



FINAL REPORT OF THE TASK FORCE ON ACADEMIC QUALITY ASSURANCE

9th July 2008

Letter of Submission – The College of The Bahamas

June 30, 2008

The Hon. T. Baswell Donaldson
Chairman, The College Council
The College of The Bahamas

Dear Chairman Donaldson:

We, the members of the Task Force on Academic Quality Assurance established by your Council, have the honour of submitting to you this Report. It has been a privilege for us to have had the opportunity to review the policies and mechanisms for quality assurance in place at The College and to recommend further measures as it prepares to assume University status.

Respectfully submitted,

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Acknowledgments

The work of this Task Force would not have been possible without the enthusiastic encouragement of President Janyne Hodder and the unstinting cooperation of the entire College of The Bahamas community – administrators, faculty, students, and staff. For this we are most grateful.

We are especially indebted to the Task Force’s Secretary, Mrs. Camille Smith, MSW, Assistant to the Executive Vice-President, Academic Affairs. An exemplary professional, Mrs. Smith applied her very considerable organizational skills to ensure that the Task Force remained on track during its six-month active life. Her skill and devotion are much appreciated.

The Task Force members, and in particular its Chairman who made monthly visits to The College from abroad, are grateful for the willingness of students, faculty, and staff to share their views frankly and freely with the Task Force. Their commitment to quality improvement is impressive.

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Executive Summary

Acquiring the status of a university involves more than a name change and adding additional degree programmes. It implies a reaffirmation of the goal of achieving and then maintaining and assuring high quality in all academic programmes. Robust Quality Assurance policies and practices are required to facilitate the College of The Bahamas; transition to the University of The Bahamas.

During the past six months, the Task Force on Academic Quality Assurance, established by The College Council, has examined the institution's academic assurance policies and mechanisms. The Task Force and its five Sub-Committees reviewed relevant internal and external documents and consulted widely within the College community, resulting in the observations and the 40 recommendations presented in this report.

The College's many strengths give reason to expect ongoing improvement in many areas and a smooth transition to university status. The College's leadership is visionary and energetic, morale is generally high, and necessary academic policies are in place. Progress on all fronts has occurred in recent years. At the same time, important challenges remain and deficiencies need to be addressed. In particular, quality assurance mechanisms require strengthening.

Academic quality is assured:

- When students, faculty members, academic administrators, and support staff are well selected, appropriately supported, and their performance is regularly reviewed;

- When courses and programs are imaginatively taught, are up-to-date, respond to student needs and interests, and are relevant to the development challenges confronting The Bahamas;
- When the facilities and technical infrastructure that underpin the academic enterprise are adequate; and
- When the atmosphere on the institution's campuses is conducive to learning, scholarship, and research.

Over the past 34 years, The College of The Bahamas has developed academic policies that have stood it in good stead. However, many of these, while well crafted, require updating; responsibility for their implementation needs to be more clearly specified; and, most important, a regular cycle of reviews should be initiated. Regular reviews of the quality of courses and programmes, as well as of faculty and administrator performance, will bring the practices of The College (and the proposed University) into line with international standards.

A number of other steps can be taken that, in the view of the Task Force, will improve academic quality. With regard to academic administration, it is desirable to delegate decisions to the level closest to where they are carried out wherever possible. Decisions regarding course approvals and discontinuations can be made at the level of the Academic Board, rather than by The College Council. Deans can be empowered to make decisions with respect to affairs directly touching their Faculties, Chairs with respect to their Schools, and so on. Such a policy can be expected to increase the level of engagement, initiative, innovation,

and accountability at all levels and to some extent lighten the heavy administrative load now carried by senior administration.

Raising faculty qualifications and credentials by careful recruiting, selective hiring, and judicious study leaves for current faculty towards achieving higher degrees are necessary processes that, while already carried out, can be considerably strengthened. A thorough review of faculty performance is needed before contracts are extended and especially before Permanent Status is granted. Looking forward to developing further the institution's research programmes, the identification and nurturing of a group of faculty members who would devote more time (and be held accountable) for research and scholarship can be considered.

In addition to the qualifications and commitment of faculty and academic administrators, the quality and motivation of the students admitted determine the quality of an institution of higher education. The student admission policy, student support services (academic advising, counselling, and health services) and extra-curricular student life all contribute to a rich student experience and lead to higher graduation rates. Special attention must be devoted to the needs of students with disabilities and the shrinking percentage of male students.

Important steps have been taken to improve facilities and activities for students at the main Oakes Field campus in Nassau and more needs to be done. Providing similar experiences for students (and faculty members) at the Northern Bahamas Campus and the other smaller campuses is much more difficult. It is a major challenge for The College, and it will be for the forthcoming University of

The Bahamas, to provide a true post-secondary education experience for these students, most of whom hold full-time jobs while studying for their degrees. Not only are facilities not comparable to those in Nassau, but students and faculty alike feel disadvantaged and even neglected.

The progress achieved at The College of The Bahamas as a whole is all the more remarkable in view of the persisting need to upgrade, renovate, and add necessary facilities – dormitories, technical infrastructure, offices and classrooms. The successful fundraising activities of the past two years and the generous increase in the operating budget give promise that many of the needed changes will soon be under way.

The Task Force offers 40 attainable recommendations covering all of the areas mentioned in this summary and a schedule of reviews of policies, programmes, and personnel. They are based on the principle that the ultimate stake-holder served by the institution is the nation itself; The Bahamas will benefit from the knowledge, skills, and civic commitment of graduates and the research, scholarship, and service of faculty and staff. Personal commitment to excellence in an academic culture of creativity and innovation must characterize the institution as it deservedly moves to university status.

The members of this Task Force are impressed by the energy and commitment of the President and her team of senior administrators. A bright future can be predicted for an institution that will play a large role in the development of The Bahamas.

THE MANDATE OF THE TASK FORCE

Decision of the College Council with respect to the creation of a Task Force on Academic Quality Assurance, September 12, 2007:

At its first meeting for the 2007-2008 academic year held on September 12, 2007, the College Council considered the matter of the creation of a Task Force on Academic Quality Assurance and adopted the following recommendation:

Whereas The College of The Bahamas is preparing its transition to University;

Whereas the National Council on Quality Assurance is not yet operational;

Whereas The College is currently seeking to joining international associations of universities;

Whereas a quality assurance framework for academic programmes is an essential component of university life;

It is recommended that The College Council create a Task Force on Quality Assurance with the following Terms of Reference and Membership:

Terms of Reference

- Identify best practices in academic programme quality assurance and programme review, with a particular focus on baccalaureate programmes.
- Identify policy options, taking into account best practices across jurisdictions and differences among universities in mission, size, and clientele.
- Review current College practices for academic programme review.
- Recommend an academic programme quality assurance policy for the University of The Bahamas, to include the modalities of the review process, the outcomes

expected as a result of the review, as well as the schedule of programmes to be reviewed through this process in the first cycle of reviews beginning in 2008.

SECTION I

Introduction

Thirty-four years after it was established by an Act of Parliament, The College of The Bahamas is preparing to confront a momentous challenge - to become a University with all that this implies.

A university worthy of its name is not merely an educational institution whose undergraduate faculties and schools are joined by programmes of graduate and professional studies leading to advanced degrees. In the ideal, it is an educational institution at the highest level in which exemplary teaching and learning take place, alongside sound scholarship and painstaking research. It is an educational institution that forms a society's future leaders, while also modeling standards of achievement, of productivity, and of civility. It is, therefore, an educational institution that, through its graduates and its research, fuels the engine that will power the nation's economy in the knowledge-based, globalized economy of the 21st century. At the same time, it both preserves and transmits the nation's history, values, and aspirations.

But merely designating an institution a university is not enough. University status is meaningful only when the quality of its programmes is high and when that quality is assured by the rigorous implementation of appropriate policies and careful, regular review of these.

It is in this context that the College Council, on September 12, 2007, mandated the Advisory Task Force on Quality Assurance whose work, conclusions, and recommendations are presented in this Report.

The Report follows, and is inspired by "Building the Nation Through Education: The Strategic Plan of The College of The Bahamas" (September 2007) and "The Final Report of the Ad Hoc Advisory Committee on Governance – On the Threshold of a University" (June 2007)

Robust Quality Assurance policies and procedures are required to facilitate The College's transformation into the National University of the Bahamas and to ensure its acceptance by the international community of universities. Such policies and procedures, strictly adhered to, will also give confidence to the Government and the People of The Bahamas that the additional funds they will invest in post-secondary education will be well-spent.

This report describes the process and methods of the Task Force and its Sub-Committees, presents their findings and conclusions, and offers their recommendations, including a proposed Academic Programme Quality Assurance schedule.

SECTION II

The Work of the Task Force

2.1 Guiding Principles

The Task Force agreed, from the outset, that while it would be guided by the experience of universities throughout the world, its task was to recommend Quality Assurance mechanisms appropriate to the specific situation and needs of The Bahamas.

It was further agreed that wide consultation with relevant stakeholders would inform the Task Force and its Sub-Committees.

The methodology of the Task Force is outlined below, followed by its findings, observations, and recommendations.

2.2 Membership

When it established the Task Force on Academic Quality Assurance, the College Council appointed seven members directly: the Executive Vice-President, Academic Affairs; the Vice-President, Research, Graduate Programmes and International Relations; the Deans of the Faculties of Liberal and Fine Arts, Pure and Applied Sciences, and Social and Educational Studies; the College Librarian; and the Consultant from the Ministry of Education. One faculty member from the Northern Bahamas Campus and a faculty member from each School and the Culinary and Hospitality Management Institute were to be selected, as well as two External Scholars. The Assistant to the Executive Vice-President was appointed Secretary to the Task Force. The Council directed the President of the College to recommend an External Chair of the Task Force. The resulting final membership of the Task Force is listed in Annex A.

2.3 Meetings

The Task Force held six plenary meetings at the Oakes Field Campus in Nassau - January 11, 2008, February 8, March 11, April 11, May 13, and June 3 - during which the Task Force reviewed existing quality assurance measures and policies, as well as other relevant documents. The Task Force also discussed current practices relating to students, faculty, administrative policy, resources and facilities, and established sub-committees to study these in detail.

Task Force members consulted widely and brought various views to sub-committee and Task Force meetings. The Chairman, new to The Bahamas and the College before beginning to work with the Task Force, met with many stakeholders: with the College Council on two occasions (March 12 and May 14); with College administrators; faculty members and librarians; support staff; and students both in Nassau and in Freeport. A list of these meetings is presented in Annex I. These meetings, as well as Task Force discussions, provided a perspective on current strengths and weaknesses of the College's Quality Assurance mechanisms. These will be discussed in Sections III and IV.

2.4 Sub-Committees

Five sub-committees were established, on Curriculum and Programmes; Faculty and Academic Support Staff; Student Affairs; Academic Facilities and Resources; and Administrative Policies. These sub-committees were composed of both Task Force Members and other faculty, staff, administrators, and students from the Nassau and Northern Bahamas Campuses.

The terms of reference of the five sub-committees are listed in Annex B and their memberships in Annex C. Each committee met on several occasions, examined appropriate documents, consulted relevant persons beyond the sub-committees' own membership, and presented its reports to the Plenary Task Force. The final reports of the five sub-committees are presented in Annexes D to H.

2.5 Determinants of Quality

The quality of a university or college depends on at least five factors: the quality and dedication of its professors, administrators, and support staff; the quality and motivation of its students; the facilities and resources available; the learning environment; and the Quality Assurance mechanisms in place.

Usually, the quality of students and professors is reciprocal. Good professors attract good students and vice-versa. As the reputation of the projected University of The Bahamas grows, fewer of the best Bahamian students will go abroad for post-secondary studies and more international students will be attracted to The Bahamas. Reciprocally, more and even better qualified professors will compete for professorial positions in order to teach and conduct research in The Bahamas. Capable and committed administrators and academic support staff will facilitate learning, teaching, scholarship, and research – the principal functions of a university – as well as direct service to the larger community. To initiate and facilitate this upward spiral of continuous quality improvement, some steps can be taken immediately. The Task Force considered changes in the processes of student admission, examinations and grading, as well as faculty hiring, orientation, support, evaluation, and promotion.

The adequacy and appropriateness of the facilities and resources that support students and professors are crucial factors in quality improvement. Although the detailed examination of these

is beyond the scope of this Task Force, the need to address resource shortfalls and the inadequacies of certain facilities were repeatedly stressed by all Sub-Committees and the Task Force itself. International experience clearly supports the proposition that there is no more important long-term investment for any society than education and, especially for countries with limited natural resources, post-graduate education in particular. Necessary additional investment in the College's infrastructure will pay off as only an educated, trained work-force can compete successfully as knowledge and the use of technology increasingly become the dominant roads to success.

A university education, ideally, encompasses more than attendance at classes, laboratories, and kitchens. The out-of-class interaction with other students and professors, the extra-curricular social, cultural, and athletic activities, and a general atmosphere favourable to creativity, curiosity, and initiative all contribute to the richness of the campus experience. Here again, a detailed examination of these factors is beyond the scope and mandate of the Task Force, but it is important to underline the contribution that a stimulating, learning-friendly campus environment can make to a university's success.

Another crucial determinant of quality and the principal focus of this Task Force is the degree to which sound Quality Assurance mechanisms are in place, are implemented, and regularly reviewed. Quality Assurance mechanisms are discussed the next section.

In addition to such appropriate Quality Assurance mechanisms, a number of factors critical to an educational institution's success are usually monitored annually, both quantitatively and qualitatively. These include, but are not limited to: the number and quality of students applying for admission; the number and qualifications of those accepted; student retention and graduation rates; student satisfaction (as measured by surveys, focus groups, and interviews);

post-graduation employment success; proportion of faculty members with Master's and Doctoral degrees; and faculty accomplishments (peer-reviewed grants, publications, patents, honours).

This report will make recommendations designed to improve the quality of the academic endeavours at the College of The Bahamas and will propose a framework for ongoing Quality Assurance. It must be stressed that achieving continuing quality improvement depends, above all, on genuine commitment to this objective across the entire institution. The context for such buy-in will be pride in its growth and development, its rising academic standards, the enthusiastic involvement of its stakeholders, the beautification of its campuses and, especially, the success of its graduates.

SECTION III

Quality Assurance

3.1 Definition and Rationale

The Quality Assurance Agency for Higher Education of the United Kingdom defines Quality Assurance as “a way of describing all the systems, resources, and information that universities and higher education colleges use to maintain and improve standards and quality; this includes teaching, student learning, scholarship, and research”.

Stakeholders interested in the success of the educational process – the professors, students, their parents, other public and private resource providers, the employers of graduates, the nation itself – wish to be assured that the effort, time, and money expended will result in desirable levels of achievement.

3.2 International Practices

A review of Quality assurance practices of universities in several countries (Annex J) confirms that these are based on similar principles, share similar objectives, and follow generally comparable methodologies.

In most countries universities are (and should be) autonomous institutions responsible for and also accountable for the academic standards of their degrees and diplomas. In order to discharge this obligation, these institutions develop internal Quality Assurance mechanisms to make certain that the environment for learning, scholarship, and research they provide facilitates the achievement of these academic endeavours. These mechanisms include policies and guidelines as well as internal review schedules and procedures to monitor adherence to policies, guidelines, and standards. In addition, in many countries, there are external Quality Assurance reviews that are carried out under the aegis of statutory or voluntary government-mandated

agencies designed to test the reliability of universities' internal Quality Assurance mechanisms and the degree to which these meet international standards.

In the United States it is the Council for Higher Education Accreditation that performs this function, in Australia the Universities Quality Agency, in Jamaica the University Council of Jamaica, and so on. In Canada the responsibility is regionalized, for example, the Conference of Rectors and Principals of the Universities of Quebec, the Maritime Provinces Higher Education Commission, etc., all linked in the Association of Accreditation Agencies of Canada.

The Parliament of The Bahamas, on December 29, 2006, established The National Accreditation and Equivalency Council to function as the external quality assurance body. It is likely that the Quality Assurance mechanisms adopted by the College (and the University, once it is established) will provide the benchmark for standards for post-secondary education in The Bahamas.

3.3 Existing Quality Assurance Practices

3.3.1 Policies

Over the 34 years of its existence the College has developed a number of policies and guidelines governing such matters as: student admissions, examinations and grading; student conduct; new courses and programmes; faculty hiring (for Bahamians and non-Bahamians); faculty qualifications, upgrading and promotion. There are also policies regarding entitlements to office space; library facilities, computers and other technology; parking; faculty study leave, sabbaticals, etc. Some of these policies, guidelines, and entitlements have been determined by the senior administration, some by the Academic Board, some as a result of collective agreement negotiations with the Union of Tertiary Educators of The Bahamas. All have been subsequently approved by the College Council.

It is the view of the Task Force that many of the existing policies which affect the working conditions of faculty and staff, while well intentioned and well crafted, fall short in terms of operational quality; for example, responsibility for implementation is not clear, or a review schedule is not in place, or the resources needed for implementation have not been made available. A commitment to bring these policies to standard and create new policies where they are needed, but currently absent, should be a priority. This Report makes several recommendations with regard to this issue.

3.3.2 Reviews and Evaluation

Although the College has always been committed to offering high quality programmes and to update and review these regularly, in practice, this has not always been possible. The senior administration are well aware of this and have taken steps to address the problem, including the recommendation to the College Council to create this Task Force on Academic Quality Assurance.

The senior administration has also strengthened the Academic Board; set clear guidelines for course and programme approval and for research; initiated articulation agreements and now partnerships with North American universities; supported attendance at international conferences and consultations related to academic quality assurance; supported the professional development of faculty, including upgrading of academic qualifications through paid study leave abroad.

Nevertheless, this Task Force strongly believes that, in addition to appropriate policies, regulations, and guidelines that set standards for academic programmes, faculty, and academic support personnel, regular structured internal and external reviews are required. It is important to ensure that policies, guidelines, and regulations remain useful and relevant over time, that they

are, in fact, adhered to, and that they actually result in the higher standards of learning, teaching, scholarship, research, and community service that is their objective.

It is for this reason that international Quality Assurance practices involve regular reviews which provide evidence that an institution's strategies are, in fact, meeting its objectives. These reviews – of courses, programmes, schools, faculties, and the institution itself – generally involve

- a structured self-study,
- a self-study report to an internal or internal/external panel,
- the panel's own review,
- the panel's report to the body that commissioned the review, and
- follow-up and implementation of recommendations.

Such reviews of courses and programmes are usually authorized by the Academic Board (or Senate) and conducted by panels established by the Dean of the Faculty in association with the Chair of the School; reviews of Schools by the Vice-President, Academic Affairs in association with the Dean; reviews of Faculties by the Vice-President, Academic Affairs; and reviews of the College (University) as a whole by the College Council and/or an external accrediting body. The reviews of these units often involve external experts who are members of (or consultants to) the panels set up to conduct the review. The panels' findings, conclusions, and recommendations are reported to the President, the Vice-President, Academic Affairs, and the Academic Board (Senate) and shared with the unit that was reviewed.

In addition to these unit reviews, performance evaluations of faculty members and academic administrators are also regularly conducted. Chairs and Deans usually assess individual faculty members on a regular basis. Before a decision is made to renew a contract, or before

awarding permanent establishment status, a more formal review is undertaken, usually involving a review panel whose membership may include an external expert in the discipline of the faculty member in question. This review is especially important because the awarding of ‘permanent establishment’ commits the institution for many years, often decades.

Likewise, senior academic administrators with terms of office (e.g., President, Vice-Presidents, Deans) are reviewed before the end of the terms if they wish to be considered for a term renewal. This review is also important because of the pivotal role of senior academic administrators in maintaining and raising standards.

SECTION IV

Findings and Observations

The College of The Bahamas has great strengths as it moves to University status. It also faces significant challenges that need to be addressed vigorously if this transition is to be successful. Although the Task Force's Terms of Reference specify a review of the College's current practices for academic programme review, the Task Force has taken the liberty of adding observations on other factors that contribute to academic quality. These observations are based, to a large extent, on the many meetings with individuals and groups – faculty, staff, students, and others – who provided frank opinions that they hoped would be considered and transmitted by the Task Force.

4.1 General Observations

The strengths that deserve celebration include five elements that are indispensable in the transition to University status:

- strong support by a Council that is well connected and sensitive to the development needs of The Bahamas;
- strong internal leadership by the President and the other members of the senior administration;
- sound vision and an attainable (though challenging) mission and objectives;
- many devoted, committed professors, chairs of schools, heads of departments and support staff; and
- high potential for development and fund-raising to supplement government grants and the income from student tuition fees.

The challenges to quality advancement are daunting but certainly not insurmountable.

They revolve around two core needs:

- the need to increase the resources available for the development and renewal of programmes, equipment, facilities, and space; and
- the need to reverse an institutional culture that is prepared to accept ‘good-enough-performance’ when ‘striving-for-excellence’ is possible. In both areas, important advances have been made in recent years but greater progress is possible.

Some specific observations follow:

4.2 Quality Assurance Programmes

As noted in section 3.3, many policies, guidelines, and regulations are in place, they should be reviewed and upgraded regularly and new ones put in place where necessary. Formal, regular review of faculty and administrator performance and of the quality of courses, programmes, and academic units is not always performed and should be institutionalised. The strategies employed to achieve the various units’ objectives and their outcomes need to be evaluated as part of these reviews. Measures that aim at strengthening effective and efficient delivery of services should be communicated and celebrated.

4.3 Role of Deans, Chairs, Heads of Department

It is the view of many members of the College community that operational decision-making is overly centralized and excessively bureaucratic. Although it is recognized and agreed that whilst broad strategic planning is properly the job of the College Council, the Academic Board, the President and the Vice-Presidents, at the operational level it is desirable to delegate decisions wherever possible to the level closest to where they are carried out. This would require stronger empowerment of Deans with respect to the affairs directly touching their Faculties, of

Chairs with respect to their Schools, and so on. Such a policy would very likely result in a higher level of engagement, initiative, leadership, innovation, and accountability at all levels of the institution and would remove from senior administration a portion of the heavy load that they are presently carrying.

4.4 The Faculty

4.4.1 Faculty Qualifications

Reaffirming the importance of faculty qualifications and credentials is key to elevating the standards of teaching, scholarship, and research as well as the international reputation of the College (University) of The Bahamas. At present, some courses are taught by instructors (part-time and a few full-time) whose qualifications should be upgraded. Recommendations are made in this regard. Currently, only 24.5% of teaching faculty hold Ph.D. or equivalent degrees, 66.6% hold Masters degrees.

4.4.2 Faculty Appointments

The current policies regarding the hiring of new faculty members do not optimally serve the College (University). Faculty hiring should follow the approved strategic plan of the academic unit to which the appointed faculty member will be assigned. It is felt that the present policy of offering two year contracts to non-Bahamians and a one year probationary appointment to Bahamians before a decision is made for renewal (in the case of non-Bahamians) or appointment to permanent establishment (for Bahamians) should be revised because these periods are often too short to make a wise decision regarding the member's suitability.

It is also felt that the Appointment Board constitutes an unnecessary and time-consuming step that does not add sufficient value to the hiring process. Deans, Chairs, and Heads of

Department in consultation with the unit's other faculty members are considered to be best suited to recommend the appointment, or non-appointment, of candidates for faculty positions.

4.4.3 Faculty Orientation, Development, Promotion

In order to facilitate the integration of new faculty, especially those from abroad, a richer and more extended orientation period is desirable. In order to upgrade the qualifications, credentials, and skills of faculty members, a more vigorous programme of mentoring, and continued support of study leaves toward achieving higher degrees for enhancing research and scholarship skills are desirable, with clear benefits for the individuals concerned, their students, and the College (University).

4.4.4 Faculty Streams

Looking forward to University status and the establishment of more graduate programmes, the current criteria for promotion do not do justice to the contributions that will be expected of faculty members and do not sufficiently encourage research and scholarship. Some (but not all) faculty members have the background, skills, and qualifications to conduct international level research and scholarship. Some universities address this problem by identifying two tracks for full-time faculty members, one of which encourages research and scholarship by assigning a lighter teaching load with fewer low-level (100 and 200) courses. These faculty members would be evaluated for promotion with more weight being given to their success in obtaining peer-reviewed research grants, patents, publications, and other appropriate indicators of scholarship and creative activity.

4.4.5 Faculty Status

Universities and colleges differ in their definitions of who is a faculty member. At present, the College recognizes librarians and counsellors as faculty members. It is felt by some that this policy should be reviewed.

4.5 The Students

4.5.1 Student Admission

The student admission policy was reviewed by the Task Force's Sub-Committee on Curriculum and Programmes (see Annex D) and several recommendations listed in Section V follow from their review. The Sub-Committee concluded that, despite contrary views, there is a need for an Admissions Committee for the first level assessment of applications. However, timely processing of admission offers is desirable.

4.5.2 Students with Disabilities

At present, many College venues, especially in Nassau, are not accessible for wheelchair users and other students with disabilities. A policy to deal with the needs of disabled students is required and, as resources permit, the construction of necessary ramps, elevators, etc. should be undertaken on all campuses.

4.5.3 Male Students

It is noteworthy that only 25% of currently enrolled students are male. This has major implications for the future employability of Bahamian men in knowledge-based jobs that will likely be developed in the years to come and that, quite properly, will likely be competed for on an equal basis by both men and women.

4.5.4 Student Life

The ideal college/university education involves more than attendance in classes, laboratories, or kitchens. Student interactions with each other and with faculty and staff in athletic, cultural, social, and community-oriented activities are important components of campus life. At present, only a minority of students live in College dormitories on Oakes Field. The majority in Nassau and all at the Northern Bahamas Campus and on the other islands reside off-campus. Many of them have part-time or even full-time jobs while completing degree or associate degree programmes.

A further obstacle to an ideal campus life is the shortage of resources, resulting in too few student life personnel and insufficient space and equipment for competitive and recreational sports. The new recreational sports facilities at Oakes Field have greatly helped to address this problem on the Nassau campuses. However, the absence of appropriate gymnasium facilities for all court sports is notable. Intercollegiate sports not only benefit the few star athletes who make up the teams, but also contribute importantly to pride in and allegiance to the College (University).

It is notable that in the 2004 survey of student experiences 70% of males and 90% of female students indicated that they had never played a team sport and the majority (55% of males and 70% of females) never follow a regular exercise programme of any kind. Another health-related issue that was brought to the attention of the Task Force is the difficulty in obtaining healthy and affordable food on or near the Oakes Field Campus. The available restaurants and snack bars are either too expensive for many students or serve only high cholesterol, high sodium “fast food” items.

4.5.5 Counseling and Health Services

These services are considered to be of high quality despite staff shortages, but many students who could benefit from them do not use them. For example, some students who are identified early as being at high risk for drop-out (for psychological, social, cultural, or health reasons) do not take advantage of counseling programmes offered to them. Better communication to inform students as to what is available and to follow up recommendations for counseling or treatment would help.

4.5.6 Student Parking and Security

An increasing number of students bring cars to the College, overwhelming the lots assigned to students and spilling over (against regulations) onto lots reserved for faculty and staff. Concerns were also expressed about campus security, especially in the evening when many classes are held. A review of security measures would seem to be in order. However, students themselves have important responsibilities with respect both to the parking problem and security. As regards the former, students' expectation that convenient on-campus parking is their right is unrealistic, not only in The Bahamas, but in most other countries as well.

4.6 The Northern Bahamas Campus

Operating a campus at Freeport, Grand Bahama is necessary to begin to meet the educational needs of the second largest population centre of The Bahamas. However, to provide students and faculty members with an educational and social experience there and on other islands that is equivalent to the Nassau campus is an enormous challenge and, to date, this challenge has not been met. As a result, both faculty members and students at Northern Bahamas Campus feel disadvantaged and give evidence of poor morale.

This is exacerbated by the feeling on their part that the College treats them as second-class members of The College community. It is their perception that there are communication problems, neglect on the part of some Chairs and Heads of Department, and insufficient responses to their requests and concerns.

The construction of the projected new campus on the outskirts of Freeport is awaited with anticipation by faculty, staff, and students. There are, however, security concerns, concern about the construction timetable and the projected size of the new library that is to be no larger, in the first phase, than the present one that is considered inadequate. (In the second phase of construction, a larger library is projected.) There is also concern that public transportation to the new campus is not assured, making access difficult for students who do not have cars.

All universities with multiple campuses have similar challenges to overcome, but at the NBC they are exacerbated by the distance from Nassau, by the small number of students and faculty there, and if their perceptions are accurate, by neglect on the part of the personnel on the Nassau campus. Of course, communication is a two way process and it is incumbent on both Nassau based and Freeport based faculty and administrators to address this problem.

4.7 Facilities and Resources

The physical plants of the Nassau campuses and the Northern Bahamas Campus at Freeport are barely adequate to meet current academic needs and will have to be upgraded to provide acceptable sites for the projected University of The Bahamas. Many buildings on all campuses are more than 40 years old, require renovation or replacement, and do not provide access for disabled students. Library facilities and the technological infrastructure that supports teaching and research are inadequate. The combined physical plants of all the campuses will not be able to accommodate the growth projected in the College's Strategic Plan. Office space,

classrooms, dormitories, and computers to which faculty members and students are entitled according to current policies are insufficient even for the present complement of faculty, staff, and students.

When they become available, the new library now under construction at Oakes Field and the proposed new campus on Grand Bahama will make a substantial difference. However, there will continue to be an unmet need for new and renovated facilities and new equipment to support continuing academic quality improvement. Means will have to be found to increase substantially both the capital and operating budgets of the institution. Some specific observations follow and relevant recommendations are offered in Section V.

4.7.1 Instructional and Information Technology

There are plans for the evaluation and upgrading of the wireless and hardwire networks, for increase in computing capacity, digitizing current library holdings, and an expanded virtual library. However, high on the technological needs list are the classrooms that do not have internet access and are lacking in multimedia projectors. Technological needs to support expanded research and scholarship have not been evaluated, but are likely considerable.

Inadequate office space prevents the College from honouring its intention to provide an office for every full-time faculty member. There is also insufficient classroom space at Oakes Field and inadequate space for the counseling services and the health departments. Upgrading of the Culinary and Hospitality Management Institute facilities is required and this is also true of the School of Nursing and Allied Health professions.

4.7.3 Master Plan

A master plan for space utilization and construction, informed by the Strategic Plan, is not yet in place and is overdue.

SECTION V

Recommendations

5.1 Some Guiding Principles

The specific recommendations that follow are designed to address issues of both Quality Improvement and Quality Assurance. To place these in a broader context, the Task Force reaffirms and emphasizes principles that should guide the activities of the College (University) of The Bahamas.

1. Serve the Nation – The ultimate stakeholder served by the institution is the Nation itself. The civic, cultural, economic, and intellectual development of The Bahamas will be advanced by the knowledge, skills, and attitudes that the College’s graduates acquire and by the research, scholarship, and service of its faculty and staff.
2. Engage and Inspire – A genuine, personal commitment to excellence is the ideal that should inspire every member of faculty, staff, and administration. Establishing a culture of trust and of shared governance will unlock creativity, innovation, and engagement. Each member of this academic community can be an important contributor and should have a stake in the institution’s success. (See Annex H – Report of the Sub-Committee on Administrative Policies.)
3. Create and Innovate - Inspired teaching and research of high quality rarely result from comfortable reliance on standardized practices; rather, they are the products of creative faculty who continually challenge themselves and their students. The College’s (University’s) policies and procedures are crafted so as to encourage and reward constructive innovation by the individuals and teams.

4. Sound Administration – Administrative structures that emphasize clear definitions and clear assignment of authority and responsibility (with corresponding accountability) lead to more efficient and effective use of the institution’s resources. The creation of a Senate, as recommended by the Report of the Ad Hoc Committee on Governance, will allow for broader representation of key stake holder groups and their more active participation in the academic governance of the institution. (Although the specific contours and composition of a future Senate lie beyond the Terms of Reference of this Task Force, the Sub-Committee on Administrative Policies has offered one possible model – see Annex H)

5.2 Quality Assurance Policy

A Quality Assurance Policy should be developed which articulates the institution’s purpose and philosophy of quality assurance as well as the procedures for achieving this. Such procedures should include the duties and responsibilities of administrators, faculty, and support staff in the development and review of academic programmes. The policy should also make provision for review of the effectiveness of the mechanisms established. (More specific recommendations are noted in the Report of the Sub-Committee on Administrative Policies – Annex H.)

5.3 Quality Assurance Administration

1. An Academic Quality Assurance Steering Committee should be established by the Academic Board. When a University Senate is created, this should become a standing committee of Senate (The Steering Committee on Quality Assurance – SCQA)
2. A Quality Assurance capability should be established in the Office of the Vice-President, Academic Affairs to support the SCQA and to monitor the implementation of its

recommendations, once these have been approved by the Academic Board, the President, and the College Council.

3. The SCQA should, beginning in 2008, review all current-standing policies, regulations, and guidelines pertaining to academic issues and recommend to the Academic Board any changes considered desirable, including the establishment of new policies. (This includes all standing policies dealing with academic planning, faculty, students, academic support staff, academic facilities, library, academic technology, etc)
4. The SCQA should continue to review all standing policies, regulations, and guidelines pertaining to academic issues at least every 5 years and recommend to the Academic Board (Senate) any changes considered desirable. (Note: A model of guidelines for Policy development is offered by the Sub-Committee on Administrative Policies – Annex H)
5. The SCQA, as a committee of a future Senate, should plan and oversee the College's (University's) Quality Assurance process. The SCQA may create sub-committees and working groups as required, in consultation with the Vice-President, Academic Affairs.

5.4 Curriculum and Programmes

6. The President should recommend to the College Council that Council delegate to the Academic Board (Senate) the final authority to approve the establishment and discontinuation of courses and programmes. (These will have already been approved by the Curriculum Council, the Faculty Board, and the Academic Board (Senate).
7. All courses should be monitored continually and formally reviewed at least every 5 years by the SCQA in consultation with the relevant Dean, Chair, and/or Head of Department.

8. All programmes should be monitored continually and formally reviewed by the SCQA at least every 7 years in consultation with the relevant Dean, Chair, and/or Head of Department.
9. The Vice-President, Academic Affairs should publish clear guidelines for the operation of the Curriculum Council and the Faculty Boards.
10. The Vice-President, Outreach, in consultation with the Vice-President, Academic Affairs should establish a Community Advisory Board to provide external input regarding the College's (University's) curriculum and programmes. (This Board could include representatives from high schools, employers, alumni, and the general public.)
11. The Vice-President, Academic Affairs should establish a Working Group to study options for developing a Distance Education Capability and Distance Education Programmes for the baccalaureate degree, associate degree, and continuing education courses. Such courses could first be offered to potential students throughout the Bahamian archipelago and, eventually, marketed abroad as income producing initiatives for the College (University).

5.5 Faculty Hiring

12. The current Appointments Board should be abolished.
13. Each Dean, in consultation with Chairs and Heads of Departments, should establish an ad-hoc Hiring Committee when a new faculty member is required and permission to fill the position is granted by the Vice-President, Academic Affairs. The Hiring Committee, chaired by the Dean, or Chair, or Head of Department, should define the position requirements and hiring criteria in keeping with the unit's strategic plan. (Human Resources is responsible for the technical aspects of advertising, posting, etc., consistent with the approved format. The Hiring Committee is responsible for interviewing and

vetting candidates, assessing their teaching and scholarly potential. The Hiring Committee recommends the leading candidate to the Dean. Once approved by the Dean, the recommendation is passed on to the Academic Board (Senate) and then ratified by the College Council).

(Note: A proposed Faculty Application for Employment Form has been developed by the Sub-Committee on Curriculum and Programmes and is presented in their report, Annex D)

14. New faculty should be offered an initial 3 year contract, subject to annual review, with a gratuity at the end of this period. After 3 years, non-Bahamian faculty may be offered a further 3 year contract, subject to performance and need. Bahamian faculty may opt for a 3 year contract or may ask to be considered for Permanent Establishment status. Before any contract extension, a formal review of performance and suitability is conducted by the Dean and the SCQA. A positive recommendation from the Dean to the Vice-President, Academic Affairs is required before contract renewal or Permanent Establishment status can be recommended to the President and subsequent ratification by the College Council.
15. "Faculty" should be defined as those persons primarily responsible for delivering courses that fulfill academic and certificate programme requirements housed in Schools and the Culinary and Hospitality Management Institute. They may be hired on a full-time or part-time basis. Part-time faculty who hold full-time jobs elsewhere may be assigned up to 2 courses per semester; those who do not hold full-time jobs elsewhere may be assigned up to 3 courses per semester.
16. Full-time faculty should have the right to be considered for appointment to either of two tracks: (a) emphasis on research and scholarship, as well as teaching and service; (b)

emphasis on teaching, as well as scholarship and service. Track (a) faculty would teach fewer course hours and fewer 100 and 200 level courses and they would be evaluated primarily on their research and scholarly contributions (peer reviewed grants, patents, publications). Track (b) faculty would be evaluated primarily on their teaching but would also be expected to engage in professional development and hold memberships in relevant scholarly and professional organizations. Track (b) faculty would be assigned more teaching hours than track (a) faculty.

17. Faculty qualifications should be obtained from institutions accredited by nationally recognized bodies and should, normally, be at least one level higher than the level they are teaching. (e.g., Faculty teaching in a master's programme should have earned a doctorate.)
18. Faculty hired by The College (University) should have at least a master's degree in the discipline they are teaching and, preferably, their first and second degrees should be in this discipline.
19. New faculty should have the benefit of a thorough (at least 2 days) orientation to The College and to The Bahamas, with a follow-up session by mid-semester. (See the report of the Sub-Committee on Faculty and Staff Affairs, Annex E for recommendations regarding the content of the orientation.)
20. All faculty should receive the sabbatical, conference, and study leaves that will assist them in optimally fulfilling their academic responsibilities and, where possible, upgrading their academic qualifications. (See Annex E for specific recommendations.)
21. New faculty should have access to mentors who will assist them with course development, pedagogy, initiating research and scholarly projects. (Again, see Annex E for specific recommendations.)

5.6 Student Admission

22. Applicants for general entry admission should be at least 16 years of age by September 30th of the entry year. They should have 5 Bahamas General Certificate of Secondary Education passes with 'C' or above including in English and Mathematics.
23. Mature students may be given credit for prior learning and work experience. A more specific policy for mature students should be developed.
24. Students with International Baccalaureate, Advanced Placement qualification, or regional CAPE and GCE 'A' qualifications should be eligible for admission.
25. The College (University) should consider more active recruiting of students abroad by participating in regional and some North American college fairs – provided qualified Bahamians are not thereby denied access to post-secondary education in their own country.
26. The Admissions Office should make a first level assessment of applications after which the relevant schools should make the final decision regarding admission. Acceptances should be offered sooner than at present.
27. Special attention should be directed to applicants with disabilities. Their special needs should be assessed and every effort made to accommodate these. If the present College facilities do not permit these needs to be met, the applicants and their parents should be assisted in exploring alternate educational options.

5.7 Student Examinations

28. Greater vigilance should be applied to reduce plagiarism and other forms of cheating; this includes stricter invigilation of examinations. Examination regulations should be strengthened, as outlined in Annex D.

29. The Vice-President, Academic Affairs and the Deans should review the way the Cross Moderation of Examinations policy is currently implemented. This imaginative policy is a useful protection against unfair or idiosyncratic marking of examination papers, but only if the policy is carried out as stipulated. Otherwise, it becomes a wasteful, time-consuming and meaningless activity.

5.8 Student Life

30. A student handbook should be prepared in both paper and electronic versions.
31. All students should have ready access to a computer and wireless access.
32. Student out-of-class access to faculty, including part-time instructors, should be increased.
33. More opportunities should be created for service learning and community service by students.
34. A homecoming week-end for alumni should be considered.
35. A career and job placement centre should be established.
36. Ways should be sought to increase financial aid for students (scholarships, bursaries, loans).
37. Student athletic and wellness programmes, both intercollegiate and intramural, should be expanded.
38. The College of the Bahamas Union of Students (COBUS) should be invited to establish a Student Activities Board.

(Note: Several other suggestions are made in the Report of the Sub-Committee on Student Affairs – Annex F.)

5.9 Facilities and Resources

39. Priority should continue to be given to raising funds for adding necessary facilities, including more classrooms, offices, dormitories, and athletic facilities.

40. Funds should be set aside for necessary upgrading of existing facilities.

(Note: Specific facilities and equipment requiring upgrading or replacement are mentioned in the Report of the Sub-Committee on Academic Facilities and Resources, Annex G.)

SECTION VI

A Model for Programme Review

In the absence of a fully functional national external quality assurance body, the following model which incorporates both internal and external quality assurance processes is recommended and might serve as a national prototype to frame external programme and institutional reviews.

6.1 Review of Academic Policies

As already recommended (5.2.3 and 5.2.4) all current standing policies, regulations, and guidelines pertaining to academic issues should be reviewed at least every 5 years by the proposed Steering Committee on Quality Assurance (SCQA). The first review of these policies should begin this year (2008). The Sub-Committee on Administrative Policies offers a policy development template (Annex H) that the SCQA might find helpful.

6.2 Review of Courses and Programmes

As already recommended, regular course and programme reviews should be instituted (5.3.7 and 5.3.8). Courses should be subject to disciplined reflection at least every 5 years and programmes at least every 7 years. In Annex H the Sub-Committee on Administrative Policies has offered a broad Quality Assurance Framework. What follows is a procedure model for the reviews.

6.2.1 Review Committees

Committees to review courses and programmes are mandated by the Academic Board and organized by the SCQA in consultation with the relevant Dean, Chair, and Head of Department. Ordinarily, these committees include a Chairperson (who is not involved with the course or programme under review), a member of the College (University) senior administration,

a member of the Faculty in which the course or programme is situated, a student nominated by COBUS. At the discretion of the Vice-President, Academic Affairs or the Dean, the committee might also include an external faculty member from the relevant academic discipline.

6.2.2 Self Study

In preparation for the review, the unit involved undertakes a self study in order to identify its strategic objectives and assess to what extent these are being met, to stimulate internal evaluation of quality, currency, and relevance, and to provide basic information for the benefit of the reviewers. The self assessment should comment on teaching, learning, and, where appropriate, research and scholarship, as well as on the appropriateness and adequacy of the infrastructure and support for the unit. The results of the Self Study are presented in writing to the Review Committee.

6.2.3 Site Visit

After receiving the report of the Self Study and such other information that it requires, the Review Committee undertakes a site visit during which the course instructor(s) or programme director are interviewed, student work is sampled, students are interviewed or surveyed, and the relevant facilities are examined.

6.2.4 The Review Report

At the conclusion of the review, the Chair presents the Review Committee's Report to the Dean and to the course instructor(s) or programme director for their response. The Report comments on the degree to which objectives are being met and offers recommendations. The Review Committee Report and Responses are submitted to the Academic Board.

6.3 Review of Academic Administrators

At the conclusion of their terms and before reappointment (or at least every 5 years) the performance of all senior academic administrators is reviewed. This includes the President, Vice-Presidents, Deans, Chairs of Schools, and Heads of Departments. These reviews are chaired by the Chairman of Council (in the case of the President) and by the President or one of the Vice-Presidents. The membership of the Review Committee normally includes an external senior academic officer, at least one faculty member, at least one student and, where appropriate, a member of the support staff. The Review Committee reports its findings and conclusions to the Chairman of the College Council when the President is reviewed; to the President when a Vice-President is reviewed; and to the Vice-President, Academic Affairs when Deans, Chairs, or Heads of Department are reviewed.

6.4 Review of Faculty Members

Although faculty performance should be monitored on an ongoing basis, a formal performance review should take place before a contract renewal, before Permanent Establishment status is offered, and before academic promotion is recommended. These reviews are coordinated by the SCQA and chaired by the appropriate Dean, or Chair, or Head of Department.

SECTION VII

Concluding Remarks

After six months of work, this Task Force is pleased to have been able to call attention to some of the many strengths of The College of The Bahamas, the impressive progress it has achieved in recent years, and challenges that it confronts as it prepares to assume university status. This Task Force Report offers 40 recommendations intended to improve academic quality and a schedule of reviews of policies, programmes, administrators, and faculty members. Further suggestions are offered in the five Sub-Committee reports which are included among the Annexes.

The members of this Task Force are impressed by the energy and commitment of the President and her team of senior administrators, and predict a bright future for an institution that will play a major role in the development of The Bahamas.

Annex A**Task Force Membership**

- Dr. Frederick Lowy (Chair)
President Emeritus, Concordia University, Montreal, QC
- Dr. Rosanne Adderley
Professor, Vanderbilt University, Nashville, TN
- Dr. Earla Carey-Baines
Dean, Faculty of Liberal and Fine Arts
- Dr. Rhonda Chipman-Johnson
Executive Vice-President, Academic Affairs
- Dr. Brendamae Cleare
Dean, Faculty of Pure and Applied Sciences
- Dr. Zorene Curry
School of Nursing and Allied Health Professions
- Dr. Linda Davis
Vice-President, Research, Graduate Programmes and International Relations
- Dr. Joseph Ferguson
School of Sciences and Technology
- Mrs. Teorah Ferguson
Counselling and Health Services Department
- Dr. Toni Francis
School of English Studies
- Ms. Ruth Gardiner
Culinary and Hospitality Institute
- Dr. Daphne Grace
Northern Bahamas Campus
- Dr. Stephanie Hutcheson
School of Social Services
- Ms. Willamae Johnson

College Librarian

Dr. Ethley London
Executive Director, University Council of Jamaica

Ms. Janice Munnings
School of Education

Dr. Olivia Saunders
School of Business

Mrs. Joyce Thompson
Consultant, Ministry of Education, Youth, Sports, and Culture

Dr. Linda Waldron
School of Communication and Creative Arts

Dr. June Wilson
Union of Tertiary Educators of The Bahamas

Annex B

Terms of Reference for Sub-Committees

Sub-Committee on Curriculum and Programmes

1. To examine the procedures and criteria for approval of new programmes and courses and recommend any changes considered desirable.
2. To examine procedures and criteria for periodic review of existing programmes, courses and departments and recommend any changes considered desirable.
3. To examine procedures to stimulate and recognize research and scholarship at the College and recommend any changes considered desirable.
4. To recommend guidelines and procedures for distance education.
5. To examine current admission criteria for academic programmes and recommend any changes considered desirable.
6. To examine the policies on student assessment, examinations, grading, and cross-moderation and recommend any changes considered desirable.

Sub-Committee on Faculty and Staff Affairs

1. To examine policy and procedures for hiring new faculty and senior staff members and recommend any changes considered desirable.
2. To examine procedures for the orientation of new faculty and senior staff members and recommend any changes considered desirable.
3. To examine procedures for faculty and staff development, mentoring, recognition, and promotion and recommend any changes considered desirable.
4. To examine policies and procedures for periodic assessment of faculty and senior staff performance and recommend any changes considered desirable.

Sub-Committee on Student Affairs

1. To examine the quality of the out-of-class college experience of both full-time and part-time students and recommend any changes considered desirable. (This includes all aspects of campus life—recreation, athletics, clubs, culture, etc.)
2. To examine the quality of student services (counseling, health, etc.) and recommend any changes considered desirable.

3. To examine the adequacy of the facilities and staff that support the above and recommend priorities for strengthening these.
4. To examine the adequacy of the College's dormitories as it implements the Strategic Plan and moves to University status.
5. To examine the measures in place to ensure safety and security and recommend any changes considered desirable.

Sub-Committee on Academic Facilities and Resources

(both Nassau and Freeport campuses)

1. To examine the adequacy and accessibility of library resources and recommend any changes considered desirable.
2. To examine the adequacy and accessibility of computing and other technical services that support teaching, research, and scholarship and recommend any changes considered desirable.
3. To examine the adequacy and utilization of classrooms, kitchens, and laboratories and recommend any changes considered desirable.
4. To examine the adequacy and utilization of office space for faculty members and recommend any changes considered desirable.
5. To examine the adequacy and utilization of parking spaces and the policies on parking and recommend any changes considered desirable.
6. To examine the college's master plan for development, with respect to its academic implications and recommend any changes considered desirable.

Sub-Committee on Administrative Policies

1. To examine the functioning of Faculty Boards and the Academic Board within the context of current policies and recommend any changes considered desirable.
2. To consider the impact of the possible creation of a University Senate. (see Report on Governance)
3. To examine the roles and the functioning of the Academic Affairs Office and other academic support units.
4. To examine the adequacy and utilization of parking spaces and the policies on parking and recommend any changes considered desirable.

5. To examine the interface and relationships of faculty and staff in offering quality service, to examine the adequacy and utilization of parking spaces and the policies on parking, and recommend any changes considered desirable.

Annex C

Sub-Committees Membership

Student Affairs

Janice Munnings – SEDUC Rep – Chair

Dr. Stephanie Hutcheson – SOSC Rep

Dr. Daphne Grace – NBC Rep

Dr. Danny Davis – Registrar

Colyn Major – Vice-President, Student Affairs

Vicente Roberts – Director of Campus Life

Sharise Clyde – Nassau Campus, Student Rep - SEDUC Senator

Berylyn Smith – NBC Student Rep - NBC COBUS President

Curriculum and Programme

Dr. Rhonda Chipman-Johnson – Vice-President, Rep – Co-Chair

Dr. Brenda Cleare – Dean FPAS and Acting Dean SEDUC – Co-Chair

Dr. Zorene Curry – SNAHP Rep

Dr. Linda Davis – Vice-President, Research, Graduate Programmes and International Relations
Rep

Dr. Ethley London – Executive Director, University Council of Jamaica, External Rep

Joseph Ferguson – SST Rep

Dr. Ruth Sumner – SEDUC Rep

Marche Mackey – Nassau Student COBUS Rep

Dr. Danny Davis – Registrar

Dr. June Wilson – UTEB Rep

Delores Williams – SBUS Rep

Dr. Sophia Rolle – CHMI Rep

Jacinth Taylor – SCCA Rep

Faculty and Staff Affairs

Dr. Earla Carey-Baines – Dean FLFA and Acting Dean SOSC, Chair

Dr. Linda Waldron – SCCA Rep

Dr. Rosanne Adderley – Professor, Vanderbilt University, U.S.A., External Rep

Dr. June Wilson – UTEB Rep

Dr. Berthamae Walker, Librarian

Mavis Pratt, Director, Human Resources Dept

Altamese Munrow – CEES Rep

Camille Barnett – SOSC rep

Dr. Marjorie Brooks-Jones – Chair SES

Dr. Faith Butler – SEDUC rep

Dr. Lincoln Marshall – Executive Director, CHMI

Dr. Carlton Watson – SST rep

Facilities and Resources**Theorah Ferguson – C&HSD Rep – Chair**

Remelda Moxey – Chair of SBUS

Ruth Gardiner – CHMI Rep

Denton Brown – Vice-President, Finance and Administration

Anthony Burrows – Estates Administrator

Administrative Policy**Olivia Saunders – SBUS Rep – Chair**

Willamae Johnson – College Librarian

Joyce Thompson – Ministry of Education Rep – external

Dr. Rhonda Chipman-Johnson, Vice President, Rep

Dr. Pandora Johnson – Vice-President, Outreach

Dr. Toni Francis – SES Rep

Judith Albury-Lightbourne – Human Resources

Deidre Ford-Knowles – Administrative Assistant

ANNEX D

Sub-Committee Report on Curriculum and Programmes

Terms of Reference:

1. to examine the procedures and criteria for approval of new programs and courses and recommend any changes considered desirable.
2. to examine procedures and criteria for periodic review of existing programs, courses and departments and recommend any changes considered desirable.
3. to examine procedures to stimulate and recognize research and scholarship at the College and recommend any changes considered desirable.
4. to recommend guidelines and procedures for distance education.
5. to examine current admission criteria for academic programs and recommend any changes considered desirable.
6. to examine the policies on student assessment, examinations, grading and cross-moderation and recommend any changes considered desirable.

The Committee met eight (8) times over the course of the past four (4) months. It must be noted that several members of the Committee found it difficult to attend, so only half of the Committee attended. Recommendations included in this report are based on discussions in these meetings. We were only able to address four (4) of the six (6) Terms of Reference.

1. to examine the procedures and criteria for approval of new programs and courses and recommend any changes considered desirable.
2. to examine procedures and criteria for periodic review of existing programs, courses and departments and recommend any changes considered desirable.
5. to examine current admission criteria for academic programs and recommend any changes considered desirable.
6. to examine the policies on student assessment, examinations, grading and cross-moderation and recommend any changes considered desirable.

The following two (2) Terms of Reference would have to be addressed at a later date.

3. to examine procedures to stimulate and recognize research and scholarship at the College and recommend any changes considered desirable.
4. to recommend guidelines and procedures for distance education.

RECOMMENDATIONS

Terms of Reference #1 & #2

Programme Review

Preamble

It must be noted that the Office of Academic Affairs had already done some preliminary work on programme review. Indeed a Programme Review Guide had been drafted as early as 2003. It is important to include those recommendations along with the current ones in order to build and maintain strong programmes

Findings

- A number of mechanisms are in place to ensure the development of quality programmes.
- The Approval in Principle and Approval in Full forms provide for the proper design and resourcing of programmes and the articulation of clear goals and learning outcomes.
- The rationale for new programme indicates the relevance of the programme and the ways in which it meets national needs.
- Programmes are not reviewed on a consistent basis.

At the present time, programmes/courses are vetted by three or four boards before they receive final approval: Curriculum Council, the Faculty Board, the Academic Board and Council. It was determined that the current process was much too lengthy and final approval should be given by the Academic Board.

Recommendations:

1. Ask the Council to delegate to the Academic Board the authority to approve programmes at the Academic Board level instead of going on to Council.
2. Ensure that Curriculum Council is working in accordance with policy.
3. Publish clearer guidelines for the operation of the Curriculum Council and Faculty Board.
4. Establish Advisory Boards for community input and encourage schools to work more closely with them.
5. Design format sheet for submission of papers. Ensure that there is sufficient flexibility to allow for needs of different schools.
6. Organize workshops to assist faculty in the development of new courses.

7. Make the responsibilities for course development clearer.
8. Establish clear procedures for the review of programmes and that such programmes should be reviewed every 5 years.
9. Course review should be done every 3 years.
10. The logistics and planning of the external review process should be managed by the Office of Academic Affairs in conjunction with the Deans.
11. The General Education programme should be reviewed every 3 years.
12. The Dean should have oversight for monitoring programme internal review in each of the schools coming under his or her portfolio.
13. Programme mentoring should be ongoing.
14. Each school should have a curriculum committee which would be responsible for the monitoring of programmes.
15. Curriculum Committee should meet on a monthly basis or as needed. Its primary responsibilities include ensuring the currency and validity of programmes, evaluating the effectiveness of programmes, evaluating outcomes and taking action to address shortcomings.
16. Schools should collect data regularly and conduct regular surveys to:
 - determine and evaluate learning outcomes
 - monitor enrolment and retention
 - ensure the currency and validity of programmes
 - ensure the effectiveness of programmes
17. Learning outcomes should be determined through a variety of sources and indicators
 - student performance on examinations portfolios of student work
 - employee feedback
 - number of students admitted to graduate schools
 - job placement statistics

Students

18. The Committee should evaluate the continuing effectiveness of programmes through assessment of student variables:
 - Assess the effectiveness for what the student can do at the end of each programme.
 - Assess work or field experience especially in the professional area.
19. Assess Learning Outcomes:

- Student performance on examinations.
 - Portfolios of student work.
 - Employer feedback.
 - Periodic observation of student employees.
20. Gather data on students and keep records of the following:
- Graduation
 - Retention
 - Job placement
 - Admission to graduate school
 - Alumni satisfaction and loyalty
 - Employer satisfaction
 - Annual surveys should be conducted by appropriate departments of The College

Faculty Qualifications

Faculty qualification is essential to the quality process. Not only should faculty enter the academy with the requisite credentials, but it is also essential that efforts be made to assist faculty with their professional development.

Recommendations

- Faculty should have a relevant master's degree in the discipline in which they are teaching plus 5 years of post qualification experience.
- As far as possible the first and second degree should be in the same discipline.
- Faculty qualifications should be one level higher than the level they are teaching – e.g. faculty teaching in a master's programme should have a doctorate.
- Establish a mentoring programme for new faculty
- Expand the existing orientation programme for new faculty
- Provide opportunities for faculty to gain experience in industry – to enhance the relevance and currency of programmes

Faculty Credentials Guidelines (adopted from Ruby Alleyne’s “Quality in Tertiary Education”)

- Faculty teaching general education courses at the undergraduate level: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.
- Faculty teaching baccalaureate courses: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree-usually the earned doctorate in the discipline.
- Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training and planning and periodic evaluations.

Terms of Reference #5

Admission Criteria

The Admissions Policy was reviewed and the following recommendations were made:

1. Applicants should have completed high school and be at least 16 years by September 30th of the year of entry. It was generally agreed that students should have some foundation that will allow them to pursue successfully a course of study.
2. BGCSE should remain a viable entry requirement: 5 BGCSE with ‘C’ and above including math and English. BGCSE entry requirement: 5 BGCSE passes with ‘C’ or 5 CXC (I-III)

3. General entry might differ from programmatic entry. In addition to 5 BGCSE, there may be some additional entry requirements such as more BGCSE subjects and level of pass for entry into certain college/university programmes.
4. The category of mature students should be separate from other entry requirements.
5. Students should be given credit for prior learning experience and a policy on prior learning assessment should be developed.
6. Students admitted to Bachelor Programme who do not meet direct entry requirements (5 BGCSE passes with 'C' or 5 CXC (I-III) and who may have one or two deficiencies should be provisionally admitted. They must make up such deficiencies within the first year or they will not be allowed to proceed with the programme.
7. There is a need for a general statement regarding international students and qualifications. Also, a separate section should deal with international students.
8. Regional and commonwealth qualifications such as the CAPE and GCE 'A' levels should be added to the admissions policy.
9. The Admission policy should make provision for the International Baccalaureate (IB) and Advanced Placement (AP). *Note: IB/SAT – there is a need for proper assessment of the level of IB/AP to establish proper equivalency so that students will get the appropriate exemptions.*
10. A committee in the office of Admissions should be responsible for the first level assessment of applications after which applications should be sent to relevant schools for final decision regarding admission to programme. The school committee should include the chair, HOD and Dean who will make determination based on information advanced from the office of Admission.
11. There may be a need for an established quota for areas which are oversubscribed.
12. Include a statement on discrimination of students.
13. Clearly establish a timeline for entry into COB and adhere to it.
14. There should be more timely handling of admission offers and acceptance to allow students time for adequate preparation for college.
15. The Placement Test should be administered in the fall for more timely handling of admission offers.
16. Include procedures for dealing with admission offers and acceptance:
 - [a] Appeals from unsuccessful applicants
 - [b] Early decision

- [c] Regular decision
- [d] Late applicants
- [e] Early admission
- [f] Deferred admission
- [g] Transfer student
- [h] Withdrawal of admission offer

Note: There is a transfer of credit policy already in place. This policy should be attached to the Admission policy.

17. Review transfer of credit policy and clearly articulate timeline for transfer of credit. Also indicate clearly persons responsible for the evaluation of transfer of credits.
18. Indicate how the students with disabilities and special needs will be addressed.
19. Include statement on the periodic review of admission requirements and information.
20. Admission requirements and information should be reviewed every 5 years.
21. Students should take Student Development Seminar in the semester of admission to College.
22. Student Development Seminar should be reviewed and updated.
23. Replace the use of word 'deficiency' with 'make-up'.
24. Complete preparations for the implementation of an honours programme in order to attract high quality students.
25. Once students have completed college prep, they should be vetted for entry by the relevant department and be considered for admission.
26. The level of certificates and diplomas (particularly in the professional areas) should be clarified. Note: It should be clear that the diplomas are post graduate.

Terms of Reference #6

To review policies on student assessment, examinations, grading and cross-moderation and recommend any changes considered desirable.

Final Examination, Assessment Findings

- The current policy on examination is adequate but needs some revisions.
- There is a need to ensure that the provisions of the Final Examination Policy are enforced and that every effort be made to guarantee the integrity of the examinations.

- There is generally a need for strengthening of examination regulations.

Recommendations

- [1] The Examination top sheet should indicate the code for the examination.
- [2] Students should not be allowed to enter the examination room without a valid I.D.
- [3] Phones or any other device capable of two-way transmission should not be permitted into the examination room.
- [4] Where a student is unable to submit a medical certificate himself/herself, this may be done on the student's behalf within five days.
2.2.1 If the attendance at, or the performance of a candidate in any part of any examination is likely to have been affected by factors of which the examiners have no knowledge, the candidate may report the circumstances in writing to the Chairperson who shall report same to the relevant Dean. If the candidate decides to report such circumstances, he/she must do so within five working days of the examination which may have been affected. **The student must also provide a medical certificate within 5 working days.**
- [5] A test bank of examinations that can be used for make-up should be established.
- [6] Invigilators should remain in the examination room during the entire time of the examination.
- [7] Invigilators should verify that all papers are collected.
- [8] 4.1 Be present at the examination room at least thirty (30) minutes before the examination is due to begin. The Chief Invigilator should have all necessary question papers and relevant materials there at that time. Invigilators who are late or absent should explain their lateness or absence to the **chair of the school** or in the case of large examinations to the Chief Invigilator and the Chairperson.
- [9] Late submission of examination papers must be documented by the chair and copied to the faculty file.
- [10] The Examination Officer should report all irregularities at the end of the examination period.
- [11] 6.3 The **school** should retain final examination scripts for one semester, during this period students may be allowed to review their examination scripts under the supervision of the examiner for the course. In the case of an appeal, an examination script may only be reviewed in the presence of both the examiner and the Chairperson.

- [12] A student has the right to question a grade and faculty should make themselves available for explanation of how the grade was awarded.
- [13] 8.2 Grade Appeals should be made to the relevant Dean on the form prescribed within four weeks of the official notification of grades. **Prior to submitting a grade appeal, a student must have discussed the grade with the relevant lecturer.** Late applications may be considered at the discretion of the Chairperson of the Board of Appeals in consultation with the relevant Dean.
- [14] 8.3. The fee of **\$75.00** will be charged for each Grade Appeal. The fee for successful appeals will be refunded. **The Appeal form should be appended.**
- [15] In the case of single section courses, every effort should be made to schedule the examination around the same time as when the class was held. Examinations for single section week-end classes should also be scheduled for the week-end.
- [16] The final examination schedule should be published by September 30th at the latest.
- [17] Any additional special examination policies should be appended to the Final Examination Policy.

Grading

The present grading scale is adequate. The problem is not the actual percentage tied to a grade rather it is how the work is assessed.

The 'D' grade continues to be very controversial. A number of faculty believe that it should not be considered a passing grade.

Recommendations

- [1] 'D' grades received in a major course must be repeated.
- [2] Students who receive a 'D' in a course should not be allowed to move on to a higher level course for which that course is a prerequisite.

Note: It is recognized that the requirement that all students achieve at least a 'C' in all courses could cause a backlog and terrible logistic problems.

Cross Moderation

The Cross Moderation Policy is not being followed across the board as stipulated. It appears that some schools adhere to the policy more seriously than others.

Recommendations

- [1] Organize workshops to review the Cross Moderation Policy.
- [2] When there is substantial disparity between the grading of the course moderator and the person responsible for the course, the script must be marked by a third person designated by the chair or the HOD.
- [3] There is a clear need for more interaction and collaboration between faculty in Nassau and faculty in Freeport. It is recommended that they meet once per semester for ongoing communication in respect to examinations. It is also recommended that cross moderation be done for a cross-section of grades coming in from Freeport and other satellite campuses.

ANNEX E

Sub-Committee Report on Faculty and Staff Affairs

Mandate

1. to examine policy and procedures for hiring new faculty and senior staff members and recommend any changes considered desirable.
2. to examine procedures for the orientation of new faculty and senior staff members and recommend any changes considered desirable.
3. to examine procedures for faculty and [senior] staff
 - a) development,
 - b) mentoring,
 - c) recognition,
 - d) promotion and recommend any changes considered desirable.
4. to examine policies and procedures for faculty and senior staff assessment.

FACULTY

Policy and Procedures for the Hiring of New Faculty

1. Definition and Conditions
 - 1.1 Faculty are academic personnel hired by The College of The Bahamas responsible for delivering courses that fulfill requirements for master's, baccalaureate, certificate and diploma programmes.
 - 1.2 Faculty should possess an earned, relevant doctoral degree. In some instances, faculty with a relevant master's degree or equivalent and 5 years tertiary level teaching experience since attaining the master's may be considered for a faculty appointment.
 - 1.3 Faculty may be hired on a full-time or part-time basis.
 - 1.3.1 Full-time faculty are hired on a full-time basis by The College and are responsible for teaching, research and scholarship and service.
 - 1.3.2 Part-time or adjunct faculty are hired to teach specific courses on an as-needs basis. Part-time/adjunct faculty who hold full-time jobs elsewhere should be assigned no more than 2 courses per semester. Part-time/adjunct faculty who do not hold full-time jobs elsewhere may be assigned no more than 3 courses per semester.
 - 1.4 Full-time faculty should be able to:
 - 1.4.1 follow the traditional responsibilities of teaching, research and service.
 - 1.4.2 focus primarily on teaching, scholarship that informs teaching, and service. Such faculty are expected to be members of professional organizations,

engage in professional development, attend professional seminars and workshops, etc.

2. Hiring of New Faculty

2.1 Deans, acting within budget and consistent with academic goals, objectives and FTEs (and in some instances, CRUs), should prepare advertisements for new faculty and new faculty lines in consultation with Chairs. Advertisements should:

- 2.1.1 detail the profile of the faculty to be hired (that is, academic / professional qualifications) and job responsibilities;
- 2.1.2 be forwarded to Human Resources for posting.

2.2 Qualified persons should submit completed COB Faculty Application for Employment Form (see revised form) along with cv/resume to HR who will forward to the Dean only those applicants eligible for the advertised position.

2.3 Deans, in consultation with Chairs, should appoint a hiring committee to vet applications. Hiring committees should:

- 2.3.1 comprise the Chair of the academic unit (chair of committee) and HOD and no less than 5 and no more than 7 members, the majority of whom should be faculty from the relevant subject area holding the rank of Assistant Professor or higher. Other members could be other faculty from the department or faculty from related departments/areas.
- 2.3.2 prepare spreadsheets of shortlisted and not-shortlisted candidates.
- 2.3.3 interview shortlisted candidates; verify credentials and references; submit a shortlist, in order of priority, to the Dean.

2.4 The top 2 shortlisted candidates should be brought to campus for face-to face visit and meetings with faculty and students (and other stakeholders as necessary); should present on research projects/initiatives; could be asked to demonstrate a lesson or skill.

2.5 Based on feedback from constituents (hiring committee, faculty, students), the Dean should recommend faculty hires to the President for approval by Council.

2.6 Once approved by Council, the Dean's office must continue to be involved in the hiring process.

3. Faculty Appointments

3.1 All new full-time faculty should be offered, in the first instance, a 3-year contract with a gratuity payable upon satisfactory completion of the contract.

3.2 After the first 3-year contract, non-Bahamian faculty should be eligible for an additional final 3-year contract, subject to exemplary performance and need. However, such renewals are not automatic; as per Bahamian law, vacancies will need to be advertised at the end of the contract.

- 3.3 After the first 3-year contract, Bahamian faculty could opt for an additional 3-year contract, subject to exemplary performance and need, **after which** they could be considered for permanent establishment in which case they become pensionable. The criteria by which Bahamian faculty are to be considered for permanent establishment should be identified and communicated to all. Recommend the creation of a Committee to review requests for Permanent Establishment. Committee should be chaired by the relevant Dean and comprise faculty already on permanent establishment who will assess request on the basis of academic productivity and teaching performance.
- 3.4 Decisions regarding the renewal of contracts should be made by the Dean in consultation with Chairs. Recommendations should be forwarded to the President for approval by Council.

Procedures for the Orientation of New Faculty

The institution must provide every opportunity to ensure that new faculty are able to contribute to their departments and The College so that they have a meaningful effect on students, develop professionally and realize their personal goals. Effective, on-going orientation of faculty new to the institution is one way of achieving these objectives.

Orientation for new faculty at the start of the academic year should take place over at least a 2 day period with a follow-up sessions during the academic year.

1. Orientation should cover
 - 1.1 Information on The College
 - Mission, vision, Strategic Plan
 - Administrative and academic organization and structure
 - Benefits
 - Leaves
 - Medical Insurance
 - Facilities (for example, Wellness Centre, etc.)
 - 1.2 Information on Students
 - Demographics
 - Profiles
 - Clubs and organizations
 - Student services
 - 1.3 Faculty Duties and Responsibilities
 - Teaching
 - Research
 - Scholarship
 - Service
 - End-of-year faculty report

1.4 Teaching and learning at COB

- Academic rules and regulations
 - Academic Board approved Course Outlines
 - Cross-moderation
 - Grading
 - Curriculum review and development
 - Instructional support (Blackboard, libraries, Math Lab, Language Resource Centre)
 - Support for research (Gerace, BERC)
2. For faculty new to The Bahamas, orientation should also include information on:
- Housing and real estate agents
 - Banking facilities
 - National Insurance
 - Clinics and hospitals
 - Schools
 - Cultural customs and traditions

While all faculty share the responsibility of welcoming and assisting new colleagues, the following units are primarily responsible for the orientation of new faculty:

1. Human Resources
2. Dean's Office
3. Schools/Departments, which should provide:
 - Profiles on current faculty inclusive of their research interests
 - Programme profiles
 - School/departmental guidelines, practices
 - Organizational chart, role of Chair, HOD, Subject Coordinators
 - Information on photocopying, ordering books, etc.
 - Information on procedures for faculty assessment and evaluation
 - Information on procedures for final exams, submission of final course grades, etc.
 - Sample course syllabi, assignments, tests, etc.

Faculty Development

A branch (section) of Human Resources should be created to facilitate the general development of faculty in order to support and enrich their work. This section should be responsible for:

- 1.1 liaising with faculty to identify areas of need;
- 1.2 organising in-house workshops to facilitate best practices (on, for example, "The Underprepared Student", "Assigning and Responding to Student Writing", "Integrating Technology into Teaching and Learning", "Preparing a Course Proposal Form", "Conducting Classroom Observations", "Strategies for Managing Complaints", "Strategies for Dealing with Academic Dishonesty", "Professional Ethics", "Assessing Student Learning", etc.);

- 1.3 identifying faculty development programmes, issues and resources;
- 1.4 helping faculty develop local and international professional networks.

Procedures for Faculty Development

1. Conference Leave

Each academic unit should be eligible for a specific sum of money, allocated in the budget, to facilitate attendance at professional conferences, workshops, trade shows, etc.

- 1.1 After 1 year of service, each full-time faculty member should be eligible for funding, on the basis of documentary evidence of their expenses, to facilitate membership in professional organizations, attendance at professional conferences, workshops, trade shows, etc.
- 1.2 Faculty should submit applications to the Dean, along with documentary evidence of expenses.
- 1.3 Deans, in consultation with Chairs, should consider faculty applications for financial assistance in accordance with approved criteria.
- 1.4 To encourage research and scholarship, faculty who present at conferences, seminars or workshops should be eligible for an additional sum of money (to be specified) on the basis of documentary evidence of their expenses.

2. Paid Study Leave

- 2.1 To increase the percentage of full-time faculty with doctoral degrees, paid study leave should be awarded on the basis of merit within a fixed budgetary framework to faculty who are eligible for permanent establishment and who wish to pursue doctoral degrees.
- 2.2 Ideally, paid study leave should be awarded by a Faculty Senate. In the absence of a Faculty Senate, we recommend the following:
 - 2.2.1 Applications for study leave should be forwarded to the Dean, at least 1 year prior to the start of the expected leave.
 - 2.2.2 The Dean, in consultation with Chairs, will review applications for leave and forward recommendations to the President for approval by Council.
- 2.3 After 6 years of service, full-time faculty should be eligible for paid study leave at full salary for any period from 1 to 4 years, depending on the doctoral programme and available funds.
- 2.4 In exceptional cases and upon documented evidence of significant progress in the area of study, faculty may be granted additional leave of 1 year or any part thereof to facilitate the completion of their studies.
- 2.5 COB must approve the institution in which the faculty member intends to enrol and the programme of study. The institution must be accredited and the faculty member must have direct acceptance into the programme.

- 2.6 Faculty on study leave are expected to maintain a full course load and a minimum cumulative GPA of 3.00 (or B). Faculty who do so are eligible for their annual increments; faculty who fail to do so are liable to have their salary suspended and the leave rescinded.
- 2.7 At the end of every academic year of the leave, faculty should submit to the Dean:
- 2.7.1 a progress report, including documentation on major research papers, dissertation chapters, letters of support from the major advisor, etc.;
 - 2.7.2 a transcript verifying their grades at the end of each semester.
- 2.8 Faculty who return to The College without completing their programme of study may be allowed a maximum of 3 months unpaid leave (one time only) to complete their programme. Such leave will normally be taken during the summer but consideration may be given for a semester off, if circumstances allow.
- 2.9 Faculty who fail to complete their programme of study within the period granted (including extensions) and who return to The College should be required to give additional (1½) years of service for each year of paid leave and should be required to repay The College, over time, 2/3 of the total salary paid during the leave.
- 2.10 Faculty who fail to complete their programme of study within the period granted (including extensions) and who fail to return to The College should be required to repay The College the total amount disbursed by The College, plus 6% interest per annum. Additionally, faculty who complete their programme of study and who fail to return to The College should be required to repay The College the total amount disbursed by The College, plus 6% interest per annum
- 2.11 Faculty awarded paid study leave will be bonded to The College.
- 2.12 Paid study leave will be awarded only once.

3 Sabbaticals

- 3.1 Sabbaticals should be awarded on the basis of merit (to full-time faculty eligible for permanent establishment) within a fixed budgetary framework.
- 3.2 Ideally, sabbaticals should be awarded by a Faculty Senate. In the absence of a Faculty Senate, we recommend the following:
- 3.2.1 Applications for sabbatical should be forwarded to the Dean at least 1 year prior to the start of the expected sabbatical.
 - 3.2.2 The Dean, in consultation with Chairs, will review applications for sabbaticals and forward recommendations to the President for approval by Council.
- 3.3 After 8 years of service, full-time faculty should be eligible for 1 year (12 months) sabbaticals paid at 50% salary or half-year (6 months) sabbaticals paid at 100% salary.

4. Unpaid Study Leave

- 4.1 After 3 years of service, all full-time faculty, should be eligible for unpaid study leave for any period from 3 to 12 months.
- 4.2 Unpaid study leave should be granted on an annual basis.
- 4.3 At least 6 months prior to the start of the expected leave, faculty should forward applications for unpaid study leave to the Dean.
- 4.4 Unpaid study leave should be granted by the Dean in consultation with the Chair.

Procedures for Faculty Mentoring

Mentoring is essential for the development of faculty and a successful academic career. Mentorship is built on a climate of trust. Mentors should hold the rank of Assistant Professor or higher, serve as role models and agree to be available on a regular basis. Mentoring time should be planned and maintained and may involve regular activities such as weekly meetings, sharing a meal.

1. Mentoring of Faculty New to the Profession

Full-time, experienced faculty volunteer (or are selected by Deans in consultation with Chairs) to mentor full-time and part-time/adjunct faculty new to the profession. Mentors help faculty:

- 1.1 develop appropriate course syllabi;
- 1.2 develop and/or access appropriate teaching materials;
- 1.3 develop teaching strategies and strategies for assessing student work;
- 1.4 identify strategies for teaching specific groups of students; for example, the adult learner, the underprepared student, etc.;
- 1.5 develop effective strategies for student conferences;
- 1.6 prepare for classroom observations;
- 1.7. identify documentation in support of teaching for the end-of-year faculty file;
- 1.8 develop a balance between course preparation, assessment of student work and personal life;
- 1.9 identify institutional support for teaching and learning;
- 1.10 reflect on best practices.

2. Facilitating Faculty Research and Scholarship

Full-time faculty engaged in active research and scholarship volunteer (or are selected by Deans in consultation with Chairs and VP of Research) to facilitate research and scholarship of other faculty by serving as faculty mentors. Mentors:

- 2.1 help faculty identify and plan a research project;
- 2.2 help faculty identify support for research projects;
- 2.3 provide advice about grant-writing;
- 2.4 provide information on where to publish and how to get published;
- 2.5 invite faculty to collaborate on / participate in a research project.

3. Mentoring of Faculty New to The College

Full-time faculty who have worked at The College for at least 2 years, volunteer (or are selected by Deans in consultation with Chairs) to mentor full-time and part-time/adjunct faculty new to The College. Mentors help faculty become familiar with

- 3.1 academic policies, regulations and procedures;
- 3.2 procedures for applying for conference leave;
- 3.3 opportunities for committee work and service
- 3.4 procedures for annual review;
- 3.5 types of documentation in support of teaching, research, scholarship and service for the end-of-year faculty file;
- 3.6 institutional customs and traditions.

Faculty Recognition

The College needs to implement procedures that recognize/celebrate excellence in teaching, research, scholarship and creative activity within the institution. Some of the more “common” awards that are presented by academic institutions are:

1. Excellence in Research Award (already established at COB as the Stanley R. Wilson Award for Excellence in Research)
2. Community Research Award
3. Innovation in Teaching Award
4. Award for Excellence in Teaching
5. Faculty Achievement Award
6. Outstanding Faculty Fellow
7. Summer Excellence in Teaching Award
8. Creative Teaching Award

Procedures for Faculty Promotion

A clearly articulated promotions process needs to be identified in which faculty are evaluated by their peers on the basis of excellence in teaching, research and scholarship and service for promotion from one rank to another.

Procedures for Faculty Assessment

A clearly articulated process need to be identified and communicated to all.

SENIOR STAFF

Policy and Procedures for the Hiring of Senior Staff

1. Senior Staff Positions

- 1.1 Senior staff members are administrative personnel hired by The College of The Bahamas on a contractual basis to oversee, plan and develop specific units or departments.
- 1.2 Normally, senior staff report directly to an Associate Vice President, Vice President or the President. The President reports directly to the College Council.

2. Hiring of Senior Staff Members

2.1 The President, acting on the advice of the College Council, should establish an Advisory Search Committee to oversee the filling of specific senior staff positions. In those instances where the position of President needs to be filled, the Council should establish an Advisory Search Committee.

2.2 The Advisory Search Committee should:

2.1 reaffirm and/or detail the responsibilities of the position and the academic and professional credentials / qualifications needed to full the position;

2.2 prepare the advertisement for the position and forward the same to HR for posting;

2.3 vet applications and prepare spreadsheet of shortlisted and not-shortlisted candidates;

2.4 interview shortlisted candidates; verify credentials and references;

2.5 arrange for the top 2 shortlisted candidates to meet with relevant internal (and where necessary, external) stakeholders;

2.6 submit a shortlist, in order of priority, to the President.

3. Senior Staff Appointments

3.1 All new senior staff members should be offered, in the first instance, a 4-year contract with a gratuity payable upon satisfactory completion of the contract. In the case of the position of President, the offer should be for a 5-year contract, in the first instance.

3.2 After the first 4-year contract (or 5-year contract in the case of the position of President), senior staff should be eligible for additional contracts, subject to exemplary performance and need. As per Bahamian law, should the senior staff member be a non-Bahamian, the position will have to be advertised.

3.4 Decisions regarding the renewal of contracts should be made by an Advisory Committee of three persons.

3.5 Senior staff members who hold faculty appointments maintain their faculty status.

Procedures for the Orientation of New Senior Staff

The institution must provide every opportunity to ensure that new senior staff members are able to lead their units, develop professionally and realize their personal goals. Where application, orientation should cover:

1.1 Information on The College

Mission, vision, Strategic Plan

Administrative and academic organization and structure

Benefits

Leaves

Medical Insurance

Facilities (for example, Wellness Centre, etc.)

1.2 Information on the Specific Unit

History
Role, function, purpose
Personnel

1.3 Specific Duties and Responsibilities

For senior staff new to The Bahamas, orientation should also include information on:

Housing and real estate agents
Banking facilities
National Insurance
Clinics and hospitals
Schools
Cultural customs and traditions

Senior Staff Development

A branch (section) of Human Resources should be created to facilitate the general development of senior staff in order to support and enrich their work. This section should be responsible for:

- 1.4 liaising with senior staff to identify areas of need;
- 1.5 organising in-house workshops(on, for example, “Strategies for Managing Complaints”, “Conducting Performance Appraisals” “Strategic Planning”, “Creating and Managing a Budget”, etc.);
- 1.6 identifying development programmes, issues and resources;
- 1.4 helping senior staff develop local and international professional networks.

Procedures for Staff Development

1. Conference Leave

- 1.1 Each senior staff member should be eligible for a specific sum of money each academic (or calendar) year, on the basis of documentary evidence of their expenses, to facilitate membership in professional organizations, attendance at professional conferences, workshops, trade shows, etc.
- 1.1 Sums of money not spent in one academic (or calendar) year may accumulate for up to two years only.
- 1.2 Senior staff should be eligible for travel advances against documentary evidence of projected expenses.
- 1.3 To encourage research and scholarship, senior staff who present at conferences, seminars or workshops should be eligible for an additional sum of money (to be specified) on the basis of documentary evidence of their expenses.

2. Attachments

Senior staff members should be eligible for attachments to organizations or institutions approved by The College.

Procedures for Senior Staff Mentoring

Mentors should be persons who also hold a senior staff position; they should be volunteers or should be assigned by the person to whom the new senior staff member must report (Associate Vice President, Vice President or President). Among others, mentors help senior staff navigate the Collective Agreements and procedures for annual review. For those new to the institution, mentors also help senior staff become familiar with Institutional customs and traditions

ANNEX F

Sub-Committee Report on Student Affairs

Dates of meetings held: February 15, 19, 27, 2008; March 7, 2008; April 8, 2008; May 26, 30, 2008; June 2, 2008

The College of The Bahamas (COB), in its transition to University status, has been assessing how it responds to its students. To this end, several surveys have been conducted to understand student-related issues. Primary among them were the “National Survey of Student Engagement (NSSE 2007)” and the “College Student Experience Questionnaire (2004)”.

The College continues to address student-related issues through improvements in customer service training, Management Information Services (MIS) and physical facilities (i.e. through the Wellness Center, Performing Arts Centre and the construction of a new library (Fielding 2007). Moreover, The College has enhanced the registration process by moving to online registration. Additionally, it plans to create and make available to students more opportunities for service learning and community service.

Also, with the goal of providing more student-centered and student-driven initiatives, Student Affairs is being assiduously developed and restructured. One example is the move from a “Student Activities Department” to the “Department of Campus Life” with a complement of new staff. The renaming of the latter captures the essence and spirit of what this institution desires primarily for its students as well as all its stakeholders through a process of engagement and community mobilization. This will be done through initiatives that are evidence-based and targeted at creating a health-promoting College/University. The focus will be on mental health, student development and community wellness which is focused on the improvement of the quality of life indicators. The Department is structured around three tiers of intervention including:

- i) Student engagement (activities, student development initiatives and behaviour change).
- ii) Community engagement (stakeholder mobilization and behaviour change).
- iii) Special projects (community service).

In addition to creating the Department, the College Council has formed a special Committee to examine campus life, with a view to making its own recommendations.

To ensure ongoing student input and to enable Campus Life to accomplish its goals, the National Survey on Student Engagement (NSSE), the College Student Experience Questionnaire, as well as interviews with focus groups, will be carried out at predetermined intervals. The results will be communicated to all internal stakeholders.

Table 1: Status, verification and recommendations, in regard to Term of Reference #1

<i>Term of Reference #1</i>		
To examine the quality of the out-of-class college experience of both full-time and part-time students and recommend any changes considered desirable. (This includes all aspects of campus life - recreation, athletics, clubs, culture, etc.)		
Status	Means of Verification	Recommendations
The majority of students attend classes and then go home.	National Survey of Student Engagement (NSSE) 2007	<ul style="list-style-type: none"> i. Develop activities/programmes to increase student residential time on campus, <i>e.g.</i>, market Wellness Center, and create more Fraternities and Sororities at all COB/UOB campuses. ii. Refocus campus life to a student driven process, <i>e.g.</i>, establish a Student Activities Board (SAB) under the auspices of The College of The Bahamas Union of Students (COBUS). iii. Allocate more work and computer spaces as well as a room for quiet study (NBC). iv. Establish initiatives for non-traditional students (out of high school 5 years or more) and for challenged students (<i>e.g.</i> students with disabilities). iv. Establish a Graduate Students Society.
<p>A small number of students play team sports.</p> <p>Limited recreational space and activities at the Northern Bahamas Campus</p>	<p>College student experience questionnaire</p> <p>Student attitudes toward student activities and intramural sporting</p>	<ul style="list-style-type: none"> v. Market Wellness Center vi. Create more Fraternities and Sororities at all COB/UOB campuses. vii. Establish at Nassau Campus and NBC a Student Activities Board

<p>(NBC).</p> <p>Very small numbers of students use recreational facility</p> <p>Very few students exercise regularly.</p>	<p>events (Planning Unit, May 2006)</p>	<p>(SAB) under the auspices of The College of The Bahamas Union of Students (COBUS).</p>
<p>A small number of students attend panel discussions/ special lectures.</p>	<p>Student attitudes toward student activities and intramural sporting events (Planning Unit, May 2006)</p>	<p>viii. Clubs need revitalizing with more variety</p> <p>ix. Schedule club meetings to accommodate working students. The current 2-4 p.m. Thursday non-teaching time restricts participation of part-time students. Students should schedule their extra curricular activities based on member availability.</p> <p>x. Establish a Student Activities Board (SAB), including at the Northern Bahamas Campus (NBC), under the auspices of The College of The Bahamas Union of Students (COBUS).</p>
<p>Very few students socialize with students outside of the classroom.</p>	<p>“Student Speaks COBUS Listens” NBC report, March 2008</p> <p>Focus groups (Club Retreats convene annually (Fall)</p>	<p>xi. Fill positions in Campus Life Department inclusive of Assistant Director, NBC.</p> <p>xii. Utilize a College calendar for Campus Life activities.</p> <p>xiii. Need signature standard events on global calendar (e.g., homecoming, Junkanoo Festival, Potcake Race, COB/UOB Bush Festival).</p>
<p>Online registration available</p>	<p>The College of The Bahamas Annual Report 2006-2007, p.10</p> <p>NSSE, 2007</p>	<p>xiv. Ongoing needs assessment</p>

	<p>Task Force on student body (2005)</p> <p>Notes from Senior Management Meetings (Spring 2008)</p> <ul style="list-style-type: none"> • Strategic Plan (2007), p.11 	<p>xv. Strongly encourage students to utilize on-line registration.</p> <p>xvi. Allow registration without groups.</p>
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Table 2: Status, verification and recommendations, in regard to Term of Reference #2

<i>Term of Reference #2</i> To examine the quality of student services (counselling, health, etc.) and recommend any changes considered desirable.		
Status	Means of Verification	Recommendations
Freshman Orientation	<p>Task Force on Student Body (2005)</p> <p>Annual Test results – Freshmen (Learning and Study Strategy Inventory) and VARK Learning Style Inventory)</p>	<p>Improve the quality of student experiences by:</p> <p>i. -expanding Freshman Orientation to a Freshman Year Experience; implementing Sophomore, Junior, and Senior Year Experiences.</p>
Job Placement (career and employment counselling)		<p>ii. -Expanding Career and Job Placement Centre.</p>
<p>-Learning Support (Peer Tutoring and study groups)</p> <p>-Psychological and Vocational Testing Services</p>	<p>Security Incident Reports</p>	<p>iii. - Actively recruiting Peer Tutors and marketing Peer Tutoring Programme to College/University community and stakeholders.</p> <p>iv. - Establishing a “Care Team” to identify and</p>

<p>-Health Clinic</p> <p>-Financial Aid</p> <p>-Athletics (intramural) Wellness Centre opened Feb. 2008.</p> <p>-Leadership programmes</p> <p>All of the above student services are at different stages of development.</p>	<p>The College Disciplinary Board Reports.</p> <p>Counselling and Health Services Strategic Plan 2005</p> <p>Working Policy on Financial Aid</p> <ul style="list-style-type: none"> • Strategic Plan 2007 p. 8 Student attitudes toward student activities and intramural sporting events (Planning Unit, May 2006) <p>The College of The Bahamas Annual Report 2006-2007, p. 17</p>	<p>address early indicators of conflicts.</p> <p>v. - Expanding facility and team (i.e. recruit physicians through Alumni Association).</p> <p>vi. – Expanding Work Study Program:</p> <ul style="list-style-type: none"> • Restructure Financial Aid Programme to improve student experience, to enhance student learning, to enhance the quality of the experience. • Hire more students to ensure student-driven initiatives. • Provide seminars on financial planning through liaison with The School of Business. <p>vii. Expand athletic programmes through international partnerships.</p> <p>viii. Develop a campus health centre.</p> <p>Continue to expand leadership opportunities, e.g. mandatory community service.</p>
<p><i>Term of Reference #3</i> To examine the adequacy of the facilities and staff that support the above and recommend priorities for strengthening these.</p>		
<p>Status</p>	<p>Means of Verification</p>	<p>Recommendations</p>

<p>COB has five library branches. (Main, Northern Bahamas, Hilda Bowen, Law, and Culinary Hospitality Management Institute {CHMI})</p> <p>Seating capacity is limited</p> <p>Students' request for extended library hours.</p>	<p>The College of The Bahamas Libraries and Instructional Media Services (LIMS) Department Fact Sheet</p>	<p>i. Celebrate the building of the Harry C Moore Research and Information Centre. (Main Library completion time frame- 2 yrs).</p> <p>ii. Extend Library Hours (Proposed Pilot to be done during examination period, Fall 2008).</p>
<p>Proposal for new Northern Bahamas Campus inclusive of new library facility</p>	<p>Proposed Development Plan for Northern Bahamas Campus (NBC) 2005</p>	<p>iii. Build library.</p>
<p>New databases available Interlibrary loan continues to be free to COB community</p>	<p>5-10 Year Building Plan, VP of Finance, HR and Administration</p>	<p>iv. Encourage students to utilize databases.</p> <p>v. Continue to develop virtual Library. (expected implementation Fall 2008).</p> <p>vi. Inform community of availability and encourage them to use data collection.</p>
<p>Unable to meet community demands effectively.</p>	<p>International library standards</p>	<p>vii. Hire more specialized librarians at all branches.</p>
<p>Counselling Department has 7 counsellors and 2 staff members (Nassau Campus), and 1 counselor</p>	<p>Counselling and Health Services Strategic Plan 2005 Director's Report 2005-2006</p>	<p>viii. Accept proposal to increase staff.</p> <p>ix. Hire additional counsellor and staff member at NBC.</p>

<p>(NBC)</p> <p>Counselling Department is currently located in a section of the attic of the Portia Smith Building. Need space for group room and filing room.</p>	<p>5-10 Year Building Plan, VP Finance, HR and Administration</p>	<p>x. Build new student centre with adequate space for the Counselling Department.</p>

Table 4: Status, verification and recommendations, in regard to Term of Reference #4

<p><i>Term of Reference #4</i> To examine the adequacy of the College's dormitories as it implements the Strategic Plan and moves to University status.</p>		
<p>Status</p>	<p>Means of Verification</p>	<p>Recommendations</p>
<p>NBC has no dormitories.</p> <p>All dormitories are centrally air-conditioned. The recreational centre was renovated and will be fully functional in Fall 2008. New computer lab constructed. Budget for computers shared by President's Office and Student Affairs.</p> <p>Establishing a policy on Student Housing on New Providence.</p> <p>Students dissatisfied with residence life:</p>	<p>5-10 Year Building Plan, VP Finance, HR and Administration</p> <p>Draft "Policy With Respect To Student Housing On New Providence" (2008)</p> <p>Written communication to VP Student Affairs: "College of the Bahamas Residential Campus" (Feb 11th, 2008)</p>	<p>i. Build dormitories on new campus (NBC).</p> <p>ii. That Council approves draft policy (June 2008).</p> <p>iii. Develop activities for dormitory residents to improve a sense of community.</p> <p>iv. Increase foot patrols on all campuses. Provide security escorts.</p>

<ul style="list-style-type: none"> • Inadequate furnishings, appliances, and access to clean water. • Inadequate security. • Limited dormitory facilities. 	<p>COBUS Senate Report (Feb 18, 2008)</p>	<ul style="list-style-type: none"> v. Improve ratio of Resident Assistants from 1-25 to 1-12.5. vi. Renovate existing structures and build new dormitories. vii. Carry out structural repairs, upgrade furnishings, remove mold.
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Table 5: Status, verification and recommendations, in regard to Term of Reference #5

<i>Term of Reference # 5</i>		
To examine the measures in place to ensure safety and security and recommend any changes considered desirable.		
Status	Means of Verification	Recommendations
<p>Inadequate health and safety measures in science laboratories (e.g. chemicals not stored appropriately).</p> <p>NBC has 1 security officer who is not always available.</p> <p>NBC has no fire alarm system.</p>	<p>Complaints from students and professors</p> <p>COBUS –NBC Forum: “Students Speak, COBUS Listens” (March 5th, 2008)</p>	<ul style="list-style-type: none"> i. Install appropriate storage facilities. ii. Air-condition laboratories and provide laboratory aprons and goggles. iii. Hire additional security officers who will be available and accountable. iv. Install fire alarms.
<p>Emergency Procedures Committee (EPC) established (March 2008).</p>	<p>Presentation of “Emergency Procedures Draft Report” to Senior Management (May 2008)</p>	<ul style="list-style-type: none"> v. Implement recommendations. vi. Update emergency procedures for all buildings, especially the Portia Smith Building (PSB) and the Northern Bahamas Campus

		(NBC). Improve emergency preparedness, e.g. drills. Communicate procedures to occupants, regularly.
Portia Smith Building (PSB) emergency exits are inadequate.	Reports from staff and faculty	vii. Improve emergency exits.

Table 6: Proposed frequency of verification exercises

Instrument	Frequency
Annual Test results –Freshmen (Learning and Study Strategy Inventory) and VARK Learning Style Inventory)	Each semester.
Annual Test results –Freshmen (Learning and Study Strategy Inventory) and VARK Learning Style Inventory)	Each semester.
“National Survey of Student Engagement (NSSE)”	Once every 4 years.
“College Student Experience Questionnaire”	Every 3 years.
Focus Groups	Every 2 years

ANNEX G

Sub-Committee Report on Facilities and Resources

Terms of Reference

1. To examine the adequacy and accessibility of library resources and recommend any changes considered desirable.
2. To examine the adequacy and accessibility of computing and other technical services that support teaching research and scholarship and recommend any changes considered desirable.
3. To examine the adequacy and utilization of classrooms, kitchens and laboratories and recommend any changes considered desirable.
4. To examine the adequacy and utilization of office space for faculty members and recommend any changes considered desirable.
5. To examine the adequacy and utilization of parking spaces and the policies on parking and recommend any changes considered desirable.
6. To examine the college's master plan for development with respect to its academic implications and recommend any changes considered desirable.

1. Examine the adequacy and accessibility of library resources and recommend any changes considered desirable.

a. A new library fully designed project awarded with the buildings basic requirement being:

- 60,000 square feet
- 3 storey
- combination of collective space
- offices
- reference space
- museum space
- archive space
- multimedia
- high tech
- small auditorium

- allow for tripling of collection space of 75,000sq.ft. presently and will allow for 150,000 to 225,000sq.ft.
- b. Virtual library with computer access, hard wire and wireless network. Components being:
- new RFP (request for proposal) to have network evaluated and upgraded (survey to determine problem and cost to fix it)
 - security
 - actual computing capacity (servers) (C Block project-rebuilding of computer room already budgeted)
 - actual software piece (search engines and organization of data e.g. premo, exlibras, voyager)
 - digitizing holdings
 - more personal computers and laptops (better access for students and faculty)
- c. Inter library loan programme (led by Willamae Johnson and ready to go)
- d. Freeport:
- getting a new library with a new building the same size as the old one
 - long range plan (multi purpose structure) library of 5,000sq.ft.
- e. - Additional space is needed at the Oakes Field campus library for staff and storage.
- Additional user seating at the other branches.
 - All branches need additional computers and printers, especially for library patrons.
 - Flat panel monitors to serve as electronic bulletin boards are needed in all branches of the library.
 - The library should operate between the hours of 8 a.m. and 11p.m. Monday to Friday and 10 a.m. to 6 p.m. on Saturday and Sunday.

2. Examine the adequacy and accessibility of computing and other technical services that support teaching, research and scholarship and recommend any changes considered desirable.

- a. standard in place:
- one computer for every faculty member is recommended
 - Wireless services should be provided for the entire campus
 - missing is research quality and data storage
 - server capacity has to be upgraded and increased
 - support teaching (distance education vs on campus)
 - classrooms do not have full internet accessibility
 - minimal overhead projectors and LCD

- computing shortfall (modernization issue)
- computing and technical services that permit one to accomplish focused research (research to support national development)

3. Examine the adequacy and utilization of classrooms, kitchens and laboratories and recommend any changes considered desirable.

a. inadequate facilities campus wide:

- dated kitchen equipment
- technological and infrastructural support needed for practical based courses
- upgrading of all labs i.e. nursing, hospitality, technology e.t.a.l
- building renovations (buildings 25 years and older)
- proposed new science complex building

Follow are recommendations from several schools

I. Culinary and Hospitality Management Institute

- Tiling of Choices
- Restaurant furniture and fixtures e.g. Privacy screens, manned table, silk plants
- Show kitchen for Choices
- Gueridons for fine dining
- Refurbishment and refurnishing of Housekeeping lab
- Computer lab for hospitality simulations
- Outdoor/courtyard café
- Tuck Shop
- Student Lounge
- Faculty Lounge
- Reserved parking for staff/faculty
- Refurbish and refurnish CHM's foyer
- Refurbish and refurnish CHMI's Library

II. School of Education

- Two offices for incoming faculty
- One Lab Room for Education majors for demonstration
- One professional Demonstration room for workforce Education Majors
- A planning room for faculty
- Updated computer with current software
- Computer and phone for new faculty
- Education Teaching Lab completed – Two-way mirrors for teaching lab and the necessary equipment to accompany this type of lab.

III. Counselling and Health Services Department

- Secretary's office space too small and unsecured. Inadequate storage space.

- Group Counselling room urgently needed
- Peer Tutoring room too small and in urgent need of furniture especially chairs
- Will like to take over the entire third floor of the building so that confidentially will not be comprised as no other tenants will have traffic as well.

IV. School of English Studies

- 4 computers with internet access
- 15 Flat screen monitors
- 4 rectangular tables 21/2' X 5' (maple finished)
- 1 photocopier(F7)
- 1 Colour printer(A110)
- 2 Secretarial desk – maple colour
- 1 L – shaped secretarial desk (desk with return) maple colour

V. School of Nursing and Allied Health Professions

- Entrance to foyer:
Ramp needed to accommodate physically challenged access
- Reception :
Renovate and reconfigure reception area
Retime floors

Lecture Hall:
Retime floor
Change chairs
Install a Smart Board
Install Plastic glass protection along back of hall to protect wall from heads resting on wall
Upgrade projector room and make functional
Repair crack in structure
Change tiles – entire building
Paint entire building
Replace windows entire building
Labs room 111 & 112
- Make a partition between rooms 111 & 112 by 15'
- Install bi-fold partition
- Remove old aluminum cabinets
- Build wooden cabinets, cupboards and counters, both labs
- Build a tour in filing room behind reception for files
- Purchase a larger copier for administrative office downstairs
- Purchase a large shredder for SNAHP
- Purchase a settee and two arm chairs, fridge, table with six chairs for staff lounge upstairs
- Hire a suitable handy –man for SNAHP
- Hire or assign a technician for the sound system

VI Block E, F, S and A needs air condition, windows repaired, and classroom furniture.

b. preventative and routine maintenance program needed:

- maintain new facilities and equipment
- upkeep property and surrounding areas
- eliminate high maintenance costs
- foster sense of ownership

4. Examine the adequacy and utilization of office space for faculty members and recommend any changes considered desirable.

- a. inadequate office space for faculty is recognized and need to be resourced:
- use of space by other entities within the college (UWI e.t.a.l)
 - insufficient classroom space is also an issue. Oakes Field campus urgently need more classroom space may have to consider going up a floor on all classroom buildings including the A Block as land is limited.

5. Examine the adequacy and utilization of parking spaces and the policies on parking and recommend any changes considered desirable.

- a. inadequate parking
- b. no land to alleviate the problem
- c. security checks on vehicles entering the college without decals and directed in the right parking area
- d. feedback on new draft on parking is still not available. All student enrolled with a car should purchased a parking permit to be able to park on campus.

6. Examine the college's master plan for development with respect to its academic implications and recommend any changes considered desirable.

- a. college do not have a master plan (an RFP ready to go out to hire in two stages of master planning work)
- 1st stage (document current facilities in real estate)
 - 2nd stage (develop a master plan to site everything that's on our long range capital development plan)
 - plan came from the priorities committee work
 - master plan will encompass all campus real estate (Andros, Grand Bahama, San Salvador, New Providence)

- northern campus has it's own master plan

There has to be a campus wide initiative to make the College of the Bahamas and all of its buildings disabled friendly.

ANNEX H

Sub-Committee Report on Administrative Policies

Terms of Reference

1. to examine the functioning of Faculty Boards and the Academic Board within the context of current policies and recommend any changes considered desirable.
2. to consider the impact of the possible creation of a University Senate.
3. (see Report on Governance)
4. to examine the roles and the functioning of the Academic Affairs Office and other academic support units.
5. to examine the interface and relationships of faculty and staff in offering quality service.

This report articulates an administrative architecture for quality assurance. The report has four sections that respond to the terms of reference by providing:

- 1) A philosophy of a university and shared governance
- 2) A framework for policy development and policy formulation
- 3) Further development of a framework for a university senate
- 4) A framework for a quality assurance mechanism

This report assumes the imminent creation of a university Senate that will encompass the various academic and business operations of the institution. Therefore, this report has placed the university senate as the focal point through which all academic and administrative policies and practices, including quality assurance, will be efficiently and effectively executed.

Philosophy of the University and Shared Governance

Quality Assurance and The Goals of the University

National development is central to the work of universities; whether that development is economic, cultural, intellectual, or civic, universities have the responsibility for building a nation's citizens. The College's Strategic Plan lists as one of its values the need to respond to national needs and to develop national culture and identity. The university is central to this national enterprise because universities, historically, are the sites from which cultural practices are fostered, shaped and developed. In addition, it is in the university that citizens have the opportunities to determine the role that culture will take in defining the national identity. The national initiative that fuels the work of the University of the Bahamas must necessarily depend upon the individual initiative of its faculty. In a university environment that ensures quality, all aspects of the university's functions will work seamlessly to achieve the shared goals of ensuring national development by producing informed, engaged, and qualified graduates who will then contribute to the citizenry of the Bahamas. The importance of sound quality assurance mechanisms cannot be overstressed in fulfilling this initiative. Such mechanisms should allow faculty members their own autonomy, ingenuity, and pedagogical creativity, while insisting upon individual responsibility and accountability.

Philosophy of Shared Governance

This report applies the values and principles of the College of the Bahamas stated in the Final Report of the Ad Hoc Advisory Committee on Governance—most specifically, the principle of

shared governance and participatory decision-making. The College accepts the principles of shared governance as key to the effective and efficient functioning and administration of the university. Shared governance requires the involvement of all members of the university in the overall work of completing its various missions. Shared governance requires participatory and representative involvement from all stakeholders in the university—the council, the faculty, the administration, the students, the staff, the unions, the broader community, and the government. As a new phenomenon at the College, shared governance will also require some reconceptualising of the roles and duties of these stakeholders as each will have to take part in the administration and functioning of the university and the fulfilment of its missions.

A Culture of Trust

Ensuring quality in a university setting requires a high level of trust and accountability. University communities, as intellectual communities, require self management strategies of quality assurance that can only prevail in an environment in which trust—which includes tolerance of different philosophies and respect of individual intellects—is expected and assumed by all parties. Research has proven that stringent standardization from the top down hinders the kind of creative approaches to pedagogy that are expected at research-centred universities. Administrative policies that rely on traditional forms of managerial power must be decentred in order to produce this culture of trust. At the same time, new structures must be put into place to maintain accountability and professionalism. The culture of trust required for decentring managerial power must necessarily depend upon quality assurance. Standards must be determined and maintained. A decentred administrative structure requires some practical revisions of the existing administrative decision-making practices at the College/University.

A Framework for Policy Development and Policy Formulation

Administrative Efficiency and Effectiveness

Administrative structures that are operated with efficiency guide the quality agenda within an organization. The absence of clear administrative structures results in inefficiencies and chaos, and ultimately mars the organization's effectiveness. The quality agenda in the academy, therefore, must not be limited just to the activities which faculty and students do in the classrooms and laboratories, but should encompass and should be guided by the assurance of policies and processes which are streamlined, clear, and easily communicated and implemented. An examination of many of the existing policies which affect the working conditions of faculty and staff fall short in terms of quality: responsibility for implementation is unknown, authority is unclear, or a review schedule is absent. A structured approach to bring existing policies to standard and to implement policies where they are absent, always with essential accountability, will do much to enhance the quality assurance mechanisms within the institution and foster innovation and empowerment within staff.

In trying to define quality, John Stewart, a director of McKinsey and Company, says “There is no one definition of quality. . . . Quality is a sense of appreciation that something is better than something else. It changes in a lifetime, and it changes generation to generation, and it varies by facets of human activity.” However defined, the ‘quality’ concept requires ‘buy-in’ across the organization, from the ‘ivory tower’ to the ‘grassroots’ levels. As a result of a shared response, the efficiency and effectiveness as it relates to the delivery of administrative services which are crucial to the instruction and scholarship of students and faculty can be improved. In this regard, measures that aim at strengthening an effective and efficient delivery of services must be communicated and celebrated.

Recommendations

1. Develop a quality accountability system, including the following:
 - a. Quality performance reviews
 - b. Quality hiring tools
 - c. Quality promotion tips
2. Conduct a quality analysis
 - a. Determine key administrative processes
 - i. Discern how results are currently measured
 - ii. Decide where measurement of key processes will take place
 - iii. Decide on appropriate number and intervals of measurement
 - iv. Flowchart each of the key processes using a team
 - v. Identify areas for improvement and begin improvement teams
 - vi. Baseline key processes – measure before improvements are implemented
3. Develop a ‘quality plan’
 - a. Write the quality plan – linked to the institution’s strategic plan with quality indicators embedded
 - b. Implement the quality plan
 - c. Train personnel
 - d. Accept ideas – be open-minded and willing to try new ideas
 - e. Review the plan at preset intervals
 - f. Improve the quality plan at intervals
4. Develop a procedural manual
 - a. Have Unit / Branch Heads write job procedures
 - b. Do internal audit to test the procedures
 - c. Include quality indicators in the procedural manual
 - d. Disseminate the procedural manual
 - e. Implement quality service into each policy/process.

Bringing quality into the development, delivery and practice of administrative policies and procedures will require willingness on the part of everyone to change, be open-minded, take risks and have a willingness to explore less popular options. With such modified behaviours it is likely that there will be a better use of personnel, more satisfied customers and excellence in delivering services to customers.

Policies must be supported by procedures. Policies outline the "rules" governing the implementation of the organizational processes while procedures represent an implementation of policy and should evolve over time as new tools emerge, new processes are designed, and in response to internal or external environmental changes. It should be an expectation that

individuals will challenge outdated procedures and call them to the attention of their owners. Therefore, it is recommended that policies, procedures and guidelines be separate documents. This will assist the quality assurance process as University requirements can be separated from practices. Policies and procedures should be available to all relevant publics. Technology can be used in this regard.

Later in this document we outline a framework for Quality Assurance. The College/University might find it useful to consider establishing an Efficiency and Effectiveness Working Group (EEWG)¹ with a mandate to review the academic and business operations of the The College/University with a view to enhancing effectiveness and efficiency in delivery of the institution's products and services in fulfillment of its mission and goals. This group should include representatives from the Council, administrators, relevant faculty and staff and external experts. With imminent creation of the University Senate, the EEWG can initially set guidelines and oversee the process of creating a university Senate, along with examining existing structures (committees, boards, etc.) with a view to incorporating their operations into the Senate where appropriate. The effectiveness and quality of a university Senate will rely on the full support of all of the university's stakeholders. This shift to a permanent quality assurance mechanism and to a university senate is a monumental evolution in the university's administrative operations. The EEWG should serve as the lead group to bring together stakeholders in discussions geared toward sharing ideas that will shape, create, and implement these necessary changes.

Guidelines for Policy Development

Definition of policy

A policy is a statement that defines specific goals in a given area and a framework to guide action to achieve them.

Why a need for policy

Without clear and enforceable policies there is potential for inconsistencies, duplication and ineffectiveness.

Purpose of the guidelines:

- Management tool to provide guidance in policy formulation
- Facilitate improvements in the institution's policy development processes
- Facilitate improvements in drafting of policy documents
- Identify processes to identify issues which require a policy statement
- Identify scope of the issues to determine the extent of the measures required in a policy
- Determine constituents who should respond to an issue of policy
- Determine when to implement a policy once approved
- Determine frequency of review
- Evaluate the effectiveness of a policy and the development process
- Determine format for policy documents – see example currently used by COB

Criteria of Sound Policy Development

¹ Idea taken from the University System of Maryland.

The following are suggested criteria for sound policy development and which contribute to the drafting of effective and high quality policy documents.

- Early confirmation about the need and purpose of the policy and what it should achieve.
- Clarity about the authority of the final document (e.g. Institutional or Departmental) and thus the level at which authority should be given to initiate the policy development process.
- Identification of the appropriate person(s) to lead the policy development process and the resources, staff and skills training required to undertake the process effectively within the required timeframe.
- Allocation of adequate resources to allow effective policy development, consultation, implementation and evaluation.
- Consistency with related and higher order policies and national policies.
- Identification and resolution of financial and staffing implications of policy.
- Consideration and response to consultation, communication, industrial and implementation issues.
- Provide for effective implementation and evaluation with performance targets, planning requirements and accountability arrangements identified.
- Clarity about the audience to ensure that the final document is presented in appropriate formats using appropriate language.

Stages of Policy Development

The policy process should be conceived of as a cycle that typically moves through:

- (1) issue identification and policy definition
- (2) clarification of policy issues and preferred options
- (3) release of formal discussion paper
- (4) development of final policy paper
- (5) implementation
- (6) evaluation and review.

Consultation must occur throughout this cycle.

The policy development process should have a pattern as shown:

- (1) Define Need for Policy
- (2) Clarify Policy Issues
- (3) Assess
- (4) Approve Final Policy
- (5) Implementation
- (6) Evaluation
- (7) Review

A Policy should include the following components:

- (1) Background which gives the historical context
- (2) Policy Context and Direction
- (3) Analysis of issues, risks and strategies
- (4) Implementation
- (5) Review and Evaluation timeframe and mechanisms

Procedures

Procedures are coupled to policies. The relationship of the two must be explicit. Procedures are developed for the understanding and benefit of the customer/user. For this reason, it helps to involve users in the development of procedures. Procedures should be written so that what needs to be done can be easily followed by all users. Procedures which are too restrictive may limit their usefulness. Therefore, where possible, procedures should provide options.

Policy and procedure should have “owners” who are accountable for the timely review, updating, and dissemination of policies and procedures in their area. Responsibility for policies or procedures is usually carried out by way of delegations of authority to specific administrators. Otherwise, authority rests with the unit which has been assigned operational responsibility.

<i>Policy Development Template</i>		
Section	Descriptor	Tasks
<p>I. <i>Background</i> This section is where the essential facts are presented. It should be written in an objective tone. It seeks to inform as to essential facts / challenges. This is the permanent background briefing on the matter which once written should be available and useful whenever the matter is considered. End the section by introducing the specific challenge faced at this time and the purpose behind bringing the matter forward for policy development.</p>	<p>This section sets the stage for discussion and articulation of:</p>	<ol style="list-style-type: none"> i. In narrative form, the historical context of circumstances ii. The need and intent of policy (make references to essential data) iii. Specifics as to people, dates, activities, and documents to be involved in the policy development process (include these in appendices)
<p>II. <i>Policy Context And Direction</i> It should be written in an objective tone.</p>	<p>This section outlines core institutional commitments and existing policies which direct, influence, set parameters and</p>	<ol style="list-style-type: none"> i. Relevant institutional guiding principles ii. Relevant policies

	<p>constraints for the policy development process and the proposed policy. It includes the following:</p>	<p>iii. Principles, goals and objectives of the proposed policy iv. Identifies all stakeholders</p>
<i>III. Analysis Of Issues And Strategies</i>	<p>This section should clearly and objectively outline all issues, noting implications (including resources) and options which must be addressed for the effective implementation of the policy. Congruence with the institution's guiding principles; overlapping and consistency with other policies, and determination of usefulness of policy must be evaluated. The following are addressed:</p>	<p>i. Description of current arrangements (institutional goals and existing policies and practices) ii. Evaluation of issues requiring a policy consideration iii. Identification and evaluation of alternatives to proposed policy. iv. Feasible options in design of policy v. Implications for the internal and external stakeholders vi. Implementation strategy options</p>
<i>IV. Implementation</i>	<p>This section proposes specifics for the effective and efficient implementation of the project, such as:</p>	<p>i. Stakeholder involvement ii. Financial, physical plant, technology, human resources etc. requirements iii. Identification of persons/groups/sectors accountable for implementation of components of the policy iv. Identification of accountability and responsibility tasks for persons/groups/sectors accountable for implementation of components of the policy v. Reporting lines</p>

		vi. Timeframe vii. Communication mechanisms viii. Possible results ix. Evaluation and review process elements
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Template – policy document

The final policy document should provide sufficient information and direction to key decision makers in the institution about the goals in a given area and the course of action to achieve them. It should be brief, clear and objective in tone. The policy document disseminated to stakeholders noting changes along with procedures.

<i>Policy Document –Template</i>		
Policy documents should use a paragraph numbering system easy citation should include each of the following components:		
Section	Descriptor	Tasks
<i>I. Policy Banner</i>	Includes:	<ul style="list-style-type: none"> • title, • issuing date, • identification • block which includes: Policy number, Page Number, Effective Date, supersedes notification, office of origin, and policy approval authority. (The policy number and page number would appear on all subsequent pages; the footer of each page should repeat the issuing date and the policy title).
<i>II. Purpose of the Policy/ Policy statement</i>	This is a concise statement of the rationale for the policy. May include also:	<ul style="list-style-type: none"> • reference to other relevant documents • further policy discussion, • Summary, no more than one paragraph clearly stating key policy content.
<i>III. Detailed policy</i>	Complete policy statement	

<i>statement</i>	with effective and issuing dates identified	
<i>IV. Applicability</i>	Exactly who the policy applies to with consequences for non-compliance	
<i>V. Definitions</i>	Definitions of terms (as needed).	
<i>VI. Relevant office(s)</i>	The office and specific individual position title, telephone number and email address, to be contacted for interpretation, resolution of problems, and special situations.	
<i>VII. Policy authority</i>	This states the administrative, academic officer or group authorizing the policy. The next required review date is also included.	
<i>VIII. Related policies/References for more information</i>	This section includes:	<ul style="list-style-type: none"> • Information about related policies or procedures, guidelines, forms, etc. • Complete references and ensure that documents cited are readily available
<i>IX. Implementation procedures</i>	This section references procedures that are recommended in order to carry out the intent of the policy.	

See addendum for 'Good Policy'

The Senate

The Report of the Ad Hoc Committee on Governance recommends a university Senate:

A Senate, that would allow for broad representation of key stakeholder groups, drawn primarily from the academic faculty of the University, but that would include senior University officials who by virtue of their offices had particular responsibility for key dimensions of the academic enterprise of the institution and related activities. Outside involvement in the work of the Senate would come through members drawn from institutions or bodies with whom the University engaged collaboratively. Student interests would be represented through the membership of present and past students of the institution.

Further,

The Senate shall be the academic authority of the University. It shall have the control and general direction of curricula and instruction, research and examinations, the award of degrees, diplomas, certificates and other academic awards, the establishment of criteria for the admission, continuation and graduation of students, student welfare and discipline, the organization of Schools, Faculties, Institutes and other units of instruction or research, the identification of facilities required for those entities, and of the size and relative composition of the complement of academic staff. The Senate will where appropriate collaborate with unions and other collective bargaining units on all matters relevant to the appointment and promotion of faculty, All decisions of Senate that have financial implications shall be subject to the approval of the University Governing Council and all decisions of Council that have academic implications shall require consultation with Senate.²

The Governance report recommends membership and lists 27 duties and responsibilities of Senate (pg. 34). In the spirit of shared governance presented in the governance report, this subcommittee suggests that the powers granted to the Senate and administration of such powers as articulated in the governance document are delegated to Deans and department chairs. Specifically, the role and function of the Senate should be focused on larger university-wide policies. Hence, they should address such powers as ensuring overall goals of the College's programmes and the overall expectations of the college's faculty. Standardizing these goals and expectations on the level of the Senate, however, would be less effective and counterproductive. Deans, Chairs, and faculty should be granted the power to manifest these goals and expectations in the College/University's various disciplines and classrooms.

The Idea of a University Senate

The formation of a university Senate encourages the kind of participatory involvement that makes each member of the university accountable for the success of the institution at fulfilling its mandates. The role of the Senate is to lead discussions, formulate, oversee and evaluate the administration of the goals of the university. The Senate serves as a guardian of the university's purpose, ensuring proper administration of all of its units. It is the place of convergence at the institution, where all stakeholders, driven by the ideals of the institution, effect policies. The idea of a Senate implies a political restructuring of the College/University. It also assumes a culture of trust amongst faculty and administrators. This requires from both parties a greater level of accountability as well as a stronger investment in the University's overall mission. Producing that culture of trust will involve decentring the existing power structure that undergirds the administrative policies and practices. By diffusing administrative power, placing decision-making powers in the hands of deans, department chairs, and professors, the university

² Adapted from the University of Guelph, the University of the West Indies and the University of Hong Kong.

could more easily shift from a managerial academic board, to a congenial faculty Senate made up of representative faculty and administrators, all in pursuit of the University's mission.

Membership in Senate

It is recommended:

- a) Faculty members in Senate should be at least Assistant Professors
- b) Include representation from Continuing Education and Extension Services (CEES)
- c) One appointed member from the secondary schools, e.g. from a principals' association.
- d) Faculty representation based on a formula which includes the number of full-time faculty in schools and student enrolment in school programmes. For example, using a weight of .5 each for faculty and student enrolment, school A with 25 full-time faculty and caters to 1,000 students would have 512.5 points ($0.5 \times 25 + 0.5 \times 1,000$) School B with 35 full-time faculty and 500 students enrolled would have 268.5 points ($0.5 \times 35 + 0.5 \times 500$). School A's representation would be higher in the senate than school B.
- e) If union membership is required then there ought to be one union representative from each union representing employees at The College.
- f) Student representatives should be students in good standing, 2.5 GPA, and third-year standing.

Committees of Senate

It is expected that the Senate will operate via the committee system. The number of committees recommended reflects the principles of shared governance, participatory decision-making, and representation by as many stakeholders as possible in the fulfilment of all of the university's goals. The committees recommended below represent the broad operational coverage that the Senate will oversee. These committees will make recommendations and delegate decision-making powers to the Deans, Chairs, etc. where appropriate, who will act as representatives of the Senate in their various schools and departments. The duties and responsibilities of senate will be carried out through the work of sub-committees. Eighteen standing committees are recommended.

Committee Membership

- (i) Members are nominated in accordance with rules set by the Nominating Committee. At the initial formation of the Senate, a committee comprised of majority faculty, of no less than 5 persons shall be appointed by the President to oversee the nomination and selection processes.
- (ii) Non-Senate members may serve on committees of Senate.
- (iii) Non-employees of The College may serve on committees of Senate.
- (iv) Students should serve on all standing committees, except the Committee on Faculty and Staff Rights (CFSR).
- (v) Standing committees of Senate shall comprise no less than one-third faculty, except as otherwise indicated below.

- (vi) Standing committees should seek out relevant outside members with professional expertise.
- (vii) Upon convening, standing committees will determine their goals and objectives for the academic year
- (viii) Chairs of committees are elected by members of respective committees. In exceptional circumstances, chairs may be non-members of Senate with the approval of a majority of Senate members.
- (ix) Chairs are elected at the first committee meeting of the academic year.
- (x) A quorum shall be no less than one third of committee membership.
- (xi) Terms of office of standing committee members will range from one year to three years with no more than three consecutive terms.
- (xii) Senate shall form ad hoc committees and establish other standing committees as it sees fit.

Standing Committees

There shall be no less than eighteen (18) standing committees of Senate as listed below.

Standing Committee	Terms of Reference	Membership
I. Committee on Academic Affairs (CAA):	<ol style="list-style-type: none"> 1. CAA shall oversee, review, set rules and guidelines for <ol style="list-style-type: none"> a) the academic planning process b) academic priorities, c) academic organization, d) curricula 2. CAA shall oversee, review, set rules and guidelines for new curriculum and courses 3. CAA shall oversee, review, set rules and guidelines for curriculum and course changes, 4. CAA Committee may initiate suggestions to departments and schools for the purpose of improving their curricula and courses 5. CAA shall review and examine faculty professional development programs in curriculum development. 6. CAA shall verify and authorise the requirements for completion of all courses and programmes. 	<p>The majority of members shall be faculty and should include:</p> <ul style="list-style-type: none"> -VP Academic Affairs or representative -All Deans or representatives -Registrar -Librarian -Faculty members representative of each of the schools -Faculty membership should include a mix of assistant and associate professors

Standing Committee	Terms of Reference	Membership
	7. CAA shall liaise with and advise the VP Academic Affairs on curriculum matters	
II. Committee on Student Life (CSL):	<ol style="list-style-type: none"> 1. CSL shall oversee, review, set rules and guidelines for <ol style="list-style-type: none"> a) all aspects of student life b) campus activities and organizations, health, recreation, advising, counseling, environment and living conditions 2. CSL shall serve as a liaison between students and the Senate 3. CSL shall serve as liaison between the offices of Student Affairs Academic Affairs, and other administrative offices of the University 4. CSL shall advise and consult regularly with the Vice President for Student Affairs. 	<p>The majority of members shall be students, and should include:</p> <ul style="list-style-type: none"> -COBUS representatives -Relevant administrators -Counsellors -Library Representative -Campus Housing Representative -MIS Representative -Faculty representation is less than 1/3
III. Committee on Administrative Operations(CAO)	<ol style="list-style-type: none"> 1. CAO monitor matters related to: <ol style="list-style-type: none"> a) business and finance, such as accounting, purchasing, payroll, clerical, technical and hourly personnel; b) design and construction c) parking d) physical plant e) food service f) bookstore g) public safety h) auxiliary enterprises i) human resources 2. CAO shall advise and consult with appropriate administrators. 	<p>Membership shall include representatives from faculty(1/4 of membership), staff, students, administrators, as well as relevant outside representatives who will lend their specific areas of specialty to particular projects</p>
IV. Committee on the Library (CLY)	1. CLY shall evaluate the resources and long-range plans of The College Libraries	<p>The majority of members shall be academic staff</p> <ul style="list-style-type: none"> -MIS representative,

Standing Committee	Terms of Reference	Membership
	<p>2. CLY shall advise and consult with the administrators of the libraries on matters of policy and procedures.</p>	<p>-students, -faculty representing their schools -external person with interest in libraries and information dissemination</p>
<p>V. Committee on Appointment and Promotions – Faculty (CAPF)</p>	<p>1. CAPF shall examine and recommend standards for original appointment, temporary and part-time hiring, for promotion, and for granting tenure. 2. CAPF shall recommend to schools and departments appropriate procedures for administering appointments, decisions of tenure and promotion. 3. CAPF shall review all procedures of appointment, promotion and granting of tenure and may request testimony before it of appropriate deans, department chairmen and other officials. 4. On procedural matters, College decisions on promotions and granting of tenure may be appealed to CAPF by either the candidate or the department.</p>	<p>The majority of members shall be faculty and shall include: -All relevant deans and chairs -representatives from each school -VP Academic Affairs -External scholar</p>
<p>VI. Committee on Appointment and Promotions – Staff (CAPS)</p>	<p>1. CAPS shall examine and recommend standards for original appointment to The College for promotion, temporary hiring, and for permanent employment. 2. CAPS shall recommend to departments appropriate procedure for administering appointments, decisions of tenure and promotion. 3. CAPS shall review all decisions of appointment, promotion and permanent employment and may request testimony before it of</p>	<p>Faculty representation is not necessary. Majority staff representation Membership shall include representation from: -Human Resources department -Two directors outside the area -Head of area -Outside expert</p>

Standing Committee	Terms of Reference	Membership
	<p>appropriate vice-presidents, directors, department heads, and other officials.</p> <p>4. On procedural matters, College decisions on promotions may be appealed to CAPS by either the candidate or the department.</p>	
<p>VII. Committee on Budget and Fiscal Affairs (CBFA).</p>	<ol style="list-style-type: none"> 1. BCFA shall participate in the development and subsequent modification of College-wide budgets in cooperation with appropriate officers of the Central Administration. 2. CBFA shall participate in the formulation all long-range financial plans. 3. CBFA shall liaise with the VP Financial Affairs on budgets and fiscal policies. 4. CBFA shall be apprised of the general financial position of The College 5. CBFA shall participate in policy development and prioritizing of budget matters. 6. CBFA shall report all significant plans to the Senate, with recommendations when appropriate. 	<p>Membership includes:</p> <ul style="list-style-type: none"> -faculty -staff -external experts -heads of units/schools -head of financial operations
<p>VIII. Committee on Professional Ethics and Academic Freedom (CPEAF)</p>	<ol style="list-style-type: none"> 1. CPEAF shall oversee, review, and recommend rules and guidelines for The College community as related to <ol style="list-style-type: none"> a) academic privileges and responsibilities b) academic freedom c) professional ethics 2. CPEAF shall receive and investigate all matters related to a) b) and c) above 	<p>The majority of members shall be faculty with associate of full-professor ranking. Representation should include:</p> <ul style="list-style-type: none"> - Research department - Graduate programmes
<p>IX. Committee on Instruction (CIN)</p>	<ol style="list-style-type: none"> 1. CIN reviews and makes recommendations on matters related to instruction. These 	<p>The majority of members shall be faculty and shall also include relevant</p>

Standing Committee	Terms of Reference	Membership
	<p>include; teaching load, class size, use of teaching assistants, testing, and other pedagogical matters.</p> <ol style="list-style-type: none"> 2. CIN shall adjudicate course grade appeals based upon procedural irregularities, in accordance with The College's policy on course grade appeals. 3. CIN shall recommend changes in College policies so as to maintain quality and the importance of teaching. 4. CIN shall strive to uphold a balance between teaching and research. 5. CIN shall make recommendations to foster environments for learning outside the traditional classroom 6. CIN shall review, examine and make recommendations related to inter-departmental, inter-school, and inter-college/university instructional collaborations. 7. CIN shall review and examine faculty professional development programs in instruction. 	administrators.
X. Committee on Faculty and Staff Services (CFSS)	<ol style="list-style-type: none"> 1. CFSS shall endeavour to secure services for faculty and staff which will contribute to improving their welfare. 2. CFSS shall advise and consult with the relevant administrators 3. CFSS shall make recommendations regarding policies governing faculty and staff benefits 	The membership shall be equally distributed between faculty, professionals and staff
XI. Committee on Research (CRH)	<ol style="list-style-type: none"> 1. CRH shall be responsible for stimulating, assisting and coordinating research. 	The majority of members shall be faculty and shall include relevant

Standing Committee	Terms of Reference	Membership
	<ol style="list-style-type: none"> 2. CRH shall report on research activities with respect to the maintenance of principles of academic freedom, professional ethics, and the open disclosure of research findings. 3. CRH shall recommend policies and guidelines governing research. 4. CRH shall recommend policies and guidelines governing research leaves. 5. CRH shall promote a proper balance between research and teaching. 	administrators. Faculty should be at the associate professor rank.
<p>XII. Committee on Information, Technology and Computing Services (CITCS)</p>	<ol style="list-style-type: none"> 1. CITCS shall advise and consult with relevant administrators on matters of policy and procedure for the use of college information, technology and computing facilities and services. 2. CITCS shall participate with relevant administrators in <ol style="list-style-type: none"> a) the development of long range plans for acquisition, distribution, and use of resources, b) staffing and equipment, c) the design and maintenance of effective structures for communicating and consulting with The College community 	<p>Membership includes:</p> <ul style="list-style-type: none"> -Relevant administrators -Outside experts
<p>XIII. Committee for Diversity (CDY)</p>	<ol style="list-style-type: none"> 1. CDY shall review, make recommendations, provide 2. -support, leadership and advocacy for College policies, practices and programmes regarding recognition and tolerance of diversity. 3. CDY shall review, make recommendations, provide support, leadership and 	<p>Membership should include a broad representation of College stakeholders.</p>

Standing Committee	Terms of Reference	Membership
	<p>advocacy on matters relating to under-represented groups in enrolment, staffing, equal opportunity and access, and grievance procedures.</p>	
<p>XIV. Committee on Faculty and Staff Rights (CFSR)</p>	<ol style="list-style-type: none"> 1. CFSR shall oversee, review, examine and make recommendations related to the rights and privileges of college employees 2. CFSR shall advise and consult with the relevant administrators to ensure the security of the rights and privileges of employees in accordance with collective bargaining agreements and college policies, rules and procedures. 	<p>This committee is comprised of persons selected by all unions representing employees at The College. Each union shall provide 4 representatives. Members of this committee may be non-employees of The College except that the majority of membership must be employees of The College.</p>
<p>XV. Committee on Nominations (CNS)</p>	<ol style="list-style-type: none"> 1. CNS shall oversee nominations, elections and selections of members of senate and senate committees 2. CNS shall nominate individuals upon request to all committees of the Senate, 3. CNS administers election and selection processes of members of committees of the Senate 4. CNS shall be charged with the annual orientation of all chairs of Senate and Senate Committees. 	<p>Faculty membership should be majority at the associate professor rank</p>
<p>XVI. Committee on Rules (CRS)</p>	<ol style="list-style-type: none"> 1. CRS shall oversee, review and advise on the administration of all rules and guidelines governing the operations of Senate and its committees 2. CRS shall examine and supervise all changes and additions, both substantive and editorial, in the Senate Bylaws and Regulations. 3. CRS shall confer with the sponsors of motions and/or 	<p>Faculty membership should be majority at the associate professor rank</p>

Standing Committee	Terms of Reference	Membership
	<p>resolutions, in advance of the appropriate Senate meetings, to clarify and/or to recommend editorial changes in notices of motions referred to the Committee by the President.</p> <p>4. CRS cannot change the objective of the motion.</p> <p>5. CRS shall determine the form for motions introduced for Senate consideration.</p>	
XVII. Committee on Quality Assurance	<ol style="list-style-type: none"> 1. CQA shall set goals and plan the quality assurance process identifying the calendar, timetables, and procedures 2. CQA shall report on the Quality Assurance exercises and make recommendations 3. CQA shall monitor the progress of the implementation of its recommendations. 	The majority of members shall be faculty and shall include at least 2 outside experts in quality assurance in higher education. Faculty should have associate professor rank.
XVIII. Committee on the Campus and its Environment (CCE)	<ol style="list-style-type: none"> 1. CCE shall review and make recommendations on all matters related to the use, quality, and maintenance of the College campus and its facilities. 2. CCE shall oversee and advise on efforts at campus beautification. 3. CCE shall advise on the use of sustainable resources and on the College's attention to ecological concerns. 	

A Quality Assurance Framework

Principles Under-Girding Quality Assurance

From Strategic Plan

- Enhancing the quality of life of both urban and rural communities and ensuring that services of quality are delivered across the archipelago.

- Increasing the population's participation in higher education both at the college and university level
- Ensuring that the credentials of graduates of The University of The Bahamas are recognized
- Key features of a national university are national goals and national identity
- The role of The University of The Bahamas is to support and drive national development through education, research and innovation. National development is taken in its largest sense as economic, social, and cultural development.
- A driver of innovation.

From the Vision statement

- A national university
- Respected locally, regionally and internationally
- Excellence in teaching, research and service
- Ability to support sustainable development and prosperity.

From the Mission statement

- A publicly-supported university
- Excellence and accessible to higher education to students across the nation and internationally.
- Offering a broad range of undergraduate programmes
- Promoting life-long learning through professional and development programmes.
- Offering graduate research programmes (In the context of our environment and expertise)
- Preparing students to participate fully in the social, cultural, political, economic and spiritual life of their communities and the wider world of which we are all citizens.
- Embracing partnerships, both nationally and internationally,

Key Characteristics Of The Quality Assurance Mechanism

- i. Applies to all academic programmes
- ii. Applies to all academic processes and procedures
- iii. Is based on self-evaluation and peer review
- iv. Involves external disciplinary evaluators
- v. Involves all stakeholders (students, faculty, administrators, alumni, the community)
- vi. Is conducted continuously and regularly
- vii. Is governed by policies, procedures and guidelines

Coverage And Goals Of The Quality Assurance Review

- i. **Relevance:** institutional, national
- ii. **Human resources:** quality, availability, delivery of expertise
- iii. **Physical resources:** quality, availability
- iv. **Availability of financial resources**

- v. Standards
- vi. Teaching and learning
- vii. Research and scholarship
- viii. Innovations and improvements
- ix. Servicing stakeholders

Formulating a Quality Policy

Components of the Quality Policy	Institutional Statements
<p>Articulating the institution's purpose</p> <ul style="list-style-type: none"> ▪ Why was your institution established? ▪ What is unique about your institution? ▪ What is the institution's vision? ▪ What is the institution's mission statement? ▪ What are the institution's main objectives? ▪ What are your institutional goals? ▪ Are these goals achievable and measurable? ▪ Do your institutional goals include all stakeholders? 	
<p>Articulating the philosophy of quality assurance</p> <ul style="list-style-type: none"> ▪ How is quality defined in the institution? ▪ How is innovation defined in the institution? ▪ How is improvement defined in the institution? ▪ How does the institution define excellence in the delivery of its products/services? ▪ What contributions does the institution make to the wider society? 	
<p>Stakeholder orientation</p> <ul style="list-style-type: none"> ▪ Who are the institution's primary beneficiaries? ▪ Who are the institution's secondary beneficiaries? ▪ What are their main characteristics ▪ What product/services do the institution's beneficiaries rely that the institution provides? ▪ What product/services do the institution's beneficiaries rely that the institution does not provide? ▪ What is required to meet and satisfy the institution's beneficiaries? 	
<p>Measures of success</p> <ul style="list-style-type: none"> ▪ What are the intended outcomes for the institution? ▪ What are the intended outcomes for stakeholders? ▪ What are the quality indicators? ▪ What are the quality assurance benchmarks? ▪ What is the system for collecting, interpreting and using feedback from stakeholders? 	

Components of the Quality Policy	Institutional Statements
<ul style="list-style-type: none"> ▪ What is the system for communicating with internal and external customers? ▪ What is the system for monitoring and follow-up? 	
<p>Commitment to quality</p> <ul style="list-style-type: none"> ▪ Is the institution committed to delivering stated benefits to its beneficiaries? ▪ How does the institution intend to deliver these benefits? ▪ Does the institution have the resources to deliver these benefits? ▪ What guarantee does the institution provide to its beneficiaries? ▪ Is there redress for beneficiaries if quality is not delivered? 	

Plan for Quality Assurance

The Quality Assurance Steering Committee

- The quality assurance steering committee is a standing committee of Senate
- The steering committee is chaired according to the rules of Senate
- The steering committee is comprised of sub-committees, and working groups
- The steering committee sets goals and plans the quality assurance process identifying the calendar, timetables, and procedures
- The steering committee reports on the Quality Assurance exercises and make recommendations
- The steering committee monitors the progress of the implementation of its recommendations.

Steps in the Quality Assurance Process

	Activities	Time frames	Responsibilities	Comments
1.	Setting objectives, benchmarks, outcomes			
2.	Organising the team(s)			
3.	Data collection			
4.	Data validation			
5.	Analysis			
6.	Writing the report			
7.	Reporting to stakeholders			
8.	Implementing strategies for improvements			
9	Review and Assessment			

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Sub-Committee Report on Administrative Policies Addendum

Good Policy from: <http://www.decs.sa.gov.au/policy/pages/OSPP/27917/>

What is good policy?

Good policy is beneficial. Good policy creates public value. Policy change should benefit individuals, organisations and services. Analysis of intended and unintended consequences is a crucial aspect of policy work.

Good policy is necessary. A clear rationale for a new policy - or for revising an existing policy - is an essential first step.

Good policy has an end in mind. The direction to be set, or the problem to be fixed by policy change, must be clear from the outset. Good policy making considers both the immediate short term and longer term systems impact.

Good policy aligns with the goals of the government and the department. Governments are elected on the basis of a policy platform. Policy is an instrument of change that must be attuned to government and corporate goals.

Good policy is well informed, concise and rigorous. Good policy uses evidence and information as the basis for analysis which should in turn be rational, comprehensive, thorough, accurate and balanced. Quantitative and qualitative information should be applied.

Good policy is ethical. The Code of Conduct for the South Australian public sector emphasises principles of integrity respect and accountability that all public servants should apply to their work.

Good policy is transparent. The processes used to develop policy need to be clearly communicated and widely understood. They should engage those individuals and organisation who will be affected by policy change from the outset.

Good policy is intelligible. Clarity and economy are essential features of good policy. A good policy should be no more than two or three pages in length and in plain English. Policy should be described in as few words as possible with clear messages which are readily understood

Good policy is open to change and improvement. All policy documents are constructed, published and written in a particular time and place. They should be reviewed, refreshed, abandoned and/or replaced as we move forward.

Good policy is on time. Effective policy development and implementation aligns with departmental milestones and targets, and responds rapidly to emerging challenges and changes of direction.

Good policy can be enacted. Good policy foresees the challenges of implementation and adapts to the shifting realities of our operational environments.

Guidelines for Good Policy Writing from:

<http://wcf.vu.edu.au/GovernancePolicy/PDF/GoodPolicyWriting.pdf>

GUIDELINES FOR GOOD POLICY WRITING

The purpose of this information is to provide guidance to the University about the characteristics of good policy writing.

1. Good policies and procedures are **necessary**.
2. Policy must be **well researched** to avoid unnecessary duplication and inconsistency with other University policy and legislation and should be benchmarked against similar guidelines at other Universities or like institutions.
3. Effective policy is understood by students and/or staff and is therefore used. Policy and procedures are written in **clear, concise and simple language**.
4. **Avoid the use of acronyms**. If however this is necessary, use the full title/term first before using the acronym.
5. Use numbering to facilitate easy referencing and not dot points.
6. **Use identical terms** to convey the same information throughout the policy. Consistent use of language is important to avoid confusion so that the 'reader' is not lost.
7. Use **everyday words** wherever possible.
8. **Avoid the use of information that is quickly outdated** and that therefore requires regular amendment to the policy. For example, use position titles rather than names wherever possible.
9. Use **short sentences** and break up statements into paragraphs. Wherever possible these should be numbered to allow easy referencing.
10. Always **double check for accuracy**, in particular guarding against inconsistency. Your procedures, guidelines must line up with the over arching policy.
11. Include step-by-step **instructions for completing forms**.
12. Use **gender-neutral language**. Use 'their' instead of 'he/she'.
13. If action is compulsory, 'must' or 'will' is used. If the action is recommended, 'should' is used.
14. Use the **active voice** rather than the passive voice. Make it clear who is responsible for what action(s).
15. Good policy attempts to foresee events and aims to anticipate scenarios. Notwithstanding this, the policy must be practical and realistically capable of being implemented.
16. As a general rule, **responsibility is closely located to the activity** and clearly specified.
17. Obstacles and impediments to the policy are identified and addressed in the implementation plan.
18. Effective policy is presented in the approved University format. Ensuring that policies are written and presented in a consistent manner maximizes effectiveness and aids readability.
19. Avoid the use of double negatives.

20. While tables can be used in policies and associated procedures, these should be consistent with the guidelines contained in *THE HOW IT LOOKS HOW IT WORKS WHAT IT MEANS BRAND GUIDE*. This can be access at <http://intranet.vu.edu.au/mcd/BrandGuide.pdf>

21. When naming your policy, remember that policies are listed alphabetically (as well as by category on the Central Policy Register) and as such the first letter of the first word is critical in the location of the policy. You should therefore give careful consideration to the title avoiding generic first words such as 'University' and instead ensuring a key descriptor of the policy focus is used.

22. Procedures should:

- list steps to follow in order to comply with the policy;
- be divided into sections marked by indented headings;
- use an introductory heading section for complex procedures or those with options;
- clearly identify options;
- where applicable, clearly identify consequences of not following policies and associated procedures;
- refer the reader to related documents, relevant appendices and special situations.

ANNEX I

Persons Consulted by Task Force Chairman

Bowes, Jean – Faculty, Northern Bahamas Campus

Brown, Denton – Vice-President, Finance and Administration

Bull, Chris – Faculty, Northern Bahamas Campus

Carey-Baines, Dr. Earla – Dean, Faculty of Liberal & Fine Arts, Acting Dean, SOSC
Chair, Faculty and Staff Affairs Sub-Committee

Charlow-Patton, Claire – Director, Records Department

Chipman-Johnson, Dr. Rhonda – Vice-President, Academic Affairs
Co-Chair, Curriculum and Programmes Sub-Committee

Cleare, Dr. Brendamae – Dean, Faculty of Pure & Applied Sciences, Acting Dean, SEDUC
Co-Chair, Curriculum and Programmes Sub-Committee

College of The Bahamas Union of Students (COBUS) (President Anastarcia Huyler and entire body of Nassau representatives)

College of The Bahamas Union of Students (COBUS/NBC) [Berylyn Smith, President, Nevar Smith Vice President and Khason Russell, incoming President](#)

Colebrooke-Knowles, Laura – Chair, School of Nursing and Allied Health Professions

Collie, Veronica – Director, Admissions Department

Davis, Dr. Danny - Registrar

Davis, Dr. Linda – Vice-President, International Relational, Graduate Studies and Research

Diment, Christine – Chair, School of Communication and Creative Arts

Ferguson, Teorah – Counsellor, Counselling and Health Services Dept.
Chair, Facilities and Resources Programmes

Ferguson, Veronica – Faculty, Northern Bahamas Campus

Grace, Dr. Daphne – Faculty, Northern Bahamas Campus

Hodder, Janyne - President

Hogg, Bridget – Chair, School of Sciences & Technology

Johnson, Dr. Pandora – Vice-President, Outreach

Johnson, Willamae – College Librarian, Libraries & Instructional Media Services

Kelly, Dr. Coralee – Associate Vice-President, Northern Bahamas Campus

London, Dr. Ethley – Executive-Director, University Council of Jamaica

Major, Colyn – Vice President, Student Affairs

Maples, Don – Faculty, Northern Bahamas Campus

Marshall, Dr. Lincoln – Executive Director, Culinary and Hospitality Management Institute

Moss, Carol – Faculty, Northern Bahamas Campus

Moss, Dr. Irene – Project Coordinator, International Languages and Cultures Institute

Moxey, Remelda – Chair, SBUS

Munnings, Janice – Faculty, School of Education
Chair, Student Affairs Sub-Committee

Nottage, Rubie – Vice-President, General Counsel

Pinder, Jason - Security Department, Hutchison and Whampoa Container Port Facility

Sands, Dr. Kirkley – Chair, School of Social Sciences

Saunders, Olivia – Faculty, School of Business

Chair, Administrative Policies Sub-Committee

Sawyer, Gladys – Counsellor, Northern Bahamas Campus

Smith, Camille – Assistant to the Executive Vice President, Academic Affairs,

Secretary, Task Force

Spence, Juliet – Faculty, Northern Bahamas Campus

Strachan, Dr. Ian – Faculty for Dr. Marjorie Brooks-Jones, Chair, School of English Studies

Weekes, Esmond – Faculty, Northern Bahamas Campus

Williams, Vernice – Acting Director, Management Information Services

Annex J

Quality Assurance Documents Consulted

Books

Dobyns, Lloyd and Care Crawford-Mason. Quality or Else: The Revolution in World Business. 1991, Boston: Houghton Mifflin.

Kessler, Sheila. Total Quality Service. 1995, Milwaukee, ASQC.

Townsend, Patrick L. and Joan Gebhart. Quality in Action: 93 Lessons in Leadership, Participation and Measurement. 1992, New York, John Wiley & Sons.

Web-based References

Aberdeen University – Academic Quality Handbook
<[www.abdn.ac.uk/registry/quality/section 25 html](http://www.abdn.ac.uk/registry/quality/section%2025.html)>

Association of American Colleges and Universities
<www.aacu.org/about/commission>

Association of Universities and Colleges of Canada
<[www.aucc.ca/qa/links/index e.html](http://www.aucc.ca/qa/links/index_e.html)>

Conference of Rectors and Principals of Universities of Quebec
<www.crepuq.qc.ca>

International Network of Quality Assurance Agencies in Higher Education
<www.inquaahe.org>

James Cook University (Australia) Quality Assurance Plan
<[www.jcu.edu.au/ssqa/QA/Sample Quality Assurance Plan](http://www.jcu.edu.au/ssqa/QA/Sample_Quality_Assurance_Plan)>

New Zealand Quality Assurance Expert Advisory Group
<www.nzqa-govt.nz/for_providers/tertiary/docs/eag>

Quality Assurance Agency for Higher Education (UK)
<www.qaa.ac.uk>

University of Cambridge Guide to QA and Enhancement
<www.admin.cam.ac.uk/offices/education/quality>

University Council of Jamaica
<www.ucjamaica.com>

University of Prince Edward Island Policy
<www.upei.ca/vpacademic/review>