustainability of UTT. In preparation for the self-study process, in August 2009 UTT embarked on a university-wide process mapping exercise through which the university has gained valuable insight into the reality of how functional areas in the academic and corporate arms operate and interact. It also allowed individual units to engage in self-analysis and the process has assisted UTT in identifying gaps and generating information that is useful for process improvement in key functional areas. Together with the honest assessment that produced this self-study report, the process improvement initiative provides the starting point for a comprehensive and thorough strategic planning process for the university that builds on feedback from consultations already held in this regard.

UTT's future success is dependent on effective strategy execution at all levels. To this end the university is well-poised to engage in a strategic planning process through which we can improve on the way we operate and reposition UTT to meet the challenges of restricted resources and expanding stakeholder expectations and demands in the context of a technologically advanced and rapidly changing tertiary education environment.

**UTT as a Leading-edge Educational Institution**

UTT has improved significantly on its processes for the design, approval, monitoring and review of its academic programmes to the extent that this can be considered to be one of the major achievements since its initial registration in 2008. The principles and philosophy governing programme and course design are clearly outlined in the *General Academic Regulations, Policies and Procedures for all Academic Programmes*. These are bolstered by robust quality assurance processes which include internal review and external evaluation for accreditation. In support of this system, TLC facilitates professional development activities to support faculty evaluation and development.

UTT's physical and infrastructural resources are at a standard that is above average for the tertiary education sector in this country. Particularly at the Maritime, O'Meara and Point Lisas campuses, UTT's state-of the-art laboratories, which replicate the plant, equipment, conditions and processes in industry, continue to provide effective support for the instructional model being employed at the institution. These facilities have also been used extensively by the PEU for programmes which are geared towards upgrading the skills of industry personnel. The high priority which UTT places on the quality of the learning environment is being maintained with the construction of UTT's main campus at Tamana as well as the upgrade of several other campuses.

Overall, the cooperative education concept which harmonises the theoretical underpinnings of UTT's programmes with practical, relevant industry experience for our students led in the early stages to the development of a more work-ready graduate. Several companies have partnered with UTT over the years in order to accommodate students for the industry placement component. The global economic downturn coupled with the increasing number of institutions now seeking to

# CONCLUSION: PRIORITIES FOR THE FUTURE

adopt a similar approach have made this portfolio somewhat challenging. Recently however, UTT proactively embarked on a series of stakeholder meetings through which attempts are being made to enlist the full support of a wide range of industry representatives for the initiative. UTT's continued and expanding use of Advisory Councils in programme design also demonstrates the value placed on the role they play in ensuring that our programmes are relevant to the needs of industry.

Although UTT's resource base is strong, there are areas such as the assessment of student learning outcomes and the development of performance indicators for the evaluation of institutional effectiveness that emerged during the self-study as opportunities for improvement. The establishment of QA&IA and ASPA by UTT over the past eighteen months are indicative of a greater emphasis on a systematic and integrated approach to quality assurance, institutional research and quality improvement. The quality concerns arising out of the self-study will be addressed as both units work in tandem to support evidence-based planning and decision making that improves efficiency and provides for greater transparency and accountability.

**Conclusion**

This self-study is at a critical juncture in the life of UTT as the recent change in government has brought with it a change in governance. This is perhaps the most opportune time for the completion of the process and the external review of the organisation, as this report provides a platform for further dialogue and decision on the strategic direction of the university. It is anticipated that the recommendations made as a result of the external review of UTT for accreditation will further strengthen our continued efforts towards sustained quality improvement. There are many achievements of which UTT can be proud and the self-study process provided the opportunity for us to pause and reflect on our accomplishments while at the same time taking cognisance of the need for improvement in several areas. While it is a time of change and also of challenge, there is a sense of optimism for the future of the university and a renewed sense of commitment among many stakeholders who have been engaged in the self-study process. This report was produced through an open and inclusive process which encouraged university-wide consultation and discussion on the issues that emerged. Steps have already been taken to address some areas of concern and UTT is committed to ensuring that this report becomes a catalyst for change that will bring about improvements to all aspects of the university's operations.

# GLOSSARY OF ACRONYMS

| | |
|---|---|
| ACTT | Accreditation Council of Trinidad and Tobago |
| APEC | Appointment, Promotion and Evaluation Committee |
| APR | Annual Programme Reports |
| ASPA | Academic Standards and Programme Accreditation Unit |
| BASc | Bachelor of Applied Science* |
| BSc | Bachelor of Science* |
| BOETT | Board of Engineering of Trinidad and Tobago |
| BOG | Board of Governors |
| CACET | Caribbean Accreditation Council for Engineering and Technology |
| CaHMRI | Caribbean Herbal Medicine Research Institute |
| CAL | Centre for Assessment and Learning |
| CAPE | Caribbean Advanced Proficiency Examination |
| CARIRI | The Caribbean Industrial Research Institute |
| CCLCS | Cipriani College of Labour and Cooperative Studies |
| CCU | Corporate Communications Unit |
| CIARA | Center for Internet Augmented Research and Assessment |
| CKLN | Caribbean Knowledge Learning Network |
| COSA | Collaborative Online System for Accreditation |
| CPAD | Campus Planning and Architectural Design |
| CQI | Continuous Quality Improvement |
| CRM | Customer Relationship Management |
| CSEC | Caribbean Secondary Education Certificate |
| CUL | Chief University Librarian |
| DLS | Distinguished Lecture Series |
| DTU | The Danish Technical University |
| EBS | Employee Benchmark Survey |
| ECIAF | Eastern Caribbean Institute of Agriculture and Forestry |
| EI | Energy Institute |
| EMG | Executive Management Group |
| ETeck | Evolving TecKnologies and Enterprise Development Company Ltd. |
| EXSM | EXMAR SHIPMANAGEMENT |
| GATE | Government Assistance for Tuition Expenses |
| GCE | General Certificate of Education |
| GE | General Education |

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| GORTT | Government of the Republic of Trinidad and Tobago |
| GSTT | Geological Society of Trinidad and Tobago |
| HR | Human Resources |
| ICT | Information Communications Technology |
| IET | Institution of Engineering and Technology |
| IIEM | M.Sc. Industrial Innovation Entrepreneurship and Management |
| ILPE | Industry Liaison Professional Education |
| IMA | Institute of Marine Affairs |
| IT | Information Technology |
| ITS | Information Technology Services |
| IWA | International Workshop Agreement |
| JSDTI | John S. Donaldson Technical Institute |
| KPI | Key Performance Indicator |
| LAN | Local Area Network |
| LAS | Living Artists' Series |
| MPhil | Master of Philosophy* |
| MSc | Master of Science* |
| MEP | Measures of Educational Performance |
| MHTL | Methanol Holdings Trinidad Limited |
| MIC | Metal Industries Company |
| MOU | Memorandum of Understanding |
| MSTTE | Ministry of Science, Technology and Tertiary Education |
| MTC | Management Tenders Committee |
| NEC | The National Energy Corporation |
| NGIA | Natural Gas Institute of the Americas |
| NGO | Non-Governmental Organisations |
| NIHERST | National Institute of Higher Education Research Science and Technology |
| NYMES | National Youth Music Education Service |
| OECD | Organisation for Economic Co-operation and Development |
| ORG | Owners' Representation Group |
| PBL | Problem Based Learning |
| PEU | Professional Education Unit |
| PGSRD | Postgraduate Studies, Research and Development Committee |
| PhD | Doctor of Philosophy* |
| PL | Programme Leader |
| PP | Programme Professor |

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|---|---|
| PUP | Pre-University Programme |
| QA | Quality Assurance |
| QA&IA | Office of Quality Assurance and Institutional Advancement |
| QMS | Quality Management System |
| R&D | Research and Development |
| RESS | Research Extension and Support Services Unit |
| RFI | Request for Information |
| RFS | Research Fellows' Series |
| SEOT | Student Evaluation of Teaching |
| SFTI | San Fernando Technical Institute |
| SIS | Student Information System |
| SL | Service Learning |
| SRS | Student Records System |
| TIP | Technology Infrastructure Plan |
| TLC | The Learning Centre |
| TLI | Tertiary level institution |
| TTIT | Trinidad and Tobago Institute of Technology |
| TVET | Technical and Vocational Education and Training |
| UBC | University of British Columbia |
| UTT | The University of Trinidad and Tobago |
| WAN | Wide Area Network |