



THE UNIVERSITY OF TRINIDAD AND TOBAGO



Self-Study REPORT

2024 - 2025

EXECUTIVE SUMMARY

Chapter 1



AN OVERVIEW

AN OVERVIEW

Introduction

The University of Trinidad and Tobago (UTT) was established in September 2004 by a Cabinet decision of the Government of the Republic of Trinidad and Tobago (GORTT) and so, this self-study process takes place as we celebrate our 20th anniversary.

While UTT has continued to focus on strengthening its programme offerings consistent with national development priorities and industry demand, the institution has adopted a leaner and more strategic model in which the number of campus sites has been reduced to ten locations.

This is consistent with a shift in priorities during the post-COVID-19 pandemic period, which has seen UTT enhancing its capacity to offer blended learning, which is also consistent with evolving student demand.

UTT has maintained its focus on supporting the economic and social development of Trinidad and Tobago, and the current mission and vision demonstrate the University's commitment to these overarching goals.

UTT's Vision

To be the premier university dedicated to the socioeconomic transformation of Trinidad and Tobago, with global reach and international standing.

UTT's Mission

To contribute to the sustainable and entrepreneurial development of society through the advancement and application of research, dissemination of knowledge and public engagement in our pursuit to produce work-ready graduates, innovators and critical thinkers.

UTT's Core Values

UTT makes an enduring commitment to the following guiding principles which will shape institutional behaviour and underlie our work performance:

- Integrity
- Excellence
- Inclusiveness
- Transparency
- Collaboration
- Commitment
- Respect

The Self-Study Process 2023-2025

UTT was first accredited by the Accreditation Council of Trinidad and Tobago (ACTT) on December 17, 2010 for a period of seven years. The University submitted itself for external review by ACTT in 2017 and it was reaccredited for the period December 17, 2017, to December 16, 2024. Due to the COVID-19 pandemic, ACTT granted a one-year extension of status to all eligible institutions which resulted in the period of accreditation being adjusted to conclude on December 16, 2025.

UTT's third self-study process was launched in December 2023. For the first time, UTT included student members in the self-study committees and the active participation of our students added a dimension which made the process more meaningful and reflective.

The self-study process had six main objectives. These were to:

- **Assess the extent to which UTT satisfies the ACTT's Criteria for Accreditation;**
- **Determine the progress and development made in addressing recommendations and suggestions made in the External Evaluators' Reports in 2017 and 2021;**
- **Determine the progress made in addressing opportunities for improvement identified by UTT in the 2017 self-study report;**
- **Provide an inclusive mechanism through which all stakeholders contribute to the assessment of the University's strengths and opportunities for improvement;**
- **Produce a comprehensive, evaluative report with verifiable evidence supporting the University's continued accreditation; and**
- **Demonstrate a data-driven, participative and integrated approach to institutional planning which generates a new strategic direction for the University.**

The President of UTT appointed the Steering Committee which was led by two Self-Study Co-ordinators, Dr Ruby S. Alleyne and Dr Ejae John. The self-study process was officially launched under the theme "Re-examining what the facts say about us" at a ceremony held at the UTT Agora Campus, Chaguanas on Tuesday 5 December 2023.

Each self-study committee was led by two co-chairs who became members of the Self-Study Steering Committee

There were 10 self-study committees in the following areas:

- **Mission and Purpose (Criterion 1)**
- **Governance and Administration (Criterion 2)**
- **Teaching and Learning (Criterion 3)**
- **Preparedness for Change (Criterion 4)**
- **Commitment to Continuous Improvement (Criterion 5)**
- **Blended and Online Learning and Technical Support**
- **Institutional Action since Accreditation**
- **Editorial Support and Publication**
- **Site Visit Logistics and Resources**
- **Physical Facilities and Health, Safety and Environment Readiness**

Steering Committee Members

Co-chairs were appointed to each sub-committee and, together with the co-ordinators, they comprised the Self-Study Steering Committee.

Members of the Steering Committee were:

- **Dr Ruby S Alleyne** (Co-ordinator)
- **Dr Ejae John** (Co-ordinator)
- **Dr Miguel Jagessar**
- **Dr Edward Cumberbatch**
- **Professor Donnie Boodlal**
- **Mr Curtis James**
- **Dr Jason Stafford**
- **Mrs Marsha Persad-Samsundar**
- **Ms Sandra Ganness**
- **Mrs Allana Simon-Pope**
- **Dr Zameer Mohammed**
- **Dr Amarnath Chinchamee**
- **Dr Solange Kelly**
- **Dr Reia Guppy**
- **Dr Marian Watson**
- **Dr Barbara Constance**
- **Dr Marc Jackman**
- **Mr Jeremy Williams**
- **Dr Iris Hewitt-Bradshaw**
- **Dr Kela Francis**
- **Mr Troy Horsford**
- **Mr Lisle Waldron**
- **Mrs Nicole Williams** (Secretary)

During the self-study process, UTT carefully reviewed its educational programmes and services, with particular attention to student learning outcomes, institutional alliances, and organisational effectiveness. A data-driven approach was used to determine how well the University's programmes and services accomplish the institution's goals, aid in the fulfilment of its mission, and ensure that standards which meet the criteria as defined by ACTT are not only being maintained but also surpassed. All resources developed and used during the self-study process, Minutes of committee meetings, and monthly reports can be viewed via this [link](#).

UTT Today – A Snapshot

The following infographics present the current status of the University and major changes during the period of accreditation (2017 to 2025).

Student Enrolment

Figure 1.1 | Student Enrolment (2023)

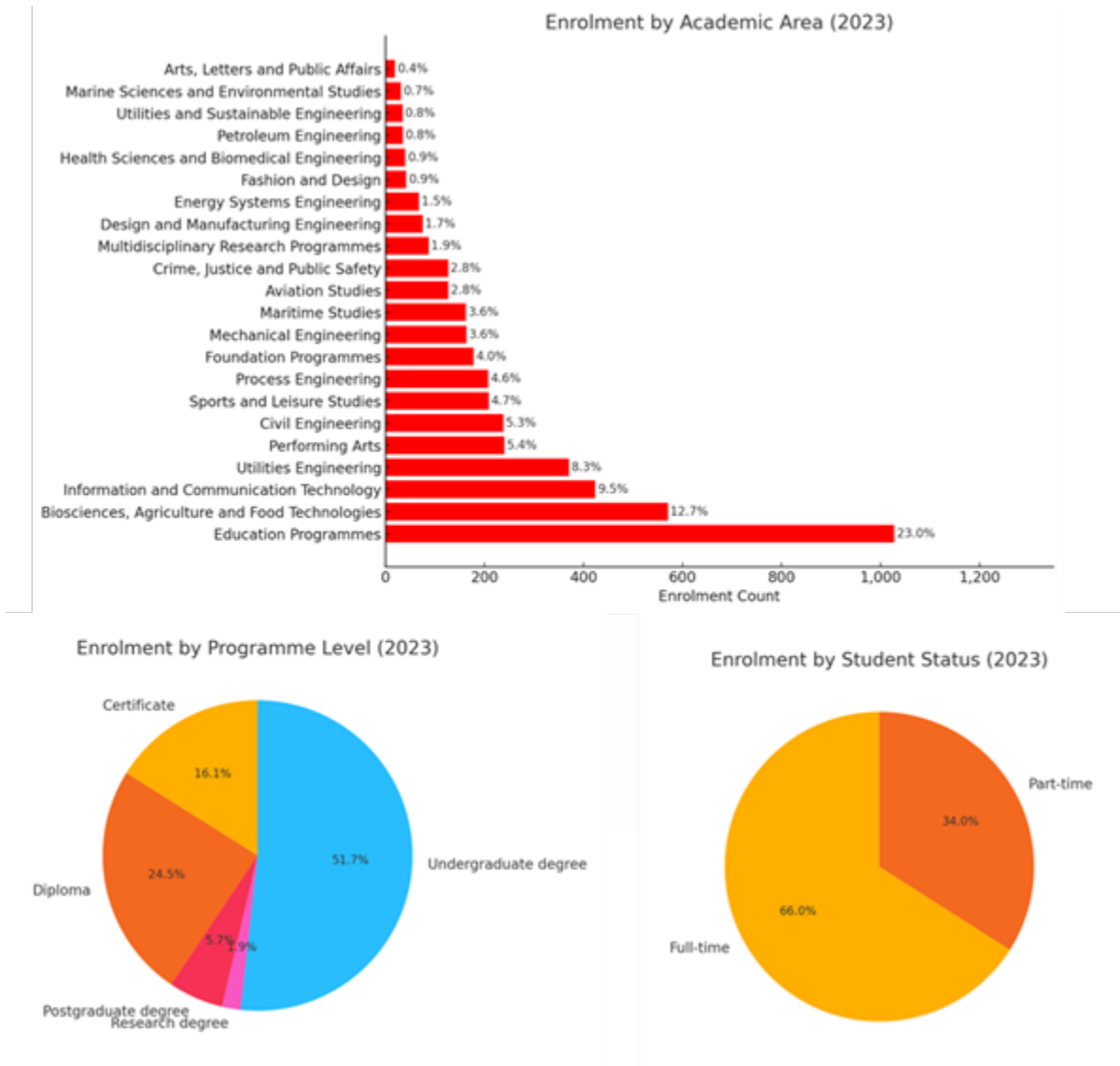
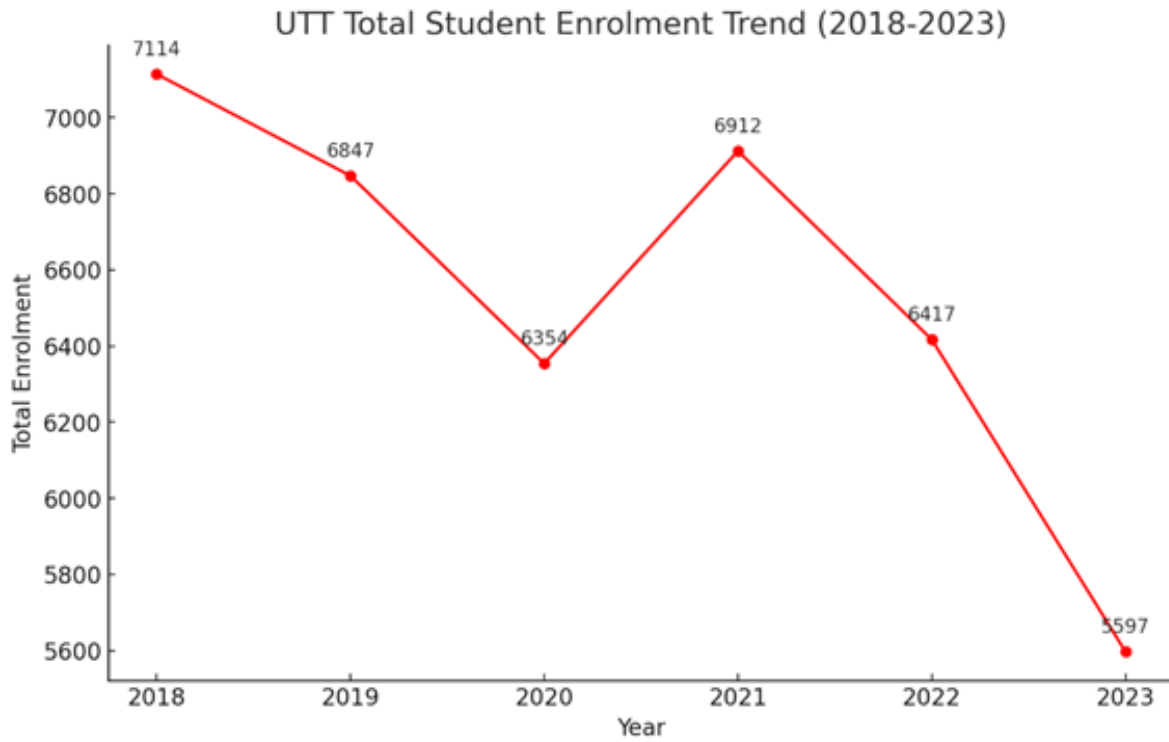


Figure 1.2 | UTT Total Enrolment Trend (2018-2023)



Degrees Awarded

Figure 1.3 | UTT Graduation by Academic Area (2023)

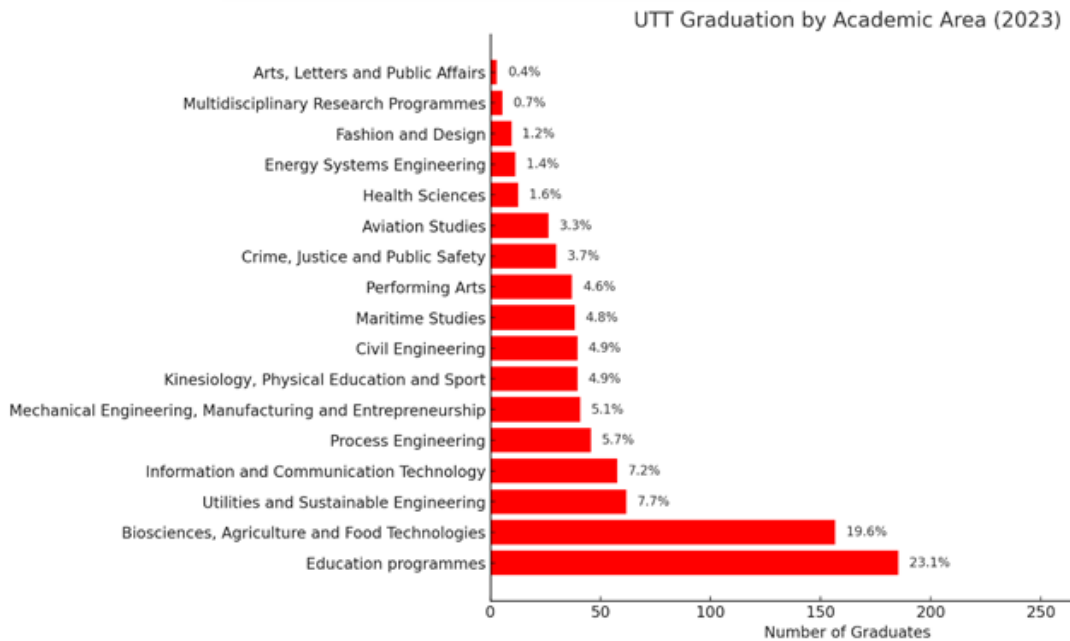


Figure 1.4 | UTT Graduation by Programme Level (2023)

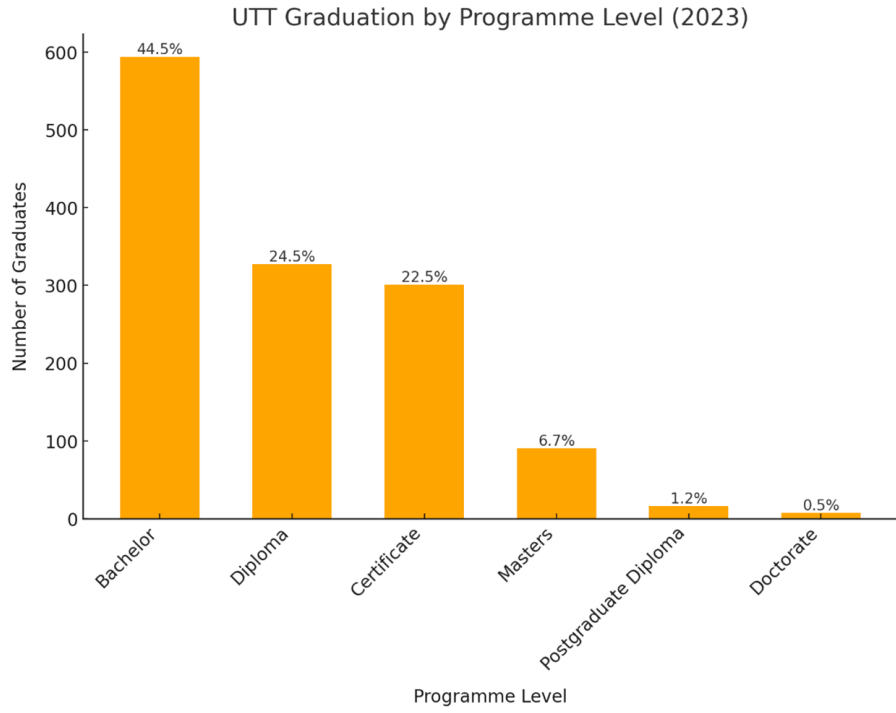
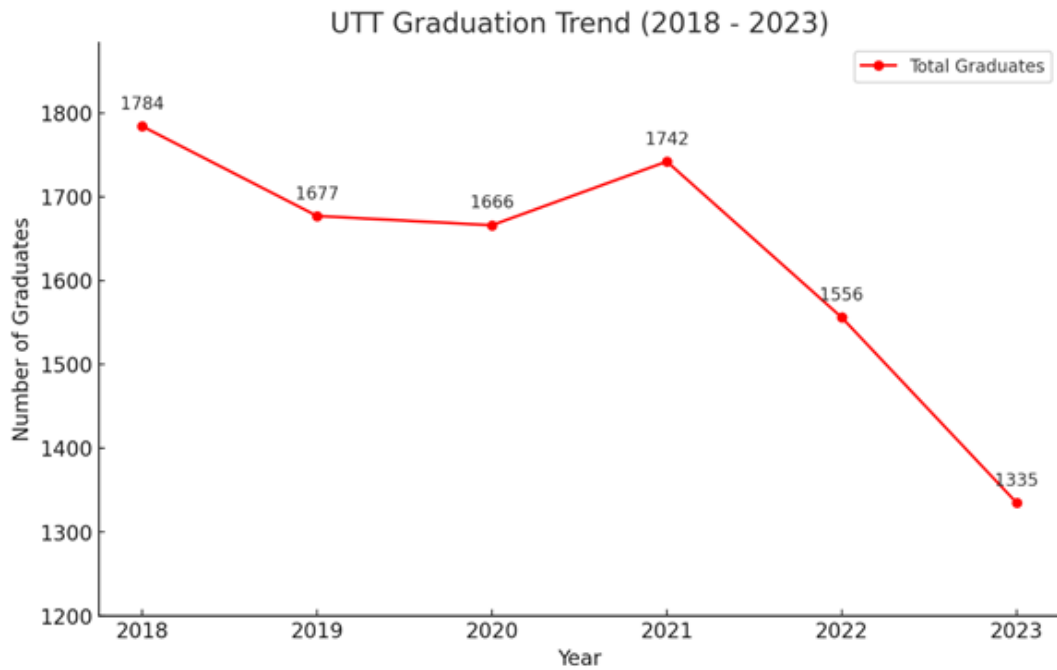


Figure 1.5 | UTT Graduation Trend (2018-2023)

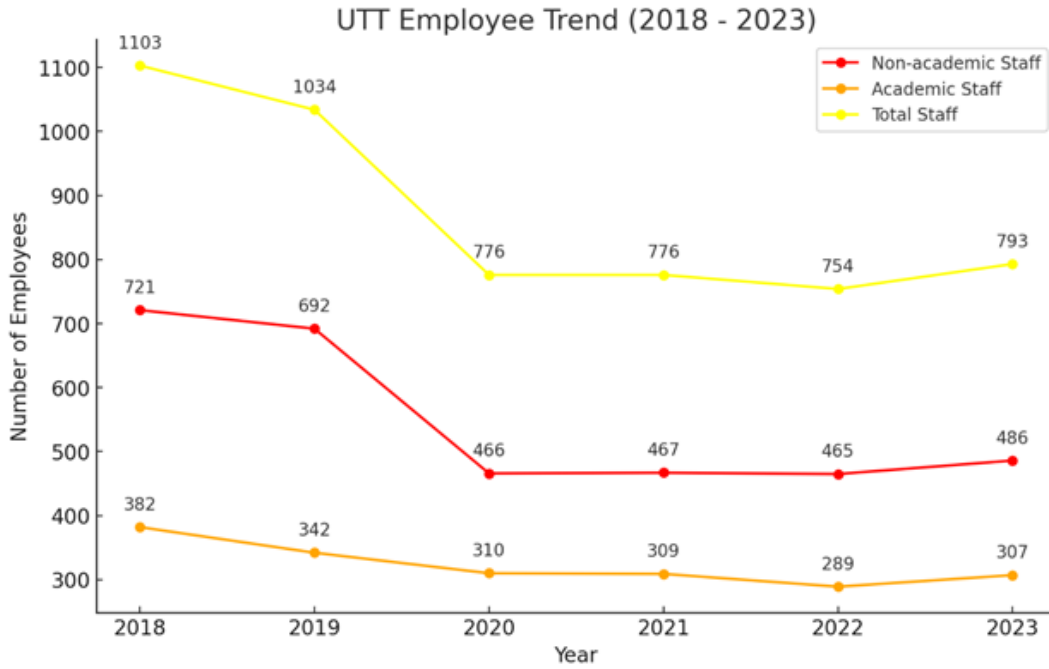


Financial and Human Resources

Employee Trends

From 2018 to 2023, UTT experienced significant fluctuations in its employee numbers, influenced in part by a strategic decision to downsize in response to financial constraints (Figure 1.6).

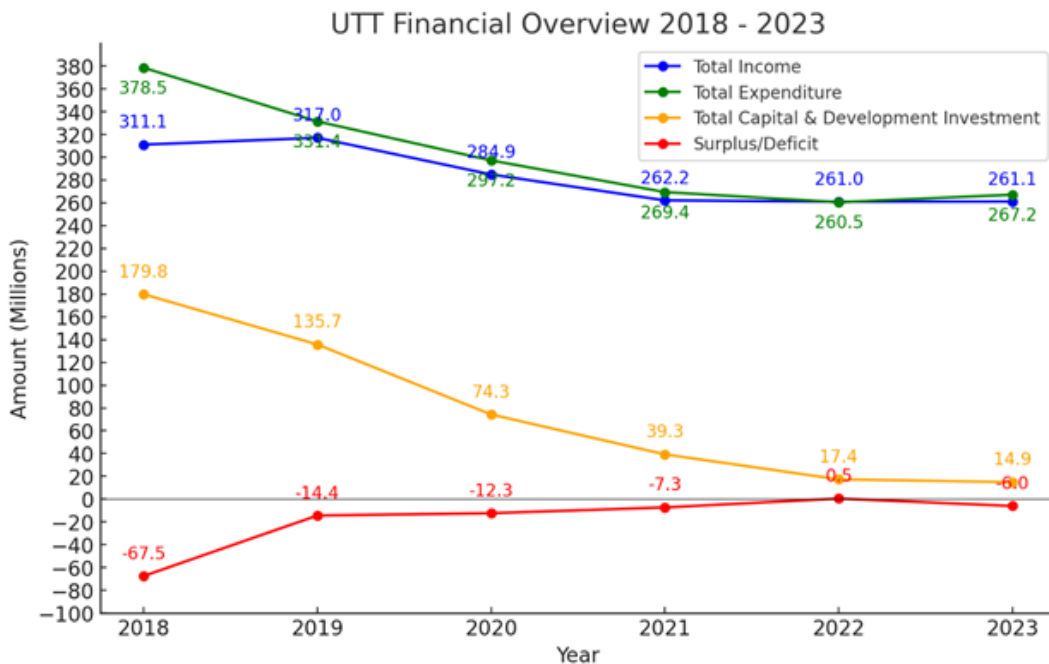
Figure 1.6 | UTT Employee Trend (2018-2023)



Financial Trends

From 2018 to 2023, UTT experienced significant shifts in income and expenditure, directly impacting its financial stability.

Figure 1.7 | UTT Financial Overview (2018-2023)



Specialised Accreditation

UTT has maintained and expanded its specialised accreditation for programmes in the fields of engineering, maritime studies, and information and communication technology (ICT). Notably, UTT's Civil Engineering programmes were accredited by the Joint Board of Moderators (JBM) in 2023, and several other programmes were reaccredited.

UTT's Strategic Alliances

UTT continues to strengthen its thrust and expand its reach through engaging in several strategic alliances and partnerships in support of its mission. Since 2017, UTT has forged 34 new alliances with industry and institutional partners. We have also created 17 new partnerships with regional and international colleges and universities.

Local Partnerships

- **UTT and CARIRI Innovative Memorandum of Understanding**
(September 19 2022 to September 18 2024)
- **UTT and Office of Intellectual Property Memorandum of Understanding**
(April 26 2022 to April 25 2025)
- **UTT and the National Council of Indian Culture (NCIC) MOU**
(January 31 2022 to January 30 2025)

Regional and International Partnerships

- **UTT and Action Invest Caribbean Inc. (ACI) MOU**
(July 7 2022 – July 6 2025)
- **Takoradi Technical University (TTU) MOU**
(July 7 2023 – July 6 2026)

Preparation of the Self-Study Report

The main contents of the self-study report are aligned to the five ACTT Criteria for Institutional Accreditation, UTT's online and blended learning capacity, and institutional action since accreditation in 2017.

Report Outline

The following is an outline of the chapters in this report:

- **Chapter 2 presents UTT's major achievements during the period of accreditation (2017-2025).**
- **Chapters 3 to 7 focus on the five criteria for accreditation.**
- **Chapter 8 assesses UTT's current blended and online learning capacity and identifies major strategies to guide future development.**
- **Chapter 9 provides an evaluative account of UTT's major undertakings in research and service with a focus on initiatives supporting its mission.** The self-study process was designed to integrate two key institution-wide planning processes which led to the development of a technology plan and a new strategic plan.
- **Based on this integrated approach, Chapter 10 highlights the new strategic direction for UTT, and identifies key priorities which will be addressed during the next period of institutional accreditation (2025 – 2032).**

Chapter 2



UTT'S MAJOR DEVELOPMENTS 2017-2025

UTT'S MAJOR DEVELOPMENTS 2017-2025

Following re-accreditation in 2017, The University of Trinidad and Tobago (UTT) has made significant strides in realising its entrepreneurial mission, enhancing its administrative and academic structures, and improving financial viability and research capabilities. These efforts have transformed UTT into a resilient, leading-edge institution. These activities and achievements have resulted in significant progress in the advancement of the University's mission and vision.

Financial Governance, Resilience and Transparency

The UTT has implemented robust financial governance structures aimed at the enhancement of its systems for financial transparency, accountability and management. The institution has developed comprehensive procedures for fiscal resource control, including regular and detailed financial reporting, which have proven instrumental in maintaining financial stability. These measures include updated audited financial statements, income statements, cash flow analyses, and specialised reports related to GATE funding and student receivables.

Academic Administration, Leadership, and Governance

UTT's academic administration has seen substantial improvements through the enhancement of its governance frameworks. Following rigorous reviews in 2017, 2019, and 2021, the Academic Governance Framework (AGF) and Quality Assurance Framework (QAF) were refined to provide detailed guidance for academic leaders.

UTT also established a Procedure for the Appointment of Programme Leaders along with updated responsibilities for these roles. These documents were supported by the publication of the Board-approved Appointment of Senior Academic Administrative Positions Policy which provides details of the appointment procedures for the positions of VP RASA, AVP Postgraduate Studies, AVP Undergraduate Studies and Programme Leaders. These initiatives were supported by targeted training for Programme Leaders conducted by the Board for Undergraduate Studies (BUS).

Strengthening the Policy Frameworks

Following the External Evaluator visit in 2017, UTT undertook a comprehensive review and evaluation of its systems for governance including, but not limited to, its policy frameworks. This review resulted in the development of several new policies and revisions to existing policies, geared toward improving UTT's foundation for operations and achievement of its strategic objectives.

Operationalising the Quinquennial Programme Review Process

In March 2025, UTT successfully conducted its inaugural Quinquennial Programme Review (QPR) which is part of its QAF. The pilot review of the Utilities and Sustainable Engineering programmes represented a milestone for UTT in strengthening its academic governance and quality assurance mechanisms.

Faculty Recognition

UTT's Excellence in Teaching Awards (EITA) highlight the University's commitment to recognising outstanding teaching and promoting innovation and creativity in the classroom. Launched in 2021, the EITA has encouraged a culture of excellence among faculty members, significantly impacting the teaching culture at UTT. To date, UTT has awarded 35 Programme Level Winners and 2 Institution Level Winners.

Widening Access and Educational Innovations

In 2023, UTT delivered its first Massive Open Online Course (MOOC) on "Dispute Resolution and Conflict Management for Law Enforcement". This initiative, conducted in partnership with the Commonwealth of Learning, attracted over 1164 participants globally, showcasing UTT's capacity to deliver impactful and accessible learning experiences.

UTT also launched its UTT Special Tertiary Education Pathway (U-STEP), which is designed to broaden access to tertiary education for secondary school students who do not possess the minimum entry requirements.

Advancing Cybersecurity

In 2024, UTT in collaboration with PRECISION Cybertechnologies and Digital Solutions Ltd established a state-of-the-art cybersecurity laboratory at the John S. Donaldson Campus. This initiative will enhance the cybersecurity capabilities of Trinidad and Tobago and the wider Caribbean region, demonstrating UTT's continued commitment to its mission and vision as the National University.

Empowering Young "Agripreneurs"

The UTT, in conjunction with the Ministry of Youth Development and National Service (MYDNS), launched the Youth Agricultural Homestead Programme (YAHP). This ground-breaking initiative was designed to spark interest and cultivate entrepreneurial skills in agriculture among young people. The programme, which runs over a period of two years, provides training in the areas of crop production and animal husbandry, thus equipping participants with the knowledge and practical skills needed to become successful agribusiness entrepreneurs.

Further, supported by the European Development Fund (EDF), UTT has established its uStart Agri-Business Incubator at its ECIAF Campus. This incubator equips students enrolled in agricultural programmes with the tools, training and resources to develop innovative agricultural products and businesses.

Innovative Solutions for Environmental Sustainability

UTT entered into strategic partnerships with the Caribbean Industrial Research Institute (CARIRI), University of the West Indies (UWI) and BPTT to tackle a range of issues and safeguard the environmental future of Trinidad and Tobago.

Similarly, the University's partnership with UWI and BPTT to map underground sites suitable for carbon capture and storage (CCS) will significantly reduce the country's carbon emissions by identifying and utilising reservoirs for storing captured carbon dioxide.

Funding Success: Financial Aid Initiatives

Between 2018 and 2024, UTT demonstrated a strong commitment to supporting its students through various financial aid initiatives which include the award of bursaries, provision of financial aid and securing of external funding from private sector entities and donations.

Publications and Conferences

In 2020, UTT launched its Caribbean Journal of Multidisciplinary Studies (CJMS). This double-blind, peer-review, open-access journal is dedicated to fostering scholarly discourse and providing innovative solutions to societal problems.

Further, in 2023, UTT in collaboration with the Accreditation Council of Trinidad and Tobago (ACTT) and the National Training Agency (NTA), successfully hosted the 19th Annual CANQATE Conference.

Promoting Accessibility and Inclusivity

UTT established Disability Access Services (DAS), with the aim of ensuring students with disabilities receive the necessary support to fully participate in academic and extracurricular activities..

Advancing Research, Impact and Innovation

During the period 2018 to present, UTT has made strides focused on advancing its research and innovation agenda in keeping with its vision and mission.

The UTT Research Symposium, held in 2018, 2019, 2021 and most recently in 2024, provides an opportunity to showcase the institution's relevant and impactful research to a diverse group of stakeholders.

UTT, through its uStart initiative, has spearheaded several transformative projects aimed at fostering innovative outcomes such as the establishment of the country's first university-led animation laboratory at the John S. Donaldson Campus.

Additionally, UTT's Made868 Fashion Production Initiative has created a dedicated workshop and training area to empower fashion designers with the tools and resources needed to produce look books and market their clothing lines.

Chapter 3



CRITERION 1: MISSION AND PURPOSE

CRITERION 1: MISSION AND PURPOSE

Criterion Statement:

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

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

In celebration of its 20th anniversary, The University of Trinidad and Tobago (UTT) commemorated the significant strides it has made in fulfilling its Mission, particularly as it relates to fostering the entrepreneurial mindset amongst its graduates, some of whom have advanced to leadership roles and varied business endeavours. Additionally, UTT continues to support and disseminate research in multiple disciplines as evidenced by its 4th Research Symposium held in September 2024.

Revisiting UTT's Vision and Mission

In 2019, following UTT's reaccreditation for the period 2017-2024 by the Accreditation Council of Trinidad and Tobago (ACTT), the University's Board of Governors approved a Strategic Plan 2019-2024. During the strategic planning process, UTT engaged in the major activities of environmental scanning, self-assessment, and reflection.

The strategic planning process was facilitated through the Office of Quality Assurance and Institutional Effectiveness (QA&IE) which established a team to revisit the institution's Strategic Plan. The team consisted of senior UTT faculty and staff, who engaged internal and external stakeholders in major activities of environmental scanning, self-assessment, and reflection through interviews and surveys, to ascertain the institution's strengths, weaknesses, opportunities and threats.

The resulting comprehensive analysis of data generated during the strategic planning process led to an overall refinement of the University's plans, and in support of its development as the National University, the Vision and Mission statements were revised (Strategic Plan, 2019-2024).

Evaluation of Standard 1.1

UTT's revised Mission aligns with the University's purpose and goals. Through the creation of new courses and programme offerings to students, critical thinking continues to be promoted. These students are then able to create intellectual property for commercial exploitation and business development for the betterment of society. Through such approaches, the needs and expectations of its internal and external stakeholders are met.

UTT further recognises the need to continue to work diligently to increase its levels of public engagement. In this regard, the University has identified social media platforms as a means of increasing awareness of the University's revised Mission and contribution to national development.

Through its efforts, the University has been able to produce many work-ready graduates and continues to service industries from the fashion, sports, education, manufacturing, process and utilities sectors amongst others. UTT remains dedicated to contributing to national and regional development, social equity and the development of civil society as evidenced by providing work-ready graduates through flexible innovative programmes.

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

UTT continues to provide a seamless transition from secondary to tertiary education through its existing programme offerings with multiple entry points from certificate to postgraduate level.

Further, UTT continues to ensure that the quality of its educational offerings is continuously reviewed and enhanced. Within the period under review, several UTT programmes were also either revised or implemented. It is through its programme offerings that UTT continues to actively demonstrate the appropriateness of its Mission to tertiary education.

Additionally, UTT has a diverse range of twenty-five (25) relevant postgraduate research areas at the PhD. level which clearly signifies the University's acceptance of its Vision to be the premier university dedicated to the socioeconomic transformation of Trinidad and Tobago, with global reach and international standing.

Evaluation of Standard 1.2

UTT is committed to fulfilling its mission and purpose which is appropriate to tertiary education. This is evidenced by the broad range of accredited programmes that are offered from the certificate to the doctoral level. Student enrolment has rebounded post-COVID and 50% percent of graduates, one year after completing their respective programmes, have been able to find gainful employment.

Overall, UTT's commitment is evident through the varied activities highlighted throughout this section. However, based on the findings of the IEAS 2024 report, there is a need for UTT to focus on increasing the alignment of specific programmes with its mission statement and enhancing the visibility and communication of the mission within the University community.

As mentioned earlier, these activities are part of an ongoing process which serve to further emphasise UTT's dedication to the constant review and implementation of its programme offerings.

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

In 2021, according to the list of UTT's Strategic Partnerships (USP 2024), the number of new partnerships reached its highest point, with UTT entering into several agreements which include but are not limited to service level agreements, project agreements, confidentiality agreements, and Memoranda of Understanding (MOUs).

During this same period, UTT's commitment to meeting the needs and interests of its stakeholders is evident through its ability to secure significant financial funding from its partnerships.

Such collaborations and accompanying financial support play a critical role for UTT, as it aims to establish itself as a leading institution for the industrial and sustainable advancement of the Caribbean region, while embodying principles of innovation, entrepreneurship, and creativity.

Strengthening Engagement with Employers

UTT's continued engagement with its external stakeholders, through its strategic partnerships with various industry leaders and organisations, remain integral to ensuring that its academic offerings are periodically refined to meet current industry standards.

These partnerships not only align with but also actively advance the mission to deliver industry-relevant, high-quality education and to foster the development of graduates ready to meet the needs of modern industries (Table 3.1).

Table 3.1 | Partnerships

Partner	Type of Agreement	Objective	Impact on Curriculum
National Gas Company of Trinidad and Tobago	Project Funding Agreement	Support in the development of a National CO ₂ Storage Atlas	Enhances research capabilities in energy studies
Trinidad and Tobago Football Association	MOU	Mutual cooperation and support for Sports Academies	Develops a specialised sports management and coaching curriculum
Sanitec Limited	MOU	Academic Training, Teaching and Collaborative Research	Enhance practical research opportunities and faculty collaboration in environmental sciences
The Port Authority of Trinidad and Tobago	MOU	Decarbonising Logistics, Estimating GHG Emissions	Informs curriculum in supply chain and environmental management courses
Lake Asphalt of Trinidad and Tobago (1978) Limited	MOU	Energy Consumption and Efficiency Studies	Updates chemical and process engineering curricula with a focus on sustainability
National Energy Corporation of Trinidad and Tobago	MOU	Education and Research in Energy Sustainability	Develops specialised modules for energy studies, linking theoretical knowledge with industry practices

Expanding Stakeholder Participation

To further its mission, UTT emphasises increasing the involvement of all stakeholder groups. Collaborations with various sectors such as government, industry, community organisations, educational institutions, and international entities demonstrate its dedication to promoting inclusion and diversity in engaging stakeholders.

Integration of Entrepreneurial Activities into the University Strategic Plan

Table 3.2 illustrates industry partnerships, project objectives, and their contribution to entrepreneurial activity.

Table 3.2 | Alignment of Partnerships and their Contribution to Entrepreneurial Objectives

Partnership	Objective	Contribution to Entrepreneurial Objectives
LABIDCO	Waste Management Research	Facilitates applied research with commercial potential in green technology
NGC	National CO ₂ Storage Atlas	The purpose of this project is to commercialise research for carbon management solutions

Institutional Identity, Image, and External Brand

UTT continues to demonstrate a strong dedication to its institutional identity and brand, as revealed in the IEAS 2024 report. The bar graph below, Figure 3.7, illustrates that an impressive 82% of participants acknowledge and support the University's adherence to its stated Mission. This indicates a high level of internal coherence and a clear grasp of its fundamental objectives and principles among those with vested interests. Such alignment signifies that UTT's primary goals resonate effectively with its community and internal stakeholders, which is essential for maintaining a unified and resilient institutional identity.

Evaluation of Standard 1.3

All academic units are required to maintain an active industry advisory board. This comprises major external stakeholders from critical industries relevant to specific programmes. Industry feedback provides the mechanism for identifying the needs of stakeholders and enhancement of curriculum development. This also guides units in delivering programmes that meet the needs of industry and students. Industry-relevant projects are developed for undergraduate and postgraduate students, adding value to research activities and involving them in developing solutions for real-world problems.

Student evaluation questionnaire (SEQ), student satisfaction survey (SSS) and institutional effectiveness assessment survey (IEAS) instruments are utilised for determining and assessing needs of internal stakeholders. The SEQ is administered every semester and provides important feedback to instructors for continuous improvement. Similarly, the SSS and the IEAS, which are administered every year, provide regular feedback to units and offices so that an almost continuous iteration of improvement and refining of offerings and operations can redound to the benefit of internal and external stakeholders alike.

Standard 1.4: The mission is communicated to, and supported by, all stakeholders within the institution

UTT has clearly defined the roles for internal stakeholders to ensure the continued fulfilment of its mission. While academic staff are required to engage in teaching, research and service, corporate staff work assiduously to provide support to students and academic activities that lead to the development of critical thinkers, innovators and work-ready graduates.

Additionally, the research output of internal stakeholders is disseminated to the public through seminars and conferences and published via UTT's Caribbean Journal of Multi-Disciplinary Studies as well as in other international peer-reviewed journals.

The AGF, as a guide for the decision-making process at UTT, anchors the mission and purpose in the decision processes of the various committees via its terms of reference and policies. The governance framework is designed to ensure that there are clear committee structures and defined management hierarchy comparable to that found in leading universities and are embedded in every academic unit.

The Quality Assurance Framework (QAF) ensures the application of the tenets of the mission and purpose of the decision-making processes. The QAF is intended to ensure that the programmes have in place clear and robust processes for assuring the standard of its undergraduate and postgraduate degrees and awards and for ensuring the quality of learning and student experience that it provides.

Senior faculty and staff including members from QA&IE were appointed by the President to spearhead the development of the plan. UTT's recently revised Vision and Mission were central to the process. The refined Vision and Mission statements are documented in the approved Strategic Plan 2019-2024 and are posted on the main UTT website for ease of reference by internal and external stakeholders.

Further, during the period under review, students have experienced increased exposure to the tenets of UTT's revised Mission and Purpose through their active participation in the Student Staff Consultative Committee.

Evaluation of Standard 1.4

There is evidence that UTT has made significant strides in communicating its mission and purpose to its internal stakeholders through increased visibility of its Vision and Mission statements. UTT should continue to strengthen these efforts by:

- **Inserting the Vision and Mission statements on course outlines as well as official internal and external documents.**
- **Administering a regular declaration for staff to indicate that they have understood and agree to upholding UTT's Vision and Mission.**
- **Ensuring that all orientation booklets, flyers, banners and orientation presentations include the Vision and Mission statements.**
- **Ensuring that an explanation of UTT's Vision and Mission is included in all staff onboarding sessions.**

Chapter 4



CRITERION 2: GOVERNANCE AND ADMINISTRATION

CRITERION 2: GOVERNANCE AND ADMINISTRATION

Criterion Statement:

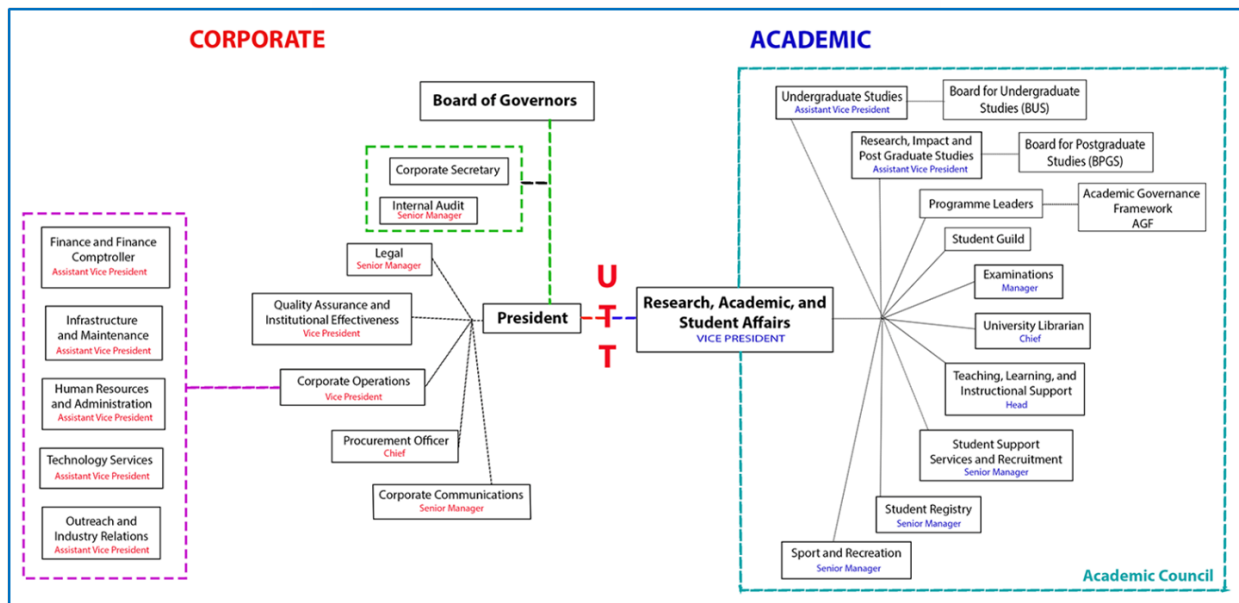
The institution’s system of governance ensures ethical decision making and efficient provision of human, material and financial resources to effectively accomplish its educational and other purposes.

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

Governance and Administrative Structure at UTT

UTT has an approved organisational structure that defines authority and relationships among staff. In 2019, the University engaged in a restructuring exercise and a revised leadership structure was put in place.

Figure 4.1 | Adaptation of UTT’s Revised Organisational Structure



Board of Governors

As at April 2025, the University had a legally constituted Board of Governors (BoG) which comprised a wide range of experts who facilitated the successful accomplishment of its mission, goals, and purpose. The educational background, industrial training, and community service experience of the BoG Members align with the programmes offered at UTT and the University's operations.

In July 2023 and May 2024, new board members were added to the BoG. Since the last Accreditation Exercise in 2017, the structure and membership of the BoG and its Sub-Committees has changed.

President and Senior Academic and Corporate Staff

UTT has a President whose major responsibility is to manage the operations of the University in keeping with the BoG's directives. Since 2018, the University has had two changes in the Office of the President. Professor Sarim Al Zubaidy departed the University in 2020 following which Professor Prakash Persad served as President until the end of his term in August 2024. Professor Stephen Joseph is currently the Acting President.

The structural changes from 2017 to 2024 reflect a movement towards more effective governance. The 2024 structure introduced more specialised roles and decentralised certain functions to Senior Managers and Managers. This shift was done to improve efficiency and focus within specific operational areas.

Executive Management Group

The Executive Management Group (EMG) was established in January 2008 to provide additional support to the President in the daily operational management of the University. The EMG is currently composed of the following:

1. **President (Chairman)**
2. **Vice President, Research, Academic and Student Affairs**
3. **Vice President, Quality Assurance and Institutional Effectiveness**
4. **Assistant Vice President, Research, Impact and Postgraduate Studies**
5. **Assistant Vice President, Undergraduate Studies**
6. **Assistant Vice President, Outreach and Industry Relations**
7. **Assistant Vice President, Information Technology Services**
8. **Assistant Vice President, Infrastructure and Maintenance**
9. **Assistant Vice President, Human Resources and Administration**
10. **Assistant Vice President, Finance**
11. **Corporate Secretary**
12. **Senior Manager, Legal**
13. **Senior Manager, Corporate Communications**
14. **Senior Manager, Internal Audit**
15. **Chief University Librarian**
16. **Chief Procurement Officer**
17. **Coordinator, Security Services**

Councils and Boards

The University's Academic governance is comprised of three key academic bodies. These are:

1. **Academic Council**
2. **Board for Undergraduate Studies**
3. **Board for Postgraduate Studies**

The Academic Council serves as the highest academic forum within the University while the Board for Undergraduate Studies (BUS) plays a crucial role in maintaining and enhancing the quality of undergraduate education and the Board for Postgraduate Studies and Research plays a pivotal role in overseeing and enhancing the University's research and postgraduate portfolio.

In 2020, the BUS restructured its sub-committees to closely align with the demands of the University's strategic plan. In 2023/24 the sub-committees were further restructured to strengthen student support thereby further increasing emphasis on addressing student issues. Student representatives from the Executive Student Guild were also included on the BUS in August 2024.

Programme Leaders and Academic Governance Framework

The Programme Leader is the most senior Academic Administrative appointment in the Academic Unit. He/she is normally of professorial rank, but where no such rank exists within the programme, the President will appoint a member of staff with appropriate experience in research, teaching and service, to perform the role of overall Programme Leader.

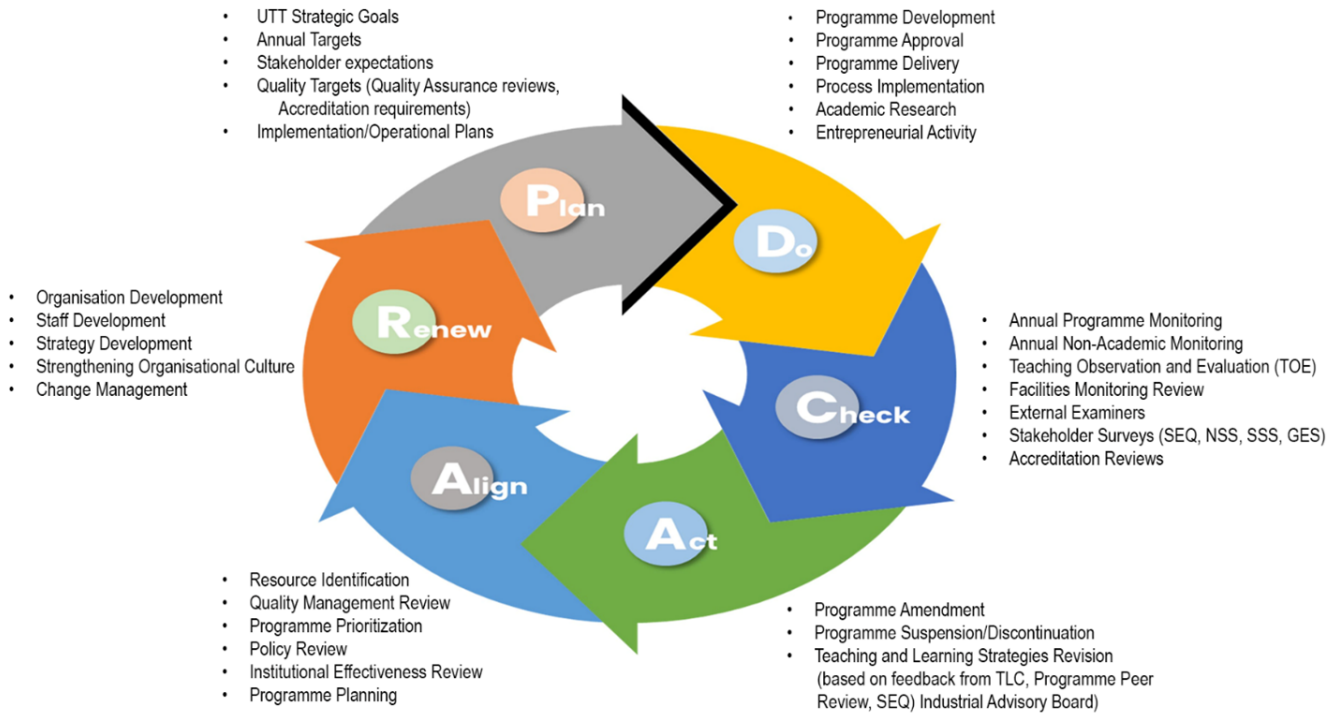
The Academic Governance Framework (AGF) sets out a governance framework for the management of Academic Units at UTT. The framework is designed to ensure that there are clear committee structures and a defined management hierarchy.

Programme Advisory Board

In April 2024, the Terms of Reference of the Programme Advisory Council were replaced with the Terms of Reference of the Programme Advisory Board, bringing several notable benefits.

Further, the University has established robust academic and non-academic mechanisms to continuously evaluate the effectiveness of its operations. Together, these mechanisms create a dynamic system of continuous evaluation and improvement, reinforcing the University’s commitment to strong and effective governance. Figure 4.2 provides an overview of the Quality Management System at UTT.

Figure 4.2 | Responses for Mission and Purpose in the IEAS Report 2024



Evaluation of Standard 2.1

Based on the structures highlighted, it is clear that the current system of governance makes provisions for consideration of the views and judgements of all stakeholders.

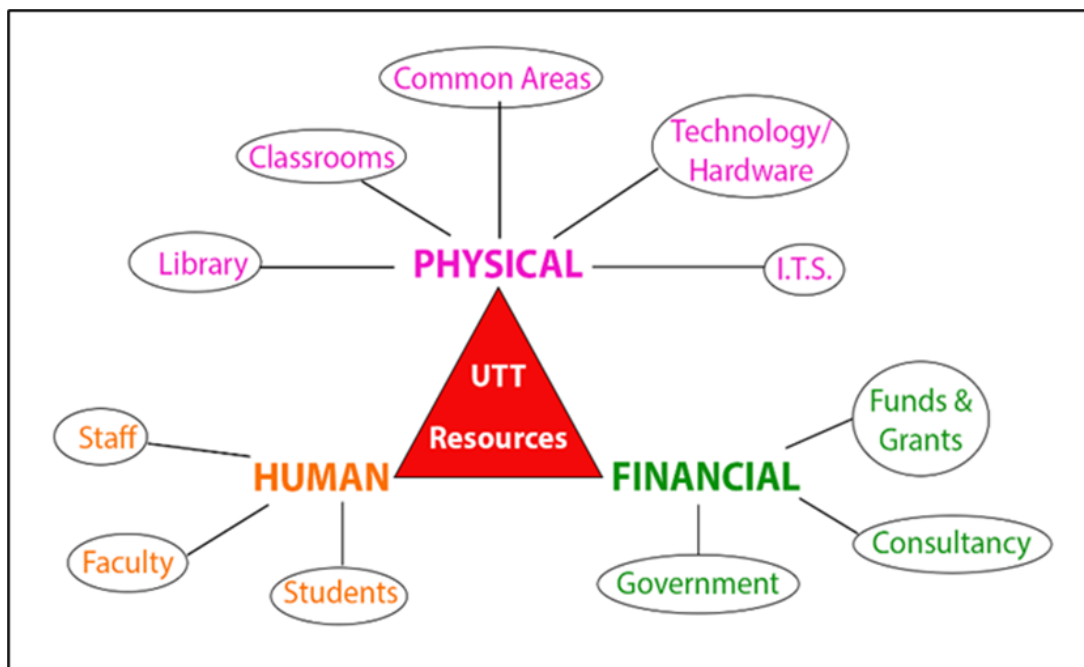
The Employee Awareness and Satisfaction Surveys (EASS) from 2018-2023 show that the overall leadership scores have improved. However, the issue of ethical leadership, including integrity and trustworthiness, remains a significant concern. Data from the EASS reports indicate that employees still perceive a gap in ethical behaviour and trust in senior leadership. This was corroborated by an Institutional Effectiveness Assessment Survey conducted in 2024. The results from this survey shows that only 40% of UTT’s staff and students agreed that senior leaders demonstrate sound and ethical judgment in their roles, indicating a lack of confidence in the ethical decision-making of the leadership. There is therefore a need for continued focus on improving transparency, honesty, and ethical governance practices within the University.

Standard 2.2: The institution’s resource base supports the institution’s educational programmes and its plans for sustaining and improving quality

Adequacy of Resources to Support Educational Programmes

Since 2017/18, UTT has demonstrated that it has adequate and appropriate resources to support its educational programmes. To evaluate the success of UTT in sustaining and improving the quality of its educational programmes, a review of the University’s resource base is necessary. UTT’s resource base broadly encompasses three main areas: physical, human, and financial (Figure 4.3).

Figure 4.3 | Breakdown of resource base supporting UTT’s programmes



Human Resources

Human resources at UTT are commonly categorised into corporate and academic staff. The composition of corporate and academic staff from 2017 to 2023, based on UTT Administrative Reports during this time, is shown in Table 4.3.

Table 4.3 | Breakdown of Corporate and Academic Staff at UTT (2017-2023)

	Category	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Corporate	President, Vice Presidents	3	3	2	3	2	2
	Assistant Vice Presidents, Senior Managers, Managers	56	57	38	38	36	38
	Corporate/Non-Academic staff	648	631	424	424	407	412
	PT Corporate staff	14	1	2	2	20	34
	Sub-total	721	692	466	467	465	486
Academic	Directors, Professors, Professors in Practice	16	16	10	9	7	9
	Deputy Directors, Assistant Professors, Associate Professors	93	96	100	100	105	89
	Instructors, Research Associates, Research Assistants	239	228	189	189	174	181
	PT/Temporary Academic	34	2	11	11	3	28
	Sub-total	382	342	310	309	289	307

Within the same period, the student to staff (academic) ratio was also relatively stable, ranging between 17.6-22.4, with the highest ratios observed during the COVID-19 pandemic (2020-2022) (Figure 4.5).

Figure 4.4 | Comparison of corporate and academic staff, showing corporate/academic ratios

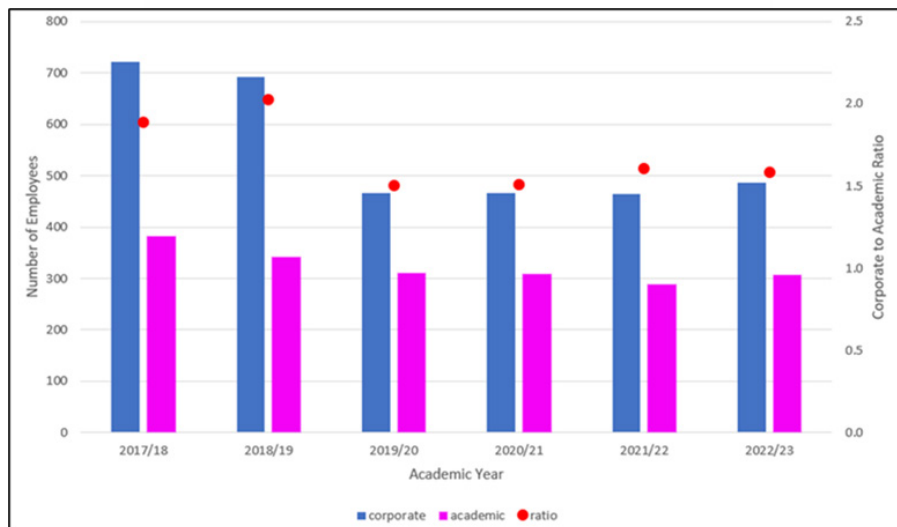
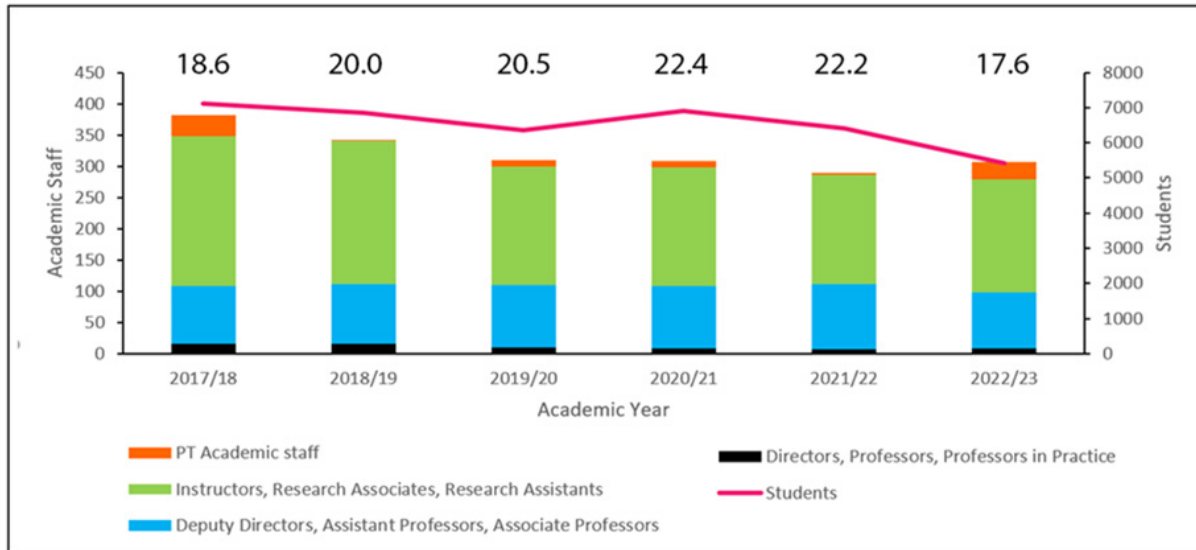
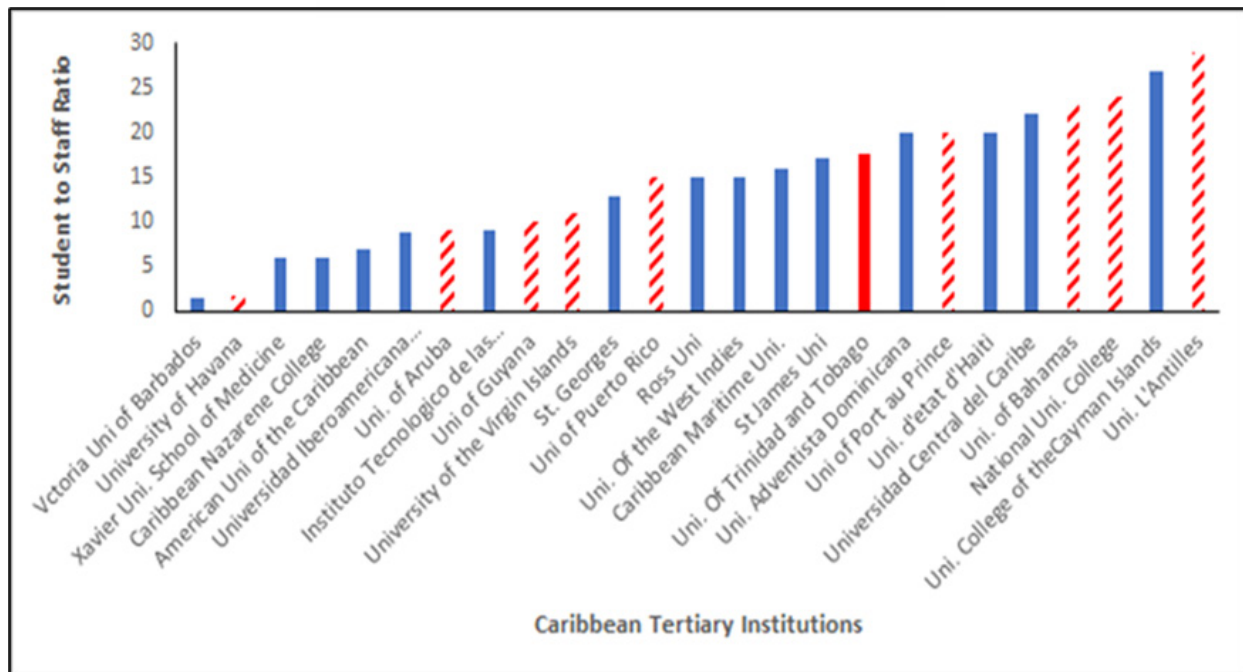


Figure 4.5 | Student to staff ratios between 2017 and 2023



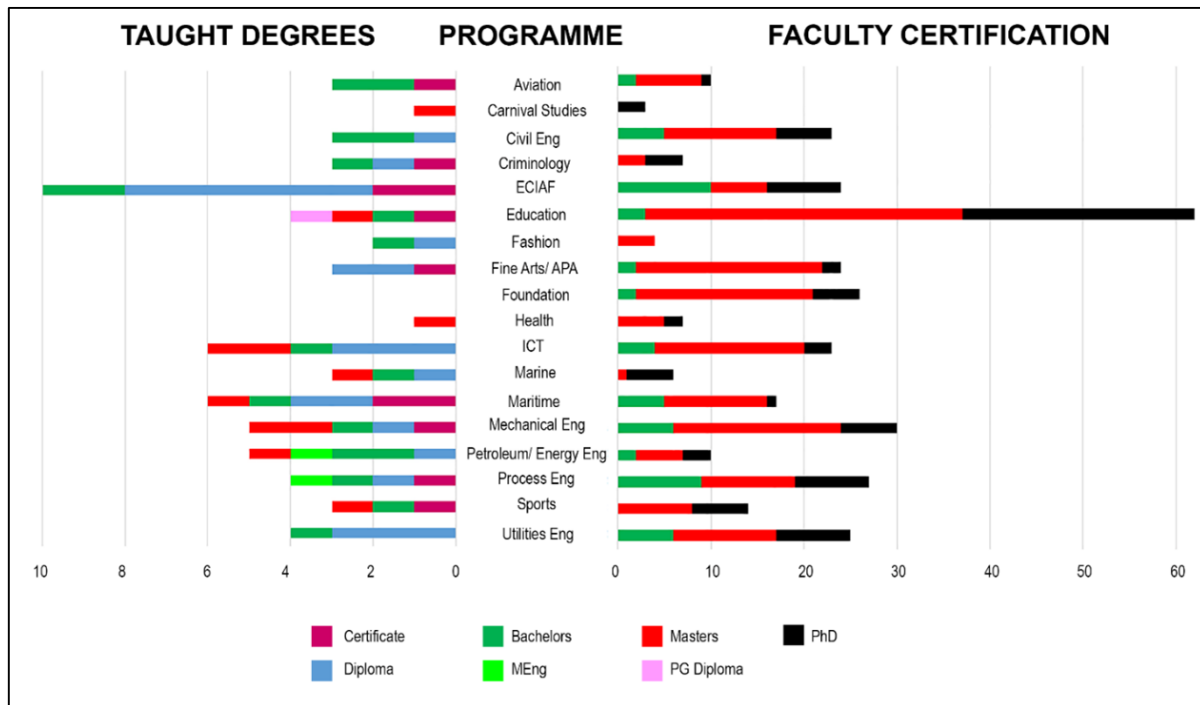
When compared to other universities within the region, UTT’s student to academic staff ratio falls within the higher bracket, as well as the upper 50% of national universities within the region (Figure 4.6).

Figure 4.6 | Comparison of student to academic staff ratios within Caribbean Institutions (Striped bars indicate national universities)



The level of qualifications of the faculty is also reflected in the types and numbers of programmes offered at each campus (Figure 4.7). Overall, this suggests that the current number of academic staff is adequate to effectively deliver University’s educational programmes.

Figure 4.7 | Comparison of student to academic staff ratios within Caribbean Institutions (Striped bars indicate national universities)



Physical Resources

Campuses

UTT comprises the following 10 campuses:

1. UTT Tamana Campus
2. UTT Point Lisas Campus
3. UTT San Fernando Campus
4. UTT John S. Donaldson Port-of-Spain Campus
5. UTT ECIAF Campus
6. UTT Chaguanas Campus
7. UTT Chaguaramas Campus
8. UTT Campus at NAPA
9. UTT Camden Campus
10. UTT Tobago Campus

UTT Tobago Campus

In February 2024, UTT expressed its intent to the Accreditation Council of Trinidad and Tobago (ACTT) to relocate its Tobago campus from the Tobago Hospitality and Tourism Institute (THTI) facilities at Mt. St. George, Blenheim, Tobago, to the Tobago Technology Centre at 143 Milford Road, Canaan, Tobago.

UTT Tamana Campus

In 2022, UTT received conditional approval from ACTT to occupy its Tamana Campus. In the years following the granting of this conditional approval, UTT has continued to improve the facility and has submitted additional evidence and information to ACTT to demonstrate compliance with defined standards. UTT anticipates that it will secure full approval from ACTT during the academic year 2024/25.

Technology

In 2019, UTT also began a major digital transformation initiative – Single Input Multiaccess Paper-Less Environment (SIMPLE). Many of its student support services, human resources, and procurement activities transitioned to online services. This was further advanced due to the COVID-19 pandemic, where all operations were executed online.

Financial

UTT's financial support of its educational programmes comes from several sources including government subvention, PSIP funding, tuition fees, grants and consultancies. With GORTT being the main source of funding for UTT, sudden and sizable reductions in funding posed a threat to the University. This has led UTT to continue to work on rationalising its programmes and campuses, and to aggressively explore options for greater self-sustainability.

Faculty roles in identifying programme resources

Staff are instrumental in identifying resources needed for the respective programmes as their experience and subject area expertise provide a fundamental understanding of industry requirements as well as the complementary educational programme needs.

Mechanisms, processes and procedures related to resources

The University is guided by the policies and procedures included in the Procurement Manual regarding procurement and allocation of resources. UTT has implemented a centralised Stores function instead of the campus-specific storage of goods and consumables which was previously obtained.

The Public Procurement and Disposal of Public Property Act (2015) (PPDPPA) was fully proclaimed in April 2023. Since proclamation of the Act, UTT has instituted a structure to support meeting the requirements and identified roles.

Evaluation of Standard 2.2

UTT demonstrates that its resource base sufficiently supports its educational programmes and efforts to sustain and enhance quality. Human resources remain stable, with a favourable student-to-staff ratio and strong student satisfaction with faculty expertise and support. Digital transformation initiatives, such as the Single Input Multiaccess Paper-Less Environment (SIMPLE) platform and remote software access, have significantly improved teaching and learning experiences. Physical resources are adequate but require ongoing maintenance and upgrades. Financially, the University remains heavily reliant on government subventions, facing funding challenges that necessitate rationalisation and alternative income generation through grants and consultancies. Staff engagement in resource planning and recent procurement reforms also strengthen institutional processes. Overall, while areas for improvement exist, particularly in infrastructure and funding stability, UTT's resource base supports its current operations and future quality enhancement initiatives.

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

Financial Viability

UTT demonstrates its financial viability by maintaining a positive cash flow. This assessment is supported by interviews with the AVP Finance, who presented UTT's financial statements as at the end of the 2022/23 financial year (FY).

UTT secures an annual government subvention of \$180 million TTD, supplemented by tuition fees (GATE and self-funded), PSIP funding, student bursaries, and funding from grants and consultancies, thus ensuring financial stability and the capacity to respond to financial emergencies or unforeseen circumstances.

However, the University needs to secure additional funding and diversify its revenue streams to address growing concerns about infrastructure maintenance and upgrades, programme expansions, and ongoing legal matters.

Budget Planning, Administration, and Monitoring

The University plans, administers, and monitors its budget through a system of templates and reports. Although there is evidence of coordination with stakeholders to prepare and submit the University's draft estimates to the Ministry of Education (MOE), there is a need to enhance these processes to provide Programme Leaders and Campus Administration with more timely feedback on approved funding and budget allocation.

Policies on Gifts and Donations

The University's policies stipulate the terms and conditions for accepting gifts and/or donations from public, private, and international organisations. The University has a clear Conflict of Interest Policy outlining guidelines for the acceptance of personal gifts and donations from any person or firm doing business, or seeking to do business, with the University. The University also requires annual declarations of interest from all staff

Mechanisms for Financial Integrity

The University has established robust mechanisms and procedures to control its financial resources and allocate them effectively. This is evidenced by the implementation of weekly and monthly financial reports (Table 4.4).

Table 4.4 | List of UTT Financial Reports

Report	Report
Full Financial Statements with Notes	Monthly
Summarised income Statement with Comparatives and Variances	Monthly
Professional Education Unit (PEU) Income Statement	Monthly
Expenses by Location Report (with Comparative information)	Monthly
Cashflow	Daily & Weekly
GATE Report	Monthly
Cost and Budget Report	Monthly
Student Receivables Report	Monthly

Evaluation of Standard 2.3

The University secures a stable government subvention of \$180 million TTD, supplemented by tuition, PSIP funding, grants, and consultancies. While this underpins operational stability, the University acknowledges the need to diversify revenue streams to address infrastructure, expansion, and legal challenges.

UTT has also implemented weekly and monthly financial reporting mechanisms—including cashflow, budget, income, and expense reports—which help maintain financial integrity and guide resource allocation. It has sound policies on conflict of interest and the acceptance of personal gifts, although policies for institutional gifts require strengthening.

However, there are gaps in budget communication, particularly between Finance and Programme Leaders, which affect timely decision-making. Survey feedback indicates mixed perceptions among staff regarding financial support and operational focus. Overall, UTT shows a foundation of financial soundness and policy framework that supports programme continuity and integrity, though strategic refinements are needed to ensure long-term resilience and effectiveness.

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

Student Involvement in Decision-Making at The University of Trinidad and Tobago

UTT has consistently endeavoured to ensure that students play a significant role in the decisions that directly and indirectly affect them. As primary stakeholders, the University's mission is to facilitate their growth and development both inside and outside the classroom. One way the University fosters this growth is by providing students with opportunities to participate in various committees responsible for decision-making.

Student Representation and Participation

Executive Student Guild

The Executive Student Guild (UTTESG), established in 2007, is the officially recognised body representing all students at UTT. Operating with autonomy, the Guild manages its own finances, staff, and facilities, guided by the Student Development Unit.

Academic Council

Students are well represented at the Academic Council which is the highest academic decision-making body at UTT. The revised Terms of Reference for the Academic Council include the President of the Executive Student Guild, the Vice President of the Executive Student Guild, and a representative of the Postgraduate Student Body.

Other University Committees with student representation

At UTT, students actively participate in university committees. The Academic Governance Framework 2021-2024 provides the terms of reference and constitutions of key committees that operate at the Academic Unit Level.

Measuring Student Feedback

Student Perceptions and Areas for Improvement

Though there are numerous opportunities for students to participate in the governance of the University, student survey reports from 2017-18, 2020-21, and 2022-23 show minimal improvement in students' perceptions of their involvement in decision-making and the effectiveness of systems for addressing their complaints (see Table 4.5).

Table 4.5 | Comparison of Student Involvement Scores Based on the Student Satisfaction Reports (2018, 2021 and 2023)

Aspect of Governance	2017-2018 Satisfaction Score (max. 7)	2020-2021 Satisfaction Score (max. 7)	2022-2023 Satisfaction Score (max. 7)
Student Input in Major Decisions	4.2	4.4	4.0
Systems for Addressing Complaints	4.5	4.3	4.1
Overall Satisfaction with Student Services	4.3	4.6	4.5

Evaluation of Standard 2.4

To address these issues, the University should consider implementing a robust awareness campaign to inform students about the systems available for student input and feedback. This could include:

- **Enhancing communication channels to ensure students are aware of their representation in decision-making bodies.**
- **Regularly updating students on actions taken in response to their concerns.**
- **Providing workshops and information sessions on how students can effectively participate in governance processes.**

By taking these steps, UTT can improve student involvement in decision-making and enhance the effectiveness of systems for addressing student concerns.

Chapter 5



CRITERION 3: TEACHING AND LEARNING

CRITERION 3: TEACHING AND LEARNING

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.

Standard 3.1: The institution has set policies and/or procedures to monitor and review academic planning, evaluation, and revision of educational programmes

This chapter assesses UTT's efforts to continually evaluate and improve teaching and learning efficiency, and utilise feedback mechanisms to enhance the programme offerings. The chapter also attests to the effectiveness of the mechanisms through which UTT responds to industry needs and national priorities, which are paramount to its operations as the National University.

The University of Trinidad and Tobago has established a comprehensive framework for academic planning, evaluation, and programme revision. This framework is anchored in institutional policies, strategic objectives, and a quality assurance system that supports alignment with national and regional development needs.

The academic planning and evaluation processes at UTT are guided by formal policies, including the General Academic Regulations (AC 029: 2020-2023), and the Programme Development Policy (AC 036). These documents outline the structured approach for designing, developing, amending, suspending, and discontinuing programmes.

The Programme Development Policy mandates the use of internal and external reference points, including the Quality Assurance Framework, National Qualifications Framework, and ACTT criteria for programme approval. It specifies that all proposals and revisions must be underpinned by feasibility studies, stakeholder consultations, and alignment with institutional and national strategic priorities.

Key roles in this process are assigned to the Vice President for Research, Academic and Student Affairs (VP RASA), the Curriculum Review Committee (CRC), the Programme Management Committee (PMC), and the Programme Teaching and Learning Committee (PTLC). The VP RASA, Chair of UTT's Academic Council, ensures overall alignment of academic initiatives with institutional goals and oversees academic governance.

Evaluation of Standard 3.1

UTT has established a sound policy and procedural framework for the planning, monitoring, evaluation, and revision of its academic programmes. This is evidenced by comprehensive documentation such as the Programme Development Policy (AC 036), the Quality Assurance Framework, and the General Academic Regulations. The integration of Annual Monitoring and Quinquennial Programme Reviews, complemented by the role of External Examiners, ensures continuous evaluation across multiple levels. These mechanisms enable the institution to respond effectively to stakeholder needs, maintaining the quality and relevance of its academic offerings.

It is evident that these processes are operationalised through committee reviews, formal programme submissions, and strategic decision-making at Academic Council. However, opportunities remain to further strengthen the availability and systematic archiving of outcome data, such as completed review reports and resulting actions, to fully close the loop in the quality cycle. The institution is encouraged to maintain and publish records of programme monitoring and evaluation activities, supporting transparency, benchmarking, and continuous improvement.

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

UTT clearly specifies and publishes educational programmes, along with the objectives and entry requirements for each programme. These details can be accessed by any interested party through the website under the section Application and Programme Information (API). Since 2017, UTT has focused on the API as the primary source of information for publishing educational programmes, as well as the objectives and entry requirements for each programme.

Learning Management System

The Learning Management System (LMS), Canvas, has emerged as a key vehicle for the dissemination of programme information since it was last reported in 2017. The objectives of each course, aligned with the programme objectives, are contained in each programme and mapped out in each course descriptor. These are uploaded to the LMS, guiding students in their learning.

Student Recruitment Unit

The Student Recruitment Unit now plays a critical role in sharing programme objectives and entry requirements with potential applicants through visits to various schools and planned events where presentations are made to stakeholders.

Evaluation of Standard 3.2

One area for improvement is enhancing the communication of programme objectives to fully reflect current course offerings and their purposes. This update will facilitate more frequent communication of the programme objectives. Another area of enhancement is the monitoring of LMS usage to ensure that course outlines and all relevant learning materials are consistently uploaded. The course outlines provide essential information, such as learning outcomes and programme objectives, and making them readily accessible will further strengthen student engagement and success.

Standard 3.3: The institution values and promotes effective teaching

Aligned with UTT's focus on effective instruction, the Centre for Teaching, Learning, and Instructional Support (TLIS) embodies the institution's promotion of effective teaching. The Teaching and Learning Policy provides guidance to all staff on instructional processes as aligned to the institution's mission and vision. The TLIS offers professional development courses for academic leadership, faculty and support staff. UTT, through TLIS, delivers a Certificate in University Training (CUT) professional development course to equip all faculty with the skills necessary for effective and innovative teaching practices.

The Certificate in Instructional and Learning Technologies (CILT) course, seeks to empower faculty support personnel, including Laboratory Technicians, Academic Programme Officers, and other relevant staff, to utilise UTT's technology tools to enrich the teaching and learning environment within their respective programme areas.

In 2020, the Board for Undergraduate Studies introduced the Professional Development Training for Academic Leadership initiative to equip programme leaders with the skills necessary for the effective administration of academic units at UTT.

Membership in Professional Organisations

UTT encourages and supports staff membership and active participation in professional organisations related to their respective disciplines.

Evaluation of Standard 3.3

UTT demonstrates a robust commitment to fostering effective teaching through well-structured policies, professional development programmes, and technology integration. The institution's alignment of teaching practices with its mission is supported by the Teaching and Learning Policy (AC 025) and the eLearning Course Design Policy (AC 027), which standardise instructional quality and accessibility. The Teaching and Learning Policy and the eLearning Course Design Policy provide guidelines for effective instruction, helping to manage educational change and foster high-quality teaching.

In addition to the establishment of key institutional policies that guide teaching and learning, UTT has implemented initiatives to enhance instructional quality and faculty support. The establishment of the Centre for Teaching, Learning, and Instructional Support (TLIS) and initiatives such as the Certificate in University Teaching (CUT) and the Certificate in Instructional and Learning Technologies (CILT) highlight a systematic approach to faculty development. The adoption of tools like Canvas and Zoom, together with the mandatory Course Shell Template (CST) introduced post-2023, promotes consistency and aligns with international standards, such as the Open SUNY Course Quality Review (OSCQR) rubric.

UTT's engagement with professional organisations plays a critical role in ensuring alignment with global educational standards. Membership in these organisations supports faculty development and provides opportunities for the ongoing enhancement of teaching practices. Nevertheless, there is a need for UTT to develop explicit metrics to evaluate the long-term impact of professional development programmes such as CUT and CILT. Overall, UTT's framework for promoting effective teaching is well-structured, particularly in policy alignment, technology adoption, and faculty support.

Standard 3.4: Programmes and courses are designed with mechanisms and/or procedures for the assessment of student learning outcomes

Both programme learning outcomes and course learning outcomes, listed in the course outlines accompanying the Programme Specification, are classified using Bloom's taxonomy of learning domains. The robustness of the programme development process requires course learning outcomes to be categorised into four areas: knowledge and understanding, intellectual/cognitive skills, practical skills, and key/transferable skills.

Approval and Review of New, Amended, Suspended and Discontinued Programmes

Programme development and amendment starts within the Academic Unit with a needs assessment, industry consultations with various stakeholders, review by the Programme Teaching and Learning Committee, and approval by the Programme Management Committee before moving forward to the Board for Undergraduate/Postgraduate Studies and Academic Council for approval. The Board of Governors is the final approving body for all programmes at the institution. The Terms of Reference for the Programme Teaching and Learning Committee, specifically addresses the development and amendment of courses and academic programmes.

University Grade Management System

The University Grade Management System (UGMS) is a computerised, web-based system developed in-house by an academic staff member in the ICT unit in 2009. Currently, all programmes utilise UGMS for grade management, and its functions and services continue to evolve in response to stakeholder needs.

Assessment of Student Learning Outcomes

At the University, student learning outcomes are assessed directly through course assessments, which may be diagnostic, formative, or summative. These assessments may include written, oral, practical, performance, or computer-based formats, or a combination thereof, as detailed in the Assessment Regulations for Taught Programmes 2020-2023.

Review of Assessment of Student Learning Outcomes

The procedures currently employed at UTT to review and improve the assessment of student learning outcomes are the Annual Monitoring and Quinquennial Review processes, as outlined in the Quality Assurance Framework. The Quinquennial Programme Review (QPR) enables comprehensive programme evaluation over an extended period and is overseen by QA&IE.

Industry Training

Industry training programmes at the University are designed to provide students with practical exposure aligned with their Diploma and Bachelor programmes. These initiatives include cooperative education, internships, and other work-based experiential training.

Service Learning

Service learning remains a vital element of the project component in student assessment, requiring students to engage in activities that have a positive impact on the wider community. This form of learning is typically incorporated into coursework projects and may serve as a component of a course or comprise an entire course.

Evaluation of Standard 3.4

The Audit Report is a tool used to explore and identify the root causes of abnormally high course failure rates and to make recommendations for adjustments in future course offerings. The formalised use of the Audit Report across the University will contribute to strengthening the analysis of student outcomes and identifying areas for improvement in students' achievement of course learning outcomes. Identification of courses that qualify for an Audit can be done in the UGMS, and housing the Audit Report as an online form is preferred.

The Audit Report is regarded as a key mechanism to close an existing gap in the assessment of student learning outcomes. The report should specify who is responsible for its preparation, when it should be prepared and submitted during the semesterly assessment review process, and the pathway for its review and approval by the standing assessment committees. As the Audit Report identifies areas for improvement based on student feedback, its creation should be reflected in both the Annual Programme Review and the Programme Quinquennial Review, thereby closing the Quality Assurance cycle.

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

UTT Libraries

The vision of UTT Libraries is to provide "a dynamic, state-of-the-art information learning centre that fosters a technologically advanced, user-friendly environment, inspiring continuous learning". In keeping with the institution's hybrid model of programme delivery, UTT Libraries operate a combination of in-person and virtual services. UTT Libraries now provides the Library Clearance Certificate, which verifies adherence to referencing styles and ensures the accuracy of in-text citations and reference lists. Additionally, plagiarism checks for postgraduate theses and dissertations are conducted via Turnitin.

In addition, new online tools have been implemented, such as the UTT Libraries QR code, and the book drop-off and pick-up service has been formalised and expanded to all libraries. To further promote user engagement, the library's social media presence has been amplified.

UTT Libraries Survey 2024

The Office of Quality Assurance and Institutional Effectiveness (QA&IE) conducted a survey on behalf of UTT Libraries from 26 April to 14 June 2024. The survey sought feedback from staff and students regarding library usage, resources, services, and physical infrastructure. The report revealed that a significant proportion of users (70%) engage with the library, with 34% visiting several times a month.

Satisfaction with Library Services

Satisfaction with library services was high in areas such as the helpfulness, knowledge, and approachability of library staff; the book drop-off and pick-up services; seating accommodations; the intra-library loan facility; consultative reference/research services; and library training sessions. While no items received low satisfaction scores, the UTT library website, Facebook page, library room temperatures, and photocopying and printing services received moderate ratings, underscoring areas for improvement.

Figure 5.25 | Extract from the Report on the UTT Library Services 2024 (p. 3)

(n=374)	High Quality	Moderate Quality	Staff	Student	All
Printed books			3.97	4.03	4.01
Newspaper clippings database			3.92	3.96	3.95
E-newspapers			3.93	3.89	3.90
E-books			3.87	3.89	3.89
Research databases			3.94	3.86	3.88
Research theses			3.91	3.87	3.88
E-journals			3.84	3.88	3.87
Maps/charts			3.73	3.88	3.85
Printed journals			3.53	3.91	3.80
Government of Trinidad and Tobago official documents			3.69	3.77	3.75
International official government documents			3.66	3.77	3.75
Recreational materials			3.45	3.80	3.72
CD ROMs/DVDs			3.41	3.50	3.48

Respondents identified several key areas for improvement, many of which were also highlighted in the 2017 library survey (see Table 5.3). The responses suggest that these areas were either partially addressed or not fully resolved, reinforcing the importance of most services.

Table 5.3 | UTT Libraries 2017 Survey Report

Importance of Service Possibilities
Extended daily service hours 1 month before the start of examinations
More databases in your subject area
Online training in the use of reference tools
Online training in use of library databases
An increase in the number of items that can be borrowed at a time from the general collection (lending, short loan, and reserve)
Scheduled advertised training programmes for access and use of databases
Extended daily service hours
Saturday service hours
Chat reference services

Teaching Facilities

The University recognises the importance of providing appropriate teaching facilities and resources for its multi-campus structure. Currently, UTT operates approximately 240 learning spaces across 10 campuses located on both islands of the Republic of Trinidad and Tobago. These learning spaces comprise various sizes of classrooms, laboratories, lecture theatres, and an assortment of other specialised spaces, depending on the nature of the programme being facilitated on each campus. The University is reconsidering its reliance on the Public Sector Investment Programme (PSIP) as its primary funding source for learning spaces. A mix of funding sources should be explored to reduce sole reliance on the government as the primary funding agent for these core operations.

Faculty and Staff

The University of Trinidad and Tobago acknowledges the importance and benefits of securing and employing an integrated, dynamic Human Resource Information System (HRIS).

Evidentiary Statements Demonstrating UTT's Physical Infrastructure Standards

In terms of upgrading and refurbishing its physical assets, the institution has made significant strides, thereby enhancing the learning and training environment. These upgrades have improved physical spaces and fostered a more conducive environment for learning and research. UTT still requires substantially more financial support to carry out essential maintenance and upgrades, thereby ensuring that it remains a key provider of world-class tertiary education.

Evaluation of Standard 3.5

UTT continues to take meaningful steps to strengthen its support for teaching and learning through ongoing improvements to library services, technology integration, and physical infrastructure. These efforts reflect a growing institutional awareness of the evolving demands of tertiary education.

Based on survey feedback, the University has initiated several measures to:

- **Enhance digital resources and technology tools through budget allocations for the purchase of e-copies of essential texts;**
- **Increase funding for physical library collections and infrastructure, including the repair and replacement of AC units, while promoting environmental sustainability;**
- **Extend library hours during examination periods at campuses with large student populations, although statistics show that student engagement with this offering has remained limited;**
- **Provide training for library staff in service orientation and communication to ensure competitiveness with other educational institutions;**
- **Restructure the library system to improve efficiency and responsiveness;**
- **Expand loan allocations across user categories and revise selected loan policies; and**
- **Improve the Library's Facebook page by sharing more interactive content, including videos and photographs of library-related activities.**

UTT has established a reasonable framework for technology standardisation and classroom integration, which demonstrates a strong institutional commitment to modern teaching methods. To manage and coordinate these technological efforts across its campuses, the University relies heavily on the Teaching, Learning, and Instructional Support (TLIS) Multimedia and Audio-Visual (MMAV) Unit. This department plays a critical role in providing centralised oversight and ensuring consistency across campuses. Platforms like Zoom and Mediasite facilitate extended learning beyond physical classrooms. The University has acknowledged structural budget issues, particularly regarding staffing and funding models. Addressing these concerns is crucial to strengthening teaching and learning support across the institution.

Chapter 6



CRITERION 4: PREPAREDNESS FOR CHANGE

CRITERION 4: PREPAREDNESS FOR CHANGE

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.

Standard 4.1: The institution has formal mechanisms and/or procedures to evaluate the effectiveness of its mission and purpose

Evaluation of mechanisms and procedures to assess effectiveness

UTT has comprehensive formal mechanisms and procedures for internal and external information gathering, which, in combination, can be used to evaluate the effectiveness of its mission and purpose.

The institution has established a variety of plans, assessment tools, frameworks, and key performance indicators (KPIs) to set goals and targets aligned with its mission and purpose, and to measure the outcomes and impacts. Three key pieces of evidence for these are:

- 1. A strategic plan (2019-2024), outlining goals, targets, and KPIs**
- 2. The 2014 institutional effectiveness survey, incorporating the mission and purpose**
- 3. Quality Assurance Handbooks**

Evaluation of Standard 4.1

One of the challenges identified is the need for additional feedback loops in the evaluation system to better integrate results into planning and decision-making. Another shortcoming is the need for more frequent reviews and updates to the strategic plan and the establishment of intermediate goals. This approach will enable UTT to respond more effectively to rapid changes in the global education landscape and to evolving societal needs.

The institution can designate change champions who advocate for and facilitate the use of feedback in strategic planning. They can help establish regular feedback meetings, develop formal integration protocols, and enhance transparency, ensuring timely and effective communication of results of evaluations. The empowerment of change champions ensures that feedback from evaluations meaningfully informs decision-making, leading to continuous improvement and stronger alignment with the institution's mission and purpose. These champions could be selected from members of the academic council.

To maintain alignment with its mission and adapt more efficiently to changing global and local conditions, UTT could benefit from more frequent strategic reviews, possibly on a biennial basis. This approach will allow for the setting and evaluation of intermediate goals.

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

Increasing Technology Infrastructure

In response to the growing demand for online teaching and learning, as well as the need to engage more fully in a rapidly evolving digital ecosystem, UTT has significantly expanded its internet bandwidth capacity. The University now offers a total of 800GB of balanced, dedicated internet access, complete with failover between core sites, ensuring robust and reliable connectivity for both staff and students. Furthermore, in 2024, UTT launched a wireless expansion project that, once completed, will provide pervasive wireless access across all campuses, further strengthening the institution's digital infrastructure.

To facilitate the increased demand for continued hybrid and remote work arrangements, UTT is committed to providing staff with secure remote access to all necessary on-premises resources through a virtual private network (VPN), facilitated by an online approval process.

Additionally, UTT offers students who require remote access to IT laboratory resources the ability to access these resources through a remote laboratory access process, enabling them to conduct experiments and engage in practical activities from any location with an internet connection.

A key offering is the provision of shared campus-wide software licenses, including MATLAB, as well as programme-specific essential tools such as SolidWorks, AutoCAD, Multisim, and AccuMark.

To support its digital transformation and informed decision-making requirements, UTT has embarked on the systemic and strategic automation of significant business processes. Known as the Single Input Multiaccess Paper-Less Environment (SIMPLE) initiative, this project has automated key processes—formerly manual—across units such as Human Resources, Finance, Facilities Management, and Procurement in support of the University's digital transformation efforts.

The University is also actively seeking to acquire a state-of-the-art Enterprise Resource Planning (ERP) solution to optimise operational efficiency across its Human Resources, Payroll, Procurement, Finance, and Accounting departments.

Mechanisms and procedures to strategically and equitably allocate resources for present and future use

UTT has established seven key processes and systems to ensure control over the acquisition and allocation of resources (goods, works, and services) as outlined below:

- 1. An annual Budgeting Exercise.**
- 2. An Annual Schedule of Planned Procurement Activities (ASPPA).**
- 3. An approved Procurement Manual.**
- 4. Execution of the procurement of all resources by the appointed officers of the Procurement Unit.**
- 5. Implementation of a modern ERP solution designed to transform its business operations.**
- 6. Implementation of the e-tender platform from Telecommunications Services of Trinidad and Tobago (TSTT).**
- 7. Adherence to the Procurement Act and its objectives.**

In relation to the allocation of Human Resources, the following apply:

- 1. Departmental Needs Assessment**
- 2. Approved Structures and Job Descriptions**
- 3. Formal Request and Approval Process**
- 4. Performance Evaluation**

Evaluation of Standard 4.2

Despite the University's efforts to enhance its IT security processes through the updating and publication of key policies—such as the Acceptable Use Policy, ICT Internet Usage Policy, and Password Management Policy—significant gaps remain that need to be addressed. One critical area requiring attention is the development of policies governing remote work, including access to and use of data while working remotely. Additionally, there is a pressing need for more advanced technologies to enforce governance rules effectively, which will lead to better protection of UTT systems and data.

Recent actions taken to address these shortcomings are:

- **Another review of the 2019 approved organisational structures is currently being undertaken with the intent to ensure staff allocation is best suited with respect to numbers, competencies, skill sets, experience, etc.**
- **A Manager was hired in November 2024 for Student Recruitment, with a focus on increasing student intake (locally, regionally, and internationally) through various strategic initiatives.**

Chapter 7



CRITERION 5: COMMITMENT TO CONTINUOUS IMPROVEMENT

CRITERION 5: COMMITMENT TO CONTINUOUS IMPROVEMENT

Criterion Statement:

The institution monitors, reviews and improves its Quality Management System (QMS) 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 (QMS), guided by the Plan, Do, Check, Act, Align, Renew (PDCAAR) model, supports continuous improvement and institutional effectiveness across academic and non-academic functions. It promotes collaboration among key stakeholders—including the Board of Governors, Academic Council, Programme Advisory Groups, and accrediting bodies—and is supported by internal units such as QA&IE, Internal Audit, and VP-RASA. Since its last accreditation review, UTT has enhanced its QMS through updated quality assurance and academic governance frameworks, improved monitoring of facilities and finances, and strengthened data-driven decision-making. Strategic investments in human, financial, and technological resources ensure UTT continues to deliver high-quality, stakeholder-responsive programmes and services.

Evaluation of Standard 5.1

The University continues to demonstrate its dedication to improving its quality by ensuring that the requisite time and resources (human, financial and technological) for the progress and completion of the abovementioned planning, monitoring and review activities are deployed. This effort, in face of the University's continued financial constraints, is noteworthy.

However, UTT underwent a restructuring exercise during 2018-2019, which led to a significant reduction in human resources across the university reducing total staff from 1103 in 2018 to 776 in 2020. This restructuring necessitated a university-wide change in processes and new roles for several personnel and units. However, immediately after this restructuring, the COVID-19 pandemic introduced further challenges, affecting the University's operations and resources. Nevertheless, significant reductions in personnel and other resources since the last reaccreditation review raised concerns about the adequacy of current resource provision.

Further, the University will benefit considerably from the availability of an updated Quality Manual. The revised manual will not only provide an opportunity to better guide the university community in the monitoring, evaluation and continuous improvement activities of its academic and non-academic processes, but also strengthen the rigour of the University's QMS.

Review of the current allocation of personnel, financial, and technological resources dedicated to planning monitoring and evaluation of the Quality Management System is needed. This review should aim to identify gaps and areas where additional resources are needed to ensure the effectiveness and sustainability of the Quality Management System (QMS).

- **Prioritise the completion of the quality manual update. Establish a dedicated team and timeline to ensure this key document reflects current practices, standards, and procedures.**
- **Strengthen mechanisms for the quality assurance of non-academic and corporate processes within the university's QMS. This should include regular reviews, feedback loops, and continuous improvement strategies to integrate these processes effectively into the overall quality framework.**

Standard 5.2: The institution conducts environmental scanning and draws on the findings to enhance its effectiveness

Since its inception, UTT has incorporated environmental scanning into its strategic planning process to guide its development and operations. This process began with a Cabinet-appointed national UTT Steering Committee, which conducted extensive research and public consultations to develop the initial blueprint for the University's first decade. Over the years, UTT has continued to integrate environmental scanning into its strategic planning, as evidenced by university-wide strategic planning documents prepared in 2014, 2017, 2019, and 2024. Additionally, the development of new programmes and ongoing engagement with the Industry Advisory Boards involve scanning the external environment to ensure that programme offerings are relevant to the needs of industry and the wider society. The process of environmental scanning and the development of a SWOT analysis is a key component of UTT's strategic planning, demonstrating continued compliance with Standard 5.2.

Evaluation of Standard 5.2

While UTT has a solid approach to environmental scanning that informs its strategic planning and programme development processes, there are several areas where improvements could strengthen the institution's practices. Environmental scanning is not conducted regularly outside of periodic strategic planning cycles, which may limit UTT's ability to stay responsive to changes in the external environment. Moreover, there is a lack of a clear framework for incorporating environmental scanning insights into various levels of decision-making, which could hinder the effectiveness of the institution. Limited information is available on how UTT monitors and evaluates the effectiveness of its environmental scanning processes, making it difficult to assess and improve the quality, relevance, and impact of these activities. Although UTT engages with various stakeholders, there may be opportunities to expand the range of perspectives considered in environmental scanning, such as engaging with policymakers and international partners. Finally, it is unclear how widely the findings from environmental scanning are shared within the institution, which may limit the ability to foster an informed and engaged community.

To address these shortcomings, UTT should consider the following actions:

1. **Establish a consistent schedule for conducting comprehensive environmental scanning.**
2. **Develop a clear framework for incorporating environmental scanning insights into decision-making processes.**
3. **Implement a robust monitoring and evaluation system for environmental scanning activities.**
4. **Expand the range of stakeholders engaged in environmental scanning.**
5. **Develop a communication plan to disseminate environmental scanning findings within the institution.**

Standard 5.3: The institution carries out short-, medium- and long-term planning, consistent with its mission and purpose

UTT demonstrates its commitment to aligning its operations with its mission and purpose through planning at various levels. The University engages in strategic planning by developing university-wide strategic plans spanning five-year periods, as evident from documents produced in 2014, 2017, 2019 and 2024. At the academic level, short-term planning occurs through annual monitoring of academic programmes while the quinquennial programme reviews to be conducted every five years provide a long-term view. This multi-level approach, involving internal assessments, external reviews, and stakeholder input, allows UTT to continuously plan, evaluate and enhance the relevance of its academic offerings and operations.

Evaluation of Standard 5.3

Despite advances in some areas, UTT's planning efforts exhibit several gaps that need addressing for better alignment with its mission and purpose. The inconsistent mapping of strategic plans to departmental plans and the absence of a robust monitoring framework hinders effective implementation and tracking. Persistent budget deficits and limited revenue diversification highlight the need for improved financial planning and resource management. Declining enrolment and manpower shortages point to weaknesses in student recruitment and workforce planning. Additionally, maintenance and development challenges at the Tamana Campus suggest a need for better campus planning.

In order to address some of the challenges, the University can consider some of the following measures:

- 1. Ensure consistent alignment between strategic and departmental plans:** Develop a standardised process for departments to align their plans with the university-wide strategic plan. This could include regular workshops and training sessions for department heads on strategic alignment.
- 2. Implement a robust monitoring and evaluation framework:** Establish a comprehensive framework to monitor and evaluate the implementation of strategic plans. This should include setting clear performance indicators, regular progress reviews, and feedback mechanisms to ensure continuous improvement.
- 3. Enhance financial planning and resource management:** Develop and diversify revenue streams by exploring new funding opportunities such as grants, partnerships, and commercial ventures. Implement cost-saving measures and optimise resource allocation to address budget deficits effectively.
- 4. Improve workforce planning and development:** Conduct a comprehensive workforce analysis to identify and address manpower shortages. Implement professional development programmes and training to build staff capacity and enhance performance.
- 5. Enhance campus planning and maintenance:** Develop a detailed campus maintenance and development plan to address current challenges at UTT Campuses. This should include regular maintenance schedules, infrastructure upgrades, and resource optimisation strategies.
- 6. Establish a centralised planning office:** Create a dedicated and adequately resourced centralised planning office responsible for coordinating and overseeing all planning activities across the University. This office should facilitate the alignment of departmental plans with the university's strategic plan, monitor implementation, and support effective resource allocation.

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 implemented several mechanisms to support the career development, performance assessment, and promotion of its academic and non-academic staff. These mechanisms are designed to foster professional growth, ensure fair and consistent evaluation, and provide clear pathways for career advancement within the institution.

Evaluation of Standard 5.4

UTT's approach to staff development and career progression, while structured, faces several challenges. These include limited budget allocations for training, over-reliance on internal expertise for training delivery, and scheduling conflicts that hinder participation. The absence of a comprehensive, well-resourced training and professional development plan has led to inconsistencies in opportunity distribution across units and staff categories. Additionally, the suspension of external training opportunities due to financial constraints has limited exposure to specialised skills development, particularly affecting non-academic staff who have less access to external professional development opportunities compared to their academic counterparts.

In order to continue to improve opportunities for its faculty, administrative and other staff to enhance their capabilities, UTT can:

- 1. Develop and implement a comprehensive, institution-wide training and professional development plan which is reviewed and updated periodically.**
- 2. Increase UTT's budget allocation for external training opportunities, particularly for specialised skills.**
- 3. Explore online and blended learning options to overcome scheduling conflicts and increase accessibility.**
- 4. Enhance the Performance Management and Appraisal Process (PMAP) to include clearer pathways for career progression for staff.**
- 5. Establish partnerships with industry and other institutions to further subsidise training costs and provide diverse learning experiences.**
- 6. Implement a robust system to track and evaluate the long-term impact of training and development initiatives.**

Chapter 8



BLENDED AND ONLINE LEARNING AT UTT

BLENDED AND ONLINE LEARNING AT UTT

According to the COL QA Guidelines in ODL, Learner Support Systems are a myriad of mechanisms that support the plethora of student needs that exist within educational institutions. These systems address both the academic and non-academic needs of the students throughout their journey within the educational institution. UTT leverages technologies such as the Student Information System (SIS), Learning Management System (LMS), Single Sign-On (SSO) portal, and Microsoft O365 tools to address these needs.

Student Information System

UTT currently utilises a web-based, feature-rich Student Information System (SIS) from the vendor Jenzabar to manage key aspects of students' non-academic and administrative activities, including registration, online payments, course selection, timetables, performance records, and official notices.

Learning Management System

UTT utilises Canvas, a robust cloud-based Learning Management System (LMS) from Instructure, to support a range of online learning experiences, including technology-enhanced, flipped, and blended courses. The LMS focuses on delivering and managing digital learning. Its cloud-based design ensures scalability, proven during the 2020 Emergency Remote Teaching period when it successfully supported a surge in users. Canvas supports accessibility through compliance with web standards, and TLIS has enhanced this by creating a custom 'read-only' user role, enabling support staff to assist students with disabilities without altering course content.

Single Sign-On (SSO) Portal

UTT uses a Single Sign-On (SSO) platform, branded as My Campus, to authenticate users and provide role-based access to a wide range of technologies and resources. By logging in with their UTT-assigned ID and password, students can access services such as Canvas, Zoom, CoursEval, Jenzabar, Office 365, library services, counselling bookings, and other web-based tools—all from a single, centralized portal.

Productivity and Communication Tools via Microsoft O365

UTT provides students with email services and access to Microsoft productivity tools (Word, Excel, PowerPoint) for both online and offline use. These tools support learning activities involving documents, spreadsheets, and presentations and integrate seamlessly with the LMS for collaborative work. Overall, UTT's learner support technologies align well with C-RAC guideline #7, demonstrating effective academic support for online learners. However, an area for improvement is the availability of 24-hour human technical support to address student queries.

eCourse Design

UTT uses the term eCourse to refer to any course delivered via the LMS, including web-enhanced, flipped, blended, and fully online formats. Blended and online courses are expected to use UTT's Course Shell Template (CST), introduced in 2018/2019. The CST provides a standardized course structure and interface aligned with design best practices, drawing from Canvas design guides and the OSCQR rubric. The OSCQR rubric, focused on quality in online course delivery, includes six key areas—three of which (Overview

and Information, Technology and Tools, Design and Layout) are directly supported by the CST through clear instructions, required content, and consistent user interface design.

Material Development

A key component of eCourse development at UTT is the creation and/or acquisition of digital learning materials and activities. To support this, faculty have access to a range of technology tools, including Mediasite, ScreenPal, and Canvas (managed by TLIS), as well as Microsoft Office 365 (Word, Excel, PowerPoint), managed by the IT department.

Student Assessment

UTT employs various technologies to manage and secure student assessments. The UGMS Ex portal provides real-time exam updates, while Turnitin and Respondus Lockdown Browser help deter academic dishonesty. Canvas supports diverse assessment formats, including quizzes, portfolios, and project submissions. These tools align with C-RAC Criterion #5, supporting effective evaluation and improvement of online learning outcomes.

Infrastructure and Facilities

UTT employs comprehensive IT infrastructure and instructional technologies managed respectively by the Technology Services and TLIS departments to support campus-wide teaching, learning, and general IT needs. This includes advanced classroom AV systems, robust network connectivity with high-speed internet and WAN links, secure server infrastructure, diverse software applications, and strong security protocols to ensure reliable, accessible, and secure digital services for students and staff.

Support Resources and Training

UTT provides comprehensive support resources to help stakeholders effectively use IT and instructional technologies, including an IT service desk accessible via phone and email. Student support encompasses academic advising, technical assistance, online library access, and student services, all tailored for online and blended learning, with tools like Microsoft Booking and platforms such as Zoom and Discord enhancing engagement and accessibility. Additionally, TLIS offers dedicated helpdesk support and centralized online resources, including self-paced orientation courses and a Learning Technology Support Hub, ensuring continuous guidance throughout the student learning experience.

UTT's TLIS department prioritizes continuous faculty development through a variety of formats, including webinars, tutorials, eWorkshops, and instructor-led eCourses like the Certificate in University Teaching and Certificate in Instructional and Learning Technologies. These resources enhance faculty skills in online and blended teaching, covering topics from instructional technologies to assessment strategies, with support accessible anytime via the centralized Faculty Support Hub. This comprehensive approach ensures that faculty remain proficient and adaptable in delivering high-quality digital education.

Evaluation of UTT's Online and Blended Learning Capacity

UTT has made significant investments in its blended and online learning ecosystem but recognizes key areas for improvement to ensure long-term sustainability and effectiveness. Priorities include enhancing data-driven decision-making through better stakeholder usage tracking, real-time performance monitoring, and establishing a centralized data infrastructure; strengthening faculty development by integrating Open Educational Resources (OERs) and content creation standards; and improving student assessment through secure proctoring tools. Additionally, UTT must expand its infrastructure, develop an institutional technology plan, increase support service availability (including 24/7 assistance), and broaden training offerings to address advanced digital pedagogies and foster collaborative teaching communities.

Chapter 9



EXCELLENCE IN RESEARCH AND SERVICE

EXCELLENCE IN RESEARCH AND SERVICE

Although not a formal accreditation criterion, this chapter highlights UTT's achievements in research and service, reflecting its commitment to national relevance. It showcases how postgraduate research aligns with Trinidad and Tobago's Vision 2030 National Development Priorities, alongside outputs such as publications, patents, and funded projects. Additionally, the chapter outlines UTT's service contributions—including exhibitions, competitions, public events, and strategic partnerships—that support national development across diverse sectors.

Research

Postgraduate and Strategic Research Aligned with National Priorities

UTT's postgraduate research is driven by national priorities and aims to address key development challenges outlined in Trinidad and Tobago's Vision 2030 strategy. Between 2020 and 2024, postgraduate students contributed to impactful research across five strategic themes—including public health, education, governance, infrastructure, entrepreneurship, and environmental sustainability—demonstrating UTT's commitment to innovation, relevance, and national progress.

Publications

UTT has demonstrated robust research output across diverse disciplines, with faculty contributing extensively to international and regional peer-reviewed journals. Prominent areas of focus include engineering, environmental science, and education, particularly in renewable energy optimisation, climate change adaptation, and digital learning in Caribbean contexts. These scholarly outputs—comprising journal articles, conference presentations, book chapters, and monographs—have established UTT as a significant contributor to regional and global academic discourse. Between 2017 and 2024, UTT produced over 300 refereed journal articles and approximately 290 conference papers, presentations, and posters. An estimated 38 books, book chapters, and monographs were published during this period. Additionally, faculty from the Performing Arts Unit produced over 100 creative publications, including performances, set and costume designs, and original musical works.

Patents

UTT has secured several patents reflecting its commitment to innovation and applied research. Highlights include the TECS device for exercise support and pain relief by Dr. Miguel Jagessar, and a vanadium-based treatment for type 2 diabetes by Dr. Varma Rambaran. Other patents cover technologies for cardiovascular risk assessment and water purification, demonstrating UTT's focus on solutions with real-world impact.

Grant Funding and Consultancies

The International Office and Grant Funding (IOGF) Unit supports UTT's mission by securing and managing grants and consultancies, generating over \$17 million TTD across 32 awards between 2022 and May 2024 in areas such as renewable energy, health, education, and carbon reduction. To strengthen performance, UTT should establish targeted funding goals, develop an online grants directory, reintroduce internal research grants, and enhance partnerships with local stakeholders, while ongoing revisions to the consultancy policy aim to streamline approval and oversight processes.

Conferences (Hosted and Partnered)

UTT has actively hosted and participated in high-profile regional and international conferences, including the UTT Research Symposium, the Caribbean Research Methodologies Conference, and global forums on maritime studies and energy systems, enhancing its reputation as a centre for academic discourse and innovation. These events have provided valuable platforms for faculty and students to share research, foster interdisciplinary collaboration, and build international networks.

Service

Client and Public Access to Services/Service Delivery Systems

Several administrative units at UTT—such as the Student Registry, Admissions, Counselling, Career Services, Financial Aid, and Student Disability Services—facilitate public access and support service delivery throughout the student lifecycle. These services are essential to enhancing the student experience from recruitment to graduation.

Community and Stakeholder Relations/Outreach

Cultural, Musical, Theatrical Productions/Exhibitions

Between 2019 and 2023, UTT advanced cultural engagement and national development through over 30 creative events—including concerts, exhibitions, and performances—showcasing student and faculty talent, promoting local heritage, and supporting community and regional outreach, both in-person and virtually.

Public Lectures and Webinars

Since 2017, UTT has delivered over 20 public lectures and webinars across the arts, education, science, and sport, using both in-person and virtual formats. In 2024, it launched a national school-based series on renewable energy, with 12 sessions scheduled through May 2025.

Sport Outreach

In 2019, UTT expanded its community engagement to include sport outreach, supporting schools and communities with expertise and resources to build capacity and promote sport for development.

Social Responsibility and Volunteerism

UTT promotes co-curricular, student-led service and community engagement through its Student Social Responsibility and Volunteerism Centre, which also guides staff and student collaborations with NGOs and community groups. Between 2017 and 2018, 345 student volunteers supported 23 projects focused on children's outreach, charitable efforts, and care for the elderly.

Strategic Partnerships: Local, Regional, and International

Between 2017 and 2024, UTT established a broad range of strategic partnerships with local, regional, and international entities to advance teaching, research, innovation, and outreach. These collaborations span sectors such as agriculture, energy, health, education, sport, culture, and disaster management, and include both academic exchanges and industry-led training initiatives. Key outcomes include enhanced student opportunities, capacity-building programmes, technological innovation, and expanded regional impact.

Local Partnerships

From 2017 to 2024, UTT engaged with a wide range of national partners—including government ministries, state enterprises, NGOs, and private sector organisations—to deliver programmes in agriculture, energy, sport,

public service, education, and the arts. These partnerships supported capacity building, technical training, student scholarships, and cultural preservation, reinforcing UTT's role in national development.

Regional Partnerships

Regionally, UTT collaborated with organisations such as the Caribbean Development Bank, CARILEC, and Edna Manley College to advance training in energy, music, and disaster preparedness. These efforts strengthened UTT's regional presence and contributed to the development of specialised skills and culturally relevant education across the Caribbean.

International Partnerships

UTT expanded its global reach through agreements with institutions such as the Organisation of American States, Huawei, and universities in Canada, the USA, Ghana, and Italy. These partnerships enabled academic exchanges, joint research, technical training, and innovation in areas such as renewable energy, public health, and engineering education.

Evaluation of UTT'S Excellence in Research and Service

From 2017 to the present, UTT has significantly expanded its research output and academic engagement, contributing meaningfully to global and regional discourse in areas such as renewable energy, education, and cultural studies. The University has remained committed to national development through community outreach, student support, and virtual adaptations during the COVID-19 pandemic. Central to this progress is the cultivation of strategic local, regional, and international partnerships that enhance UTT's impact and sustainability as a leading institution in the Caribbean.

Chapter 10



STRATEGIC PLANNING AND DIRECTION AT THE UNIVERSITY OF TRINIDAD AND TOBAGO

STRATEGIC PLANNING AND DIRECTION AT THE UNIVERSITY OF TRINIDAD AND TOBAGO

Introduction

Chapter 10 presents a status report on the development of the Draft UTT Campus Technology Plan and highlights the new strategic direction for the university, identifying key priorities which will be addressed during the next period of institutional accreditation. The draft Strategic Plan was submitted to the Board of Governors in April 2025 for approval.

Status of the Development of the Draft UTT Campus Technology Plan

Overview of Progress to Date

A structured framework has been developed to assess the current state of technology across The University of Trinidad and Tobago (UTT). The UTT framework identifies twelve critical domains of university function that necessitate both ongoing technological support and cyclical strategic planning.

Documented Progress Across Key Areas

To date, initial stakeholder engagement and data gathering have been completed for six of the twelve identified domains. These include:

- **Teaching and Learning**
- **Student Information Systems**
- **Research Support**
- **Library Services**
- **Alumni Relations and Fundraising**
- **Innovation, Entrepreneurship, and Community Outreach**

Areas Requiring Re-engagement or Revision

Deeper engagement is required in the following areas:

- **Talent Development**
- **Student Support Services**
- **Administrative Systems**
- **Communication and Collaboration Tools**

Critical Areas of Inactivity

- **Cybersecurity**
- **IT Infrastructure**

What is the UTT Campus Technology Plan?

The UTT Campus Technology Plan will present the first integrated and campus-wide articulation of technology initiatives across all UTT locations, academic programmes, and operational domains.

Strategically, the plan will delineate twelve high-priority domains requiring sustained technological investment and coordination:

- **Teaching and Learning**
- **Student Information Systems**
- **Research Support**
- **Library Services**
- **Administrative Systems**
- **Communication and Collaboration Tools**
- **Cybersecurity**
- **IT Infrastructure**
- **Student Services Support**
- **Talent Development**
- **Alumni Relations and Fundraising**
- **Innovation, Entrepreneurship, and Community Outreach**

Development of the UTT Strategic Plan 2025 - 2030

Institutional Context and Challenges

The University of Trinidad and Tobago (UTT) has undergone significant transformation since its establishment in 2004. As UTT enters its third decade of operation, it confronts a series of formidable challenges that have profound implications for its future development. The University has experienced a dramatic reduction in government funding, with subventions falling by more than 60% over the past decade.

The University must navigate the complex landscape of post-pandemic higher education, which has also changed dramatically. These changes encompass a heightened demand for digital and hybrid learning models, evolving student expectations regarding educational delivery and support services, and an intensified focus on employability and practical skills development.

Integrated Planning Approach

The self-evaluation process, guided by the Accreditation Council of Trinidad and Tobago (ACTT) criteria, provided a comprehensive and rigorous assessment of the University's performance across multiple domains, including teaching effectiveness, learning outcomes, governance structures, and institutional adaptability to change.

Stakeholder Engagement and Analysis

As part of the strategic planning process, UTT implemented an extensive consultation programme that gathered feedback through various channels, including surveys and focused discussion sessions. This consultative approach was inclusive, bringing together perspectives from students, faculty members, administrative staff, industry partners, and government representatives.

The PESTEL and SWOT analyses were complemented by the implementation of a balanced scorecard approach, ensuring that financial, operational, and growth perspectives were incorporated.

Recent Achievements and Lessons Learned

- **The University maintained solid enrolment figures, with an average of 6,300 students annually.**
- **The University successfully launched over 20 new programmes and the maintenance of specialised accreditation for 31 programmes.**
- **The University's academic community has produced over 300 research outputs, launched a new academic journal, and secured research grants totalling TT\$28 million.**
- **The University successfully reduced its budget deficit from TT\$14.4 million to TT\$6 million.**
- **Operationalising the Tamana Campus and implementing several technological and infrastructure upgrades across the campus network valued at over TT\$120 million.**

The COVID-19 pandemic particularly underscored the necessity for robust business continuity planning and space optimisation in a changing educational landscape. It also increased the demand for flexible programme options and the drive for multi-modal programme delivery across the academic disciplines. Furthermore, the period revealed that successful strategy implementation requires both dedicated resources for execution and monitoring, and realistic financial planning with feasible funding components.

Strategic Goals and Priorities

UTT has established eight interconnected strategic goals that will guide its development over the coming years:

Sustainable Revenue through Diversified Income Streams

The University will measure its success in this goal through several key metrics. These include monitoring the annual growth in tuition revenue and tracking capital funding secured for essential infrastructure projects. The institution will also assess research and consultancy earnings against established targets, whilst evaluating revenue generated from professional education and services. Additional performance measures will encompass the growth and balance of the endowment and development fund, levels of philanthropic income secured annually, and progress in reducing the University's reliance on government funding.

Flexible, Innovative and Industry-Driven Learning Experiences

The University will track the success of its educational innovation through a comprehensive set of indicators. These encompass the annual review and renewal of academic programmes, and assessing the conversion rate of traditional courses to blended, online and hybrid formats. The institution will also track the expansion of cross-disciplinary course offerings, whilst carefully measuring both student feedback with various delivery modes, and industry feedback regarding programme relevance.

Enhanced Student Experience and Engagement

The University will assess its success in this area through a range of interconnected measures. These include tracking student feedback and engagement levels. The effectiveness of support initiatives will be evaluated through participation levels and academic performance metrics, with particular attention to progression rates and persistence among at-risk student populations.

UTT as a National Hub for Research and Entrepreneurship

The University will evaluate its research and entrepreneurial achievements through several key performance indicators. These will encompass faculty research impact through publication and citation rates, alongside the value of external research grants secured. The success of entrepreneurial initiatives will be assessed through the number of successful business incubations. Progress will also be measured through the number of research outputs successfully commercialised, and revenue generated from consultancy contracts.

An Efficient Modern Organisation

The University will evaluate its organisational efficiency and process improvements through several key performance indicators. These will include the completion rate of ERP implementation, the number of automated processes integrated across operations, and the adoption rate of BI solutions and monitoring and evaluation practices within various units.

A Productive Workforce and Enriching Work Environment

The University will assess the effectiveness of these initiatives through key performance indicators. These will include staff participation rates in professional development programmes, internal appointment and promotion rates, and employee engagement scores. Additionally, progress in collective bargaining agreements, staff retention rates, and the successful completion of cross-departmental projects will be measured.

Strong Partnerships and Community Connections

The University will assess the effectiveness of these partnerships through key performance indicators, including the number of active industry collaborations, student internship placement rates, and participation in international exchange programmes. Additionally, progress will be measured through community service project completion rates, alumni engagement levels, volunteer participation rates, and joint research output metrics.

Exemplary Governance and Leadership

The University will evaluate its progress in governance and leadership through key performance indicators, including the timely publication of governance reports, completion rates of internal audits, and the frequency of policy reviews and updates. Additional measures will include participation in leadership development programmes, stakeholder communication effectiveness, crisis response plan testing results, and regulatory compliance rates.

Implementation Strategy

The University of Trinidad and Tobago’s Strategic Plan 2025-2030 will guide the implementation of its institutional strategy through a four-tiered structure: university-wide goals, divisional plans, unit operations and programme-level execution. The implementation will span four phases from 2025 to 2030, beginning with the establishment of oversight and guidelines, then the initial execution of quick-win projects, mid-cycle assessment and adjustments, and concluding with final implementation and future planning.

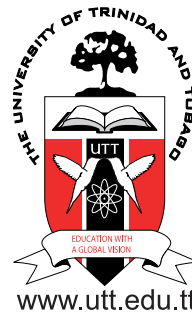
Conclusion

The University of Trinidad and Tobago’s 2025-2030 Strategic Plan represents a carefully structured response to significant challenges, strengths, and opportunities. The plan’s eight interconnected goals – spanning financial sustainability, educational innovation, student experience, research excellence, operational efficiency, workforce development, partnerships, and governance – provide a clear framework for institutional advancement. This strategic direction positions UTT to maintain its vital role in national development while adapting to post-pandemic educational realities.

The plan’s implementation will occur through a four-tiered structure across four phases, supported by standardised tools and oversight mechanisms. A monitoring and evaluation framework will ensure that implementation milestones are tracked, and necessary adjustments are made when required. Success metrics include diversified revenue streams, enhanced digital delivery capabilities, improved student outcomes, increased research output, operational efficiencies, workforce satisfaction, partnership engagement, and strengthened governance practices.

A draft of the UTT 2025-2030 Strategic Plan is awaiting approval from the Board of Governors.





A Publication of

THE UNIVERSITY OF TRINIDAD AND TOBAGO (UTT)

Tel: (868) 642-8888/223-4888

www.utt.edu.tt