



THE UNIVERSITY OF THE WEST INDIES

DRAFT STRATEGIC PLAN 2007-2012

Meeting of the

UNIVERSITY STRATEGY COMMITTEE

to be held at the Mona Campus
on May 11, 2007

CO-ORDINATED BY THE
OFFICE OF PLANNING AND DEVELOPMENT

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THE PLANNING PROCESS

01. On May 1, 2006, Vice Chancellor, Professor E. Nigel Harris, launched the process for the preparation of a new strategic plan to guide the development of the University over the five year period 2007-2012.

02. The leadership of the University attached considerable importance to the design and implementation of a process that maximized the opportunities for participation and inputs from internal and external stakeholder groups. At the start of the process, the Vice Chancellor wrote personally to each member of staff advising that the process was about to commence and urging them to take advantage of the opportunities for helping to shape the future of UWI. The Vice Chancellor also wrote to Prime Ministers and the various Ministers responsible for tertiary education inviting their inputs and those of relevant public officials.

03. Two consultants with extensive experience in facilitating strategic planning processes at universities in the United States of America were engaged to assist with the exercise.

04. Five Planning Task Force (PTF) Groups were appointed after consultation with the Campus Principals and the Pro Vice Chancellor for the Non-Campus Countries. The following persons were selected to be the Chairpersons of the PTF Groups:

Cave Hill Campus – Professor Andrew Downes

Mona Campus – Professor Alvin Wint

St. Augustine Campus – Dr. Hamid Ghany

University Centre – Professor Neville Duncan

UWI-12 Countries & the Outreach Sector – Dr. Vivienne Roberts

05. The Chairpersons of the PTF Groups together with the members of Executive Management were constituted as a Steering Committee to oversee the entire planning process.

06. The PTF Groups were entrusted with the responsibility to manage an extensive engagement process with the stakeholders in their constituencies. The engagement activities utilized were quite diverse. The following are examples of the approaches:

- Face-to-face meetings with staff of Academic and Administrative Departments
- Face-to-face meetings with individual and small groups of Departmental Heads
- Town Hall Meetings with large groups of staff at all levels
- Focus Group meetings with undergraduate and graduate students and guild representatives
- Meetings with representatives of Ministries of Education/Ministries responsible for Tertiary Education matters
- Meetings with private sector organizations, professional bodies, community-based organizations, etc.
- On-line surveys
- Country Consultations

07. The University's Management Team refrained deliberately from presetting the strategic agenda. This allowed stakeholders as a body the unprecedented opportunity to influence the shaping of the strategic focus. Literally thousands of persons participated in some way in the process.

08. Among the milestone events in the planning process were the following activities:

- a Sense-making Conference at the St. Augustine Campus in October 2006 to analyze the feedback from an intensive period of stakeholder consultation
- a Vision Conference held at the Mona Campus – external stakeholders were invited to participate in the activity
- a 2-day Goal Setting Conference also held at the Mona Campus
- a 2-day Retreat of the Steering Committee held at the Cave Hill Campus to decide on the configuration of the strategic focus, discuss campus agendas and their alignment with the University's plan

09. The leadership of the University is extremely pleased with the commitment, enthusiasm and effort of the many persons who participated in this inclusive planning effort. Special thanks are due to all the members of the PTF Groups and to those who worked on the preparation of the detailed Action Plans. Special thanks are due as well to those who took the time to document and submit their views in writing at various stages of the process

THE CONTEXT

10. The University of the West Indies (UWI) will be celebrating its sixtieth anniversary during the first year of the new strategic plan period. Both the University and the world in which it operates have undergone great changes during the six decades since its founding. Over that period of time, the UWI evolved from a small, mainly residential academy in an elitist higher education setting into a relatively large publicly-funded institution with three campuses, a combined enrolment of almost 40,000 students and an annual output of some 6,600 graduates who have earned first degrees, higher degrees and advanced diplomas. That transformation, essentially a response to complex forces of change of a social, political and economic nature, enabled the institution to remain relevant and to sustain an unrivaled contribution to social mobility and national and regional development.

11. In the previous plan, we noted that higher education globally was being rapidly transformed in response to several factors, among them: increasing competition among providers, the pace of technological innovation, the impact of globalization, funding constraints, the demand for relevance, and social pressures to expand access. Many of these technological, economic and social forces of change will continue to exert great influence on the reshaping of higher education internationally.

12. The following will be of particular importance to the UWI going forward to 2012:

- the dynamics of the knowledge-based economy and society
- the multiple impacts of globalization, including implications of the General Agreement on Trade in Services (GATS)
- the public policy commitment of contributing countries to the expansion of participation in tertiary education
- the continuing revolution in information, computer and telecommunication technologies

13. Challenges and Opportunities in the External Environment

Challenges

- To continue to produce leaders (in the professions, government and the public services, academia, finance, industry, etc.) from an increasingly diverse student population in terms of abilities, prior preparation, aptitudes and interests
- To maintain an ability to recruit and retain high quality students and faculty in the face of global competition for talent at every level
- Growth of publicly funded national tertiary level institutions, including new universities, in direct competition with UWI for funding and teaching staff
- Necessity to build and expand the capacity for research and innovation in the absence of structured national and regional mechanisms for funding relevant research.

Opportunities

- Knowledge is the new form of wealth and the creation of new knowledge is central to the university's role
- The 21st century economy is generating an increased demand for more highly-skilled workers
- Lifelong learning and continuing professional education will sustain a strong demand for higher education
- Development of research and innovation capacity has the potential to increase the impact of UWI on the region
- Optimum use of new enabling technologies can allow UWI to serve all of its contributing countries more flexibly and effectively.
- There are opportunities to partner strategically with other universities, knowledge networks, and the corporate sector in niche areas of research and development aligned to UWI's strengths that can serve to build international recognition and access to resources.

The Transformation Challenge

14. In order to be well equipped to deal with the challenges and take full advantage of the opportunities presented by the changing external environment, the University will have to accelerate and deepen its own transformation over the next five years. The main elements of the required transformation are:-

- Enhancing responsiveness to legitimate stakeholder needs and expectations
- Infusing systems and processes with the flexibility required of a responsive and agile organisation
- Managing culture change to foster efficiency, effectiveness, excellence and accountability at every level

OUR MISSION

15. The enduring mission of The University of the West Indies is to propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership.

16. This mission requires UWI to:

- provide the population of the region with access to high quality academic programmes that are effectively delivered and that help to build strong individual, national and regional capacities in response to changing human resource needs;
- provide complementary opportunities for higher education that foster intellectual development, creative activity and self-actualisation, enhance social and interpersonal relations, and enable students to have a broader frame of reference for specialised knowledge;
- conduct rigorous basic and applied research that serves to: (i) explore solutions to priority national and regional problems and challenges, (ii) create significant new knowledge, (iii) exploit developmental potential and comparative advantages, (iv) elucidate important

contemporary social issues, (v) situate self and society in a changing world order and (v) provide a sound basis for public policy formulation and decision making;

- maintain a capacity to supply a wide range of expert technical, professional and advisory services to meet the needs of regional governments and the private sector;
- assist its students and the population at large to achieve informed self-awareness through a deep understanding of the main economic, social, political and cultural currents that have combined to define West Indian society;
- help the region to comprehend the nature and significance of contemporary issues and emerging global influences;
- strive to be a significant contributor to global intellectual growth and human development by active scholarship that harnesses the creative energies, cultural diversity, social experiences, biodiversity and other assets of the region;
- assist generally in strengthening education and training systems, at all levels, throughout the region, and aid the development of the tertiary level education system in particular;
- assist the region to evaluate, assimilate, adapt and harness major new technologies in order to optimise potential benefits or limit negative impacts;
- develop strategic alliances with other institutions to expand access to tertiary education, as well as the scope of teaching and research; and
- foster an intellectually stimulating environment that can attract academic staff and students of high quality and in which ideas contend vigorously.

CORE VALUES

17. The University of the West Indies cherishes and is determined to preserve its core value system, which has been moulded by generations of staff and students for more than fifty years. This value system is characterized by the following strongly-held ideals:

- maintaining a commitment to the pursuit of excellence;
- assisting students to develop a capacity for independent thought and critical analysis;
- stimulating self-awareness and social awareness;
- nurturing a keen sense of individual and social responsibility;
- building respect for cultural diversity and the rule of law;

- promoting Caribbean identity and sovereignty, together with the development and protection of nationhood;
- cultivating multidisciplinary and interdisciplinary collaboration;
- preserving a climate of intellectual freedom;
- engendering in students a commitment to personal growth;
- fostering ethical values, attitudes and approaches; and
- encouraging community service and involvement and dedication to development of the region.

OUR VISION FOR THE UWI

18. The UWI degree is the standard of excellence in tertiary education in the region and the UWI is recognized as a learning institution that meets global performance standards in research and graduate and undergraduate teaching and learning. It has enhanced its position as the premier tertiary educational institution within the region, the first choice institution for the region's students, the leading advocate of an expanded and articulated tertiary education system and an agent for regional social, cultural and economic development.

19. We have made major changes in our curricula and in the way we teach and assess learning. Our programme offerings are varied and flexible. Technology infuses our learning environment and expands the range and reach of the quality academic programmes we offer. Our students move seamlessly throughout the entire university to achieve their educational goals.

20. Our graduates are career-ready, exceptionally well-grounded in their disciplines, articulate and possess superior problem solving and critical thinking skills. They are socially conscious, regionally responsive, well-rounded, committed to ethical behavior, globally attuned and able to work effectively, both independently and in teams.

21. We are responsive to national needs yet retain a strong Caribbean identity and operate as a single regional university in continuous dialogue with national stakeholders. Through the use of innovative delivery modes we are the primary source of a variety of high quality programmes that enable professional development and life-long learning opportunities for those from under-served communities who do not have ready access to our major Campuses.

22. We are unquestionably the primary source for research and advice in dealing with the complex issues and challenges facing the region because our expert staff members, who are subject to rigorous performance standards, are engaged in internationally competitive research on issues of concern to the region and beyond, and the results of this research are effectively disseminated.

23. Our financial health is stable and sustainable because of balanced and diverse funding sources, including income from research, consulting, commercial activity and philanthropic contributions from alumni and others; government support, in the form of multi-year financing arrangements; and student tuition, supported by appropriate loan arrangements.

24. We have dramatically improved our systems and processes for administration and information support through the appropriate use of technology and benchmarking. They are integrated, user-friendly, and operate in a highly effective manner allowing both staff and students to be the beneficiaries of excellent service.

25. Our university has become a sought after partner, enjoying productive and mutually beneficial relationships with international scholars from other universities and research institutions, national and other regional institutions, international agencies, organisations in the public, private and non-governmental sectors and the residents of our neighbouring communities.

26. Our institutional culture is defined by courageous, consensual and effective leadership, an orientation that is results and performance-based, rigorous accountability, and a deep sense of humanity. We value our staff and students by providing for them a truly supportive environment and by rewarding excellence. We are an innovative, modern, international university deeply rooted in the Caribbean, committed to creating the best possible future for all our stakeholders.

27. Altogether, in 2012, the University of the West Indies enjoys an identity as a unique and well-integrated regional institution. It presents to its various publics, through its programmes and effective marketing, a strong image of a resourceful and innovative university, highly responsive to their needs, and agile enough to thrive in a dynamic environment.

GETTING THERE

28. In order to achieve this vision for the UWI, over the next five years we will concentrate on building excellence in four areas that, taken together, represent the core activities of the University: teaching and learning, graduate studies, research and innovation and outreach.

29. At the same time, we recognize that success will be critically dependent on getting this right in the following areas:

- transforming the administrative culture and processes
- effective marketing and branding
- strengthening regionality
- strengthening the national engagement processes
- leveraging international partnerships, and
- funding the institution.

30. These additional themes represent important enablers without which it is unlikely that the University could rise to contemporary developmental and societal challenges.

THE CORE STRATEGIC FOCUS

TEACHING AND LEARNING

31. The primary way in which the University has traditionally served the population of the region is through undergraduate education. This is a major strength on which UWI has built a hard won reputation for high standards. It has taken in successive cohorts of the brightest and best from our secondary school systems and moulded them into competent graduates in a broad range of academic disciplines. The achievements of those graduates and the leadership they have demonstrated within and outside the region, in Medicine, Engineering, Law, Literature, Politics, the Social Sciences and Education, among others, bear ample testimony to the University's success to date in unlocking human potential.

32. It is our ambition to continue to prepare graduates who are to be the future leaders of Caribbean societies and who can compete in the world. These graduates will need to be problem solvers, team players; open and receptive to new information; advanced, higher order, cognitive thinkers; creators of new forms of knowledge which can advance the development of the human race; effective communicators; and responsive to social needs.

33. However, today the student intake represents a much broader range of aptitudes and abilities as enrolment has expanded to facilitate access to higher education. The work environment into which our graduates enter when they leave the University has also been changing rapidly. Another factor is the rapid pace of change of technologies in use both in the workplace and the teaching and learning environment. In addition, employers have a greater expectation of work-readiness in the university graduates that they hire. Taken together, these considerations have necessitated fresh thinking about undergraduate education at UWI.

34. In a paper presented to the Board for Undergraduate Studies (BUS) in 2003, it was noted that the demand of the modern, globalised and technologically driven workplace was for graduates who can function independently and who have advanced thinking and reasoning skills. It has also been emphasized that the curriculum must be innovative, dynamic, inter-disciplinary, and pertinent and that it must combine teaching and training that stimulate students to pursue and develop new knowledge (*Beckles, H., The New teaching and Learning Environment, 2000*).

35. In 2003, the Office of the Board for Undergraduate Studies sought to define the desirable attributes of UWI graduates. It was suggested that our graduates “*must be capable of independent learning, of educating themselves and analysing material which may not be particularly familiar to them, and to be able to appreciate how this material may have value in different contexts, either as possible solutions to seemingly unrelated problems or as stimuli in the generation of novel solutions to complex problems.*”

36. Similar views have been echoed in the course of the engagement exercises with stakeholders, undertaken as part of the current planning process.

For the above reasons, the strategic agenda for Teaching and Learning is centered around the preparation of a distinctive UWI graduate who will leave the University better prepared to meet

the expectations outlined above. This challenge will in turn require us to address four dimensions of undergraduate education at the University: ***Curriculum, Teaching and Learning, the Learning Environment and Quality Assurance.***

37. **Curriculum:** Curriculum is the academic plan at the heart of the high quality education experience we seek to provide for our students to develop the knowledge and skills that the UWI graduate of the future must possess. The core of the strategy will be comprehensive curriculum renewal to establish an appropriate educational platform. This process of curriculum renewal and rationalization will involve all teaching units, centres, departments and faculties and the Instructional Development Units in curriculum renewal and rationalization, through dynamic and reflective engagement. The process will entail the systematic review of all course offerings to determine whether the intentions have been realized.

38. In order to maintain fitness for purpose in a dynamic environment, programme reviews will be conducted every 3 to 5 years. There will be regular auditing of courses to ensure appropriate knowledge acquisition and skill development within the semester timeframes, the establishment of mechanisms for stakeholder feedback and measurement of programme effectiveness and alignment of course and programme offerings closer to market needs, discipline demands and students' interests.

39. **Teaching:** To prepare the distinctive UWI graduate, the UWI must engage in quality teaching. The quality of teaching is affected by a range of factors that relate to lecturers' knowledge of the discipline, teaching skills, their philosophy of teaching and learning discipline, their philosophy of teaching and learning, their views of the students in the teaching and learning enterprise and their perception of the value placed on teaching by the institution.

40. Strategies/activities that will be used to develop teaching expertise over the next five years include training and certification of staff in pedagogical/andragogical skills and methodologies that take cognizance of the changing classroom and classroom environment including the virtual classroom; recognizing and rewarding teaching and teaching innovations that produce desirable results including deeper involvement of students in solving real-life problems and in making important contributions to their communities and potential professions; facilitating a cooperative, collaborative teaching culture and the creation of enhanced teaching performance appraisal methods. A teaching track for staff that is based on a scholarly approach to

teaching and which demonstrates evidence of reflective and best practice in teaching is another strategy proposed.

41. Every effort will be made to recognize and acclaim excellence in teaching and good scholarship on teaching and learning. In this way we expect to signal that teaching is a valued activity. We expect that in such an environment, more academic staff members would be encouraged to become more proficient in teaching and for some, fully engaged in the scholarship of teaching and learning.

42. **Learning:** While the UWI continues to compete for the brightest and the best students who are very well prepared to undertake University level work, the expansion of student intake has led to greater student diversity in terms of abilities, learning styles, levels of preparation, etc. The challenge for the University is to accept such diversity as given and find innovative ways to develop in all our students the desirable critical thinking and problem-solving skills, self-reliance, self-direction, self-motivation and the motivation to be lifelong learners. This will require a variety of approaches and opportunities for learning.

43. The mix of strategies to facilitate student learning will include active participation by students in the development of learning skills that will serve them in both the short-term and long-run. Curriculum content will be revised to include more practical applications, capstone individual and team projects and case studies that challenge the students with real world situations, alongside an awareness of the insights gained by the research work carried out by UWI researchers, staff and graduate students, as well as cutting edge developments in the discipline. Assessment strategies will be aligned with new teaching/learning approaches and value will be attached to learning processes as well as learning outcomes.

44. **The Learning Environment:** Enhancement of the learning environment is an important component of the cluster of strategies that we propose to use to help our students develop into superior graduates. Teaching and learning occurs most successfully in a healthy intellectual, educational and student-centred environment.

45. We propose to make full use of modern information and communication technology to create stimulating learning environments. By using the Internet, video-conferencing and other modalities a teaching-learning environment will be created in which lecturers, learners, graduate

teaching/research assistants, tutors, librarians and learning resources can all be networked, thus allowing students to learn anywhere, anytime and teachers to teach anywhere, anytime. Such learning environments will facilitate blended learning and synchronous and asynchronous interactions between learners. Tutorials comprising distributed groups of students, remote access to live lectures, access to digital libraries computer simulations and many other means of supporting the learning process will be facilitated.

46. Investments will be made in upgrading and expanding the physical environment, including the provision of adequate infrastructure to cater to the growth in the student numbers. We will take advantage of new technology-enhanced learning modalities and support systems to provide student access to a range of services and facilities relevant to their classroom experiences and the broader socio-cultural experiences the UWI graduate should have.

47. Action will also be taken to streamline and make more effective all of the administrative processes – such as student recruitment, registration, tracking, advising and counselling systems that have a direct impact on the quality of the student's education experience at UWI.

48. **Quality Assurance:** Quality assurance is the formal mechanism for managing educational standards and quality. The UWI has in place an integrated QA system upheld by University regulations. It plays a key role in programme approval, monitoring and review procedures, and the examination system with procedures for External Examiners, second marking of scripts and reports from University examiners. In the professional Faculties, programme accreditation will be vigorously supported. Early implementation of recommendations for improvements in the system of Examination will be a priority in this plan period.

49. The mechanism of the Instructional Development Units (IDUs) has been playing a central role in the continuous enhancement of teaching quality through training and the dissemination of best practices to faculty. The units will be strengthened.

■ STRATEGIC AIM 1

To prepare a distinctive UWI graduate for the 21st century – one who has a regional frame of reference and exemplifies the following attributes:- (i) a critical and creative thinker, (ii) a

problem solver, (iii) an effective communicator, (iv) knowledgeable and informed, (v) competent, (vi) a leader (vii) a team player, (viii) IT skilled and literate, (ix) socially and culturally responsive, (x) ethical, (xi) innovative and entrepreneurial, (xii) a lifelong, self-motivated learner.

Strategies

1. Emphasize and carry out Curriculum Renewal as a reflective and dynamic process.
2. Enhance teaching quality.
3. Enhance learning effectiveness by providing students with a more diverse and flexible learning experience.
4. Develop the Learning Environment to support the desired educational transformation.
5. Strengthen quality assurance and instructional development.
6. Establishment of a Teaching Track.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- A high proportion of students graduating from UWI with the desirable and distinctive attributes of the ideal graduate
- Improved throughput and completion rates
- High levels of student satisfaction with the education experience at UWI
- High levels of employer satisfaction with the UWI graduate
- Mobility and career satisfaction for UWI graduates in the world of work
- Sustained improvement in teaching quality
- Maintenance of UWI's position as the industry standard in the face of competition
- Continued ability to compete for the best students in the region
- Innovative contributions to pedagogy and growth in journal publications, books, conference papers, etc. on teaching and learning scholarship
- Graduates having a stronger desire for continuous learning, graduate studies, professional development and research.

GRADUATE STUDIES

50. In this plan period, we will pursue the strategic development of graduate studies. The future success of UWI requires both the growth and quality enhancement of graduate studies, so as to allow the University to respond adequately to the region's need for an expanded pool of persons with advanced specialized skills.

51. For the foreseeable future, the development of capacity in the UWI for the delivery of high quality graduate education (and research) will be a major source of competitive advantage. This competitive advantage rests crucially on the existence within the University of a unique stock of highly-qualified academic staff engaged in both teaching and research at the leading edge and across a broad range of disciplines.

52. A factor favourable to the planned strategic development of graduate studies at UWI is that there exists a very buoyant demand for graduate and professional educational opportunities in the Caribbean region. In the context of the knowledge-based society, this trend is expected to continue. It may even intensify as the expanding tertiary level sector will in time generate steady increases in the proportion of the work force educated to first degree level. Additional influences in the external environment include the pace and impact of technical change and the rapidity of new knowledge creation globally, the demand for leadership excellence in government, business and industry and the need for new academics in the growing tertiary, educational sector of the region.

53. In recent years, most Faculties on the three main campuses have responded to the demand for graduate education by increasing enrolment in existing academic programmes, revising some offerings and introducing new ones that address various emerging market needs. Much of this activity has centered on growing enrolment in the taught masters and advanced diplomas. The growth in enrolment in research degrees, particularly on a full-time study basis, has been by comparison very modest.

54. At the present time, UWI holds an advantage over other providers of higher education in the region in terms of its ability to expand to respond to demands at the graduate, professional level, and the variety and academic rigour of its programmes. The University must be agile in

seizing this opportunity for focused capacity building in graduate and continuing education. The threat is that other institutions are also aware that there are opportunities in the graduate area that they might profitably fill, sometimes through alliances with institutions outside the region and using flexible modes of delivery. New institutions may also possess the advantage of more flexible input, administrative and delivery systems.

55. Our aim is to make the UWI an internationally recognized center of excellence for graduate education, especially respected and sought after for:- (i) the delivery of first rate graduate programmes, (ii) its pre-eminence in Caribbean scholarship, and (iii) its output of higher degree graduates who are at the cutting edge of contemporary scholarship, professional development and expertise.

56. In order to achieve this aim, the University must move speedily to address some existing problems relating to poor student throughput and timely completion and high attrition rates especially in research degree programmes. These are attributable mainly to the following:-

- the need for improvements in the quality of academic supervision of graduate students
- difficulties in balancing work and study obligations experienced by students who are attempting to pursue both taught and research degrees on a part-time basis
- the lack of resources dedicated (staff, financing and physical facilities) to support the delivery of graduate programmes
- rewards and recognition for graduate student supervision.

The action plan for graduate studies will therefore seek to address those impediments.

57. The upgrading of graduate teaching and supervision will be vigorously pursued. The Instructional Development Units (IDUs) will be used to provide appropriate training for academic staff in mentorship and academic supervision. New faculty members and untenured staff who are beginning their careers as supervisors and instructors will be specially targeted. Incentives will be provided to reward research productivity and excellence, as well as outstanding academic supervisors.

58. Cross-campus collaboration will be encouraged to ensure that graduate programmes are developed and delivered making use of the best expertise within the University. Similar

collaboration in the supervision/co-supervision of graduate students will be relied upon to increase research and experiential education options for students and promote excellence.

59. The structural shift away from being primarily an undergraduate teaching institution will also require the strengthening of quality assurance mechanisms to ensure that graduate programmes satisfy internationally accepted standards of quality control. The plan is to introduce a university-wide quality assurance system to take account of all facets of the graduate education experience, the institutional arrangements, the research environments, the selection, admission and induction of students, the mentoring and supervision of students, the continuous assessment and review of graduate programmes, the development of research and other skills, and feedback mechanisms for students.

60. Particularly at the level of the research degree programmes, the search for excellence will require UWI to be able to compete for talented and highly-motivated graduate students within the region and internationally. Current arrangements put the University at a disadvantage in doing so effectively. There is a need to find a more encouraging, realistic fee structure for research programmes and facilitate greater access of students to postgraduate scholarships and assistantships that would encourage them to register on a full-time basis. In short, we need to significantly widen opportunities for our research degrees from students from the Caribbean and beyond.

61. There is also good potential for increasing income to the UWI through graduate programmes that are delivered at the taught level. There is also some scope for the allocation of part of the surpluses from the delivery of income generating taught graduate programmes to help Departments and Faculties build library acquisitions, IT infrastructure and assist in programme development for e-delivery. The reconstruction of many of our graduate programmes to facilitate distance delivery and hence extend the reach of the UWI to postgraduate students beyond its normal campus boundaries is an imperative for action.

62. As part of the strategy for expanding and strengthening graduate studies UWI will take steps to enhance the support system for postgraduate students. Of necessity, this system will be comprehensive. It will range from effective mentoring and graduate student supervision arrangements for research students to facilities such as graduate-student housing, teaching spaces, conference facilities, student lounges and information technology. With an increasing graduate

student population on each campus the University may also have to provide office space and facilities for postgraduate students' associations and to support their own funding arrangements.

63. All of this should help to create conditions that are conducive to high academic performance at the graduate level.

■ STRATEGIC AIM 2

To make the University of the West Indies an internationally recognized centre of excellence for graduate education, especially respected and sought after for:- (i) the delivery of first rate graduate programmes, (ii) its pre-eminence in Caribbean scholarship, and (iii) its output of higher degree graduates who are at the cutting edge of contemporary scholarship, clinical skills, professional development and expertise.

Strategies

1. Build a reputation of excellence in the University's higher degree programmes.
2. Strengthen and improve the standard of graduate supervision and improve the throughput rate particularly of research students.
3. Widen access and financial support for postgraduate research degree for students from UWI contributing countries, the wider Caribbean and beyond.
4. Improve the quality and timeliness of the examination process particularly for research students.
5. Introduce a Quality Assurance System for all postgraduate programmes.
6. Reconceptualize and strengthen the support system for postgraduate students and their associations.
7. Improve the flexibility of our postgraduate programme delivery and significantly expand the number of postgraduate programmes delivered by distance or blended education.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Enhanced contribution by the UWI to human resource development and competitiveness in the region by making graduate education more widely available
- Building critical national and regional capacity for research and innovation
- Enhancement effect of the strengthening of graduate education and research on the quality of undergraduate programmes
- Assisting TLIs in the region to build needed undergraduate teaching capacity
- Building a reputation
- Higher levels of graduate student satisfaction with their education experience at UWI
- Widening the reach and impact of the UWI in postgraduate programming
- Building a reputation for excellence at the graduate level.

RESEARCH AND INNOVATION

65. The creation of new knowledge is an essential characteristic of any good university. This role must be expanded and accentuated at UWI as we go forward.

66. In the 21st century global economy, knowledge generation and use, innovation, invention and technology transfer to business and industry are the key drivers of competitiveness and economic growth and development.

67. If the University of the West Indies is to continue to be a major contributor to the economic, social and cultural development of West Indian society, we must effect the transformations necessary to become a more research-driven institution. To falter in this is to fail the region, for UWI has the best collection of intellectual and physical infrastructure in the region for research. It is best positioned to drive the process of advanced knowledge creation and acquisition relevant to our region and to effect the transfer of that knowledge to society. Research and scholarship at UWI must also serve to provide a continuous flow of critical thought, scientific data and insights that can help policy makers to make informed decisions on a wide range of matters with a bearing on national and regional development and the quality of life of our populations.

68. It is also true that the quality and impact of its research is what will bring UWI the international recognition that it needs to increase its effectiveness in accessing funds in today's

fiercely competitive international environment. It is research that will contribute to the rejuvenation of our teaching programmes and enhance their quality and relevance, and that will enable us to continue to set and lead the standards of scholarship in our region.

69. The issue of access to resources is critical given the continued absence in the region of the kind of structured channeling of large amounts of research funding to the university system by governments and the private sector on a competitive grant basis that has long evolved in the industrialized countries and that is rapidly being emulated in the emerging economies.

70. Realisation of these aspirations is central to the competitiveness of UWI, but the value of research to UWI's competitiveness goes beyond this. Research provides us with a comparative advantage over external universities, simply by having an infrastructural base here and by the opportunity that this creates for awareness of regional needs. Finally, it is through emphasis on research and graduate education that we can best articulate with our national TLIs seeking University status and provide them with assistance through quality assurance and curriculum relevance, since their initial emphasis will be on undergraduate training.

71. Appreciating the imperative for UWI to become more research-driven is one step; making it happen is a greater challenge. Fostering the desired research culture will require attention to three basic things: (a) growth in the number of academic staff who are research active, (b) the availability of protected time to do research linked to expectations of research performance, and (c) access to an enabling research infrastructure.

72. Another important implementation component is the formation of partnerships and coalitions, both extra-and intra-UWI. Within UWI, this means identifying and implementing the mechanisms necessary for better cross-campus collaboration in research. Enhanced cross-campus collaboration avoids the inefficiency of effort duplication, increases the probability that our researchers work in groups with the critical mass necessary to be competitive and effective, and ultimately ensures that we face our competitive challenges as one strong regional entity.

73. Most important of all in the context of implementation is the realisation that trade-offs in time and energy are real, and that we cannot do all things and do them all well. An appreciation of the existence of trade-offs, of the consequent need for prioritisation of effort and resources, and of the likely need for intra-institutional re-arrangements for more effective delivery of the

prioritize services, must therefore be an integral part of any strategy to develop research capacity and output at UWI. We must pay close attention to the quality implications of the potential trade-off between undergraduate and graduate growth; and within graduate programmes, to the trade-off between growth in taught graduate programmes and growth in research.

74. Within research, the implication is that we must be selective and prioritize the selected areas for particular effort and focus. Important criteria for selecting focal areas for research include: Areas in which UWI has strong technical capacity and international credibility; Areas of particular relevance to regional development, and; Niche areas where the region's geography and history give us competitive advantage. Using these criteria, a number of key areas emerge that demand enhanced knowledge acquisition, innovation and intervention. These include but are not limited to:

- **Biotechnology**, particularly with respect to **Agriculture** and **Horticulture**;
- The legal protection and use of **Biodiversity**, **Natural Products** and unique **Genetic Resources**;
- **Cultural Studies** and the development of **Cultural and Entertainment Industries** for tourism promotion;
- Social, Economic and Legal studies, particularly as they relate to **Crime, Security and Justice**;
- **Health and Wellness**, particularly as they relate to diseases impacting on Caribbean communities and the tourism product;
- **Natural Hazards Management** and **Disaster Risk Reduction**; **Natural Resource and Environmental use and management**, particularly as they relate to Forestry, Fisheries, Water Resources, Sustainable Tourism, Ecotourism development and Community Wellness;
- The feasibility, development and implementation of **Alternate Energy**; and
- **Education**, with particular emphasis on innovative approaches to **Teacher Training** and **Development**;

75. Countries that have invested in research and human development and which have been able to harness and actively support the mix of knowledge acquisition, technical expertise, and entrepreneurial acumen have developed competitive economies through innovation and trade in new products, processes, services and even human capital. The UWI as the principal institution

for knowledge creation and high level human capital formation in the West Indies and in partnership with government, business and industry, must therefore be a central player in driving Caribbean innovation. Many universities today are not only concerned with the creation of knowledge but also on how this can be transmitted and shared, particularly for commercial gain. At the UWI, this goal should be equally important, particularly for national and regional development. In this strategic plan period, the UWI would therefore strive to actively support and wherever determined, facilitate the movement of the research of our staff and students to innovative outputs. This will be achieved through supportive policies on contract research, Intellectual Property Rights (IPR), licensing agreements for the commercialization of research and the creation of “spin-off” Companies. Building partnerships with government, business, industry and new entrepreneurs (both within and outside of the University) will be actively pursued so as to support research, development and innovation.

76. The Action Plan articulated for Research and Innovation has been developed in the context of the issues identified and discussed above.

■ STRATEGIC AIM 3

To become internationally recognized as a Centre of Excellence in Research, Knowledge Creation and Innovation on Caribbean matters, and on challenges facing small-island developing states.

The main strategies that will be employed to achieve the stated aim are:-

1. Create an enabling environment for research and innovation at UWI.
2. Strengthen and expand research activity that is relevant to regional and national needs and drives regional development.
3. Develop more programmes of research of international repute, and benchmark research performance against international norms.
4. Develop and sustain an innovation and enterprise culture through supportive policies on contract research, IPR, licencing agreements and the creation of new "spin-off" companies.

5. Build partnerships for R&D funding and innovation with government, business, industry, other institutions and new entrepreneurs..

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Increases in research publications and citations
- More graduate students attracted to M.Phil/Ph.D research with better throughput
- Enhanced impact of UWI's research and innovative outputs on policy, Caribbean economies and society
- International recognition and respect with implications for attracting/collaborating with outstanding researchers and access to research funding
- Greater competitiveness in recruiting high quality students from within the region and internationally
- New revenue streams from intellectual property (e.g. patents and copyrights) and the commercialization of research outputs
- Stronger support from our regional Stakeholders for R&D funding, innovation and entrepreneurship.

SERVICE TO UWI-12 COUNTRIES AND OTHER UNDERSERVED COMMUNITIES

78. The University has long relied on a three-pronged mechanism – the UWI Distance Education Centre (UWIDEC), the Tertiary Level Institution Unit (TLIU) and the School of Continuing Studies (SCS) – to spearhead the delivery of its outreach services.

79. Interface with stakeholders in the twelve contributing countries without campuses (UWI-12) has underscored the need for major re-conceptualization of the outreach sector. Enrolment of students from these countries has been modest and growth in new student intake has persistently lagged behind increases in the campus countries. In addition, access to the research and development capacity of UWI has been quite limited.

80. During 2005 and 2006, the Tertiary Level Institutions Unit (TLIU) conducted an extensive Human Resource Needs Assessment Survey which tried to identify priorities for tertiary education in contributing countries. The University also undertook a major series of consultations in all UWI 12 countries to learn about the developmental needs and plans of each of the countries and to determine how the UWI might best serve them.

81. The data from these and related sources made clear the degree to which there are unfulfilled needs in countries without campuses. The data also revealed a strong unsatisfied demand for quality higher education services delivered flexibly even in those countries that hosted a campus. Given the scope and urgency of the need to build human capacity, the outreach sector will be transformed into an open campus.

The Open Campus Concept

82. The UWI Open Campus will have a physical presence in each contributing country. It will function as a network of real and virtual nodes to deliver education and training to anyone with access to Internet facilities. The physical presence in each contributing country will be enhanced to permit the offer of those services that are more appropriately provided face-to-face. It will also permit the blending of online and face-to-face learning experiences to enrich the social aspects of learning in a collegial environment.

83. The Open Campus will build on the work of the TLIU to facilitate the interaction of the University with other universities, colleges, educational institutions and scholars and permit work towards a seamlessly linked education system for development in the Caribbean region. It will carry on the work that has characterised the School of Continuing Studies in responding to local needs and in fostering social and cultural development.

84. The Open Campus will be headed by a Principal at the level of Pro-Vice Chancellor and governed by a Campus Council in keeping with the statutes and ordinances of the UWI, adjusted to accommodate its virtual character. The Campus will draw its intellectual sustenance from the entire academic array of the existing campuses. Its organisation will be driven by the functions required for the effective delivery of its programmes of teaching, research and consultancy. Students of the Open Campus will enjoy the same quality of instruction and receive the same qualifications as students in other parts of the University. Differences in rules governing their

studies will be related only to the differences in the mode of teaching and the requirements of their scholarly experience.

85. The programmes of the Open Campus and its academic operations will be governed by an Academic Board, subject to the overarching authority of the Boards for Undergraduate Studies and for Graduate Studies and Research. A new Finance & General Purposes Committee will fulfil the mandate of Council in the affairs of the campus. Accordingly, separate administrative and financial bodies will manage the affairs of the campus, subject to the established reference points of the financial code and the body of UWI administrative practice.

86. The creation of the campus will be the object of special solicitations of financial investment. The operation of the campus will be designed for the recovery of costs and the generation of surpluses within a calculated period. The staff of the Open Campus will be dispersed across the contributing countries with administrative headquarters eventually located in one of the UWI 12 countries, selected on the basis of criteria that would assure its effective and economical operation.

Components of the Open Campus

87. The Open Campus will be organized and staffed by reference to the functions that empower it to deliver the University's programmes. It will

1. Identify the programmes and courses required by its target clientele.
2. Examine the array of offerings of the UWI to determine where the components for the required programmes and courses are.
3. Contract the academic staff who have the knowledge and expertise in respect of the content of the courses and programmes.
4. Partner them with curriculum specialists skilled in on-line and blended learning delivery.
5. Create and deliver the appropriate new courses and programmes.

88. Within recent years, many departments and faculties of the university have created online instructional materials. This means that the process outlined above will start with the advantage of the Open Campus being able to negotiate collaboration within the University to achieve a faster start up and wider scope than might have been possible otherwise. Additionally, it is

envisaged that the other Campuses will benefit from the enhanced capabilities of the Open Campus.

89. When the intellectual resources for any course or programme cannot be obtained within the UWI, the Open Campus will solicit them elsewhere using similar contractual partnerships. Given that method of operation, the staffing of the Open Campus will not replicate the Faculty structure of the other campuses but rather provide for curriculum development in several different disciplines, materials design, design of web-environments for effective instruction and the management of the staff, e-tutors, students and other clients.

Services to be Provided

90. The deliverables of the Open Campus will include:

- Capacity building interventions for other institutions
- short courses at pre-university, undergraduate and graduate levels
- undergraduate degrees, postgraduate degrees, continuing education, professional development
- issue driven programmes and courses, problem driven research collaboration, cultural development programmes
- harmonization and coordination of existing responses to needs in the target populations

91. In the short term, the Campus will develop programmes to meet short notice needs of governments and other stakeholders and offer the following categories of programmes.

- university programmes already on offer through the UWIDEC at least until students in the system complete them (including blended learning courses)
- programmes and courses currently offered by the SCS
- new programmes appropriate for the training of public servants
- programmes for qualifications in the teaching of English and Mathematics

92. The creation of a seamless flow of movement through community colleges and national colleges and universities has been an oft-repeated goal for the development of the tertiary sector.

The Open Campus will negotiate exclusive responsibility for the management of these relationships and provide a uniform operational interaction with other institutions. It will actively pursue the goal of seamless articulation within the sector and collaborate with other institutions in building appropriate programmes.

93. The campus will promote a collaboratively developed research agenda pertinent to the relevant communities, research in UWI 12 countries, monitoring and consultations, in country conferences and graduate studies.

Finance

94. It is proposed that resources traditionally allocated for the outreach sector through the Office of the Board for Non-Campus Countries and Distance Education, the School of Continuing Studies, the Tertiary Level Institutions Unit and the UWI Distance Education Centre, will be reallocated to assist in the commencement of the Open Campus operations. However, additional resources will be required for its full and effective implementation.

■ STRATEGIC AIM 4

To create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves.

Strategies

1. Establish University wide policies for the management, development and implementation of open and flexible learning including the use of off-campus, face-to-face and ICT infused programmes.
2. Establish a viable and sustainable financing mechanism for the UWI Open Campus.
3. Establish and operationalise university wide policies for the development and management of inter-institutional relationships.
4. Establish and operationalise the UWI Open Campus.
5. Create a student-centred learning environment for a diverse student body.

6. Expand the scope of UWI by increasing the range, reach and access to university programmes and services by students from the relevant target groups.

Anticipated impact

The Open Campus initiatives should result in

- Greatly increased opportunities for access to higher education, including postgraduate programmes, in the UWI-12 countries
- Increases in enrolment of students from the UWI-12 countries facilitated by the Open Campus arrangements
- Easier access to higher education for persons from other underserved communities
- More flexible and convenient access for persons from all contributing countries wishing to pursue continuing professional education
- Improved retention and completion rates for students enrolled in distance/blended learning programmes
- Higher satisfaction levels among distance/blended learning students
- Raising of the education and skill levels in the UWI-12 countries
- Increases in the number of projects and the scope of research activity in UWI-12 countries, with implications for public policy enhancements impacts.

PRIORITY ENABLERS

TRANSFORMING THE ADMINISTRATIVE CULTURE AND PROCESSES

96. The current administrative culture and processes are not conducive to the excellence that we seek to achieve in the core areas of strategic focus set out in this plan. This is so despite changes introduced over the past ten years, including the adoption of modern computerized systems and various initiatives to make the University more student-centred. The transformation of the administrative culture and processes will therefore be a priority of the University. The goal

is to create an administrative culture and system which serves the people who come into contact with it, students, staff, and members of the public.

97. Three elements lie at the core of achieving this objective. The first is the appointment of a Change Leader who will have responsibility for overseeing the implementation of the culture change. Even though ultimately the Vice Chancellor, the Campus Principals and Registrars have the responsibility for leading change, the one officer who will have as his/her sole responsibility to act as an advocate and catalyst for administrative change is the proposed Change Leader. Once the process is fully in motion, at the end of a maximum of three years into this plan, the process should be fully turned over to those institutionally responsible for the university administration. The Change Leader's role is to become redundant within this time.

98. Profile of Appointee:

- 1) leadership qualities, able to lead from the front, inspirational.
- 2) Able to view the university with fresh eyes.
- 3) Energetic and possessing a passion for the human effects of administrative and institutional actions.
- 4) Can inspire confidence within the university community about the honesty of the intention to change, and the commitment to change.

99. The second element would involve ensuring the setting up of a University-wide quality assurance mechanism which would set people-centred standards for learning, working and living within the University. It would also oversee the implementation of these standards.

100. Change Management and Quality Assurance will have to interact constantly. The Change Leader will be pointing Quality Assurance in the direction of all the people-centred outcomes for which standards and monitoring are required. Quality Assurance, on the other hand, would be providing the Change Leader, as well as the Registrars and Deputy Principals, with the means of measuring the outcomes of the change process, and the basis for directing the process.

101. The third element is the appointment of the PVC for Planning and Development. We see this post as interfacing with all the decision-making bodies and entities within the University. A significant aspect of its functioning would be to ensure that the full human resources, physical

infrastructure and finance implications are accounted for when decisions are taken. This post would orchestrate the tactical planning required for the implementation of the Strategic Plan and interface with the work of Change Management and Quality Assurance by ensuring that the wherewithal exists to achieve standards and to bring about change.

102. We plan to put in place the three elements identified during Year 1 of the Strategic Plan.

■ STRATEGIC AIM 5

- a. To develop and establish a people-centred, culture-change process.*
- b. To institute a Quality Assurance Mechanism to set people-centred standards for the functioning of the university and the service output.*
- c. To reform the administrative structures and systems towards implementing and supporting the vision and aspirations of UWI for the planning period.*
- d. To strengthen the structure and processes for University-wide planning.*

Strategies

1. Appoint a Change Leader.
2. Set up Service Quality Assurance Units on each campus and at the Centre to set and monitor standards for customer services, IT services, physical facilities, and access to information.
3. Create a transparent, objective, and consensual budget process that reflects operational plans for all units and the University.
4. Complete implementation of recommendations of the Chancellor's Task Force.
5. Strengthen the interface between Campus-based governance structures with the University's central governance entities.
6. Implement recommendations of the Review of Management Structures currently underway.

7. Move towards the integration of administrative systems and services across the entire University consisting of the implementation of an enterprise system linked to a central database providing a total solution to the University's information needs by crossing typical organizational boundaries and enabling collaboration among multiple users and integrated services for stakeholders.
8. Move towards a single web portal to allow access to the enterprise system irrespective of where a member of staff or student is located.
9. Re-engineer, standardize and integrate all administrative systems (student, financial, HR, estate, academic support, library, records management systems).
10. Determine appropriate management standards for each process in each system.
11. Ensure structures are in place to support recommended re-engineered processes.
12. Audit offices of the Campus Registrars and Bursars as well as Faculty and Department offices with a view to streamlining operations to enhance administrative efficiency.
13. Strengthen the Faculties and Deputy Principal's Office with Registrarial, HR and Bursarial Functions.
14. Implement the competencies management module of PeopleSoft HRMS to address the upgrading of competencies needed to manage each re-engineered/new process with special emphasis on the exploitation of ICT.
15. Develop and implement more responsive internal communication processes using appropriate ICT.
16. Appoint a Pro Vice Chancellor for Planning and Development.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Achievement of high standards of service in keeping with the benchmarks established
- Increases in student, staff and public satisfaction
- Greater willingness by alumni to support the University
- Increased ability to attract and keep qualified staff
- Increased ability to attract the brightest and the best students
- Reduction in the occurrence of student protest and industrial action

STRENGTHENING REGIONALITY

104. One distinct advantage enjoyed by the UWI is its status as a unique regional institution of higher education supported by fifteen contributing countries. It is the only higher education institution with a presence throughout the region and it has the largest concentration of intellectual capital in the region.

105. However, over time several undercurrents have been contributing to the perception that the regionality of the University has been diminishing. Among these factors are the following:

- the large and increasing share of enrolment accounted for by nationals from the host country of the campuses (currently in the range of 86% to 93%)
- the consequential responsibility of the host country for a correspondingly large proportion of the funding of the campus
- the effect of devolution of much decision-making to individual campuses ushered in by changes in governance arrangements
- the persistence of imbalances in access to the broad range of services of the UWI particularly among the UWI-12 countries without campuses
- operating modalities that project an image of fragmentation – ‘three universities sharing the UWI brand name, each influenced by national agendas.’

106. The regionality of the UWI enterprise is a valuable asset to the people of the Caribbean and we intend to maintain and strengthen it.

107. In order to advance this objective renewed emphasis will be placed on achieving a better integration of the University. This will involve promotion and propagation of best practices across the institution. Harmonizing and integration of information and communication systems and other key management systems will be a priority.

108. Collaboration will be encouraged and intensified across the university in relation to curriculum development, joint-delivery of programmes, co-supervision of research students, research work, staff visits, conferences and workshops. The ICT infrastructure will be further developed and deployed to support these efforts.

109. Expertise will be deliberately mobilized across the university system to enhance the ability of any campus to address specific national needs of high importance. At the same time, we will continue to develop mechanisms to bring university wide expertise and intellectual leadership to bear on shared regional problems and challenges of an economic, social, educational, health or environmental nature.

110. Efforts will be stepped up to facilitate increased movement of students and staff across the university through such approaches as exchange programmes, guest lecture series, structured study arrangements and streamlining processes for student transfers.

111. The need is also recognized for enhancement of the responsiveness and impact of the University on regional development through effective dissemination activity and expanded communication links and dialogue with external stakeholders. We intend to increase the frequency and improve the quality of ongoing consultation and interface with regional governments and the vehicle of the UWI Consulting Company will be deployed to monitor and address specific needs of the public and private sectors throughout the region. In that regard, government agencies and other clients will be encouraged to source expertise from the University on an institutional rather than individual basis.

112. We plan to continue to develop links with both tertiary level institutions and the private sectors in order to build human capacity and foster development in the region. One important dimension of this is partnership with regional TLIs to assist them in curriculum development, quality assurance and the building of teaching staff capacity. Another is the continuation of efforts to forge articulation agreements to facilitate the seamless advancement of students seeking to realize their educational goals.

■ STRATEGIC AIM 6

a. To enhance effectiveness through better internal integration of the institution.

b. To enhance responsiveness and the impact of the University on regional development through effective dissemination activity and expanded communication links and dialogue with external stakeholders.

- c. To continue to develop links with both tertiary level institutions and the private sectors in order to build human capacity and foster development in the region.*

Strategies

1. Promote and facilitate the adoption of best practices across the institution.
2. Harmonize and strengthen the degree of integration of information and communication systems and other key management systems.
3. Encourage dialogue and collaboration across the university in relation to (a) curriculum development, (b) joint-delivery of programmes, (c) co-supervision of research students, (d) research work, staff visits, conferences and workshops.
4. Mobilise expertise from across the university system to enhance the ability any campus to address specific national needs.
5. Continue to develop mechanisms to bring university wide expertise and intellectual leadership to bear on shared regional problems and challenges of an economic, social, educational, health or environmental nature.
6. Facilitate increased movement of students and staff across the university through exchange programmes, guest lecture series, structured study arrangements, student transfers, etc.
7. Make fuller use of existing channels and develop new modes of disseminating information on potentially beneficial output from UWI.
8. Increase the frequency and enhance the quality of ongoing consultation and interface with regional governments.
9. Use the newly established consulting company to monitor and address specific needs of the public and private sectors throughout the region.
10. Encourage government agencies to source expertise from the University on an institutional rather than individual basis.
11. Partner with private sector entities to develop and customize higher education programmes to address identified skill gaps.
12. Assist regional TLIs in curriculum development, quality assurance and the building of teaching staff capacity.

13. Continue to forge articulation agreements with regional TLIs to facilitate the seamless advancement of students seeking to realize their educational goals.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Enhancement of the quality of teaching and academic programmes university wide
- Quality improvements in graduate supervision and higher degree completions
- Higher service quality and effectiveness in all major areas of administrative services
- Enhancement of the quality and speed of decision making
- Expanded education choices for students
- Expansion of collaborative research work and enhancement of research quality
- Positive impact on UWI's contribution to National Development
- Greater responsiveness to both national and regional needs
- Transfer of knowledge from university research and innovation
- Deepening of the impact of knowledge transfer on public policy and programme design and the competitiveness of business and industry in the region through partnerships in research and innovation
- Higher levels of external stakeholder satisfaction

■ STRENGTHENING NATIONAL ENGAGEMENT PROCESSES

114. An important challenge for the University is to be more visible in demonstrating its relevance and impact in relation to national needs and priorities.

115. Several related concerns have surfaced during the consultation process, among them are that:

- the UWI needs to have a more visible role in national life – one that extends beyond the relationship with host governments to include relations with the private sector, NGOs and communities

- the overwhelming and increasing dominance of students from the host country on each campus undermines the regional character of the University
- countries without campuses have been poorly served by the lack of research focused on their specific needs and environments and the tendency of course content to draw on host country cases and phenomena

116. The feedback is that UWI needs to analyse critically its role and function at the national level, with a view to publicizing its achievements and strengthening its engagement.

117. Two areas of priority focus already outlined – the UWI Open Campus and Strengthening Regionalism – will directly address the last two concerns identified above. In addition, we will seek to strengthen national engagement processes as a strategic priority.

118. In reality there is much on-going contribution of the University and its staff to public policy making and administration, the provision of expert advice and even to corporate governance, yet this is not well publicized and the UWI derives little credit for those outputs. Steps will be taken, therefore, to increase public awareness through better communication strategies. These actions will include dissemination mechanisms that would allow a broader national audience to become aware of the output of scholarship and research work at the University and its potential impact on specific communities and national populations.

119. Action will also be taken to identify and address systematically areas in which there are underserved educational and research needs in each contributing country. These needs will be prioritized in collaboration with the stakeholders and appropriate initiatives developed to assist in addressing the identified gaps.

120. Over the plan period, new research initiatives will be mounted to analyze selected economic, social and environmental issues with the aim of providing decision makers with a sound, objective basis for public policy or community responses.

121. In these ways, we expect UWI's impact on national policy making and well-being to be enhanced.

122. Our students will be encouraged and provided with opportunities to participate in structured community engagement. That element of service learning should serve to increase social awareness and foster ethical sensibilities, while contributing to social development.

■ **STRATEGIC AIM 7**

- a. To increase UWI's impact/influence on national policy making.*
- b. To identify and address underserved educational and research needs in each contributing country.*

Strategies

1. Document and effectively publicize the contribution of the University and its staff to the policy formulation process in member countries. Highlight cases that link UWI to major national milestone achievements.
2. Improve dissemination mechanisms to allow a broader national audience to become aware of the output of scholarship and research work at the University and the actual or potential beneficial impact of that work on nation states and communities.
3. Recognize and support the contribution of UWI's staff to national engagement. Likewise, encourage and publicize outreach activities at different levels of the society.
4. Provide students with opportunities for structured community engagement as an instrument of service learning and the fostering of ethical sensibilities.
5. Actively seek out opportunities for the University to be represented formally in all regional forums where its participation could assist in enhancing the quality of decision making.
6. Establish structures for identifying and analyzing UWI's outreach activities at different levels of the society on an on-going basis. Conduct periodic surveys to assist in addressing unmet needs.
7. Prioritize needs and develop initiatives to assist in addressing the identified gaps in partnership with national governments, private sector entities, and civil society organizations (e.g. NGOs and CBOs).

8. Mount research initiatives with appropriate support to analyze selected economic, social and environmental issues and provide decision makers with a sound basis for public policy or community responses.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Greater recognition by stakeholders of the value of the University's contributions to national and community development through research, expert advice and outreach activities, and a more favourable view of the UWI at all levels of society
- Improvement of national policy and programme design
- Improvement of the quality of life of targeted communities
- Higher levels of staff satisfaction and morale
- Enhanced access to resources
- A positive contribution to development of the ideal UWI graduate

MARKETING AND BRANDING

124. The achievement of the primary goals that we have set for the University must be supported by a comprehensive and well-integrated Marketing and Communications Strategy. That strategy must be effective in building UWI's reputation for excellence in education and research. It must also ensure that there is awareness among stakeholders of the contributions being made by the University to economic and social development. This is essential given the growing intensity of competition from national and private higher education institutions in the region.

125. The traditional approach to marketing the University has tended to be fragmented and lacking in coherence. An integrated Marketing and Communications Strategy would avoid those pitfalls and serve to build and successfully promote the UWI brand in a manner consistent with our core values. The strategy will provide effective support for such functions as student recruitment, student services and community outreach. It will also be a mechanism for improving

relations with and increasing satisfaction among all stakeholders. In that regard, there is also a need to enhance internal communications strategy.

126. Elements of best practice exist in different parts of the University and these will be incorporated in the development of the Marketing and Communications Strategy.

127. Successful marketing and branding will require significant changes in the existing structure of the offices of marketing and communications as they exist across the University. The structure will be reviewed and revised where appropriate to ensure that the function is appropriately resourced. Steps will also be taken to develop policy documents to guide the marketing and communications function.

128. Market research will be conducted at regular intervals to assess perceptions among selected/targeted groups of stakeholders in relation to: (i) UWI's responsiveness to developmental needs, (ii) its capacity and expertise, (iii) quality, scope and relevance of academic programmes, and (iv) its standing as the institution of first choice. In order to assess the competencies of the current brand of the institution an audit must be conducted to arrive at an evaluation of the expectations of both the internal and external stakeholders. This feedback information will be used to assist in the development of effective communication and marketing strategies to improve awareness among the target groups. It will also serve as a guide to stakeholder expectations about service quality levels as well as emerging market needs.

129. A special need is to raise the visibility and research profile of the University and promote its expert capacity in the UWI-12. A series of specific initiatives will be required to create heightened visibility of the institution in UWI-12 countries. It will also be necessary to develop more effective strategies to attract and recruit students from the UWI-12 countries and other underserved communities. This will involve the strengthening and coordination of recruitment initiatives, including school visits and targeted promotions.

130. Another significant initiative will be to promote the valuable stock of West Indian resources, collections and UWI publications and journals to enhance UWI's standing and visibility internationally. The University also has a heritage of scholarship, research and innovation that can be marketed internationally, for example to other universities that offer Caribbean Studies programmes.

■ **STRATEGIC AIM 8**

- a. To develop and implement a University wide Marketing and Communications Strategy that is focused on establishing the brand promise of UWI regionally and internationally, as the premier higher education institution in the region.*
- b. To enhance UWI's standing as an internationally recognized centre of excellence for Caribbean Studies broadly defined to include history, culture, literature, economic, social and political dimensions and the natural environment.*

Strategies

1. Review and revise the structure of the Marketing and Communication offices to ensure that the function is appropriately resourced.
2. Define and prioritize target audiences and conduct market research at regular intervals, regionally and internationally, to determine the perception of each group in relation to: (a) UWI's responsiveness to development needs, (b) its capacity and expertise, (c) quality, scope and relevance of academic programmes, and (d) its standing as the institution of first choice.
3. Respond to feedback from market research by: (a) developing effective communication channels/strategies to improve awareness among target audiences, and (b) inform Faculties and Administrative Departments about gaps, opportunities, and more generally the expectations of stakeholders.
4. Rationalise and redesign the University's Web presence across the system for increased effectiveness and usability.
5. Develop an active Internet promotional strategy to increase Web traffic.
6. Develop university-wide policy documents to guide the marketing and communications function.
7. Develop a series of initiatives and events aimed at raising the visibility and research profile of the University, and promoting its expert capacity in the UWI-12.

8. Engage in more active recruitment of students from the UWI-12 countries and other underserved communities through the strengthening and coordination of recruitment initiatives, including school visits and targeted promotions.
9. Increase global awareness of the current and legacy output of scholarship, research and innovation by UWI faculty.
10. Aggressively promote internationally the UWI West Indiana resources, collections and UWI publications and journals. Market information access to universities around the world that offer Caribbean Studies programmes.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Increased visibility, as well as regional and international recognition for the UWI and its contribution to human capacity building, scholarship and social and economic development in the region
- Enhanced ability to compete for talented students, faculty and funding
- Increased opportunities to pursue strategic partnerships with other institutions world wide
- Increased media coverage and visibility in the UWI-12 countries and heightened interest among students there to choose to study at this University
- Opportunities to market Caribbean Studies programmes and access to West Indiana resources to a global market

INTERNATIONAL PARTNERSHIPS

132. The importance to the UWI of international partnerships is that they have the potential to enable the University to advance several of its primary goals. While collaboration has always been a feature of the functioning of the University, it has typically been limited in scope and it has flourished best in terms of collaboration between individual academics or small groups of faculty carry out research in some area. The University must now elevate international partnerships to a mechanism to be used strategically and more widely to support specific institutional objectives.

133. For example, as the UWI seeks to build capacity and international recognition in selected areas of research and innovation, we will need to seek out strategic partners within the global university network and among private enterprises who have complementary expertise and experience and perhaps cutting-edge facilities in those areas. Such arrangements can facilitate knowledge transfer, innovation and access to research funding.

134. Through co-supervision and joint delivery of programme, international partnerships with other universities will also be developed to expand academic offerings at the advanced degree level and accelerate research training in targeted areas.

135. We have already begun to provide opportunities for enrichment of the educational experience of our students through opportunities to spend some time in other institutions. Skillfully managed collaboration can increase the number of students who are afforded these opportunities. Likewise, it is envisaged that staff exchanges will be increased through international partnerships, thereby helping to build capacity within academic departments.

136. Partnerships with other universities around the globe will also allow the UWI to become better known and attract more international students to its programmes.

137. Additionally, successful international partnerships will help to build the University's international standing as a respected and competent partner. Such esteem is one consideration that influences the global ranking of universities.

■ STRATEGIC AIM 9

To strengthen and expand inter-institutional relationships to support regional development priorities through resource acquisition, capacity-building and knowledge-infrastructure strengthening at UWI.

Strategies

1. Utilize more collaborative strategies in relation to the following objectives:
 - Knowledge creation

- Knowledge transfer
 - Access to sources of finance
 - Enrichment of educational experience for UWI students
 - Leadership of the tertiary sector in the region
 - Marketing the potential of UWI as an international partner
2. Strengthen campus international offices.
 3. Build new alliances and deepen existing ones with strategic partners to advance UWI's strategic goals.
 - Intensify collaborative research work with faculty from other universities in focal areas.
 - Involve international faculty in the co-supervision of research students.
 - Use partnerships with universities of high global reputation to strengthen and expand graduate offerings.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Enhancement of research output and productivity
- Increase in enrolment of international students
- Increase in M.Phil and PhD completions
- Knowledge acquisition from partnering in research and innovation
- International visibility
- Increased opportunities for accessing research funding and generating earned income through sponsored research work, grant of patents and innovation

FUNDING THE ENTERPRISE

139. The mobilization of adequate funding to pursue the developmental path set out in this plan is essential to the successful transformation and positioning of UWI to continue to contribute to national and regional growth, development and competitiveness in a 21st century context.

140. The main thrust of the financing plan is the broadening of the funding base and the mobilization of resources for the following priorities: (a) implementation of the Open Campus initiative, (b) building institutional capacity (including the enabling infrastructure) for high-quality research and innovation in targeted areas, (c) facilitating the timely renewal and expansion of infrastructure, plant and facilities needed to develop and maintain an environment conducive to quality teaching and learning at the undergraduate level and the planned growth and enhancement of graduate studies, and (d) further development and integration of key management systems.

141. The mix of strategies designed to broaden the funding base include:-

- further growth in earned income facilitated by restructuring and strengthening of the Business Development Offices (BDOs)
- formation of a University Consultancy Company
- planned alumni giving and establishment of a UWI Endowment Fund planned alumni giving
- cost recovery through tuition fees, accompanied by appropriately designed student financing support schemes
- leveraging of real property and other assets to facilitate access to private sector funding sources.

142. The UWI will continue to rely on contributing government for a significant proportion of its funding despite best efforts. The financing plan seeks to put that core financing on a more predictable and timely basis.

■ STRATEGIC AIM 10

- a. To alter the modalities of funding from contributing governments to provide for greater predictability over the plan period, while allowing for flexibility of the University to respond to agreed changes.*
- b. To ensure that the University has access to adequate funding to allow it to make regular investments in the renewal and expansion of capital infrastructure, plant and facilities needed to sustain high-quality teaching and learning, and research at the cutting edge.*

- c. To establish mechanisms for funding the planned expansion and enhancement of research activity of the University on a sustainable basis.*
- d. To broaden the funding base and reduce overdependence on any one source.*
- e. To create conditions that will allow the University to maintain a consistent policy of equitable burden-sharing through tuition fees, independent of the policy stance of contributing governments.*
- f. To secure adequate funding for the successful implementation of the Open Campus initiative.*
- g. To minimize the need for new resources by achieving productivity enhancement and efficiency gains through optimization of the use of existing resources and active management of costs.*

Strategies

1. Seek firm assurances from contributing governments to honour consistently, and in a timely manner, their agreed financial commitments to the University.
2. Obtain the agreement of contributing governments to allocate funding to the University on the basis of a (rolling) multiyear period.
3. Utilize, where acceptable, the mechanism of payment of contributions through the issue of serial bonds.
4. Make and adhere to a reciprocal commitment to provide contributing governments with greater opportunities for dialogue on the utilization of funding and the associated outcomes.
5. Review and implement the recommendations of the Capital Development Task Force re innovative approaches to the financing of capital requirements.
6. Reach agreement with governments on selected elements of the University's medium term capital requirements for which direct public funding will be assured.

7. Explore the scope for meeting a proportion of the capital requirements by utilizing the instrument of Development Bonds that are to be repaid from university income, with special efforts targeted at philanthropic contributions from the private sector.
8. Develop a mechanism and associated procedures for early identification, assessment and response to the emerging capital needs of the Campuses and the Centre in a dynamic environment.
9. Lobby and obtain the agreement of governments for the establishment of a Caribbean Research and Competitiveness Funding Agency and allocation of necessary funding in a phased manner.
10. Allocate funds in the recurrent budget to strengthen the research base and facilitate development of proposal writing skills among academics to allow them to compete more successfully for research grants from international funding agencies.
11. Allocate funds in the recurrent budget to support pure or fundamental research activity that will allow more UWI researchers to make significant contributions to knowledge creation in their fields and to enhance the quality of graduate education.
12. Improve the alignment of applied research with stakeholder needs and mobilize direct financial support from private sector and governmental agencies.
13. Exploit opportunities for growing earned income through engagement in commercial activities and investments.
14. Leverage real property and other assets to mobilize access to private sector funding sources.
15. Establish a University Consultancy Company.
16. Restructure and strengthen the existing Business Development Offices.
17. Develop funding from philanthropic sources through (i) a comprehensive Planned Giving strategy, (ii) establishment of units devoted exclusively to fund raising, and (iii) provision of dedicated funding mechanisms for alumni development.
18. Lobby for the harmonization of government policy across the region to create a policy framework for fiscal incentives attached to gifts to the University.
19. Establish a Regional UWI Endowment Fund and pursue relationship building and structured fund-raising activities in order to tap into all potential sources of contributions effectively.
20. Advocate student financing support schemes with the following features:- (i) well-structured contingent loan arrangements, (ii) loan-approval by programme rather than

- year to year decisions, (iii) flexible loan guarantees, (iv) extension of coverage to include elements of the living expenses of students.
21. Encourage governments to enhance the capacity of the Loan Agencies.
 22. Assist as far as possible in facilitating the sourcing of funds for student loan schemes from government and international organizations.
 23. Establish a viable and sustainable financing mechanism for the UWI Open Campus.
 24. Obtain firm commitments for capital grants from the UWI-12 governments for the capital needs of the Open Campus in their respective countries.
 25. Identify the scope for further rationalization of academic programmes and institutional arrangements. Implement desirable changes expeditiously.
 26. Continue to make improvements in procurement management and the oversight of providers of outsourced services.
 27. Utilize the potential of advances in telecommunications technology to reduce traveling costs.
 28. Improve facilities management.

Anticipated Impact

It is anticipated that attention to all these areas will result in

- Greater predictability in the flow of funding from contributing governments allowing the University to plan and programme its development more efficiently
- Enhanced ability of the University to make regular investments in the renewal and expansion of capital infrastructure, plant and facilities
- Funding to permit the University to expand and enhance research and innovation as part of the required structural shift
- Broadening of the funding base and reduction in overdependence on any one source
- Maintenance of a consistent policy of equitable burden-sharing through tuition fees
- Mobilisation of adequate funding for successful implementation of the Open Campus initiative.

ENROLMENT GROWTH

Cave Hill Campus

144. In keeping with the national aspiration of the host country for a graduate in every household, the Cave Hill Campus plans to continue to increase enrolment over the plan period at an annual average growth of 8%. Excluding undergraduate certificate and diploma programmes, this will increase the total on-campus enrolment cumulatively from a level of about 6,400 students in 2006/07 to 9,650 in 2011/12, as shown in Table 1. It should be noted that the enrolment statistics omit students currently enrolled in UWIDEC programmes. The assumption is made that those students will be absorbed within the Open Campus framework.

TABLE 1
PROJECTED ENROLMENT GROWTH – CAVE HILL CAMPUS

	Actual	Projected Enrolment		
	2006/07	2007/08	2009/10	2011/12
Full-Time First Degree Enrolment	2,816	3,041	3,657	4,397
Part-Time First Degree Enrolment	2,897	3,129	3,649	4,256
Total Enrolment in First Degree Programmes	5,713	6,170	7,306	8,653
Enrolment in Higher Degree & Advanced Diplomas	672	726	847	988
On-Campus Enrolment (excl. Certs & Diplomas)	6,385	6,896	8,153	9,641

145. The projected enrolment includes the planned creation of a full-fledged Faculty of Medical Sciences, for which the first intake is expected to commence in 2008/09 with a cohort of 50-60 students. Thereafter, the intake to the Faculty will increase each year by a factor of 10 students.

146. Based on the projections, roughly one-tenth of the students enrolled at the Cave Hill Campus will be enrolled in Higher Degree and Advanced Diploma programmes, representing a 10% proportion of total enrolment in 2011/12.

Mona Campus

147. It is projected that there will only be modest growth in enrolment at the existing campus during the plan period. An average annual rate of growth of 2% is assumed. An exception is that of the Faculty of Pure and Applied Sciences which has spare capacity and is projected to increase first degree enrolment at an annual rate of 6%. In keeping with the desire to expand graduate studies and research, it is expected that enrolment in the graduate programmes will increase at 4% per annum, that is at a faster rate than the campus average.

TABLE 2
PROJECTED ENROLMENT GROWTH – MONA CAMPUS

	Actual	Projected Enrolment		
	2006/07	2007/08	2009/10	2011/12
Full-Time First Degree Enrolment	6,530	6,713	7,098	7,514
Part-Time First Degree Enrolment	2,456	2,514	2,636	2,765
Total Enrolment in First Degree Programmes	8,986	9,227	9,734	10,279
Enrolment in Higher Degree & Advanced Diplomas	2,788	2,900	3,137	3,392
On-Campus Total Mona (excl. Certs & Dips)	11,774	12,127	12,871	13,671
Enrolment - Western Jamaica Campus	-	-	700	1,500
Mona and Western Jamaica Combined	11,774	12,127	13,571	15,171

148. The most important new initiative will be the establishment of the Western Jamaica Campus to be located at Montego Bay with a peak enrolment of 1,500 students by the end of the plan period. The first intake of students is projected for 2008/09 with a cohort estimated to be of the order of 200 students.

149. Under these assumptions on-campus enrolment is expected to grow from a level of roughly 11,800 in 2006/07 to 15,200 in 2011/12, as shown in Table 2. (Students enrolled in undergraduate certificate and diploma programmes are omitted.) Thirty-four hundred students will be enrolled in on-campus graduate programmes, representing slightly under one-quarter of the enrolment on the existing campus and 22% of the combined enrolment.

St. Augustine Campus

150. The highlight of the enrolment growth plans for the St. Augustine Campus is the targeting of very substantial growth in postgraduate enrolment with an emphasis on the expansion of research training at the M.Phil and PhD levels. The Campus plans to increase enrolment in those programmes from 606 students in 2006/07 to 2,000 students in 2011/12, as shown in Table 3. Enrolment in the taught programmes is expected to grow at an average annual rate of 8%.

TABLE 3
PROJECTED ENROLMENT GROWTH – ST. AUGUSTINE CAMPUS

	Actual	Projected Enrolment		
	2006/07	2007/08	2009/10	2011/12
Full-Time First Degree Enrolment	8,914	9,471	10,690	12,000
Part-Time First Degree Enrolment	2,070	2,400	3,200	4,500
Total Enrolment in First Degree Programmes	10,984	11,871	13,890	16,500
Enrolment in Higher Degree & Advanced Diplomas	2,964	3,350	4,100	5,500
On-Campus Total (excl. Certs & Diplomas)	13,948	15,221	17,990	22,000
Of which:				
<i>Evening University – First Degree Enrolment</i>	962	1,200	1,875	3,000
<i>Research Degree Enrolment</i>	606	800	1,250	2,000

151. Enrolment in first degree programmes will grow on the campus at the rate of 8.5% but much of that growth will be in relation to part-time study, with the rapid expansion of Evening University enrolment.

152. The Campus also plans to place emphasis on a change in the enrolment mix to achieve a reversal of the decline the proportion of students enrolled in science and technology based programmes. Under these assumptions, the proportion will increase from the current level of 48% to 55%.

153. Projected on-campus enrolment (excluding undergraduate certificate and diploma programmes) will rise from roughly 14,000 students to 22,000 at the end of the plan period.

The Open Campus

154. Planned enrolment in blended learning programmes in the Open Campus is targeted to be at the level of 5,000 students in 2008/09 and 15,000 students by 2011/12. Projections of enrolment in relation to face-to-face programmes of the School of Continuing Studies (SCS) are not yet finalized. By comparison enrolment in UWIDEC programmes currently amounts to roughly 3,000 students.

UWI Combined

155. The effect of the planned enrolment growth outlined earlier for the UWI as whole will be to increase on-campus enrolment in first degree, higher degree and advanced diploma programmes from approximately 32,100 students to 46,800, as indicated in Table 4. That will represent a cumulative 46% increase in enrolment at the existing campuses and the Western Jamaica initiative. By comparison, on-campus graduate enrolment will grow by 54% over the five year period.

TABLE 4
PROJECTED ENROLMENT GROWTH – UWI

	Actual	Projected Enrolment		
	2006/07	2007/08	2009/10	2011/12
On Campus Enrolment				
Full-Time First Degree Enrolment	18,260	19,225	21,935	24,961
Part-Time First Degree Enrolment	7,423	8,043	9,695	11,971
Total Enrolment in First Degree Programmes	25,683	27,268	31,630	36,932
Enrolment in Higher Degree & Advanced Diplomas	6,424	6,976	8,084	9,880
On-Campus Total (excl. Certs & Diplomas)	32,107	34,244	39,714	46,812

To these student numbers must be added the access facilitated by the growth of enrolment in the Open Campus.

Appendix – Action Plans

TEACHING AND LEARNING

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To prepare a distinctive UWI graduate for the 21 st century – one who has a regional frame of reference and exemplifies the following attributes:- (i) a critical and creative thinker, (ii) a problem solver, (iii) an effective communicator, (iv) knowledgeable and informed, (v) competent, (vi) a leader (vii) a team player, (viii) IT skilled and literate, (ix) socially and culturally responsive, (x) ethical, (xi) innovative and entrepreneurial, (xii) a lifelong, self-motivated learner.	•	Emphasize and carry out Curriculum Renewal as a reflective and dynamic process. - Review academic programmes every 3 to 5 years. - Establish mechanisms for stakeholder feedback.	2007-2012	- Completion of curriculum review for all academic programme by Year 3 - Implementation of recommendations for change within 1 year of the reports - Achievement of targeted improvement in stakeholder satisfaction levels	• Level of satisfaction observed in annual Student Experience Surveys • Student retention rates • Level of student satisfaction indicated in annual Exit Surveys • Level of satisfaction reported in biennial Employer Surveys • Level of satisfaction indicated in Graduate Tracer Surveys (re Employment and Graduate Study Destinations) • Graduate Employment Levels • Rate of Conversion of Undergraduate Students to Graduate Study • Improvements in degree quality of graduating classes
	•	Enhance teaching quality. - Provide training opportunities for lecturers. - Create formal training and certification opportunities for lecturers. - Create a Teaching track (tenured) based on a scholarly approach to teaching and learning. - Create a system of teaching appraisal through accepted best practices. - Encourage research and scholarship in relation to teaching and learning.	2007-2012	- 100% new academic staff trained in teaching/learning skills and methods - 50% existing staff participate in IDU workshops - Teaching Track established - Measurable increases (including academic papers) in research and scholarship output related to teaching and learning - Student/staff ratios	• Level of participation of new and existing staff in training programmes • % of staff trained and certified in teaching for higher education • Increased use of new teaching/learning methodologies • Flexibility • Teaching appraisal outcomes (including Student Evaluation of Teaching) • Teaching satisfaction levels – student responses • Research and scholarship output related to teaching and learning • Student/staff ratios • Student retention rates • Programme Completion rates • Throughput rates

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
				brought to targeted levels within 3 years	
	•	Enhance learning effectiveness by providing students with a more diverse and flexible learning experience. - Place students at the centre of the teaching/learning experience. - Use greater variety of teaching/learning strategies. - Use teaching/learning strategies that require students to be participatory. - Include strategies that develop critical thinking and problem solving. - Reward process and not only products or final outputs by students. - Use wider and more appropriate range of assessment strategies. - Expand opportunities for the engagement of students in disciplinary practices that combine theory and practice. - Link skills development through the programme levels. - Encourage students, guided by lecturers to pursue a capstone or final project with stakeholders in government, business or industry.	2007-2012	- Development and commencement of specific programmes designed to build required capacity among lecturers. (by Year 2) - Identification of policy changes required and grant of approval. (by the end of Year 1) - 1/3 of lecturers have completed training programmes, including new teaching/learning modalities, by mid-term; 50% at the end of the plan period. - Exit survey satisfaction rate relevant to learning effectiveness improved by 20% over 5 years. - Employer survey satisfaction rate about graduate performance improved by 10% over 5 years.	• Level of satisfaction observed in annual Student Experience surveys and Course Evaluations • Level of student satisfaction indicated in annual Exit Surveys • Level of satisfaction reported in Employer Surveys • Proportion of Lecturers who have improved their pedagogy • Use of varied teaching and learning strategies and assessment formats • Enabling changes in University policy • Ability to compete for best students in the region (measured by the recruitment and retention of top secondary school graduates) • Impact on learning outcomes/student performance in each year • UWI graduates increasingly involved in start-up companies • Increased percentage of students involved in service learning or reporting civic engagement • Inclusion of co-curricular credits in degree requirements

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	- Make appropriate changes in policy to accommodate the transformation in the learning context.			
	• Strengthen quality assurance. - Implement the findings of the Vice Chancellor's Committees on Examinations and on Graduate Programmes. - Monitoring actions taken on recommendations of External Examiners. - Review the system of second marking of scripts and reports from University examiners. - Train support staff who assist with the marking of examinations. - Develop an institutional quality manual detailing standards, processes and procedures for all key academic operations. - Make greater use of feedback from internal and external stakeholders to improve the quality of UWT's academic offerings.	2007-2012	- Implementation of recommendations of VC's Committees completed. (by Year 2) - Effective mechanism put in place for annual review of implementation of agreed recommendations of External Examiners. (by Year 2) - Training programmes commenced for Examinations Support Staff. (in Year 1) All staff appropriately trained. (before the end of Year 2) - Quality Manual available and fully in use. Compliance with standards and procedures being monitored. (by Year 2) - Standardised mix of formal feedback mechanisms in use across the University.	• Level of satisfaction observed in annual student surveys • Timeliness of Examination Results • Reduction in Number of Successful Queries from students • Reduction in Incidence of Adverse Comments from External Examiners and University Examiners • Level of student satisfaction indicated in annual exit surveys • Level of satisfaction reported in employer surveys

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
				(by Year 2) Monitoring activity being routinely carried out by OBUS.	

GRADUATE STUDIES

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To make the University of the West Indies an internationally recognized centre of excellence for graduate education, especially respected and sought after for:- (i) the delivery of first rate graduate programmes, (ii) its pre-eminence in Caribbean scholarship, and (iii) its output of higher degree graduates who are at the cutting edge of contemporary scholarship and expertise.	• Build a reputation for excellence in Higher degree programmes. - Train academic staff in the supervisory process. - Utilize cross campus faculty for supervision, co-supervision and internal examination. - Recruit students of high quality to graduate programmes. - Equip students with methodological and writing tools. - Tighten the examination process for taught degrees. - Standardise the process and enforce the regulations for M.Phil/Ph.D upgrades. - Engage research students in research clusters that are well resourced and supervised. - Encourage Graduate Students to publish in International Journals. - Train administrative staff in graduate studies. - Develop excellently maintained websites, providing accurate information on each of the three campuses. - Provide advanced IT resources and access	2007-2012	- Targeted progress in training and retraining of staff in academic supervision. - Attainment of targeted 80% of theses examined within 3 months of submission - Upgrade Seminars are in full compliance with SGS&R procedures (by year 3). - Ph.D students complete at least 3 conference presentations before graduation; M.Phil students complete at least 2. - Ph.D students publish at least 2 articles/book chapters before graduation. M.Phil students publish at least one. - Attainment of targeted increase of 15% in enrolment of international students	• Level of graduate student satisfaction with academic supervision • Improvement in academic progression, student retention rates, and throughput rates • Number of graduate students who are supervised and/or examined by faculty from other campuses • Number of graduate students who are major award winners • Number of international students who are recipients of scholarships • Proportion of high-performing first-degree UWI graduates who elect to pursue graduate studies at the University • Improvement in turnaround time for assessment of theses. • Increases in publication output and conference presentations by research students. • Feedback from employers on performance of graduates. • Graduate employment; Number of students receiving job offers before graduation • Number of Masters level students gaining acceptance to Ph.D programmes in leading universities worldwide.

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		to international databases for students and faculty.			
	•	Strengthen and improve the standard of graduate supervision and improve the throughput rate of research students. - Include supervision of graduate research students as part of the contractual responsibilities of academic staff. - Develop and apply sanctions for Examiners who fail to examine theses and project reports even after several reminders have been issued. - Train all incoming academic staff members in the supervision of graduate students. - Involve inexperienced staff in the co-supervision of postgraduate research students. - Introduce and record students' evaluations of their supervisors.	2007-2012	- 80% of Ph.D students graduate within 5 years (by year 3) - 80% of M.Phil students graduate within 3 years (by year 3) - 50% reduction in students asked to withdraw (by year 3) - 80% of theses examined within 3 months of submission (by year 5) - All incoming Academic Staff have completed at least one seminar on postgraduate supervision (by year 3)	• Level of graduate student satisfaction with academic guidance and supervision • Improvement in academic progression, student retention rates, and throughput rates • Number of graduate students who are supervised and/or examined by faculty from other campuses • Improvement in turnaround time for assessment of theses.
	•	Reduce the cost of postgraduate research degrees for students from UWI contributing countries. - Reduce/eliminate tuition fees for research students.	2007-2012	- Approval of changes in tuition-fee policy (year 2) - Approval by governments of fiscal concessions for research funding.	• Growth in applications and enrolment of full-time research students. • % increases in funding support for research students • Improvements in retention and throughput rates of graduate students in research programmes

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	- Provide stipends to enable eligible students to study full time. - Increase the number of scholarships and awards to postgraduate research and clinical students. - Allocate a percentage of the surplus generated from taught programmes to a general campus fund to support research degrees. - Work with private sector and institutions in the region to develop and design new packages of scholarships specifically targeting UWI-12 students - Establish a template for income-earning graduate programmes. - Identify factors that make some taught programmes successful. - Work with regional governments to develop tax credits for organizations funding university research.		- Mechanism established for allocation of a proportion of surpluses to support full-time research students - Targeted average university wide increase of 30% in enrolment in research degrees - Targeted 50% increase across the University in enrolment of research degree students from the UWI-12 countries - Access to an expanded pool of sponsored research funds to support postgraduate and faculty research in key areas (by year 5).	
	• Improve the quality of the examination process for research students. - Maintain standards of excellence in the examination of research degrees. - Ensure that the University's processes and quality assurance instruments keep in step with international best practices.	2007-2010	- Removal of all inconsistencies and anomalies in graduate programmes (by year 3) - Upgrade Seminars are in full compliance with SGSR procedures (by year 3).	• Outcome of Quality Assurance Reviews • Feedback from Employers and other Universities on the quality of these graduates. • Success of students in having their work published in refereed journals in their discipline • Career advancement of graduates • Number of international students who are recipients of scholarships • Proportion of high-performing first-degree UWI graduates who elect to pursue graduate studies at

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	- Incorporate the Heads of Departments, Deputy Deans and Campus Coordinators in the selection process of internal examiners. - Use, more frequently, internal examiners from other campuses. - Ensure departments follow correct procedures in the appointment of Supervisors and the arrangements for upgrade seminars.			the University
	• Introduce a Quality Assurance System for all postgraduate programmes. - Recruit 3 QA officers (1 per campus) who, working with the office of Graduate Studies and Research and OBUS, will be dedicated to monitoring, evaluating and insisting on quality controls for graduate programmes. - Ensure that all UWI postgraduate degrees and diplomas are subject to, and satisfy internationally acceptable standards of quality control. - Ensure that Campus offices of Graduate Studies and Research are fully staffed and have the resources to manage and co-ordinate the delivery of postgraduate education. - Ensure that the School for Graduate Studies and Research is provided with the resource capabilities to co-ordinate and promote graduate studies in the UWI. - Provide dedicated staff in the School of	2007-2012	- Quality Assurance personnel in place (by year 2) - OGSR provided with adequate staff and office space on each campus (by year 2)	• Number of graduate programmes reviewed annually • Intra-university and international benchmarking • Accreditation of programmes • Learning outcomes • Graduate student satisfaction with administrative and academic support services

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		Graduate Studies & Research whose function it would be to source funding for postgraduate research. - Increase campus budgetary allocations for library resources and where applicable library buildings.			
	•	Reconceptualize and strengthen the support system for postgraduate students. - Provide office space and facilities for postgraduate associations. - Provide dedicated graduate-student housing, student lounges and computer facilities. - Improve mentoring arrangements for research students.	2007-2012	- Completion of projects to expand and enhance facilities for graduate students. - Attainment of targeted improvements in retention and throughput rates. - Achievement of targeted improvement in graduate student satisfaction levels	• Level of graduate student satisfaction with overall graduate education experience • Improvement in academic progression, student retention rates, and throughput rates

RESEARCH AND INNOVATION

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To become an international centre of excellence in research and innovation, recognized as the major source of knowledge creation and expertise for dealing with issues relating to the Caribbean and a leader in addressing challenges facing small, developing countries.	•	Create an enabling environment for research and innovation at UWI. - Continue to develop and implement policies and procedures in support of research e.g. differential teaching loads based on research performance, operation of Research Ethics Boards, improved monitoring of supervisory process. - Refine and develop specialist administrative systems for the support of research e.g. identifying grant funding, grant preparation, project management and financial accounting. - Facilitate inter-campus and inter-institutional collaboration in research and supervision. - Develop a significant post-doctoral programme at UWI. - Manage tuition fees and economic costs to facilitate a significant growth in full-time research students at UWI. - Conduct workshops to enhance researcher capacity and supervisory skills. - Upgrade infrastructural platform for research, including laboratories, access to electronic databases and related facilities in priority research areas.	2007-2012	- 5% annual growth in research expenditure per research academic staff - Significant increase in the % of research grant applications that are successful - 5% annual increase in number and size of external grants won - 5% annual increase in the number of staff holding a research grant - State of the art research facilities established in all priority areas (by year 3) - At least 1 post-doctoral fellow per year in each priority area. - Significant increase in the number of full-time research students registered and graduating per year - 80% of research students completing on time by end of plan period - 10% annual increase in	• Growth in Research expenditures/ Research Faculty • Increases in research grant applications that are successful • Increases in the number of staff holding a research grant • Increases in external grants and awards won • Access to state-of-the-art research facilities • Increases in the number of full-time research students • Increases in the number and value of scholarships to full-time research students • Engagement of post-doctoral fellows

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		- Determine imputed costs to fund research adequately. - Create additional incentives for researchers and high quality research work.		- number of scholarships and 3% annual increase in their value - Support for postdoctoral research	
	•	Strengthen and expand research activity that is relevant to regional and national needs and drives regional development. - Strengthen communication links/interface with the government and private sectors to inform the direction of applied research efforts. - Develop a University research agenda based on priority areas for focused institutional research. - Design research programmes based on systematic monitoring of prospective needs of clients in the region. - Recruit new talented academic staff in fields related to the strategic areas selected. - Improve research collaboration by teams and clusters across the university to pool strengths.	2007-2012	- Achievement of targeted amounts of Private Sector funding for research - Achievement of targeted amounts of Public Sector funding for research - Attainment of targeted increases in proportion of research-active academic staff - Strategic recruitment of outstanding researchers to provide research leadership in selected areas - Introduction of incentive system for collaborative research in priority areas	• Increases in Private Sector sponsored research funding • Increases in Public Sector sponsored research funding • Stakeholder satisfaction with the sponsored research outcomes • Increases in per capita research income • Increases in the percentage of research projects in priority areas • Increase in the number of academic staff who are research-active • Evidence of research collaboration including multidisciplinary • Increases in the number of new appointments in key strategic research areas • Increases in the number of inter and intra-campus research clusters and joint publications in key research areas • Stakeholder feedback on the impact of the University's research activities
	•	Develop more programmes of research of international repute, and benchmark research performance against international norms. - Make better use of strategic collaboration with respected institutions regionally and globally.	2007-2012	- University's global ranking - 50% of full-time staff per department achieving a minimum of 1.5 peer reviewed publications per year (at end of year 3)	• Research publication performance of departments benchmarked against international norms • Increases in citation rates as a measure of impact • Patents filed and granted • Number of UWI researchers invited to make presentations at international and major regional conferences

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		- Improve procedures for research reviews on Departments and act on recommendations of reviews. - Increase publications by academic staff in peer-reviewed journals & research books. Make expectations explicit to all staff. - Provide better incentives and awards for academic staff to encourage an intensification of research efforts. - Develop and use Publication Indices to monitor the quality and quantity of research output by staff. - Support fundamental research that advances knowledge.		- Attainment of targeted number of M.Phil's and Ph.D's graduated - Implementation of policy of differential teaching loads (1 year) - External Research Grants won - Attainment of targeted increases in international research students - Targeted increases in funding for fundamental research	• Awards won for research • Evidence of policy impacts of research • Number of research collaboration with leading research institutions worldwide • Increase in number of international research students at UWI • Ranking of Departments by reviewers • Increases in output of Research Institutes and Centres • Number of researchers qualifying for incentives
	•	Develop and sustain an innovation and enterprise culture. - Introduce consideration of excellence in innovation and enterprise-related activities into the staff review and academic promotion process. - Develop and introduce more effective knowledge and Intellectual Property evaluation, protection and marketing systems to increase the impact and revenue earned from University-owned intellectual property. - Develop and maintain incentives and funding to support the development of spinout companies and licensing	2007-2012	- UWI Consultancy Company and database of cross-campus expertise operationalized (year 1) - Technology Transfer Offices to work in collaboration with the Office of Research and the Business Offices - Increases in patent filings and grants - UWI Venture Capital Fund established (by end of plan period)	• Research income generated per year from external research grants and enterprise • Increases in wealth creation through the generation of intellectual property rights in the form of patents, trademarks, designs, copyrights, royalties, and new businesses • Number of industry-university staff and student exchanges • Stakeholder feedback on the developmental impact of the University's knowledge creation and innovation activities

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		opportunities. - Develop processes to ensure that initial enquirers from business and industry are managed and routed effectively from their first point of contact with the University. - Develop and promote improved people exchange programmes with industry, including student placements and short-term staff exchanges.		- Attainment of targeted increases in income from intellectual property and its commercialisation	

SERVICE TO UWI-12 AND OTHER UNDERSERVED COMMUNITIES

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves.	•	Establish University wide policies for the management, development and implementation of open and flexible learning including the use of off-campus, face-to-face and ICT infused programmes. - Formulate policy on centralization in the OCUWI of the development, management and delivery of UWI distance education offerings - Formulate policy decisions on the procurement and development of UWI distance learning programmes - Determine campus specific policy related to "open" admission. - Secure internal stakeholder agreement on collaboration, roles and responsibilities of the four campuses - Formulate financial policies related to cost of services and fees	Complete by 1/08	- Policies approved – 10/07 - Inter-campus agreements – 11/07 - New Fee Structure in place – 1/08	• Timely formulation of recommended policies • Policy approval • Inter-campus agreements • Application of "open" policies for 2008 admissions • New Fees Structure • Commitment of/buy-in by governments and TLIs
	•	Establish a viable and sustainable financing mechanism for the UWI Open Campus. - Negotiate the allocation of Centre and Campus budgets for outreach as seed money for the development of the OCUWI. - Prepare Grant proposals for sourcing	Complete by 12/07 2007-2012	- Tuition Fee Regime determined – 12/07 - Business Plan completed – 12/07 - Fund Raising Plan completed – 12/07 - Start-up Grant obtained – 12/07	• Allocation of Outreach funds to OCUWI • Securing of initial financing grant • Determination of Tuition Fees Structure • Fund Raising Plan • Growth in revenue from fees, donations and investments

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		funds. - Estimate budgetary requirements based on business plan. - Determine fees based on student projections, the market and on a cost recovery basis (after start-up phase). - Identify fund raising activities through banks, investment companies, alumni, etc.		- Annual growth in revenue from fees, donations and investments in line with projections for 5 year period	
	•	Establish and operationalise university wide policies for the development and management of inter-institutional relationships. - Agree on the extent of centralization of the management of franchise of UWI programmes - Agree on UWI stakeholder collaboration, roles and responsibilities among the four campuses - Determine financial policies related to cost of services and fees. - Organize consultations with governments and TLIs.	2007-2012	Agreement on UWI stakeholder collaboration, roles, and responsibilities among the four campuses – 11/07	• Agreement reached on stakeholder collaboration, roles and responsibilities among the four campuses • Fees determined • Effectiveness of consultations with governments and TLIs in winning support for the OCUWI initiative
	•	Establish and operationalise the UWI Open Campus. - Amend the relevant statutes and ordinances. - Prepare an organizational structure for OCUWI. - Determine and establish the HR needs and staff profile. - Prepare an indicative budget and identify sources of funding. - Prepare the business/operational plan, transitional arrangements and marketing	2007-2012	Organizational structure and staffing determined – 5/07 Approval of Council for amendments to relevant statutes and ordinances – 12/07 Enrolment of new students in the OCUWI – 1/08	• Council's approval of amendments to statutes and ordinances • F&GPC's approval of proposed organization structure for OCUWI • Budget approval at a realistic level • Preparation of a business plan, transitional arrangements and marketing plan • Adequate buy-in by internal and external stakeholders. • Enrolment of new students in OCUWI • Annual consultations to obtain feedback from stakeholders and help to maintain relevance

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		plan. - Consult with union(s) and other stakeholders. - Seek acceptance and buy-in by external stakeholders. - Roll-out the plan.			
	•	Create a student-centred learning environment for a diverse student body. - Prepare clear and accessible procedures for students in respect of administrative and academic policies and procedures. - Provide orientation and on-going academic and personal support. - Establish a mechanism for assessing and recognizing prior and on-going learning. - Set up mechanisms for remediation, as needed. - Identify and train e-tutors and e-advisers. - Make provision for student guild/student government. - Establish mechanisms to address the needs of students with physical, mental and learning disabilities. - Establish a 24 hour 7 days per week Help Centre. - Create virtual and geo-physical communities of learners including provision for extra-curricular interaction.	2007-2012	Student Handbook – 7/07 Orientation Guidelines – 7/07 Assessment Strategies & Procedures developed – 12/08 Prior Learning Assessment Mechanism installed – 12/08 Mechanism for diagnosing and referral – 12/08	• Student Handbook prepared • Orientation guidelines drafted • Assessment strategies and procedures identified and developed Prior Learning Assessment Mechanism installed and used to aid placement • Mechanism for diagnosing and referral to UWI Centres, TLIs or e-tutors • E-tutors and e-advisers identified and trained • Policies for student governance established • Policies established for servicing the special needs of students with physical, mental and learning disabilities • Feedback from user satisfaction surveys • Launch of on-line competitions in various activities, on-line collaboration in projects
	•	Expand the scope of UWI by increasing the range, reach and access to university programmes and services by students from the relevant target groups. - Implement appropriate student administration system. - Establish and implement UWI-wide policy for managing, developing and	2007-2012	Student Administration System in place -	• Increases in annual enrolment • Increases in the number of programme offerings • Increases in the number of students enrolled from new communities (mature students, disabled, UWI-12, rural areas, etc.) • Stakeholder feedback on effectiveness of regional support structure for • Improved and increased links with TLIs • Number and public response to sponsored in-

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	implementing open and flexible, ICT infused programmes and services. - Forge strategic partnerships with faculties, TLIs and other institutions to create new programmes and extend services. - Develop a regional support structure for ICT delivery of programmes and services. - Improve and increase services to target groups. - Develop appropriate marketing and recruitment strategies.			country lectures in UWI-12 countries • Number and scope of research activity and graduate offerings in UWI-12 countries • Stakeholder responses to OCUWI • Increase in positive exit surveys/students' and employers' responses • Development of marketing and recruitment strategies

TRANSFORMING THE ADMINISTRATIVE CULTURE AND PROCESSES

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To develop and establish a people-centred, culture-change process.	• Appoint a Change Leader to: - develop and implement a programme of culture change - develop a profile of desired organizational behaviours at leadership and delivery levels - identify gaps and needs - develop profile of change leaders and select and train - monitor the development of People-Centred Customer Service Offices for Students and Staff, respectively - institute training and mentorship programmes aimed at creating a people centered ethos for the University - monitor the culture change programme - act as a catalyst for the programme of change, inclusive of providing incentives for desirable institutional behaviour - identify and oversee the implementation of symbolic changes to indicate a new commitment to people-centredness.	2007/2008	- Change Leader selected and appointed. - Gaps and needs identified in relation to alignment of administrative culture with vision for the University - Local change leaders selected and trained - Customer Service Offices established - Staff training and mentorship programmes - Monitoring mechanism in place and actively managed	• Achievement of standards established by the benchmarks • Student, staff and public satisfaction as measured by surveys • Increased giving to the university by alumni • Reduction in the occurrence of student protests and industrial action • Increased ability to attract and keep qualified staff • Increased ability to attract the students who are the brightest and the best

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To institute a Quality Assurance Mechanism to set people-centred standards for the functioning of the university and the service output.	•	Set up Service Quality Assurance Units on each campus and at the Centre to set standards for and monitor: - the provision of customer services; - IT service provision; - the physical plant, specifically as these affect the conditions of work, study and living; and - access to information from decision-making bodies such as University boards and committees.	2007-2012	- Completion of Quality Manual with standards, processes and procedures by end of Year 2. - Development of routine review mechanisms for adherence to standards, etc. - Improvements in the physical plant reflective of fitness for purpose. - Communication to stakeholders about compliance with standards, etc.	• Achievement of standards established by the benchmarks • Student, staff and public satisfaction as measured by surveys • Increased giving to the university by alumni • Reduction in the occurrence of student protests and industrial action • Increased ability to attract and keep qualified staff • Increased ability to attract the students who are the brightest and the best
To reform the administrative structures and systems towards implementing and supporting the vision and aspirations of UWI for the planning period.	•	Create a transparent, objective and consensual budget process that reflects operational plans for all units and the University.	by end of year 08/09	Reformed budgetary process	• Consistency between allocation of resources and strategic priorities
	•	Complete implementation of recommendations of the Chancellor's Task Force.	Year 1	Changes in statutes/ordinances to reflect recommendations of Governance Task Force, Management Review Consultancy and reviews of Examinations and Admissions procedures.	• Improvements in the quality and efficiency of decision making • Improvements of the efficiency of key processes such as Examinations and Admissions • Reduction in stakeholder dissatisfaction
	•	Strengthen the interface between Campus-based governance structures such as Campus Council, Campus F&GPC, Academic Board with the University's central governance entities (F&GPC, BUS, BGSRR, and USC)		Evidence of adherence to quality assurance standards and measurements	• Maintenance and enhancement of standards • Improvements in staff morale

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Implement recommendations of the Review of Management Structures currently underway.	Year 1	Documentation of systems and processes of all re-engineered/new systems and processes.	- Improvement in managerial effectiveness - Improvements in productivity and service quality
	•	Move towards the integration of administrative systems and services across the entire University consisting of the implementation of an enterprise system linked to a central database providing a total solution to the university's information needs by crossing typical organizational boundaries and enabling collaboration among multiple users and integrated services for stakeholders.		Seamless operation of cross-functional administrative process with fewer interventions and bottlenecks	- Improvements in organizational agility and effectiveness - Improved customer satisfaction
	•	Move towards a single web portal to allow access to the enterprise system irrespective of where a member of staff or student is located.		More widespread use and exploitation of technology determined by surveys and occasional reviews.	- Improvements in student and staff satisfaction levels - Increases in efficiency
	•	Re-engineer, standardize and integrate all administrative systems (student, financial, HR, estate, academic support, library, records management systems).			- Improved quality of decision making - Improvements in service quality to external and internal stakeholders - More efficient use of scarce resources
	•	Determine appropriate management standards for each process in each system (e.g. by benchmarking internationally and within UWI's own regional Campus and Centres).	Year 1		Enhancement of performance standards driven by best practices

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Ensure structures are in place to support recommended re-engineered processes.	Within 2 years	Integrated, comprehensive and consensual performance appraisal systems in place.	- Improvements in the quality of key administrative services - Increases in customer satisfaction measured through surveys
	•	Audit offices of the Campus Registrars and Bursars as well as Faculty and Department offices with a view to streamlining operations to enhance administrative efficiency.			- Improvements in the quality of key administrative services - Increases in customer satisfaction measured through surveys
	•	Strengthen the Faculties and Deputy Principal's Office with Registrarial, HR and Bursarial Functions.	Within 2 years?	- Resources allocated for strengthening of Offices	- Enhanced responsiveness to students and staff - Improvements in productivity of academic staff relieved of much of the administrative duties
	•	Implement the competencies management module of PeopleSoft HRMS to address the upgrading of competencies needed to manage each re-engineered/new process with special emphasis on the exploitation of ICT.	by 2009/2010	- Competencies Management module implemented and fully functional.	- Improvements in administrative efficiency - Improvements in customer satisfaction levels
	•	Develop and implement more responsive internal communication processes using appropriate ICT	2007-2012	- Performance-based compensation in place	- Reduced complaints as evident in surveys - Improvements in staff morale

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To strengthen the structure and processes for University-wide planning.	• Appoint a Pro Vice Chancellor for Planning and Development to inter alia: - Ensure that plans adequately address associated resource requirements, including demands for physical infrastructure, staffing and finance. - Orchestrate the tactical planning required for the implementation of the strategic plans, including initiatives to address both cultural transformation and change management. - Institutionalize the preparation of sound operational plans that are linked to budgets.	2008-2012	- PVC selected and assumes office by 2008 - Consistency in planning and budgeting - Structures and mechanisms in place to ensure regular interface between the Office of the PVC Planning and all decision-making entities in the University	• Consistency in planning and budgeting • Evidence of desired changes in administrative culture • Improvements in efficiency of support services • Improvement in organizational effectiveness

STRENGTHENING REGIONALITY

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To enhance effectiveness through better internal integration of the institution.	•	Promote and facilitate the adoption of best practices across the institution.	2007-2012	- Increase in sharing of information on practices and innovation (academic and administrative) - Increase in cross-university discussion groups and focus group activities - Increase in cross-university meetings and conferences (making use where feasible of telecommunication technologies)	• Quality of Teaching • Quality of Graduate Supervision and Higher Degree Completions • Quality of IT Services • Quality of Library and Information Support Services • Service Quality of Administrative Services
	•	Harmonize and strengthen the degree of integration of information and communication systems and other key management systems.	2007-2012	- Completion of an integrated, interactive administrative structure and system	• Overall Efficiency of Administrative Systems (e.g. ease of access to information) • Quality and Speed of Decision Making • Student and Staff Satisfaction • Quality of Service to External Customers
	•	Encourage dialogue and collaboration across the university in relation to: (a) curriculum development, (b) joint-delivery of programmes, (c) co-supervision of research students, (d) research work, staff visits, conferences and workshops.	2007-2012	- Targeted increase in the number of jointly designed and delivered programmes and courses - Targeted increase in the number of cross-university collaborative research projects	• Quality of Academic Programmes • Quality of Teaching • Expanded Education Choices for Students • Improved Throughput Rates of Graduate Students • Expansion of Collaborative Research Work • Research Quality

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Mobilise expertise from across the university system to enhance the ability of any campus to address specific national needs.	2007-2012	- Increases in cross-university conferences and workshops to share research results - Institutionalized use of cross-university expertise to support specific campus initiatives of national importance	• Quality of UWI's contribution to National Development • External Stakeholder Satisfaction with UWI's Responsiveness to National Needs
	•	Continue to develop mechanisms to bring university wide expertise and intellectual leadership to bear on shared regional problems and challenges of an economic, social, educational, health or environmental nature.	2007-2012	- Increase in the number of applied research projects in priority areas - Increase in publicly and privately funded sponsored research projects - Improvements made to dissemination mechanisms	• Contributions to regional development forums • Success of University Consultancy Company • Impact on Policy • Impact of research on Innovation and Competitiveness within the regions • Public awareness of UWI's outputs and outreach • External Stakeholder satisfaction with UWI's responsiveness to national and regional needs
	•	Facilitate increased movement of students and staff across the university through exchange programmes, guest lecture series, structured study arrangements, student transfers, etc.	2007-2012	- Approval of policy changes to facilitate exchange of academic staff across the university - Enhancement and funding of Millennium Project together with uptake by students	• Number of staff participating in collaborative teaching and research • Number of students participating in structured study on other campuses • Student satisfaction with education experience/ student awareness levels • Quality of Academic Programmes
	•	Develop and deploy the ICT infrastructure to support efforts aimed at strengthening the regional identity of the University.	2007-2012	- Integrate and complete the development of efficient ICT-supported administrative systems - ICT infrastructure in place to support e-learning and the blended learning programming of the Open Campus - Unified Web Portal	• Level of student satisfaction observed in annual Student Experience Surveys • Student retention rates • Level of student satisfaction indicated in annual Exit Surveys

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
				- Upgraded video, voice and data links using a standard UWI-wide Internet Protocol - Expanded video-conferencing capability	
To enhance responsiveness and the impact of the University on regional development through effective dissemination activity and expanded communication links and dialogue with external stakeholders.	•	Make fuller use of existing channels and develop new modes of disseminating information on potentially beneficial output from UWI.	2007-2012	- Existing channels or modes of communication review and improved - New links introduced for more effective two-way communication with appropriate publics	• Transfer of knowledge from university research and innovation • Impact/influence of knowledge transfer on public policy and programme design • Impact of knowledge transfer on practices in business and industry or start-up of ventures • External stakeholder satisfaction
	•	Increase the frequency and enhance the quality of ongoing consultation and interface with regional governments.	2007-2012	- Existing communication links reviewed and changes agreed - A comprehensive set of multi-mode mechanisms put in place and fully functional	• Level of satisfaction of regional governments with the opportunities to discuss priority needs • Feedback from governments on the degree of responsiveness of the University to identified needs. • Policy and programme impacts
	•	Use the newly established consulting company to monitor and address specific needs of the public and private sectors throughout the region.	2007-2012	- Establishment and start-up of operations - Successful bids for the supply of expert services	• Number and value of new projects awarded to company annually • Feedback from clients on outputs of company • Viability of company
	•	Encourage government agencies to source expertise from the University on an institutional rather than individual basis.	2007-2012	- New projects for which client agencies contract with the university at an institutional level - Growth in participation by staff in institutional ventures	• Number of projects for which government agencies contract directly with the University • Positive feedback on quality and timeliness of expert services provided to clients • Policy impact • Growth in earned income from this source

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To continue to develop links with both tertiary level institutions and the private sectors in order to build human capacity and foster development in the region.	•	Partner with private sector entities to develop and customize higher education programmes to address identified skill gaps.	2007-2012	- Development of project models that balance market-driven job skill acquisition with traditional academic concerns of the University - Targeted growth in activity	• Number and coverage of new programmes developed to meet specific skills gaps • Growth in earned income from these responses to market demand • Client/student satisfaction with education quality
	•	Assist regional TLIs in curriculum development, quality assurance and the building of teaching staff capacity.	2007-2012	- New programmes agreed - Existing programmes expanded - Development of material (e.g. manuals, guides, book publications) to support development of the TLIs	• Number of TLI teaching staff pursuing higher degrees at UWI • Number of projects in which UWI is engaged in assisting TLIs with quality assurance and curriculum development • Impact of developmental assistance on TLI development in the region
	•	Continue to forge articulation agreements with regional TLIs to facilitate the seamless advancement of students seeking to realize their educational goals.	2007-2012	- Agreements with new institutions - Expansion of coverage and scope of existing agreements	• Number of new articulation agreements • Number of agreements providing for advancement placement • Number of students covered by agreements • Performance of students admitted under articulation agreements

STRENGTHENING NATIONAL ENGAGEMENT

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To increase UWI's impact/influence on national policy making.	•	Document and effectively publicize the contribution of the University and its staff to the policy formulation process in member countries. Highlight cases that link UWI to major national milestone achievements.	2007-2012	- Communications strategy developed to feature UWI's contribution to national development and rolled out - Annual updates institutionalized	• Recognition by stakeholders of the value of the University's input • Impact on policy and programme design • More favourable view of UWI at all levels of society • Enhanced access to resources
	•	Improve dissemination mechanisms to allow a broader national audience to become aware of the output of scholarship and research work at the University and the actual or potential beneficial impact of that work on nation states and communities.	2007-2012	- Communications strategy developed to feature UWI's contribution to national development and rolled out (by year 2) - Annual updates institutionalized	• Increased public awareness of the University's outputs of research and scholarship, outreach activity and its expert contribution to national policy making • Impact on policy and programme design • Impact on innovation and national competitiveness
	•	Recognize and support the contribution of UWI's staff to national planning and policy making processes and national engagement. Likewise, encourage and publicize outreach activities at different levels of the society.	2007-2012	- Internal and external publicity for contributions of staff members - Formal recognition for outstanding work	• Recognition by stakeholders of the value of the University's input • Number of national projects benefiting from participation of UWI's staff • Impact on policy and programme design • Impact on staff satisfaction and morale
	•	Provide students with opportunities for structured community engagement as an instrument of service learning and the fostering of ethical sensibilities.	2007-2012	- Model developed through cross-university collaboration (year 1) - Conditions agreed for the grant of co-curricular credits (year 1) - Projects chosen and commenced (by year 2)	• Impact on quality of life of targeted communities • Impact on social awareness and ethical sensibilities of students • Impact on UWI's image in Contributing Countries • Contribution to development of the ideal UWI graduate

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		Actively seek out opportunities for the University to be represented formally in all regional forums where its participation could assist in enhancing the quality of decision making.	2007-2012	- Initiatives mounted to persuade governments to make fuller use of UWI's expertise - Developments related to the CSME treated as a special case	- Frequency of UWI's formal representation in regional forums - Number of staff on Advisory Boards, Expert Groups, etc. - Increased requests for UWI expertise on regional and national consultancies - Impact on policy and programme design
To identify and address underserved educational and research needs in each contributing country.		Establish structures for identifying and analyzing UWI's outreach activities at different levels of the society (community engagements, membership of boards, consultancy, etc.) on an on-going basis. Conduct periodic surveys to assist in addressing unmet needs.	2007-2008	- Initial assessment conducted (before the end of year 1) - Initial survey carried out (before the end of year 1)	- Availability of information on the scope and nature of outreach activities - Enhanced capacity to identify and respond to gaps
		Prioritize needs and develop initiatives to assist in addressing the identified gaps.	2007-2012	- Development of a set of priority initiatives in conjunction with external stakeholders(year 2) - Implementation of initiatives (2008-2012)	- Needs identified through surveys - Responsiveness of academic programming and research agenda to identified needs - Greater use by the private sector of UWI's expertise - National stakeholder satisfaction over time with UWI's responsiveness and flexibility
		Mount research initiatives with appropriate support to analyze selected economic, social and environmental issues and provide decision makers with a sound basis for public policy or community responses.	2007-2012	- New projects developed to address issues of high priority for country or communities - Existing initiatives reviewed and strengthened where necessary	- Volume of research directed towards priority economic, social and environmental issues of national priority - Impact on policy and programme design

MARKETING AND BRANDING

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To develop and implement a University wide Marketing & Communications Strategy that is focused on establishing the brand promise of UWI regionally and internationally, as the premier higher educational institution in the region.	•	Review and revise the structure of the Marketing and Communication offices to ensure that the function is appropriately resourced.	By Year 2	- Completion of review - Implementation of recommendations	• Efficiency of marketing and communication services
	•	Define and prioritize target audiences and conduct market research at regular intervals, regionally and internationally, to determine the perception of each group in relation to: (a) UWI's responsiveness to development needs, (b) its capacity and expertise, (c) quality, scope and relevance of academic programmes, and (d) its standing as the institution of first choice.	by Year 2	- Completion of baseline market research exercise.	• Feedback from stakeholder surveys
	•	Respond to feedback from market research by: (a) developing effective communication channels/strategies to improve awareness among target audiences, and (b) inform Faculties and Administrative Departments about gaps, opportunities, and more generally the expectations of stakeholders.	2008-2012		• Leave of awareness among stakeholders of UWI's offerings and output • Response to stakeholder needs revealed by the market research
	•	Rationalise all collateral material across the university system to present a clear and consistent brand promise.	by Year 2	- Completion of audit of collateral material in use and recommendations for change	• Consistency in presentation of collateral material to primary target audiences established by mid-term audit

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		Rationalise and redesign the University's web presence across the system for increased effectiveness and usability.	2007-2008		- Website traffic - User satisfaction surveys
		Develop an active web promotional strategy to increase web traffic.	2007-2008		- Website traffic - User satisfaction surveys
		Develop university-wide policy documents to guide the marketing and communications function.	by Year 2	- Development and approval of policies by Year 2	- Compliance with policies - Effectiveness of marketing and communications
		Develop a series of initiatives and events aimed at raising the visibility and research profile of the University, and promoting its expert capacity in the UWI-12.	2008-2012		- Increase in coverage and visibility in UWI-12 media - Levels of participation of government officials, the media and general public at planned events - Participation of publics in specially developed initiatives in the UWI-12
		Engage in more active recruitment of students from the UWI-12 countries and other underserved communities through the strengthening and coordination of recruitment initiatives, including school visits and targeted promotions.	2007-2012	- Achievement of targeted increases in enrolment	- Increase in applications and enrolment of students from UWI-12 countries - Increase in enrolment from other underserved communities
To enhance UWI's standing as an internationally recognized centre of excellence for Caribbean Studies broadly defined to include history, culture, literature, economic, social and political dimensions and the natural environment.		Increase global awareness of the current and legacy output of scholarship, research and innovation by UWI faculty.	2007-2012		- Number of programmes, initiatives, projects etc. that give credence to the claim of 'primacy in things Caribbean' - International enrolment in specific Caribbean Studies programmes

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Aggressively promote internationally the UWI West Indiana resources, collections and UWI publications and journals. Market information access to universities around the world that offer Caribbean Studies programmes.	2007-2012		• Usage of West Indiana resources • Visibility of Caribbean Studies programmes

INTERNATIONAL PARTNERSHIPS

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To strengthen and expand inter-institutional relationships to support regional development priorities through resource acquisition, capacity-building and knowledge-infrastructure strengthening at UWI.	•	Utilize more collaborative strategies in relation to the following objectives: - Knowledge creation - Knowledge transfer - Access to sources of finance - Enrichment of educational experience for UWI students - Leadership of the tertiary sector in the region - Marketing the potential of UWI as an international partner	2007-2012	- Number of new collaborative agreements representing strategic alliance that further UWI's specific objectives - Innovation in the mix of strategies employed by UWI	• Increase in enrolment of international students • Enhancement of research output and productivity • Access to Funding for Research • Earned Income • Knowledge gained through partnering in research and innovation • International visibility
	•	Strengthen campus international offices.	2007-2012	- Action taken to strengthen international offices (by year 2)	• Increase in enrolment of students under international student exchange arrangements • Increase in education enrichment opportunities through study-abroad experiences for UWI students • Satisfaction levels among international students enrolled at UWI • Student satisfaction levels among UWI students participating in study abroad programmes

AIM	STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	• Build new alliances and deepen existing ones with strategic partners to advance UWI's strategic goals. - Intensify collaborative research work with faculty from other universities in focal areas. - Involve international faculty in the co-supervision of research students - Use partnerships with universities of high global reputation to strengthen and expand graduate offerings	2007-2012	- Increases in refereed research publications involving collaboration with faculty from other universities - Increases in visiting fellowships and professorships - Strengthening and expansion of academic programme offerings at the graduate level in priority areas through partnerships - Research breakthroughs through joint research work	• Increase in the volume of publications in refereed journals • Increase in citations • Increase in enrolment of international students in graduate programmes • Increase in M.Phil and PhD completions • Increase in access to international research funding • Patents granted • Enhancement of UWI's international ratings

FUNDING THE ENTERPRISE

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
To alter the modalities of funding from contributing governments to provide for greater predictability over the plan period, while allowing for flexibility of the University to respond to agreed changes.	•	Seek firm assurances from contributing governments to honour consistently, and in a timely manner, their agreed financial commitments to the University.	Complete by 4/08	- Assurances obtained – 12/07 - Actual receipt of committed contributions in a timely manner - Reduction in the incidence of arrears	• Timely receipt of funds approved and committed
	•	Obtain the agreement of contributing governments to allocate funding to the University on the basis of a (rolling) multiyear period.	Complete by 4/08	- Agreement secured – 12/07 - Actual disbursement of funds in keeping with negotiated periodicity	• Firm commitment of funding for a period longer than 1 year
	•	Utilize, where acceptable, the mechanism of payment of contributions through the issue of serial bonds.	2007-2012	- Bond issues approved and floated –	• Quantum of funding obtained through bond issue • Relative cost of funds
	•	Make and adhere to a reciprocal commitment to provide contributing governments with greater opportunities for dialogue on the utilization of funding and the associated outcomes.	Commence by 9/08	- Mechanisms for dialogue and accountability put in place and made fully operational –	• Level of satisfaction of contributing governments with accountability
To ensure that the University has access to adequate funding to allow it to make regular investments in the renewal and expansion of capital infrastructure, plant and facilities needed to sustain high-quality teaching and learning, and research at	•	Review and implement the recommendations of the Capital Development Task Force re innovative approaches to the financing of capital requirements.	2007-2012	- First projects packaged successfully utilizing financing designs	• Quantum and proportion of capital requirements mobilized in this manner

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
the cutting edge.					
	•	Reach agreement with governments on selected elements of the University's medium term capital requirements for which direct public funding will be assured.	by 12/07	- Agreement secured on the allocation of government funding for specific capital requirements.	• Availability of services on a reliable basis • Reduction in unscheduled down time
	•	Explore the scope for meeting a proportion of the capital requirements by utilizing the instrument of Development Bonds that are to be repaid from university income, with special efforts targeted at philanthropic contributions from the private sector.	by 01/09	- Bond instruments designed and prospectus completed in readiness for an approach to the market. - Bonds issued with successful take up of instruments by investors.	• Quantum and proportion of capital requirements mobilized in this manner • Relative cost of funds
	•	Develop a mechanism and associated procedures for early identification, assessment and response to the emerging capital needs of the Campuses and the Centre in a dynamic environment.	by 03/08	- Mechanism in place and procedures operational. - Timely availability of information for university management	• Efficiency in capital budgeting
To establish effective mechanisms for funding the planned expansion and enhancement of research activity of the University on a sustainable basis.	•	Lobby and obtain the agreement of governments for the establishment of a Caribbean Research and Competitiveness Funding Agency and allocation of necessary funding in a phased manner.	by 03/08	- Funding Agency established -2008 - Initial funding allocated - 2008 - Funding Agency fully operational - 2009	• Availability of funds for research

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Allocate funds in the recurrent budget to strengthen the research base and facilitate development of proposal writing skills among academics to allow them to compete more successfully for research grants from international funding agencies.	2007-2012	- Appropriate budget allocations made and approved annually – commencing 08/09	• Allocation of funds for research training, proposal writing and the hiring of postdoctoral fellows
	•	Allocate funds in the re-current budget to support pure or fundamental research activity that will allow more UWI researchers to make significant contributions to knowledge creation in their fields and to enhance the quality of graduate education.	2007-2012	- Appropriate budget allocations made and approved annually – commencing 08/09	• Availability of funds to support fundamental research
	•	Improve the alignment of applied research with stakeholder needs and mobilise direct financial support from private sector and governmental agencies.	2007-2012	- Targets established for contracted/sponsored research – to commence 08/09 - Attainment of target levels of contracted/sponsored research for each faculty	• Quantum of funding obtained from sponsored research
To broaden the funding base and reduce overdependence on any one source.	•	Exploit opportunities for growing earned income through engagement in commercial activities and investments.	2007-2012	- First tranche of Projects and Initiatives developed, approved and commenced - Achievement of specific targeted outcomes for net income streams	• Increase in income from commercial activities and investments
	•	Leverage real property and other assets to mobilize access to private sector funding sources.	2007-2012		• Amount of Funding sourced from the private sector on the basis of leveraged assets
	•	Establish a University Consultancy Company.	2007/2008	- Consultancy Company set up and fully operational - Net income targets attained	• Growth in net income from the provision of consultancy services on an institutional basis

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		Restructure and strengthen the existing Business Development Offices.	2007-2009	Changes approved and implemented	Increase in income from BDO managed activities
		Develop funding from philanthropic sources through (i) a comprehensive Planned Giving strategy, (ii) establishment of units devoted exclusively to fund raising, and (iii) provision of dedicated funding mechanisms for alumni development.	2007-2012	- Completion of strategy development and approval - Mobilisation mechanism in place - Attainment of annual targets	Increase in income from fund-raising and planned giving initiatives
		Lobby for the harmonization of government policy across the region to create a policy framework for fiscal incentives attached to gifts to the University.	2007-2012	- Completion of identification of specific fiscal concessions needed. - Formal approaches made to governments through CARICOM - Governmental action	Availability of fiscal concessions for donations to the University
		Establish a Regional UWI Endowment Fund and pursue relationship building and structured fund-raising activities in order to tap into all potential sources of contributions efficiently.	2007-2012	- Fund established – - Quantum of contributions mobilized annually measured against targets	Growth in Endowment Fund
To create conditions that will allow the University to maintain a consistent policy of equitable burden-sharing through tuition fees, independent of the policy stance of contributing governments.		- Advocate student financing support schemes with the following features:- - well-structured contingent loan arrangements - loan-approval by programme rather than year to year decisions - flexible loan-guarantees - extension of coverage to include elements of the living expenses of students	2007-2012	Enhancements to and expansion of student financing schemes.	- Number of students accommodated by student financing schemes - Terms of access to financial assistance

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
		Encourage governments to enhance the capacity of the Loan Agencies	2007-2012	% increase in quantum of public funding allocated to loan agencies	Increases in the funding base of the loan agencies
		Assist as far as possible in facilitating the sourcing of funds for student loan schemes from government and international organizations.	2007-2012		Impact on University lobbying on the access of loan agencies to resources and the terms of assistance to students
To secure adequate funding for the successful implementation of the Open Campus initiative.		Establish a viable and sustainable financing mechanism for the UWI Open Campus.	By 1/08	- Financing Plan developed and approved - Tuition Fee policy approved	- Cost recovery through tuition fees - Government contributions - Financial outturn
		Obtain firm commitments for capital grants from the UWI-12 governments for the capital needs of the Open Campus in their respective countries.	By 1/08	- Identification of specific capital needs completed and costed. - Approval by contributing government of allocation to facilitate implementation of projects.	Availability of services on a reliable basis
To minimize the need for new resources by achieving productivity enhancement and efficiency gains through optimization of the use of existing resources and active management of costs.		Identify the scope for further rationalization of academic programmes and institutional arrangements. Implement desirable changes expeditiously.	2007-2009	- Completion of report recommending areas to be rationalized – end of year 1 - Approval of timetable for effecting changes – mid-year 2 - Implementation commenced – before end of year 2	- Cost savings - Availability of resources for reallocation to new initiatives

AIM		STRATEGIES	TIMELINE	MILESTONES	PERFORMANCE INDICATORS
	•	Continue to make improvements in procurement management and the oversight of providers of outsourced services.	2007-2009	- Procurement Management practices and procedures review and recommendations formulated by Office of Finance. - Approved changes implemented	• Savings resulting from improvement in procurement practices
	•	Utilize the potential of advances in telecommunications technology to reduce travelling costs.	2007-2012	- Assessment of scope for application of technological solutions and quantification of potential net gains. - Selection of areas with greatest potential efficiency gains. - Implementation of solutions	• Savings
	•	Improve facilities management.	2007-2012	- Examination of best practices in higher education internationally. - Formulation of guidelines for university wide adoption of measures. - System of monitoring of implementation commenced.	• Availability of services on a reliable basis • Reduction in unscheduled down time • Reduction in replacement costs • Satisfaction levels among students and staff with the teaching, learning and working environments