



THE UNIVERSITY OF TRINIDAD AND TOBAGO

STRATEGIC PLAN



2019 - 2024

Transition and Transformation

Table of Contents

EXECUTIVE SUMMARY 2

INTRODUCTION 7

UTT AT A GLANCE 12

TOWARDS THE FUTURE: RESPONDING TO THE CHANGING ENVIRONMENT 17

UNDERSTANDING THE UTT CULTURE 19

RESHAPING THE ORGANISATIONAL STRUCTURE 22

UTT’S STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT 24

REFINING UTT’S MISSION AND VISION 26

THE UTT GRADUATE 28

STRATEGIC PRIORITIES 30

ACTION PLAN 2019-2024 32

CONCLUSION 43

EXECUTIVE SUMMARY

Introduction

In July 2018, the University of Trinidad and Tobago (UTT) commenced the process for the development of a new strategic plan for the period 2019-2024. A Working Committee comprising senior faculty and corporate staff was appointed by the President to oversee the planning process. This committee was chaired by the President with the Vice President, Quality Assurance and Institutional Effectiveness as Deputy Chairperson. The Working Committee approved the process and schedule for the development of the plan and a Project Team was established in the Office of Quality Assurance and Institutional Effectiveness (QA&IE) to conduct an environmental scan, analyse data collected through document review, interviews and surveys and produce the plan.

The Strategic Planning Process

The methodology for the development of the plan included an organisational SWOT (strengths, weaknesses, opportunities, threats) analysis, a TOWS analysis, an appreciative inquiry survey, an organisational culture assessment and consultations with key external stakeholders. Unlike the approach adopted by UTT with the development of previous strategic plans, this process sought to widen the university's engagement with both its internal and external stakeholders, and introduce more rigour in data collection and analysis so as to generate more reliable information.

Revised Mission

The new mission of UTT is to “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.”

Revised Vision

The new vision of UTT is “To be the premier university dedicated to the socioeconomic transformation of Trinidad and Tobago, with global reach and international standing.”

Core Values

UTT's core values were also reviewed and revised. UTT makes an enduring commitment to the following guiding principles which will shape institutional behavior and underlie our work performance:

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

Quality Policy

The Quality Policy is an overarching statement that communicates how UTT defines excellence, demonstrates its commitment to achieving excellence and the measures by which it evaluates its success. UTT is committed to providing sustainable intellectual, social, cultural and economic benefits to the national community, and by extension the wider Caribbean, through its programmes of education and training, research, innovation and scholarship. To achieve its institutional purpose and meet or exceed the expectations of its stakeholders, it is the policy of UTT to be mission-driven and results oriented. UTT will strive to consistently demonstrate stakeholder engagement and commitment to continuous quality improvement.

The UTT Graduate

The first theme in the National Development Strategy 2016 - 2030 for Trinidad and Tobago is 'Putting People First: Nurturing Our Greatest Asset'. In furtherance of this objective, through learning experiences which support the holistic development of our students, UTT seeks to produce graduates who are:

- Committed to academic excellence
- Effective communicators
- Socially responsible
- Innovative and display an entrepreneurial spirit
- Industrious and self-assured

Strategic Priorities and Objectives

The Strategic Plan 2019 – 2024 outlines seven strategic priorities and specific objectives based on an analysis of the data collected. The strategic priorities are categorised under seven broad themes that focus on:

- Academic Excellence in Teaching and Research
- Fostering Entrepreneurship and Innovation
- Ethical and Responsive Governance and Administration
- Improved Media Presence and Brand Recognition
- Increased Self-Sustainability and Enhanced Revenue Generation
- Wider Application of Leading Edge Technology
- Strengthened Capacity to Identify and Solve National Problems

The priorities and strategic objectives to be achieved by the year 2024 are outlined in the table below:

| STRATEGIC THEMES | GOALS | OBJECTIVES |
|---|--|--|
| 1.0 Academic Excellence in Teaching and Research | 1.1 To build a culture of teaching excellence and innovation, high learner achievement and sustained research outcomes which are relevant and impactful. | 1.1.1 Streamline resources in teaching and research programmes to focus on viable niche areas related to national development priorities. 1.1.2 Enhance our learning environments and strengthen learner support services. 1.1.3 Partner with industry and other tertiary education providers to enhance curriculum and research and deliver collaborative content. 1.1.4 Increase the quantity and quality of peer-reviewed publications 1.1.5 Build and incentivise a research-driven culture among both academics and academic support staff 1.1.6 Upgrade research and innovation spaces and equipment. 1.1.7 Provide enabling policies and support systems for better research quality and impact. 1.1.8 Develop and reward faculty. |
| 2.0 Fostering Entrepreneurship and Innovation | 2.1 To adopt an interdisciplinary approach to entrepreneurial education that supports creativity, innovation, knowledge conversion and enterprise creation which positively impacts individuals, communities and the wider society. | 2.1.1 Offer a suite of entrepreneurship courses at undergraduate and graduate levels that can be integrated into new and existing programmes. 2.1.2 Build and incentivise a culture of entrepreneurship and innovation among students, faculty and staff and empower them to contribute to economic growth and social development. 2.1.3 Leverage interdisciplinary collaboration to expand on entrepreneurship incubators and create innovation hubs. 2.1.4 Create an enabling environment for the commercialisation of inventions and innovations and creation of spin-off companies through collaborative initiatives involving faculty, staff, students and industry. 2.1.5 Pursue initiatives to increase the level of industry-sponsored research in key sectors through engagement in industry collaboration and governmental and corporate partnerships. |
| 3.0 Ethical and Responsive Governance and Administration | 2.1 To create a responsive and resilient governance and administrative structure that facilitates student and staff involvement in decision making, invests in employee development and supports the university's mission. | 3.1.1 Strengthen the university's policies to achieve greater efficiency in the allocation and optimisation of resources. 3.1.2 Review and revise key business processes to improve organisational effectiveness and support the evolving needs of the university community. 3.1.3 Attract and retain high-quality employees for better work performance and increased organisational effectiveness. |

| STRATEGIC THEMES | GOALS | OBJECTIVES |
|---|---|--|
| | | <p>3.1.4 Adopt a data-driven approach to decision-making, planning and prioritisation to focus on ensuring that new initiatives remain sustainable in the long term.</p> <p>3.1.5 Pursue initiatives to improve employee morale, increase productivity and develop a culture of innovation and growth that enables faculty, students, and staff to support the mission of the university.</p> |
| <p>4.0 Improved Media Presence and Brand Recognition</p> | <p>4.1 To build the university's engagement with the national and regional communities through public outreach and advancement activities to raise awareness of UTT's role as a national university.</p> | <p>4.1.1 Increase the level of positive media coverage to effectively manage and improve the university's reputation.</p> <p>4.1.2 Enhance communication, keeping internal and external stakeholders fully informed on issues which support the mission of the university.</p> <p>4.1.3 Increase the level of promotion of research-based activities to strengthen the university's position as a tertiary institution of research and innovation.</p> <p>4.1.4 Increase the level of participation by faculty in public fora on issues of national and regional importance.</p> <p>4.1.5 Leverage technology to strengthen the university's digital and social media presence and continuous improvement of the university's world ranking.</p> <p>4.1.6 Widen engagement with the national and regional communities through participation in fora to educate and enhance confidence in the university.</p> |
| <p>5.0 Increased Self-Sustainability and Enhanced Revenue Generation</p> | <p>5.1 To demonstrate fiscal sustainability and accountability to provide a solid financial foundation for the achievement of the mission of the university.</p> | <p>5.1.1 Strengthen financial management structures to improve financial health monitoring, reporting and evaluation.</p> <p>5.1.2 Increase efficiency and reduce service delivery cost for academic and operational areas to ensure an optimal return on investment.</p> <p>5.1.3 Improve the university's budgeting and fiscal planning processes to ensure appropriate and transparent allocation of resources in alignment with strategic priorities.</p> <p>5.1.4 Diversify university revenue streams to supplement traditional funding sources and create sustainability and resilience.</p> <p>5.1.5 Build a culture of prudent financial and cost management.</p> |
| <p>6.0 Wider Application of Leading Edge Technology</p> | <p>6.1 To harness relevant information systems and technology as the driver for streamlining, modernising and enhancing overall operations in a digitally transformed environment.</p> | <p>6.1.1 Implement relevant Information and Business Intelligence Systems to enhance efficiencies in the management of human, financial and operational resources.</p> <p>6.1.2 Adopt sound communication platforms that will modernise and improve communication with internal and external stakeholders.</p> |

| STRATEGIC THEMES | GOALS | OBJECTIVES |
|---|--|--|
| | | <p>6.1.3 Implement academic management and learning management systems to improve programme delivery and enhance facility, faculty and student management.</p> <p>6.1.4 Expand the technological asset base to include digital technology capabilities for flexible programme offerings.</p> |
| <p>7.0 Strengthened Capacity to Identify and Solve National Problems</p> | <p>7.1 To create a collaborative environment to drive national development and transformation through the identification and resolution of societal problems.</p> | <p>7.1.1 Strengthen partnerships with public and private sector and niche communities to identify and address issues aligned to social and economic development.</p> <p>7.1.2 Assess the implementation of community initiatives in areas of national importance to ensure sustained relevance to societal needs.</p> <p>7.1.3 Engage niche communities through initiatives designed to increase student civic responsibility and address community needs.</p> <p>7.1.4 Develop multidisciplinary research hubs to inform national policy direction and planning.</p> <p>7.1.5 Lead the entrepreneurial thrust by developing programmes that focus on increasing global competitiveness and transforming society towards greater economic diversification.</p> |

Conclusion

Successful implementation of this strategic plan rests on the requirement for each academic programme and non-academic or corporate unit to develop an operational plan with key performance indicators. This will allow them to measure the extent to which they achieve, or support the achievement of, the specific objectives in each of the priority areas identified in the plan.

STRATEGIC PLAN 2019 – 2024

TRANSITION AND TRANSFORMATION

INTRODUCTION

The University of Trinidad and Tobago (UTT), as the national university, is called upon to play a pivotal role in the development of the country's human resources. The National Development Strategy 2016-2030 for Trinidad and Tobago articulates the country's national development goals in five thematic areas which are aligned to the United Nations Sustainable Development Goals:

Theme 1 - Putting People First: Nurturing Our Greatest Asset;

Theme 2 -Delivering Good Governance and Service Excellence;

Theme 3 - Improving Productivity through Quality Infrastructure and Transportation;

Theme 4 - Building Globally Competitive Businesses; and

Theme 5 - Placing the Environment at the Centre of Social and Economic Development.

A high-quality, relevant and responsive education and training system plays an integral role in the achievement of the goals in each area, as without talented and productive individuals with the competencies required for effective job performance, nothing can be achieved. The role of tertiary level educational institutions in workforce development is also highlighted in the CARICOM Human Resource Development 2030 Strategy which identifies human resource development as being vital for “social and economic prosperity, regional integration, building resilience and sustainable development.” The strategy points to a vision of “Unlocking Caribbean Human Potential which can be accomplished by enabling our people as they progress from their earliest years to senior adulthood to reach their full potential in their personal and working lives, contributing to their families, communities and national and regional development.” (HRD 2030 Strategy, May 2017). It is against this backdrop that UTT seeks to define its role and identify its contribution not only to Trinidad and Tobago, but also to the wider Caribbean region.

UTT's Foundation

In 2004, when UTT was first conceived, it was envisaged that the institution would make a significant contribution to increasing the country's supply of highly skilled and educated workers to support sustainable development. The Steering Committee for the Establishment of the University of Trinidad and Tobago in its report (April, 2004) stated that its main goal was “designing a New University system that is seamless across disciplines, seamless across levels, dynamic and flexible allowing upward mobility for all students to maximise their education, inherent talent and skills, all directed towards making a significant contribution in achieving the stated vision of the country's developed status by year 2020”.

Further, the committee indicated that in the design of any new university system for the country, the following objectives must characterise its programmes and culture:

- graduates that will become the core of an internationally competitive workforce
- equitable, effective and streamlined national education/training systems
- education and training that promotes social harmony amidst social-economic and cultural diversity and nation building
- empowered citizenry that participates, individually and collectively, in improving quality of life - team building and team efforts being key characteristics
- education and training that promote attitudes, ethical and moral values and behaviours to secure a sustainable future for Trinidad and Tobago
- education and training that seed the fundamentals for entrepreneurship, innovation and creativity
- graduates who are industry-ready and specific – yet with a broad-based exposure to several disciplines
- optimal use of the national human resources and capital assets already invested in existing public sector education, R & D and training institutions

It is in this context that UTT was developed through an integration of several existing tertiary level institutions including the Trinidad and Tobago Institute of Technology (TTIT), San Fernando Technical Institute, John S Donaldson Technical Institute, Corinth and Valsayn Teachers' Colleges, and the Eastern Caribbean Institute for Agriculture and Forestry (ECIAF). Over time, the university expanded into a multi-campus institution offering a wide range of programmes in diverse academic fields in response to a national policy to widen access to tertiary education and increase the participation rate.

In 2017, during the period leading up to UTT's reaccreditation by the Accreditation Council of Trinidad and Tobago (ACTT) for a period of seven years (2017 – 2024), the Board of Governors approved a Strategic Plan for the period 2017 - 2022. This plan was developed prior to the assumption of duty of a new President and at a time when the university was grappling with severe budgetary cuts and the urgent need to take action to bring expenditure in line with income. In light of the changes taking place and the challenges that they gave rise to, it became apparent that, in order to ensure sustainability, the university would have to revisit its planned strategies, review its current situation and re-examine its priorities. Revisions were suggested to the university's mission and vision and a decision was taken to reengage stakeholders in the development of a new strategic plan that would address the current realities.

The Strategic Planning Process

On 26 July 2018, the university launched a new strategic planning process, led by a Strategic Planning Working Committee comprising senior faculty and staff. In recognition of the need to re-examine UTT's priorities and the role that the institution would play as the national university of Trinidad and Tobago, the process was designed to include the engagement of both internal and

external stakeholders. The strategic planning model is illustrated in Figure 1 (p. 10). The Office of Quality Assurance and Institutional Effectiveness (QA&IE) established a Strategic Planning Project Team responsible for conducting interviews, administering surveys and analysing data for the development of the plan. The development process included the following key elements:

- analysis of strengths, weaknesses, opportunities and threats
- review of the mission, vision, core values and quality policy
- review of the key qualities of the UTT graduate
- assessment of the organisational culture
- identification of strategic priorities and objectives
- development of an action plan

It is envisaged that implementation of this plan during the period 2019 – 2024 will build on UTT's current strengths and create the foundation for the university's continued relevance and sustainability in the future.

STRATEGIC PLANNING MODEL 2018



Figure 1 - The Strategic Planning Model

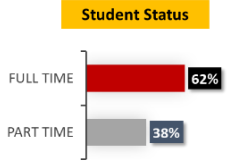
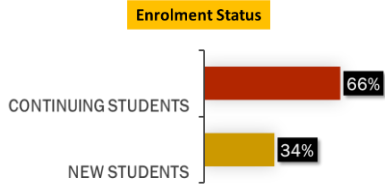
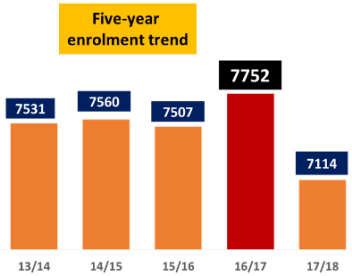
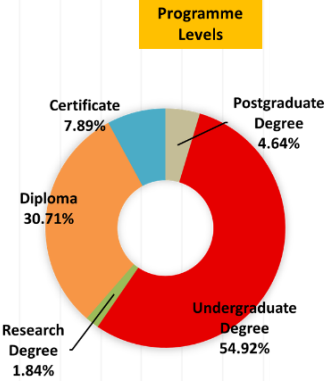
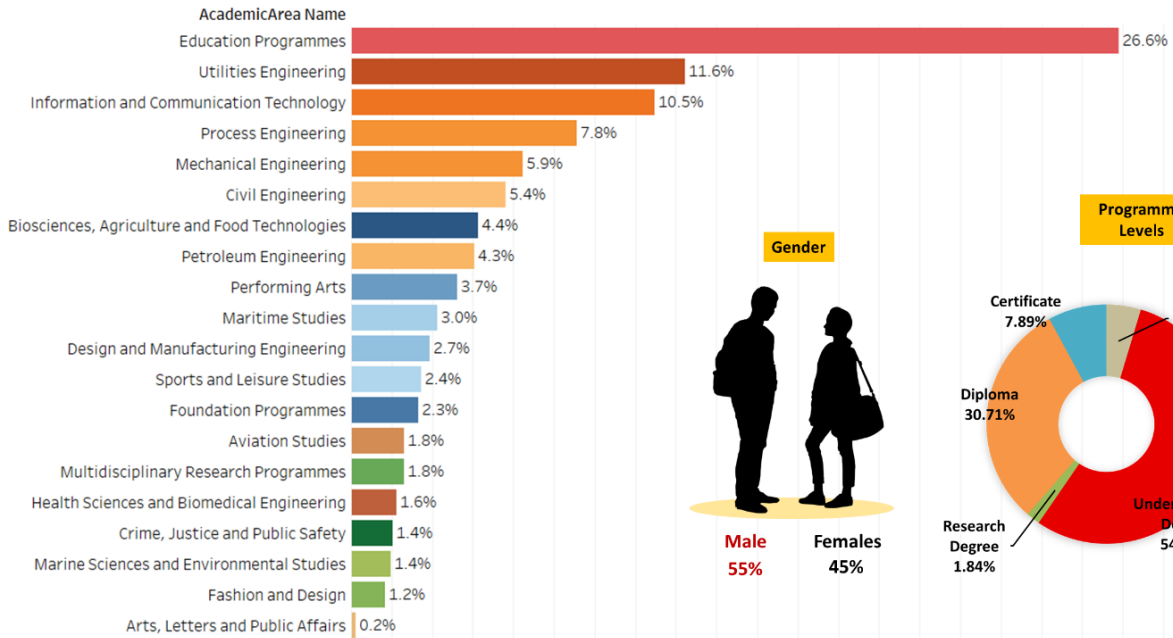
Through the implementation of this new strategic plan, UTT aims to:

- Improve teaching effectiveness and enhance the student learning experience
- Increase its focus on initiatives that promote entrepreneurship and innovation
- Strengthen the research and commercialisation agenda
- Provide a platform for increased efficiency for its operations
- Improve the university's image and reputation
- Strengthen industry partnerships and engagement with other external entities and the wider society
- Improve financial health and increase self-sufficiency.

UTT AT A GLANCE

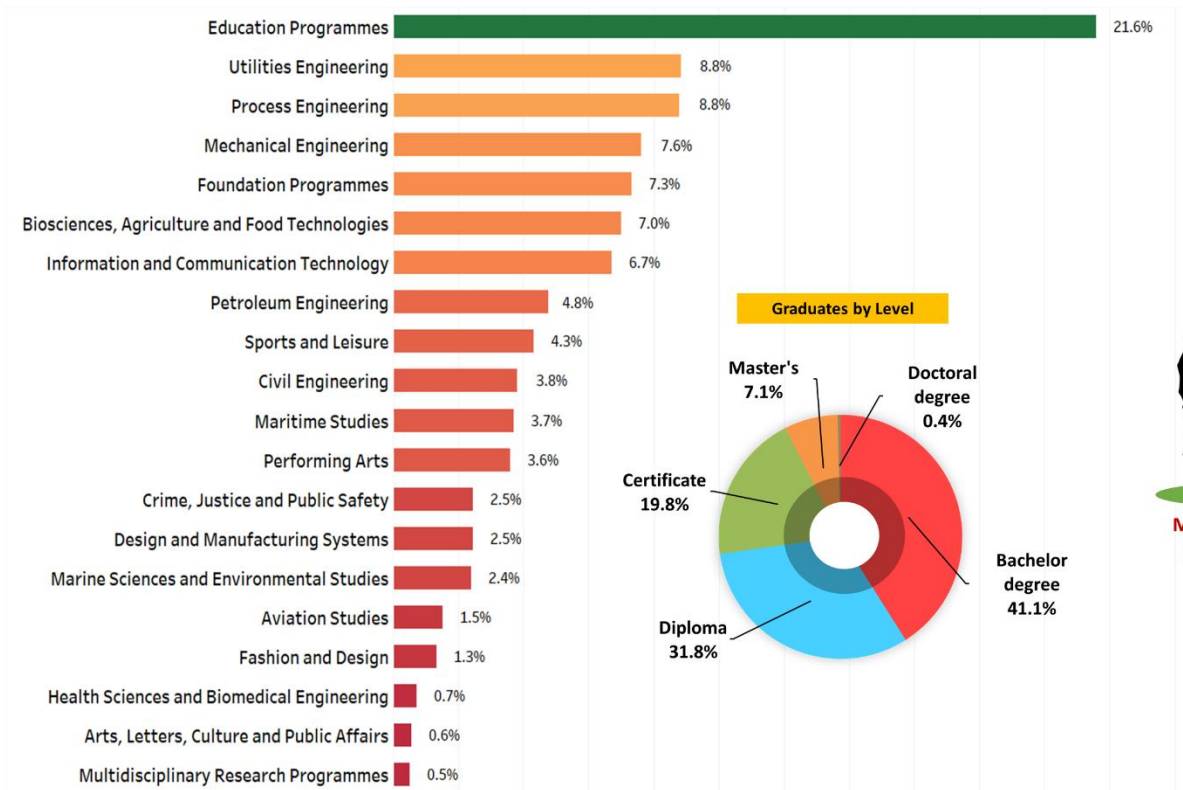
UTT had a student population for the **2017-2018** academic year of **7114**.

Enrolment by Academic Area for 2017/18



In **2018** the institution graduated **1787** students.

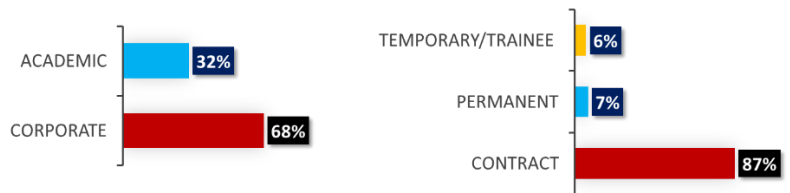
Graduates by Academic Area for 2017/18



As of **August, 2018** UTT, employed **1,128** employees across 12 campuses.



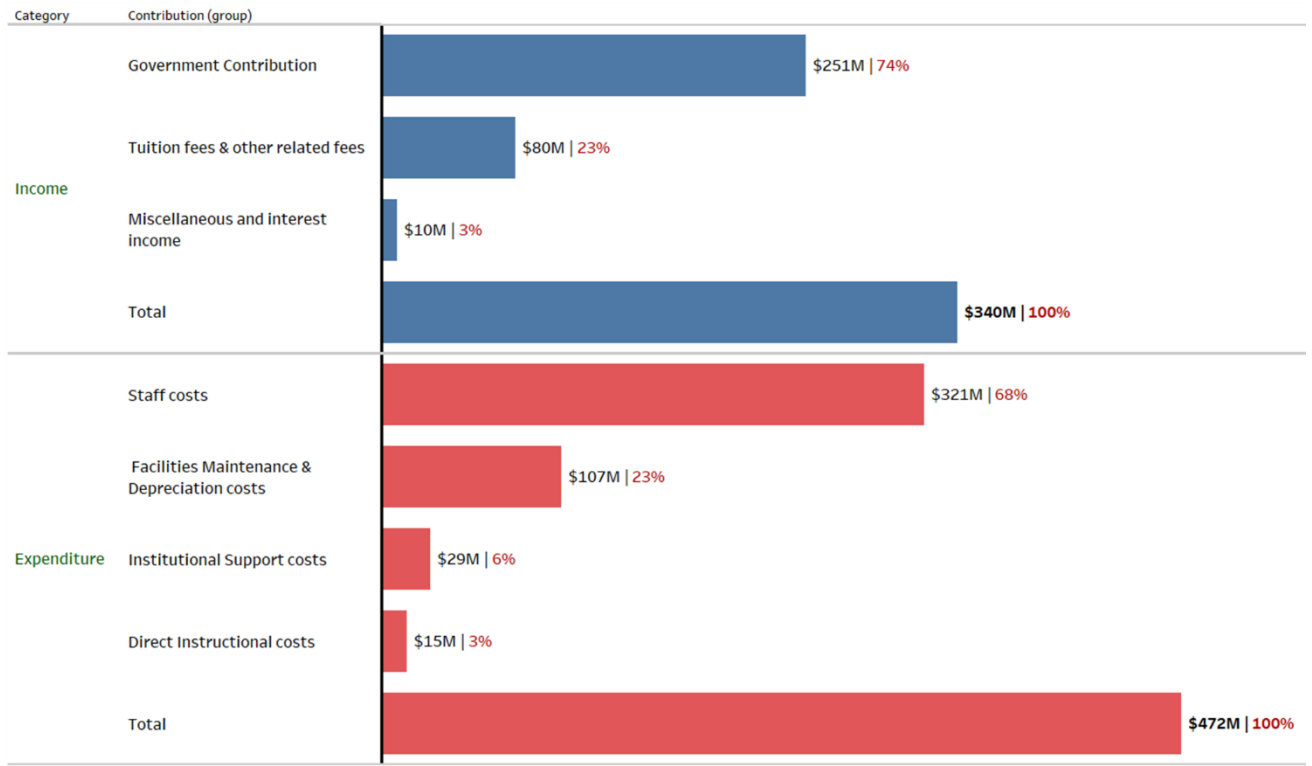
Profile of UTT Employees for 2017/18



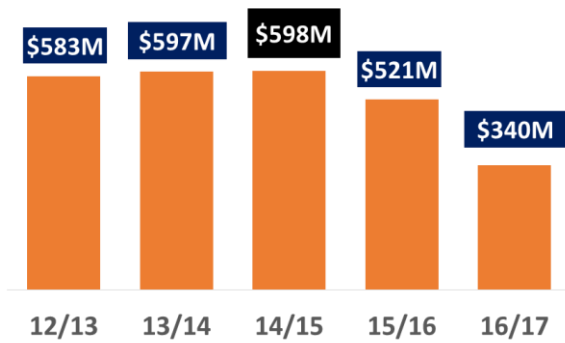
In **2017** UTT's total income was \$340M and expenditure was \$472M.

UTT'S fiscal **deficit of \$132M**.

Income and Expenditure at UTT for 2017



UTT Five year income trend 2012 -2017



Our Students and Graduates

In the academic year 2017-2018, 7114 students enrolled in 20 academic areas at the undergraduate and postgraduate levels across UTT's 12 teaching and research sites. The university has built a solid reputation in engineering and technology programmes related to key sectors of the economy including Energy, ICT, Utilities, Processing, Manufacturing, Maritime Services, Civil Infrastructure, Agriculture, and Food Technology. UTT has also made notable strides in programmes related to Public Safety, Environmental Studies, and Teacher Training. Further UTT's contribution to the creative sector through its programmes in Fashion and Design, Carnival Studies, and the Performing Arts, has received global recognition. Since 2012, UTT has also produced 9753 graduates and in 2018, the institution graduated 1787 students in a range of academic areas. Among these graduates approximately 41% earned bachelor's degrees, 32% were granted diplomas, 20% earned certificates, and 7% were awarded master's degrees. Less than 1% of the graduating class was awarded doctoral degrees.

Despite the university's many successes, our student data point to some areas which require attention. Almost one third of the enrolled student population is clustered in teacher training programmes, for which some specialisations have become saturated nationally. This academic area also accounted for approximately 22% of the 2018 graduating class. While many of the cutting-edge global innovations which create economic value are driven by research from faculty and students at the postgraduate level, less than 8% of total enrolment is in postgraduate and research programmes. Less than 1% of graduates in 2018 were awarded research degrees. Additionally, the trend over the past five years shows that annual enrolment growth has stalled. To address these data trends, UTT must reexamine the alignment between programme offerings and market needs to ensure greater relevance and sustainability.

Our Faculty and Staff

In the academic year 2017/2018, UTT had 1128 employees across its 12 campus sites. Academics accounted for approximately 32% of the workforce, while non-academic staff represented 68%. Of all employees, 87% were on fixed-term contracts and another 6% were either in temporary or trainee positions. In an environment of economic constraint and in the midst of a changing higher education landscape, impactful universities require a flexible workforce and organisational structures aligned to their strategic priorities. Such changes are often challenging but must be managed in ways that are people-centred and achieve higher levels of organisational performance.

Our Finances

Overall, some 90% of the University's funding is sourced from the Government of Trinidad and Tobago (GORTT). Commencing in the academic year 2016/17, such funding was reduced by approximately 50% below the average of the previous three (3) years' receipts, leading to the inevitable requirement of the University to reduce the scale of its operations. UTT's total income for the year 2017 was \$340M, while its expenditure was \$472M, resulting in a fiscal deficit of

\$132M. Government funding, tuition and related fees, and miscellaneous and interest income accounted for 74%, 24% and 2% of revenue respectively. With respect to expenditure, staff costs, facilities maintenance and depreciation, institutional support, and instructional costs accounted for 68%, 24%, 5% and 3% respectively.

The material extent of such reduction in Government funding continued for the academic years 2017/18 and 2018/19. Given the public pronouncements from authoritative sources regarding the expected state of the public finances of the Government until at least 2021 (with respect to, for example, continuing budget deficits; unflattering debt/GDP ratios; natural gas shortages), funding to be provided to the University for the academic years 2019/20 to 2020/21 is not expected to be different from that provided for the last three years 2017-19.

A review of the financial data since fiscal 2012-2013, shows that UTT's financial health has been compromised by significant reductions in revenue over several years. Further, it shows that the highest level of expenditure is on staff and facilities costs. This is, in large part, the result of the human resource and other requirements for effective operation of UTT's extensive multi-campus network. Additionally, the data reveal UTT's heavily reliance on government funding and the small contribution that tuition revenue makes towards overall expenses. In a national environment of economic constraint, during the period of this strategic plan, the university must focus its efforts on the implementation of measures to reduce its reliance on public funding and adopt a strategic approach to better managing its expenditure profile.

TOWARDS THE FUTURE: RESPONDING TO THE CHANGING ENVIRONMENT

Appreciating the need to reposition itself in a changing environment, the university engaged its stakeholders in a wide-ranging discussion about its wider national and regional context and the role that UTT can best play in fulfilling its mission and vision. Internally, faculty and staff across the institution conducted an analysis of the university's internal and external environment. Students were also engaged in the process. Externally, meetings were also held with senior public officials of key government ministries as well as executives and other leaders of public and private sector organisations. The feedback from these internal and external stakeholders formed the basis of a SWOT analysis which informed the detailed strategies in the plan. The major findings are summarised below:

SWOT ANALYSIS

| INTERNAL | |
|--|--|
| Strengths | Weaknesses |
| <ul style="list-style-type: none"> • Unique and relevant programme offerings • A cadre of qualified faculty and staff • A solid physical and technological asset base • A geographically-dispersed multi-campus network • Solid support from government and the national community • A resilient workforce • Competency-based programmes that integrate work placement and/or application of skills • Strong public support and a sense of patriotism directed towards first indigenous university • A recognised brand as a geographically-dispersed multi-campus national university • Commitment to quality assurance and national and international accreditation | <ul style="list-style-type: none"> • Ineffective administrative structures, systems and processes • Poor financial health • Low employee morale • Instances of inefficiency and wastage • Weak or ineffective communication • Skills gap in some areas • Decreasing new admissions • Divide between academic and non-academic staff • High upkeep cost of aging facilities • Unsatisfactory student retention and completion rates • Lack of UTT legislation that makes the university vulnerable to political changes • Lack of transparency with respect to UTT’s financial operations • Mission drift • Several programmes require curriculum strengthening to improve student learning outcomes • Ineffective communication strategy with respect to various stakeholders |
| EXTERNAL | |
| Opportunities | Threats |
| <ul style="list-style-type: none"> • Changing higher education landscape presents opportunities for new partnership and delivery models • Expand potential student base in regional and international markets • Increasing use of digital technology in higher education • Public and private sector demand for expertise and professional training • National diversification agenda creates demand for new programme offerings and research areas • Improved reputation and prestige garnered from accreditation status • Opportunity to use Vision 2030 National Development Plan 2016-2030 to guide the university’s priorities • National skills gap in the area of performance monitoring and evaluation • Opportunity to fill gap nationally for research data on key economic and developmental indicators • Need for centres of excellence in niche areas to facilitate the national economic transformation • Need for “think tanks” clustered around UTT’s areas of expertise to support national policy development • Growing demand to address national capacity needs with respect to education and research in STEM and TVET • Opportunity to advocate for UTT legislation to improve stability and autonomy • Opportunity to increase student internships and practical training in collaboration with industry • Opportunity to offer programmes delivered online or via blended mode • Need to collaborate with industry on research, publications and professional training • Opportunity to give more attention to programmes in renewable energy, food production and natural resource development | <ul style="list-style-type: none"> • Intense competition in local higher education sector for market share • Heavy reliance on state funding • Negative press from various UTT issues can erode public support • Political interference can impede development • GATE policy changes can depress student demand for programmes • Increasing crime rate can lead to greater security risks and costs • Low national investment in research • Excessive duplication in programme offerings among publicly-funded TLIs threatens UTT’s relevance • Heavy reliance on state funding • Failure to provide evidence of a return on investment in UTT may erode public support |

UNDERSTANDING THE UTT CULTURE

As part of the strategic planning process, a culture assessment survey¹ was administered electronically to all employees. The goal of this assessment, was to illuminate the current UTT culture and how it impacts the institutional performance in several areas. Additionally, the assessment sought to measure the extent to which there was a demand for a culture change by the employees. The diagram below highlights the various aspects which defines the institutional culture.

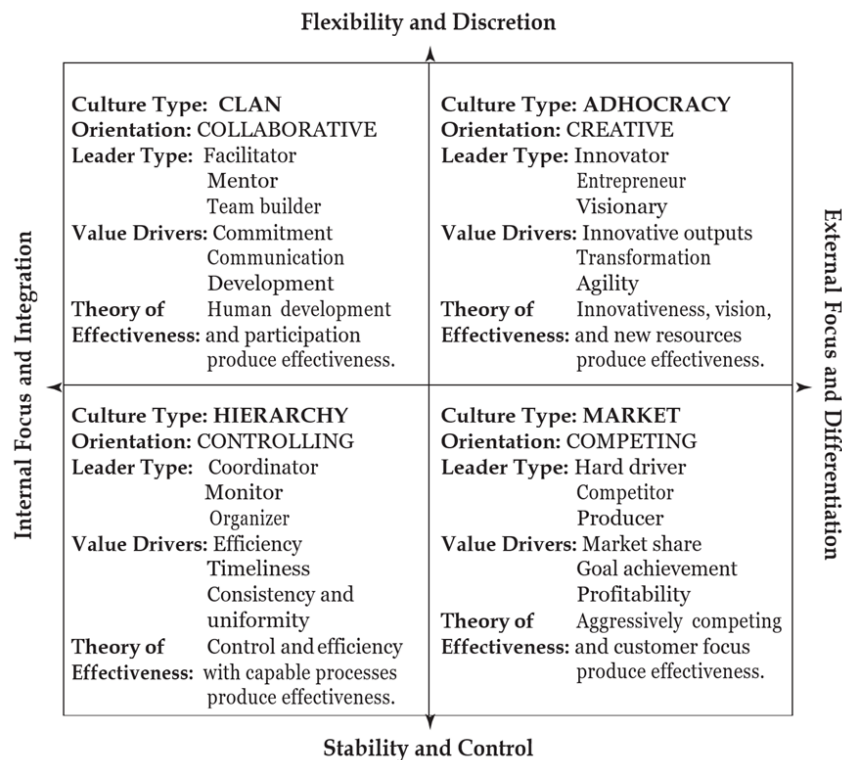


Figure 2 - Competing Value Framework

Overall UTT Culture Mix

The diagram in Figure 3 shows the overall cultural profile of UTT which is the university's mix of the four culture types. The red lines represent the current culture and the blue dotted lines represent the preferred culture.

¹ The instrument used in the survey was adapted from a questionnaire developed by Vasyakin, Ivleva, Pozharskaya, and Shcherbakova¹ for assessing the organisational culture of higher education institutions. It is based on the Organisational Culture Assessment Instrument (OCAI) pioneered by Cameron and Quinn.

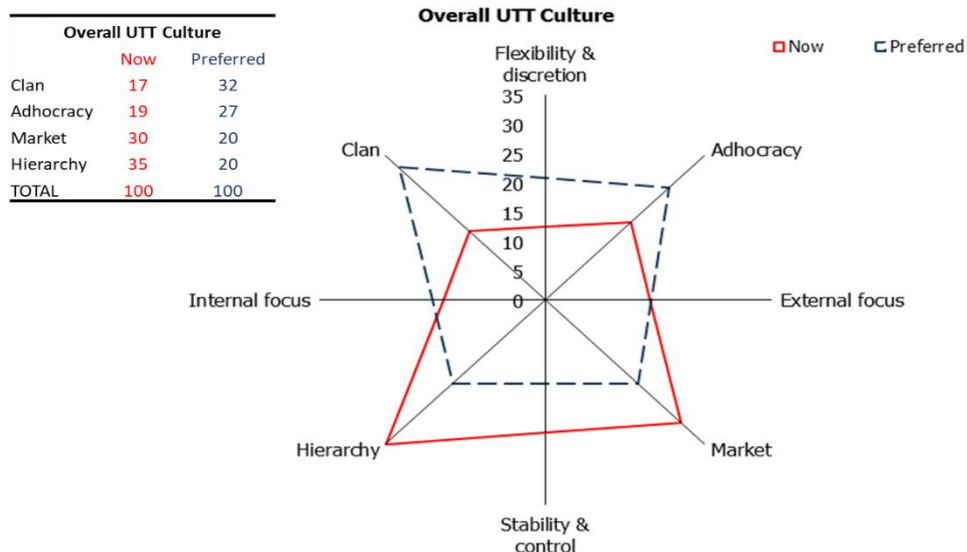


Figure 3 – Overall UTT Culture

The Dominant Culture

The assessment indicates that the dominant culture type at UTT is the hierarchy culture (35 points). This is an emphasis on the need for structure, procedures, efficiency and predictability. Second, is the market culture (30 points) which prioritises results, production, goals and targets, and competition. Third, is the adhocracy culture (19 points) which prioritises innovation, entrepreneurship, and creativity. The least among the culture types present is the clan culture (17 points) in which there is a spirit of collegiality and camaraderie, commitment is high and there is a close-knit community.

Overall, the findings indicate that there is a mixture of cultures, but the strongest emphasis within UTT is placed on controlling, using rules and procedures to govern what people do, and striving for stability and efficiency. Since this culture type is dominant, any change towards a different culture mix will require strategic action.

Using the Culture Assessment Survey within the Strategic Plan

Contrary to what emerged as the dominant current culture, the survey showed that the dominant culture preferred by employees is the clan culture, followed by the adhocracy culture. The market culture and hierarchy culture are equally weighted below those. Differences of over 10 points are significant and indicate that urgent action should be considered by the institution to address areas of dissonance. The gap shown in the diagram (Figure 2, p.19) indicates that there is a high demand for a change in culture and also points to the direction which employees think the university should go.

The largest desired difference can be seen between the clan culture (preferred by employees) and the hierarchy culture (which employees say currently prevails) with a gap of 15 points. UTT recognises that in order to address this gap there is a need for greater employee involvement in planning and decision-making. Increasing the use of employee surveys to capture feedback and establishing cross-functional teams for major projects are likely to be effective strategies. Further, there is desire for less emphasis on the hierarchy culture and a need to increase mentorship and support for staff development.

There is also a desire to reduce emphasis on the market culture. This indicates that although there is a need to focus on the bottom line and financial indicators to move the university forward in light of the current financial crisis, greater focus on the broad mission and purpose of the institution is likely to motivate employees to take ownership of measures to increase productivity, reduce costs and stimulate growth.

Finally, the desire by employees for elements of the adhocracy culture can fuel a drive towards greater dynamism within the institution. In realigning its operations to the dominant cultures in the university, UTT will embrace strategies which seek to place more emphasis on encouragement and reward for innovators and those who take risk through creative disruption. This will require institutional leaders to be more open to creative alternatives to how things are normally done. It also means that the institution will aim for bolder and more innovative solutions in this strategic plan.

RESHAPING THE ORGANISATIONAL STRUCTURE

The UTT Strategic Plan 2019-2024 seeks closer alignment of the organisational structure, culture and processes to achieve greater efficiency and institutional effectiveness, characterised by higher levels of productivity and employee satisfaction in an environment of increased transparency and accountability. The plan seeks to eliminate waste in all forms and this begins with a leaner organisational structure than previously existed. The revised structure creates greater synergy among academic programmes to support wider interdisciplinarity; streamlines the allocation of non-academic resources to focus on providing critical support to academic programmes; generates smoother work flows; and facilitates greater flexibility and agility in planning and decision making through decentralisation and the devolution of authority. The new structure (see Figure 4, p. 23) is designed to serve the needs of UTT's first and most important customer – our student.

ORGANISATIONAL STRUCTURE

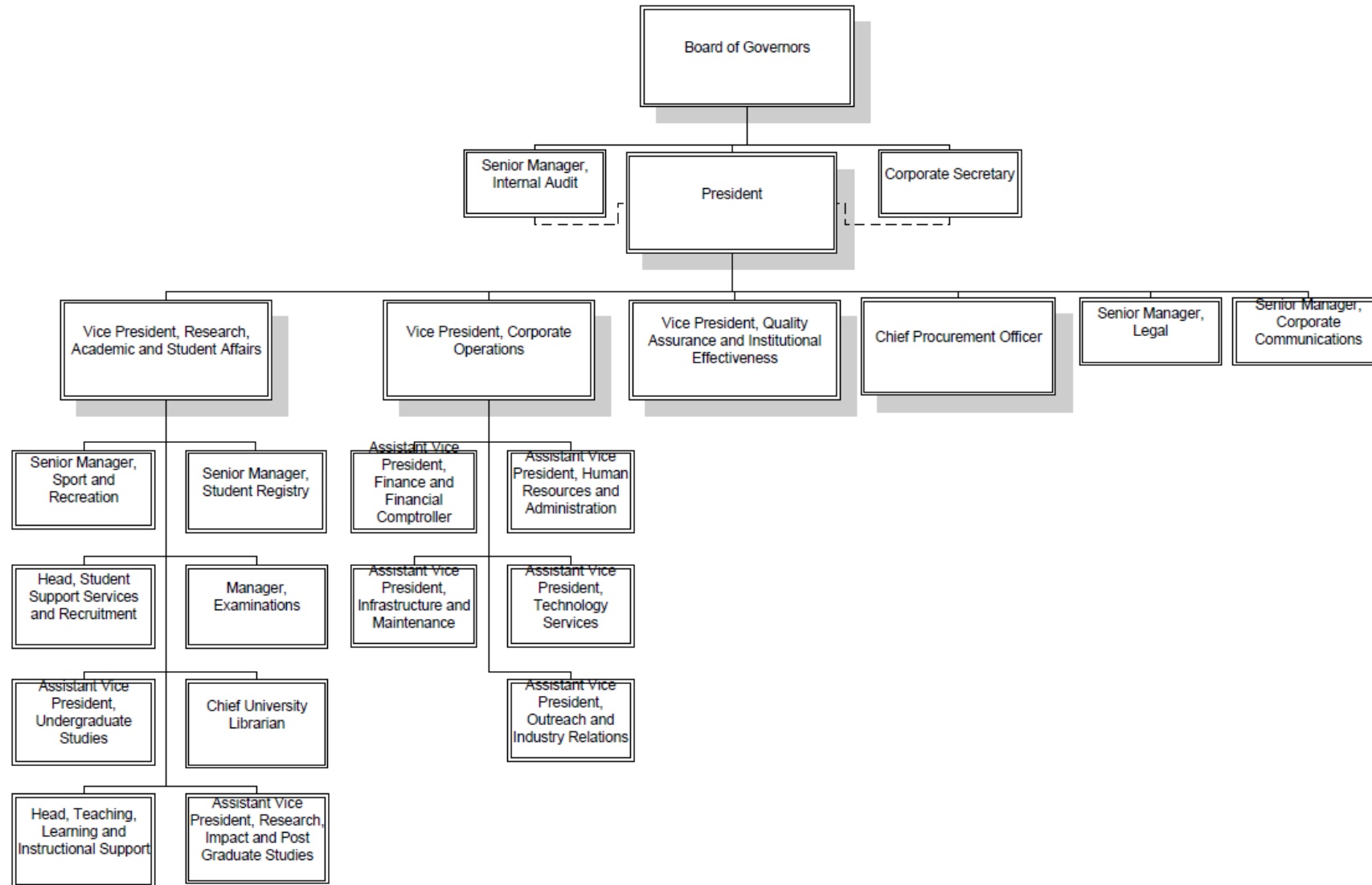


Figure 4 – Organisational Structure

UTT'S STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

A TOWS Analysis was conducted on information that emerged from the SWOT analysis presented above. The TOWS analysis assisted in identifying strategic actions that would leverage UTT's strengths and opportunities in order to improve on weaknesses and minimise threats. Strategically, through a TOWS Analysis, strengths can be used to seize opportunities and avoid potential threats, while opportunities can be exploited to overcome weaknesses and weaknesses minimised to avoid threats. This Strategic Plan used the findings of the TOWS Analysis to identify strategies which have informed the development of the Action Plan for the period 2019 – 2024. In each quadrant of the TOWS Analysis, the university highlights key strategic initiatives such as:

- Using unique programme offerings to attract students from regional and international markets
- Expanding the technological asset base to include digital technology capabilities for flexible programme offerings
- Re-engineering organisational processes for greater efficiency and accountability
- Restructuring the organisation for closer alignment to institutional goals and stakeholder needs
- Leveraging highly qualified faculty and staff to offer consultancy services in areas of demand
- Using the support from the government and private sector in priority areas to generate increased investment in research
- Seeking legislation for UTT to strengthen its governance framework and reduce vulnerability to political changes
- Expanding on its suite of niche programmes to bolster its competitive advantage in the local and regional higher education markets.

The findings of the TOWS Analysis are presented below.

**STRENGTHS AND OPPORTUNITIES
SO STRATEGIES**

Utilise UTT's strengths to take advantage of the opportunities.

- Use unique programme offerings to attract students from regional and international markets
- Expand the technological asset base to include digital technology capabilities for flexible programme offerings
- Use the expertise of faculty and staff to offer professional training in areas of national and industry needs
- Capitalise on the support from government to develop programmes that support the diversification thrust
- Market programmes and multi-campus network to strategically expand student enrolment
- Leverage government and community support to make UTT the provider of choice for public and private sector training

**WEAKNESSES AND OPPORTUNITIES
WO STRATEGIES**

Utilise UTT's opportunities to overcome the weaknesses.

- Re-engineer organisational processes for greater efficiency and accountability
- Restructure the organisation for closer alignment to institutional goals and stakeholder needs
- Improve channels of internal and external communication and transparency by leveraging the use of innovative technology
- Reduce national skills gap by building new sector partnerships and overseas alliances
- Increase student admission and retention by offering programmes that enhance employability
- Engage in public/private arrangements that increase engagement, strengthen outreach and generate funding

**STRENGTH AND THREATS
ST STRATEGIES**

Leverage strengths to avoid potential and real threats.

- Leverage highly qualified faculty and staff to offer consultancy services in areas of demand
- Use the multi-campus network to build public and community support and loyalty to the UTT brand
- Use the support from the government and private sector in priority areas to generate increased investment in research
- Establish scholarship arrangements with secondary schools to increase enrolment

**WEAKNESSES AND THREATS
WT STRATEGIES**

Minimise weaknesses to avoid threats.

- Seek legislation for UTT to strengthen its governance framework and reduce vulnerability to political changes
- Expand on its suite of niche programmes to bolster its competitive advantage in the local and regional higher education markets
- Increase the level of graduate enrolment to increase research output
- Increase funding options from alumni and private sector partnerships
- Increase internal and external support for research by focusing on relevant research for national development

REFINING UTT'S MISSION AND VISION

A comprehensive analysis of data generated during the strategic planning process has led to a refinement of the university's vision and mission. In light of the strategies identified for UTT's future growth and sustainable development, and in support of its development as the national university, and an institution of first choice in Trinidad and Tobago and the Caribbean, the Mission and Vision Statements have been revised as follows:

Vision of UTT

"The vision of UTT is to be the premier university dedicated to the socioeconomic transformation of Trinidad and Tobago, with global reach and international standing."

Mission of UTT

"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."

The Strategic Plan 2019 – 2024 aims to achieve the mission as stated above and to use the vision as an aspiration which will set the future direction for the university.

CORE VALUES

UTT makes an enduring commitment to the following guiding principles which will shape institutional behavior and underlie our work performance. These values are also consistent with a work culture within which the university's employees will thrive and, in so doing, create memorable experiences for our students and other stakeholders.

Integrity

Excellence

Inclusiveness

Transparency

Collaboration

Commitment

Respect

QUALITY POLICY

Our Quality Policy outlines in detail our commitment to excellence and our dedication to meeting the needs of our stakeholders. This policy which was first approved by the university in 2009 will be more widely communicated to internal and external stakeholders so as to support the achievement of the mission.

Purpose of the Policy

UTT is committed to providing sustainable intellectual, social, cultural and economic benefits to the national community, and by extension the wider Caribbean, through its programmes of education and training, research, innovation and scholarship. The Quality Policy is an overarching statement that communicates how UTT defines excellence, demonstrates its commitment to achieving excellence and the measures by which it evaluates its success. It is informed by the mission and the strategic direction of UTT and provides guidance to all employees where instances of ambiguity may arise.

The Policy Statement

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

To achieve its institutional purpose and meet or exceed the expectations of its stakeholders it is the policy of UTT to be:

Mission-Driven

UTT adopts a future-focused approach to the allocation of resources to facilitate the development of high-quality, industry-aligned higher education programmes, applied research initiatives and profitable commercial enterprises in priority areas for national development that are reflected in UTT's mission.

Results Oriented

UTT will maintain a systematic approach to assessing organisational effectiveness that includes institutional research which produces actionable information and strategies for improvement; and provides verifiable evidence for independent external review.

UTT will strive to consistently demonstrate:

Stakeholder Engagement

UTT will demonstrate commitment to internal and external stakeholders by investing in its faculty and staff and building partnerships that empower stakeholders to influence the strategic direction of the university.

Commitment to Continuous Quality Improvement

UTT will demonstrate its commitment to quality by maintaining a robust internal Quality Management System (QMS) that is aligned to internationally accepted standards of excellence and by conducting periodic reviews to improve the effectiveness of the QMS.

THE UTT GRADUATE

The first theme in the National Development Strategy 2016-2030 for Trinidad and Tobago is ‘Putting People First: Nurturing Our Greatest Asset’. This is consistent with the position adopted by the Caribbean Community (CARICOM) in implementing the Human Resource Development (HRD) 2030 Strategy as ‘a regional road map for development of people’.

The strategy calls for the development of tertiary level institution as learning communities that will prepare people for “brighter futures in turbulent times and changing economies and societies” and gives priority to the acquisition, through learning, of the attributes of the Ideal Caribbean Person which were adopted by the 18th Summit of CARICOM Heads of Government (CARICOM Human Resource Development 2030 Strategy, May 2017, p. viii). Guided by regional imperatives and national development needs, during the self-study for institutional accreditation in 2017, UTT developed the following profile of our graduates.

UTT provides a transformative learning experience that seeks to produce graduates who are:

| Themes | The UTT Graduate |
|----------------------------------|--|
| Committed to Academic Excellence | is fully equipped with the skills and abilities to effect independent and self-directed learning |
| | has in-depth knowledge and skills in academic discipline |
| | has an interdisciplinary perspective created from having a breadth of knowledge and skills beyond the chosen academic area |
| Effective Communicators | can critically evaluate, effectively communicate and apply acquired skills and knowledge in the workplace to drive creativity, innovation and entrepreneurship |
| | has the capacity to use technology effectively to conduct research and to communicate ideas |

| | |
|--|--|
| | |
| | has the ability to effectively resolve conflict and disputes that arise through engagement and collaboration with others in diverse settings |
| | can articulate complex ideas to diverse audiences |
| Socially Responsible | has a sound awareness and informed respect for the diverse national history, cultural heritage and environment |
| | views ethnic, religious and other forms of diversity as a source of potential strength and richness |
| | has a strong sense of community and is committed to making a difference through service and volunteerism at both the national and community levels |
| Innovative and display an Entrepreneurial Spirit | has the capacity to use knowledge and skills to solve problems |
| | questions the beliefs and practices of past and present and brings this to bear when problem solving |
| | is able to generate ideas/products based on acquired knowledge and skills |
| | is adaptable, embraces change and can effectively operate in a dynamic environment |
| Industrious and self-assured | is self-assured with a high level of self-confidence and self-esteem |
| | has a strong work ethic and is able to work well individually as well as collaboratively in a team setting |
| | is aware of his/her personal strengths and weaknesses |
| | is honest and demonstrates integrity in difficult ethical situations |
| | recognises the importance of continued personal and professional development and accepts change as an opportunity for growth and self-reflection |

STRATEGIC PRIORITIES

Seven strategic priorities have emerged from our engagement with internal and external stakeholders on the development of our Strategic Plan for the period 2019 – 2024. Our pursuit of these priorities will ensure that we achieve our mission.

STRATEGIC PRIORITY 1 - ACADEMIC EXCELLENCE IN TEACHING AND RESEARCH

OUR GOAL:

To build a culture of teaching excellence and innovation, high learner achievement and sustained research outcomes which are relevant and impactful.

STRATEGIC PRIORITY 2 – FOSTERING ENTREPRENEURSHIP AND INNOVATION

OUR GOAL:

To adopt an interdisciplinary approach to entrepreneurial education that supports creativity, innovation, knowledge conversion and enterprise creation that positively impacts individuals, communities and the wider society.

STRATEGIC PRIORITY 3 - ETHICAL AND RESPONSIVE GOVERNANCE AND ADMINISTRATION

OUR GOAL:

To create a responsive and resilient governance and administrative structure that facilitates student and staff involvement in decision making, invests in employee development and supports the university's mission.

STRATEGIC PRIORITY 4 - IMPROVED MEDIA PRESENCE AND BRAND RECOGNITION

OUR GOAL:

To build the university's engagement with the national and regional communities through public outreach and advancement activities to raise awareness of UTT's role as a national university.

STRATEGIC PRIORITY 5 - INCREASED SELF-SUSTAINABILITY AND ENHANCED REVENUE GENERATION

OUR GOAL:

To demonstrate fiscal sustainability and accountability to provide a solid financial foundation for the achievement of the mission of the university.

STRATEGIC PRIORITY 6 - WIDER APPLICATION OF LEADING EDGE TECHNOLOGY

OUR GOAL:

To harness relevant information systems and technology as the driver for streamlining, modernising and enhancing overall operations in a digitally transformed environment.

STRATEGIC PRIORITY 7 - STRENGTHENED CAPACITY TO IDENTIFY AND SOLVE NATIONAL PROBLEMS

OUR GOAL:

To create a collaborative environment to drive national development and transformation through the identification and resolution of societal problems.

The Action Plan in the next section provides detailed objectives and targets which will serve to guide implementation and evaluation of the plan. The university's objectives are also aligned to thematic areas identified in Trinidad and Tobago's National Development Strategy 2016-2030 as UTT seeks to be responsive to the needs of the country.

ACTION PLAN 2019-2024

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|---|---|---|--|---|
| 1.0 Academic Excellence in Teaching and Research | 1.1 To build a culture of teaching excellence and innovation, high learner achievement and sustained research outcomes which are relevant and impactful. | 1.1.1 Streamline resources in teaching and research programmes to focus on viable niche areas related to national development priorities. | <ul style="list-style-type: none"> ● % capacity subscribed for new admissions annually in priority areas ● % year-on-year increase in total student enrolment in priority areas | I – V |
| | | 1.1.2 Enhance our learning environments and strengthen learner support services. | <ul style="list-style-type: none"> ● % first year retention rate ● % student satisfaction rate | I, III |
| | | 1.1.3 Partner with industry and other tertiary education providers to enhance curriculum and research and deliver collaborative content. | <ul style="list-style-type: none"> ● % of graduates moving on to employment or further study within 1 year ● % of undergraduate programmes which include service learning or work attachment component | I, II |
| | | 1.1.4 Increase the quantity and quality of peer-reviewed publications. | <ul style="list-style-type: none"> ● # of peer reviewed publications annually ● # of competitive grants earned annually | I - V |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|--|--|---|--|---|
| | | 1.1.5 Build and incentivise a research-driven culture among both academics and academic support staff. | <ul style="list-style-type: none"> ● % of university expenditure allocated to research and development ● % of student population enrolled in postgraduate degree programmes ● % of total faculty involved in active research or outreach projects | I – V |
| | | 1.1.6 Upgrade research and innovation spaces and equipment. | <ul style="list-style-type: none"> ● Tamana Signature campus operational by September 2020 | III, IV |
| | | 1.1.7 Provide enabling policies and support systems for acquiring research funding and improving research quality and impact. | <ul style="list-style-type: none"> ● % of research expenditure derived from external grant funding | I, II |
| | | 1.1.8 Develop and reward faculty. | <ul style="list-style-type: none"> ● % faculty job satisfaction rate ● % of total expenditure annually on faculty training and development | I |
| 2.0 Fostering Entrepreneurship and Innovation | 2.1 To adopt an interdisciplinary approach to entrepreneurial education | 2.1.1 Offer a suite of entrepreneurship courses at undergraduate and graduate | <ul style="list-style-type: none"> ● # of courses developed and approved ● # of students enrolled | I, IV |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|---|---|--|---------------------|---|
| | <p>that supports creativity, innovation, knowledge conversion and enterprise creation which positively impacts individuals, communities and the wider society.</p> | <p>levels that can be integrated into new and existing programmes.</p> | | |
| <p>2.1.2 Build and incentivise a culture of entrepreneurship and innovation among students, faculty and staff and empower them to contribute to economic growth and social development.</p> | | <ul style="list-style-type: none"> • # of events promoting entrepreneurship and innovation successfully executed • % of students, faculty, staff participating in events | <p>I, IV</p> | |
| <p>2.1.3 Leverage interdisciplinary collaboration to expand on entrepreneurship incubators and create innovation hubs.</p> | | <ul style="list-style-type: none"> • % increase in uStart initiatives • # viable proposals to create new innovation hubs | <p>I, IV</p> | |
| <p>2.1.4 Create an enabling environment for the commercialisation of inventions and innovations and creation of spin-off companies through collaborative initiatives involving faculty, staff, students and industry.</p> | | <ul style="list-style-type: none"> • # of policies developed and approved • # of proposals for commercialisation of inventions/innovations/enterprises | <p>I, IV</p> | |
| <p>2.1.5 Pursue initiatives to increase the level of industry-sponsored research in key sectors through engagement in industry</p> | | <ul style="list-style-type: none"> • # of viable proposals generated • \$ value of sponsorship acquired | <p>I, IV</p> | |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|--|--|--|--|---|
| | | collaboration and governmental and corporate partnerships. | | |
| 3.0 Ethical and Responsive Governance and Administration | 3.1 To create a responsive and resilient governance and administrative structure that facilitates student and staff involvement in decision making, invests in employee development and supports the university's mission. | 3.1.1 Strengthen the university's policies to achieve greater efficiency in the allocation and optimisation of resources. | <ul style="list-style-type: none"> • % reduction in indirect expenditure (non-academic) per enrolled student | I, II |
| | | 3.1.2 Review and revise key business processes to improve organisational effectiveness and support the evolving needs of the university community. | <ul style="list-style-type: none"> • % reduction in processing time for key university reports and deliverables • % reduction in wait time in fulfilling internal stakeholder requests | I, II |
| | | 3.1.3 Attract and retain high-quality human employees for better work performance and increased organisational effectiveness. | <ul style="list-style-type: none"> • % employee turnover rate • # of employees meeting ACTT requirements for qualifications and competency | I, II |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|--|--|--|---|---|
| | | 3.1.4 Adopt a data-driven approach to decision-making, planning and prioritisation to focus on ensuring that new initiatives remain sustainable in the long term. | <ul style="list-style-type: none"> • % increase in programme viability scores | I, II |
| | | 3.1.5 Pursue initiatives to improve employee morale, increase productivity, and develop a culture of innovation and growth that enables faculty, students, and staff to support the mission of the university. | <ul style="list-style-type: none"> • % employee job satisfaction rate • # of employee grievances • # of staff and student collaborations | I, II |
| 4.0 Improved Media Presence and Brand Recognition | 4.1 To build the university’s engagement with the national and regional communities through public outreach and advancement activities to raise | 4.1.1 Increase the level of positive media coverage to effectively manage and improve the university’s reputation. | <ul style="list-style-type: none"> • average # of positive monthly media stories or reports not sponsored by the university • % increase in UTT social media followers • # average monthly hits on UTT website | I, II |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|---|---|--|---|---|
| | <p>awareness of UTT’s role as a national university.</p> | <p>4.1.2 Enhance communication, keeping internal and external stakeholders fully informed on issues which support the mission of the university.</p> | <ul style="list-style-type: none"> • # of university-initiated publications and media appearances highlighting its operations and achievements | <p>I, II</p> |
| <p>4.1.3 Increase the level of promotion of research-based activities to strengthen the university’s position as a tertiary institute of research and innovation.</p> | | <ul style="list-style-type: none"> • Positive change in university rank among reputable ranking bodies which emphasise research impact | <p>I, II</p> | |
| <p>4.1.4 Increase the level of participation by faculty in public fora on issues of national and regional importance.</p> | | <ul style="list-style-type: none"> • # of faculty participating in national, regional and international conferences and similar fora annually | <p>I, II</p> | |
| <p>4.1.5 Leverage technology to strengthen the university’s digital and social media presence and continuous improvement of the university’s world ranking.</p> | | <ul style="list-style-type: none"> • Positive change in university rank among reputable ranking bodies which emphasise web presence | <p>I, II, IV</p> | |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|---|---|--|--|---|
| | | 4.1.6 Widen engagement with the national and regional communities through participation in fora to educate and enhance confidence in the university. | <ul style="list-style-type: none"> # of university-led public education and sensitisation fora hosted annually | I, II |
| 5.0 Increased Self-Sustainability and Enhanced Revenue Generation | 5.1 To demonstrate fiscal sustainability and accountability to provide a solid financial foundation for the achievement of the mission of the university. | 5.1.1 Strengthen financial management to improve financial health monitoring, reporting and evaluation. | <ul style="list-style-type: none"> Year-on-year change in UTT's Composite Financial Index (financial health indicator) # of days to completed audited financial statements following the end of the respective fiscal year | I, II, IV |
| | | 5.1.2 Increase efficiency and reduce service delivery cost for academic and operational areas to ensure an optimal return on investment. | <ul style="list-style-type: none"> % reduction in total cost per student | I, II, IV |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|---|---|--|---|---|
| | | 5.1.3 Improve the university's budgeting and fiscal planning processes to ensure appropriate and transparent allocation of resources in alignment with strategic priorities. | <ul style="list-style-type: none"> University fiscal and operational planning model implemented by 2020 | I, II, IV |
| | | 5.1.4 Diversify university revenue streams to supplement traditional funding sources and create sustainability and resilience. | <ul style="list-style-type: none"> % of funding from non-government sources % increase in endowment funding | I, II, IV |
| | | 5.1.5 Build a culture of prudent financial and cost management. | <ul style="list-style-type: none"> % change in Net Operating Revenue Ratio | I, II, IV |
| 6.0 Wider Application of Leading Edge Technology | 6.1 To harness relevant information systems and technology as the driver for streamlining, modernising and enhancing overall operations in a digitally | 6.1.1 Implement relevant Information and Business Intelligence Systems to enhance efficiencies in the management of human, financial and operational resources. | <ul style="list-style-type: none"> Integrated Human Resource and Financial System implemented by 2020 % increase in the use of business intelligence systems for budgeting and planning | I, II, III |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|--|--|---|---|---|
| | transformed environment. | 6.1.2 Adopt sound communication platforms that will modernise and improve communication with internal and external stakeholders. | <ul style="list-style-type: none"> ● % increase in video/tele conferencing among staff ● # of webinars developed and presented to stakeholders | I, II, III |
| | | 6.1.3 Implement academic management and learning management systems to improve programme delivery and enhance facility, faculty and student management. | <ul style="list-style-type: none"> ● # of courses and programmes that are offered by online or blended mode ● % increase in course content developed for e-learning | I, II, III |
| | | 6.1.4 Expand the technological asset base to include digital technology capabilities for flexible programme offerings. | <ul style="list-style-type: none"> ● Learning Management Systems (LMS) with the Student Information System(SIS) systems fully integrated by 2020 ● At least 1 mobile application developed to aid teaching and learning | I, II, III |
| 7.0 Strengthened Capacity to Identify and Solve National Problems | 7.1 To create a collaborative environment to drive national development and transformation through the identification and | 7.1.1 Strengthen partnerships with public, private and niche communities to identify and address issues aligned to social and economic development. | <ul style="list-style-type: none"> ● # of UTT employees on national public and private sector boards ● # of industry-funded projects or consultancies successfully completed annually | I-V |

| PRIORITY | GOAL | STRATEGIC OBJECTIVES | TARGETS | RELATED NATIONAL DEVELOPMENT GOALS (THEMES) |
|----------|---|--|---|---|
| | resolution of societal problems. | 7.1.2 Assess the implementation of community initiatives in areas of national importance to ensure sustained relevance to societal needs. | <ul style="list-style-type: none"> • % increase in university-led community-based projects and outreach programmes | I-V |
| | | 7.1.3 Engage niche communities through initiatives designed to increase student civic responsibility and address community needs | <ul style="list-style-type: none"> • # of students involved in volunteerism and service learning projects annually | I-V |
| | | 7.1.4 Develop multidisciplinary research hubs to inform national policy direction and planning | <ul style="list-style-type: none"> • # annual research publications involving UTT faculty and researchers from other national bodies/institutions | I-V |
| | | 7.1.5 Lead the entrepreneurial thrust by developing programmes that focus on increasing global competitiveness and transforming society towards greater economic diversification | <ul style="list-style-type: none"> • % of students enrolled in high-priority programmes • # of business start-ups from UTT research and innovation projects | I-V |

Implementation Strategy

One of the major factors impacting the success of any strategic plan, is the strategy for implementation, monitoring and evaluation. Operational plans, developed on an annual basis, will translate this strategic plan into measurable outcomes (key performance indicators) for each academic programme and unit within UTT. A clear mission for each programme or unit, that is consistent with the overall mission of the university, will guide the development of individual operational plans. Key Performance Indicators (KPIs) will be set in keeping with the targets identified in the strategic plan and resource availability. Levels of output and clear timelines will be established and identified in the operational plans. The diagram below illustrates UTT's Implementation Strategy.

| | |
|------------------|---|
| UNIVERSITY LEVEL | STRATEGIC PRIORITY |
| UNIVERSITY LEVEL | GOAL |
| UNIVERSITY LEVEL | STRATEGIC OBJECTIVE |
| UNIT LEVEL | TARGET Each unit will develop KPIs to achieve the specified target |
| UNIT LEVEL | ACTION/PROJECT Each unit will identify projects or activities to achieve the KPIs |
| UNIT LEVEL | KEY RESPONSIBILITY (RACI model) Each unit will identify persons who are R esponsible (for implementation); A ccountable (for results); who should be C onsulted (during the process for their expertise); who should be I nformed (of the process and outcome) |
| UNIT LEVEL | RESOURCES Each unit will identify available resources |
| UNIT LEVEL | TIMELINE Each unit will determine a realistic timeframe for completion based on the availability of human, financial and other resources |

| | |
|------------|---|
| UNIT LEVEL | IMPLEMENTATION Each unit will implement and monitor the planned action |
| UNIT LEVEL | OUTCOME EVALUATION Each unit will assess performance and measure results/outcomes to analyse whether the KPIs have been achieved and determine next steps. |

CONCLUSION

UTT will enter the period 2019 – 2024 with a new strategic plan. At the national level, there has been a thrust to create a seamless education and training system which would develop a highly skilled and knowledgeable workforce to meet the country’s human resource needs, thereby stimulating innovation-driven growth and development². Consequently, as UTT continues to align its goals to the economic and social development priorities of Trinidad and Tobago, the university will place greater emphasis on the relevance of its programme offerings and increase its focus on research and development. In this regard, notable achievements over the past year have been the:

- expansion of programme offerings in the following areas: Aeronautical and Airworthiness Engineering, Agriculture and Entrepreneurship, Coastal and Ocean Management, Cybersecurity, Digital Media Arts, Kinesiology and Natural Resource Management;
- establishment of the following research centres: the Caribbean Centre of Expertise in Aviation Safety (CCEAS) and the Cyber Security Research Centre (CSRC) and the Centre of Expertise in Food Security and Sustainability;
- hosting of the Maritime Technology Cooperation Centre for the Caribbean. This is a critical project, funded by the European Union and implemented by International Marine Organisation (IMO), to help mitigate the harmful effects of climate change by ensuring effective implementation and enforcement of the global energy-efficiency regulations for international shipping.

As the national university, in order to meet the needs of students in Tobago for wider access to tertiary education, UTT has also recently increased its programme offerings in Tobago from an exclusive focus on the Bachelor of Education to include the Diploma in Agriculture, Diploma in

² Vision 2030 – The National Development Strategy of Trinidad and Tobago 2016-2030.

Natural Resource Management, Certificate in Food Technology and the National Engineering Technician Diploma (NETD) in Civil Engineering.

These and other developments, signal the university's commitment to achieving its mission to support the sustainable development of Trinidad and Tobago and to produce resilient and innovative graduates with competencies, attitudes and values which will serve to strengthen our communities and contribute to the harmony and prosperity of our nation.